



Federal Programs

Uniform Grant Guidance

Jasper County Charter System

2024-2025

Contents

LOCAL EDUCATIONAL AGENCY (LEA) MONITORING OF SCHOOLS AND PROGRAMS	11
Positions Responsible for Implementation and Monitoring of Federal Awards	11
Federal Grant Professional Learning	12
Federal Grant Technical Assistance	12
Monitoring of All Programs	14
Observations	14
Data Analysis	14
Expenditures	14
Inventory	15
Program-Specific Monitoring	15
Title I, Part A	15
Title I, Part C	16
Title II, Part A	16
Title III, Part A	17
Title IV-Part A, Title V- Part A, Title VI-B, ESSER 1, ESSER II and ESSER III	17
Homeless	17
Foster	17
IDEA	17
Frequency of Monitoring	18
Annual Timeline	18
Periodic Monitoring Timelines	21
Monthly Monitoring of Documentation	21
Daily Monitoring of Documentation	21
Maintenance and Collection of Documentation for Monitoring	21
Corrective Action	24
Identification of High-Risk Schools	25
IDEA Procedures	27
Multiple Tiered Support System (MTSS) (see manual)	28
CHILD FIND PROCEDURES	29
Transition for Children Birth Through 2 - Part C	30
Referrals from Babies Can't Wait (BCW)	30
Students enrolled in Jasper County Charter System schools (K-12):	31
Students not enrolled in LEA (Pre-K through 21)	31
Children enrolled in homeschool/study programs:	31
Parentally Placed Private School Children:	32
EVALUATIONS AND REEVALUATIONS	35
Completing the Referral Packet	39
Preschool Eligibility/Significant Developmental Delay	40
Data Collection	41
Comprehensive Evaluations	46

Independent Educational Evaluation	48
Jasper County Charter System' process Transfers	49
ELIGIBILITY DETERMINATION AND CATEGORIES OF ELIGIBILITY	52
Eligibility Determination Process	53
Documentation of eligibility/ineligibility: variety of appropriate sources and well documented	70
Exclusionary Factors	75
DISCIPLINE	74
When to Conduct a Functional Behavior Assessments (FBA)	78
Process for Conducting an FBA	79
Behavior Intervention Plan	79
Components of a BIP	79
Progress Monitoring/Reviewing the BIP	80
COMPREHENSIVE LEA IMPROVEMENT PLAN (CLIP) AND SCHOOLWIDE/TARGETED ASSISTANCE PLANS	88
Comprehensive LEA Improvement Plan	88
Verifying Participation of Stakeholders	90
Selection of Evidence-based Action Steps in the CLIP	93
Approval of the CLIP	93
Timeline	93
Resolution Procedures for Unapproved CLIP	94
Schoolwide Program Plans	94
Process for Creation/Review of the Schoolwide Plan	94
Verifying Participation of Stakeholders	96
Selection of Evidence-Based Action Steps in the Schoolwide Plan	96
Approval of the Schoolwide Plan	97
Timeline	97
Resolution Procedures for Unapproved Plans	98
CONSULTATION WITH PRIVATE SCHOOLS (ESEA: Sec. 1117 and 1120; Sec. 2102(b)(2)(E); Sec. 8501(a)(5); Sec. 8501(c); Sec. 4106(e)(2)(B); 34 CFR Part 200.62-200.67;	98
Timely and Meaningful Consultation	98
Timeline for Consultation for Private Schools	100
Determining Private Schools for Invitation to Consult on Federal Programs	101
Notification of Invitation to Consult on Federal Programs	101
Collection of the Private School Invitation to Consult Forms	101
Late Submission of Private School Report of Students Enrolled (DE Form 1111)	102
District Initial Consultation Meetings	102
Ongoing Consultation with Participating Private Schools	103
MAINTENANCE OF EFFORT FOR ESSA (Sec. 1120A; Sec. 1114, 1118)	104
Procedure for Calculating Maintenance of Effort (MOE) Based on Aggregate Expenditures of State and Local Funds	104
Steps for Computing the Aggregate of Per-Pupil Expenditure:	105
MAINTENANCE OF EFFORT FOR IDEA	106

Supplement not Supplant	106
Maintenance of Effort Compliance and Eligibility Worksheet	106
COMPARABILITY	109
Comparability Criteria and Methods	109
Instructional Staff Members Included in the Comparability Count	109
Procedures for Completing the My GaDOE Portal Comparability Report	110
Procedures for Meeting Comparability with Self-Reported Data	111
Procedures for Meeting Comparability through the Resource Allocation Methodology/Plan (RAM/P)	112
Comparability Timeline	113
ASSESSMENT SECURITY AND REPORTING OF ACCOUNTABILITY	113
Communication to Local Educators	114
JCCS Protocol – Testing Programs	114
Testing Administration	114
Purpose	114
GUIDELINES:	115
District/School State Report Card	116
ALLOWABILITY	117
Grant Development	117
Budget Development	117
Grant and Budget Development Timeline	118
Claiming Process	119
Grant Drawdown Process:	119
Review of Expenditures to Determine Allowability	119
PROCEDURE FOR COMPLETING INDIVIDUAL TIME SHEETS FOR WORK IN AN EXTENDED LEARNING PROGRAM	120
Federal Grant Requirements for Payment for Work in an Approved Extended Learning Program:	120
Staff Allowed to Receive Payment for Work in an Approved Extended Learning Program:	121
Completing the Individual Time Sheet (Payroll Notification Form):	122
Corrections to Individual Time Sheets:	122
Payment for Extended Learning Tutoring:	122
Completing the Payroll Summary Form and Submitting Paperwork to Payroll	122
Corrections to Payroll Reports/Student Sign-In Sheets	123
PROCEDURE FOR ENTRY OF PROFESSIONAL LEAVE UTILIZING FEDERAL FUNDS	123
Next Steps	123
COMPLETING TIMESHEETS FOR RETIREES AND PART-TIME WORK	124
Submitting Time Sheets from Timeclock Plus	124
Completing the Individual Time Sheet:	124
Approval of Fund Requests Based on Identified Needs:	125
Supplement not Supplant:	125
Other Programs:	126
Aligns to Cost Principle Allowability:	126

Resource Allocation Methodology/Plan (RAM/P) Development	130
SEGREGATION OF DUTIES	131
Segregation of Duties for Cash Management	132
Segregation of Duties for Purchasing	132
Segregation of Duties for Bank Statement Reconciliation	132
Segregation of Duties for Computer Application Controls	133
PROCUREMENT PROCEDURES	134
Purchasing Policy (DJE)	134
JCCS Purchase Limits	136
Maintenance of Bid/Quote Records	136
Approval Process for Grant Funds	136
Methods of Procurement with Federal Funds	137
PROCESS FOR COMPLETION OF THE PRE-PURCHASE CHECKLIST	140
Submitting a Pre-Purchase Checklist:	140
Requisition Process	141
Title I, Part A and Parent Engagement Requisitions (School Initiated)	142
Purchase Order (PO) Process	143
Approval of Purchase Orders for Federal Grants	143
Title I, Part A and Parent Engagement Purchase Orders (School Initiated)	143
Handling of Purchase Orders	143
Unauthorized Purchases	144
Sole Source and Standardization Purchases	144
Delivery of Goods and Services/Verification of Services Provided	144
REQUESTING APPROVAL FOR INVOICE OVERAGES FOR PURCHASE ORDERS (SCHOOL INITIATED ORDERS – Title I, Part A, Title II, Part A, Title IV, Part A Only)	145
Federal Programs Requirements for Processing Invoice Overage Requests:	145
Invoice Overage Request Email Process:	145
Submitting the Invoice with Overage and Purchase Order for Payment:	145
Invoice Processing and Check Distribution	146
Purchase Order Oversight	147
Purchased Professional Services (Contracts)	147
Prior to Entering into a Contract	148
Entering into a Contract	148
GUIDELINES FOR PURCHASED PROFESSIONAL SERVICES CONTRACTS	148
Requirements for Purchased Professional Services Contracts for Federal Grants:	148
Completing the Purchased Professional Services Contract:	150
Changes to Purchased Professional Services Contract	150
Payment of Purchased Professional Services Contracts	151
Contract Oversight	152
Statewide Contracts	152
Period of Performance Flexibility	152

Record Maintenance (2 CFR Sec. 200.318(i))	153
METHOD FOR CONDUCTING TECHNICAL EVALUATIONS OF COMPETITIVE PROPOSALS AND SELECTING RECIPIENTS	153
Purchasing Policy (DJEA)	153
Requests for Proposals (RFP)	153
RFP Creation	154
RFP Process	154
JCCS Purchase Limits	156
Maintenance of Bid/Quote Records	156
Methods of Procurement with Federal Funds	156
Obtaining Price/Rate Quotes for Federal Awards	158
Advertisement of Bids for Federal Awards	158
PROCESS FOR COMPLETION OF THE PRE-PURCHASE CHECKLIST	158
Submitting a Pre-Purchase Checklist:	159
CONFLICT OF INTEREST	160
Definition	160
Standards of Conduct	160
Nominal Items	161
Reporting Conflicts of Interest	162
Violations of the Conflict of Interest Policy	162
Conflict of Interest Training	162
PERSONAL COMPENSATION PROTOCOLS	163
Compensation	163
Substitutes	164
Time and Effort	164
Periodic Certifications	165
Personnel Activity Reports (Time Logs)	166
FEDERAL SUBSTITUTE PROCEDURE	167
Substitute Allowability and Purpose:	167
Substitute Schedule:	167
Substitute Compensation:	168
Entering Substitute Absences in TimeClock Plus Absence Management:	168
Pre-Approval of the Professional Learning:	168
Required Substitute Documentation for Internal Trainings:	169
Required Substitute Documentation for Out of County Professional Learning:	170
Processing Substitutes for Payroll:	170
STIPEND PROTOCOLS	171
Awarding of Stipends (GaDOE Rule 160-3-3.04)	171
Professional Development	171
FEDERAL STIPEND PROCEDURE	172
Stipend Allowability and Purpose:	172

Stipend Amount:	172
Required Stipend Documentation:	172
Processing for Payroll:	173
Every Student Succeeds Act	174
PROFESSIONAL DEVELOPMENT ALIGNMENT	176
Professional Development Alignment Verification:	176
TRAVEL POLICY (2 CFR Sec. 200.47(b))	176
General Travel Procedures	177
Transportation (Mileage)	177
Meals	177
Travel Reimbursement	178
OUT-OF-DISTRICT PROFESSIONAL LEAVE PRIOR APPROVAL COMPLETION PROCEDURE	178
Components of the Out-of-District Activity Approval Request:	179
Completing the Out-of-District Activity Request and Reimbursement:	180
REQUESTING AND REGISTERING FOR MIDDLE GA RESA PROFESSIONAL DEVELOPMENT	182
Federal Grant Requirements for Middle GA RESA Professional Development:	182
Requesting Professional Learning through Middle GA RESA:	182
Registering for Professional Learning through Middle GA RESA:	182
Cancellation or Reassignment of Professional Learning through Middle GA RESA:	183
CONFERENCE/TRAINING SESSION SELECTION PROCEDURE	184
OUT-OF-STATE CONFERENCE PROCEDURE	185
Budget Timeline:	185
Request Approval:	185
Professional Leave Approval:	185
Professional Development Redelivery:	186
Purchase Order Process:	186
Check Requests:	187
No Shows:	187
Conference Attendance:	188
Travel Reimbursement:	188
Final Agenda:	188
HOTEL GUIDELINES AND PROCEDURE	189
Additional Charges During Hotel Stays:	189
Hotel Cancellations:	190
Allowable Use of Federal Funds:	190
Other Lodging:	190
TRAVEL REIMBURSEMENT PROCEDURE	191
Federal Grant Requirements for Travel Reimbursements:	191
Required Attachments for Jasper County Charter System Employee Expense Statements:	191
Completing the Employee Expense Statement:	192
SUSPENSION AND DEBARMENT	196

Definitions	196
Covered Transactions	197
Suspension and Debarment Check	197
Documentation	197
Exclusions	198
RESOURCE ALLOCATION METHODOLOGY/PLAN (RAM/P) PROCEDURE	198
Functions of an Inventory	198
Definitions	198
Control System	199
PROCEDURES	199
Acquisition of Equipment	199
Equipment Labels	201
Entering Information onto the Equipment Inventory Log for Inventory Management	203
Timeline for Entering Information	205
Inventory Records	205
Physical Inventories	206
Preparing for Inventory Checks	206
Physical Inventory Process	207
Equipment Training	210
Equipment Timeline	210
Use of Equipment	210
On-Site use of Equipment	212
Off-Site use of Equipment	212
Lost, Stolen, or Damaged JCCS Equipment	212
Use of Equipment in Title I, Part A Targeted-Assistance School Programs	213
Use of Equipment in Private Schools	214
Capital Outlay Purchases	214
Equipment Disposal, Sale, and Transfer Procedures	215
ESSER I, ESSER II and ESSER III Construction Requirements & Documentation	215
Criteria for Disposition	217
Process for Disposition of Equipment	218
Process for Sale of Equipment	219
Transfer of Equipment	219
Removal of Equipment	220
Parts Salvage for Equipment	220
Process for Disposition of Supplies (for Title I, Part A)	220
Safeguards Against Loss from Unauthorized Use or Disposition	220
Lost, Damaged, or Stolen Equipment	221
Damaged Equipment	222
Lost/Missing Equipment	223

Stolen Equipment	224
Equipment Replacement	224
Maintenance Procedures	226
Equipment Repairs	227
CASH MANAGEMENT AND DRAWDOWNS	230
Monthly Drawdowns	230
Expenditure Requirements	231
Grant Drawdown Procedures	231
Maintenance of Documentation	232
Method of Evaluating Sub-Recipient Requests	232
CALCULATION OF FUNDS FOR REQUIRED SET-ASIDES	233
Calculation of the Parent and Family Engagement Set-Aside:	233
Calculation of the Homeless Set-Aside:	233
Calculation of the Neglected and Delinquent Set-Aside:	234
Calculation of the Private School Proportionate Share:	234
PROCEDURES FOR IDENTIFYING ELIGIBLE STUDENTS FOR TARGETED ASSISTANCE OR TARGETED ASSISTANCE LIKE PROGRAMS WITHIN A SCHOOLWIDE PROGRAM	236
GUIDELINES FOR TITLE I FUNDED EXTENDED LEARNING PROGRAMS	236
CALCULATION OF PARENT ENGAGEMENT CARRYOVER FUNDS	236
Calculation of Parent and Family Engagement Carryover:	236
COLLECTION AND VERIFICATION OF PARTICIPATING PRIVATE SCHOOL POVERTY NUMBERS	237
Collection and Verification of Enrollment	237
Collection and Verification of Poverty Numbers	237
TITLE I, PART A – NOTICE TO PARENTS	239
NOTIFICATION TO PARENTS OF PARTICIPATING ENGLISH LEARNERS PROCEDURE	240
Initial Notification to Parents of English Learners:	240
Notification to Parents of English Learners Identified During the School Year:	240
Notification to Parents in an Understandable Format:	241
Monitoring of Distribution of Parent Notifications for Participating English Learners:	241
Parent Input	242
District Parent and Family Engagement Plan	242
School Parent and Family Engagement Plan	244
School-Parent Compact	246
Building School Staff Capacity	249
One Percent Set-Aside	249
Distribution	249
Technical Assistance	250
Building Capacity for Involvement	251
Staff Capacity	253
Parent Capacity	254

Parents of English Learners	255
Effectiveness of the Parent Engagement Plans and Practices	256
Responding to Parent Requests	257
Workshop Requests	257
Non-workshop Requests	258
School Improvement 1003(a)	
School Improvement 1003(g) (SIG)	258
HOMELESS	259
Homeless Liaison	259
Homeless Students (Policy JBC(1))	260
DEFINITION	260
LIAISON FOR THE HOMELESS	260
Homeless Student Enrollment, School Selection, and Transportation (Regulation JBC(1)- R(1))	261
School Selection	261
Enrollment	261
Transportation	262
Services	262
Collaboration	262
Transfer/Withdrawal	263
Disputes of Homeless Children and Youth	263
Accepting and Issuing Credit for Homeless Students	263
Annual Policy Review Period	264
Title III-Handbook	265

LOCAL EDUCATIONAL AGENCY (LEA) MONITORING OF SCHOOLS AND PROGRAMS

(ESEA: Sec. 9304; 2 CFR Sec. 200.328; 2 CFR Sec.200.330; 34 CFR Sec. 300)

The Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act of 2015 (ESSA), requires the Jasper County Charter System (JCCS) to monitor the implementation of program requirements and the expenditure of federal funds. JCCS will ensure that each program is:

- Administered in accordance with all applicable statutes, regulations, program plans, and applications.
- Implemented using fiscal control and fund accounting procedures to ensure proper disbursement and accounting for funds for each program.
- Evaluated through monitoring of initiatives for compliance and objective outcomes.

Monitoring is a systematic and routine mechanism that can be used as a tool to improve program quality. Ongoing and effective monitoring allows for regular collection of information about the program that can lead to improved performance toward meeting specific goals and objectives. Monitoring is an essential component of ensuring that all facets of federal programs are being implemented as prescribed by all statutory requirements. It leads to a process of providing technical assistance and collecting data in order to provide information that can guide program implementation with fidelity.

Positions Responsible for Implementation and Monitoring of Federal Awards

JCCS has assigned grant administrators to oversee all critical ESSA/IDEA requirements of all programs and its implementation at the district and school level (where applicable). The grant administrators responsible are as follows:

- Title I, Part A: Improving the Academic Achievement of the Disadvantaged – Director of Federal Programs
 - o Homeless – Director of Federal Program
 - o Title I, Part A: Foster Care Program – Director of Federal Programss
 - o Title I, Part A: Family School Partnership Program – Director of Federal Programs
- School Improvement 1003(a) – Not Applicable
- School Improvement 1003(g) – Not Applicable
- Title I, Part C: Education of Migratory Children – Director of Federal Programs
- Title I, Part D: Prevention and Intervention Programs for Children a-d Youth who are Neglected, Delinquent, or At-Risk – Not Applicable
- Title II, Part A: Supporting Effective Instruction – Director of Federal Programs
 - o Professional Qualifications – Director of Human Resources/Director of Federal Programs
- Title III, Part A: Language Instruction for English Learners and Immigrant Students
 - o Director of Federal Programs
- Title IV, Part A: Student Support and Academic Enrichment – Director of Federal Programs
- Title V, Part B: Rural Education Initiative – Director of Federal Programs
- Title IX, Part A – McKinney-Vento Homeless Assistance Act – Director of Federal Programs

- ESSER 1, CRSSA, and ESSER III- Executive Director of School Improvement
- IDEA: Individuals with Disabilities Act – Director of Programs for Exceptional Children
- GNETS: Georgia Network for Educational and Therapeutic Support – Director of GNETS

Federal Grant Professional Learning

All grant administrators participate in professional development and training on grant implementation. Grant administrators participate in the following:

- Budget Webinars
- Cross-Functional Monitoring Webinars
- Grant-Specific Webinars
- Regional Trainings
- GaDOE Federal Programs Conference

Additionally, grant administrators participate in conferences related to grant administration such as the Data Conference, GCASE Conference, Homeless Conference, and other content-related conferences to ensure effective implementation of the grant.

Federal Grant Technical Assistance

Each grant administrator provides technical assistance on grant implementation through meetings, phone calls, emails and feedback. Technical assistance regarding federal grants is provided throughout the year. Professional development is provided based on need, and professional development is used as a preventive measure to ensure all federal grant staff have a clear understanding of all expectations of the federal award.

Technical assistance meetings and professional development are ongoing and provided by the grant administrator or designee. Meetings include but are not limited to:

- Periodic administrative meetings
- Family Engagement Coordinator Meeting (monthly)
- Comprehensive Needs Assessment and Improvement Plans (All programs)
- New Special Education Teacher Orientation (IDEA)
- Systemwide Special Education Meetings (IDEA)
- Special Education Related Services Meetings (IDEA)
- Special Education Lead Teacher (SELT) (IDEA)
- Positive Behavioral Interventions and Supports (PBIS) Coaches Meeting
- Title I Training for Title I Teachers and Principals (Title I, Part A)
- Title I Training for Title I Equipment Contacts, Instructional Technology, and School Staff (Title I, Part A)
- Budget and Finance Training for Principals (Title I, Part A)
- Private School Technical Assistance (Title I, Part A)
- New Teacher Orientation (Title I, Part A)
- Introduction to the WIDA Screener (Title III, Part A)

Grant implementation includes the following topics but is not limited to:

- Budgets

- Planning
- Compliance Issues
- Parental Engagement
- School Improvement
- Monitoring
- Academic Achievement
- Professional Qualifications
- Fiscal Requirements
- Inventory Management

Specific professional development is provided on but not limited to:

- Effective planning (All programs)
- Literacy strategies (All programs)
- Using assessments (All programs)
- Differentiation (All programs)
- Integration of Student Use of Technology (All programs)
- Using technology to increase student achievement (All programs)
- Math (Guided math and Number Talks) (All programs)
- Science (STEM/STEAM) (All programs)
- Social studies (Analyzing and writing with primary sources) (All programs)
- Writing (process) (All programs)
- Increasing rigor in instruction (All programs)
- Positive Behavior Interventions and Supports
- READ 180 (L4GA)
- Data analysis on standardized test scores (Title I, Part A; Title II, Part A, Title III, Part A)

Districtwide required training is completed by every staff member. New hires complete this upon hire as well. Training includes policies, procedures, and important information for staff including but not limited to:

- Code of Ethics
- Board Policies including Policy JBC(1) – McKinney-Vento (Homeless Students)
- Child Abuse, Mandated Reporting and Suicide Prevention
- 504 Policies and Procedures
- Complaint Procedure
- Student Privacy – FERPA
- Technology Usage

Grant administrators also provide individual and group support as needed through meetings, phone calls, and emails.

Monitoring of All Programs

Monitoring of programs is conducted through observations, data analysis, and review of expenditures.

Observations

Grant administrators and designees observe grant implementation through various walkthrough processes that include:

- Compliance observations – Observations conducted for federal grant staff and/or initiatives
- Classroom walkthrough visits – Walkthroughs to provide an objective and evidence-based analysis of how well instructional practices are being implemented in the classroom and to measure a school’s instructional effectiveness
- Instructional walkthroughs – Standards-Based Instruction focused walkthroughs conducted by district staff and Instructional Coaches each semester in ELA, math, science, and social studies for general education and special education classrooms

Observations are ongoing and are completed during both semesters to ensure effective grant implementation. Grant administrators and/or designees address identified issues as needed and use data to improve effectiveness.

Data Analysis

Grant administrators review data to ensure the efficient and effective implementation of their respective grant. Data analysis includes:

- Measures of Academic Progress – Performance and growth measure for K-12 students administered three times per year in reading and math
- JCCS Mid-Year “State of the Schools” Reports – Report completed by school administration on indicators such as Standards-Based Classroom walkthroughs, progress of students receiving Tier II and III supports, student growth, CCRPI analysis, and percent of students on track for graduation
- Review of applicable software reports
- Review of evidence-based interventions (Logic models/Effectiveness plans)

Expenditures

Each grant administrator reviews and approves expenditures for their respective grant. Each grant administrator follows the processes outlined in this manual including:

- Allowability
 - o Grant Development
 - o Budget Development
 - o Claiming Process
 - o Review of Expenditures for Allowability
 - o Approval of Fund Requests Based on Identified Needs
 - o Supplement not Supplant
 - o Alignment to Cost Principle Allowability
- Maintaining Segregation of Duties
- Procurement Requirements
- Purchase Limits/Methods of Procurement with Federal Funds
 - o Requisition Process
 - o Purchase Order Process
 - o Unauthorized Purchases

- o Verification of Delivery of Goods and Services
- Technical Evaluation of Competitive Proposals
- Competitive Bidding Procedures
 - o Request for Proposals Procedures
- Personal Compensation Policies
 - o Salaries
 - o Substitutes
 - o Stipends
 - o Extended Learning
 - o Supplemental Pay
 - o Time and Effort
- Stipend Policy
- Travel Policy
- Cash Management and Drawdown Procedures

Inventory

Each grant administrator monitors inventory to ensure that equipment is being used to support allowable grant initiatives.

Program-Specific Monitoring

Program-specific monitoring is conducted for individual grants based on program-specific requirements.

Title I, Part A

- Purchasing
 - o The purpose of each initiative is listed on the Purchase Order to show alignment to the Comprehensive Needs Assessment and Improvement Plan
 - o Schools are given a proportional amount of paper that is allowed to be ordered to prevent stockpiling.
- Expenditures
 - o A summary of school level expenditures is shared with each school periodically. Discussion includes a review of the budget and the remaining funds. Reminders of purchasing requirements and deadlines are also shared with the principal.
- Teachers
 - o Schedules are provided to and reviewed by the Federal Programs Director to ensure compliance.
- Family Engagement Coordinators
 - o Schedules are provided to and reviewed by the Federal Programs Director to ensure compliance.
- Private Schools
 - o Plans for improvement and effectiveness are created and monitored by the Director of Federal Programs.

- o Initiative implementation is reviewed by the Director of Federal Programs on an ongoing basis.
- Family Engagement
 - o Information of School-Level Parent Engagement is provided by each school in forms of newsletters, flyers, and/or calendars. The Director of Federal Programs and District Family Engagement Coordinator reviews the supporting documentation submitted Family Engagement Coordinator meetings, if district-wide events are scheduled. Feedback is provided to schools in writing by the District Family Engagement Coordinator for corrections needed on school-level events .
 - o A spring parent engagement survey is implemented. The survey is used to gauge the effectiveness of the program and gather input for the next year’s program.
 - o Budget meetings are conducted with schools to ensure the parent engagement set-aside is spent and funds are utilized to meet parent needs/requests.
 - o Federal Programs staff attend school level meetings and workshops to ensure compliance and to provide technical assistance. Feedback on events is provided to the schools.
- Stakeholder Documentation
 - o Sign-in sheets are reviewed by the Director of Federal Programs to ensure required stakeholders are involved in input meetings including:
 - Comprehensive Needs Assessment
 - Improvement Plan
 - School-Parent Compact
 - Parent and Family Engagement Policy (School and District)
 - Reservation of Funds
 - Building Staff Capacity

Title I, Part C

- A report from the student information system is pulled quarterly to review migrant enrollments.
- Parent Occupational Surveys are reviewed on an ongoing basis to determine migrant student eligibility (new student enrollment list in the student information system and returning students through a paper form).
- Students are monitored in collaboration with the Regional Migrant Education Office. Student data reports are reviewed including quarterly grades and enrollment.

Title II, Part A

- Purchasing
 - o The purpose of each initiative is listed on the Purchase Order to show alignment to the Comprehensive Needs Assessment and Improvement Plan
- Expenditures
 - o A summary of school level expenditures is shared with each school periodically. Discussion includes a review of the budget and the remaining funds. Reminders of purchasing requirements and deadlines are also shared with the principal.
- Professional Development
 - o All professional development must be approved by the instructional coach, school level principal and curriculum director.

Title III, Part A

- See handbook
- Data is monitored on an ongoing basis for English Learners including:
 - o Home Language Survey data
 - o ACCESS test data
 - o WIDA Screener data
- Notice to “Parent’s Right to Know” sent home

Title IV-Part A, Title V- Part A, Title VI-B, ESSER 1, CRSSA and ESSER III

- all programs will be monitored to ensure programs are being used and all procedures are being followed.

Homeless

- A list of homeless children and youth is maintained and reviewed by the Director of Student Services on an ongoing basis. Quarterly and end of year reports are also reviewed.
- Support provided to homeless students is monitored by the Director of Student Services.

Foster

- A list of foster children is maintained and reviewed by the Director of Student Services on an ongoing basis. Quarterly and end of year reports are also reviewed.

IDEA

- Schedules are submitted for all special education staff
- Special Education Class Size and Caseloads are monitored regularly
- Home school/private school student list is maintained
- Evaluation and Re-evaluation timeline logs are maintained and monitored regularly by the Director of Instructional Support Services, school psychologist, and educational diagnostician
- Timeline and IEP Procedural/Substantive compliance is monitored regularly by the Office of Instructional Support Services and School PEC Leads
- Progress Monitoring Data Reviews are conducted regularly by the Director of Instructional Support Services and Educational Diagnostician
- Professional Learning Agendas and sign in sheets are maintained by the office of Instructional Support Services
- Compliance forms for Caseload Review, Procedures Manual Review by case managers and other special education staff are maintained by the office of Instructional Support Services
- All required GADOE reports are maintained and submitted by the Director of Instructional Support Services
- Grant initiatives are monitored regularly.

- Indicators, including restraints, crisis, and discipline are discussed and reviewed regularly with various stakeholders.

Frequency of Monitoring

Annual Timeline

Each grant administrator follows the timeline outlined in the Federal Programs Year-at-a-Glance Calendar published on the GaDOE website.

June

- Submit Title III, Part A Annual Report (June 1)
- Gather FTE and poverty data for any schools that are closed, opened, or rezoned
- Complete end-of-year logic model data
- Private school evaluation of effectiveness – ES4PS Form A
- Completion of self-monitoring
- Year-end logic model data due

July

- Complete periodic certifications for July-June
- Intradistrict transfer notification deadline (July 1)
- RAM/P submission (July 1) – N/A
- Comprehensive LEA Improvement Plan (CLIP) submission (July 31)
- Federal Programs Budget Training
- Finalization of District and School Comprehensive Needs Assessment and Improvement Plans
- Staff professional development on grant requirements
- Completion of Title I, V paraprofessional schedules
- Completion of Title I teacher schedules
- Review of SIP, P&F Engagement Plans, Compacts

August

- Distribution of Home Language Survey (Title III, Part A)
- Distribution of Parent Occupational Survey (Title I, Part C)
- Ensure proper assignments of teachers based on professional qualifications (HR)
- Initial distribution of letters to English Learner (EL) families (ELs participating in Title I or Title III funded supplemental English language support services) (30 days after the beginning of the school year)
- Services begin for private schools-if applicable
- Begin parent “Right to Know” notifications
- Begin distribution of 20-Day Parent Notifications (Dissemination 10 business days after the 20-day period) – N/A
- Statement of Responsibility for Use of Federal Equipment Forms due (All Programs)
- Title I Annual Meetings planning (Title I, Part A)
- Regional Budget Meeting (Title I, Part A)
- Data Conference Attendance

- Submit Parent Occupational Surveys with “Yes” marked (Title I, Part C)
- Begin Title I, Part A Inventory Training with Media Specialists (monthly)
- Collect Time Logs

September

- Federal Programs - Cross-Functional Monitoring Training
- Distribution of parent engagement policies and compacts (Title I, Part A)
- Title I Public School Allocation Tab Completed (Schools and grade span only) (September 15)
- Deadline for meeting expenditure requirements (September 30)
- Schoolwide Plan Checklists due (Title I, Part A only)
- Send private school letters for consultation meeting – ES4PS
- Collect Time Logs

October

- Update logic models with data from the GaDOE and MAP Data
- GEPA 427 Attachment in Consolidated Application (October 1)
- Finalize Budgets (October 1)
- Superintendent Prayer Certification sign-off (October 1)
- FTE enrollment data submission (first Tuesday in October)
- CPI transmission cycle begins
- Review CPI data
- Carryover waiver
- Completion report (October 31)
- Send private school letters for consultation meeting (ES4PS)
- Finalize Parent and Family Engagement Plans and School-Parent Compacts (Title I, Part A)
- Collect Time Logs

November

- Title I Annual Meetings complete (held by November 1)
- Submit online Title I Comparability Report (November 15)
- Review Title I, Part A budget with CFO
- State of the School meetings with Executive Cabinet
- Collect Time Logs

December

- Private school consultation meeting
- Annual Neglected and Delinquent survey due (December 7)
- District must demonstrate comparability (December 31)
- Submission of Title I teacher and paraprofessional schedule changes for second semester (Title I, Part A, Title V only)
- Collect Time Logs

January

- Complete periodic certifications for July-December
- Complete mid-year logic model data

- Submit carryover amendments
- Mid-year logic model data due
- Review Federal Programs budget with CFO
- Collect Time Logs

February

- Begin school stakeholder meetings for input on the School Parent and Family Engagement Policy, School-Parent Compact, reservation of funds, and building staff capacity
- Review Federal Programs budget with CFO
- Collect Time Logs

March

- District Administrative team meetings for the Comprehensive Needs Assessment
- Distribution of Spring Parent Survey to determine program effectiveness (Title I, Part A)
- School stakeholder meetings for revision of the Comprehensive Needs Assessment and School Improvement Plan
- GCEL Conference Attendance
- Youth At-Risk Conference Attendance
- Collect Time Logs

April

- District Administrative team meetings for the Improvement Plan
- Stakeholder meetings for the District Comprehensive Needs Assessment and Improvement Plan
- Collect Time Logs

May

- Deadline for amendments for Federal Programs
- Stakeholder meetings for the District Comprehensive Needs Assessment and Improvement Plan
- Review Federal Programs budget with CFO
- Begin revisions to SIP, Parent and Family Engagement Plans, and School-Parent Compacts
- Collect Time Logs
- The Title V, Part B year-end completion report is shared from the Chief Financial Officer to the Title V, Part B district program manager. It is reviewed for accuracy, signed, and archived.

Periodic Monitoring Timelines

Periodic monitoring of activities is conducted by grant administrators and/or designees. Refer to the table below for periodic monitoring timelines.

Activity	Time Period	Grant
First semester equipment inventories	August – December	All Programs
Second semester equipment inventories (if applicable)	January – May	All Programs
First semester walkthroughs/observations	August – December	All Programs
Second semester walkthroughs/observations	January – May	All Programs

ACCESS testing	January – March	Title III, Part A
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Monthly Monitoring of Documentation

Grant administrators and designees monitor monthly documentation. Documentation includes:

- Split-funded time logs (Family Engagement Coordinators)
- Review of expenditures and drawdowns (All Programs)
- Letters for ELs participating in Title I or Title III funded supplemental English language support services (Title I, Part A and Title III, Part A)
- List of homeless children and unaccompanied youth (Title I, Part A)
- List of foster care children (Title I, Part A)
- School parent engagement documentation (Title I, Part A)
- Migrant student report (Title I, Part C)
- 20 Day-Parent Notification Letters (Title II, Part A)
- EL class roster verification (Title III, Part A)
- Data from Special Education Lead Teachers Monthly Meetings (IDEA)
- Special Education Student Compliance Monitoring Reports (IDEA)

Daily Monitoring of Documentation

Grant administrators and designees monitor documentation on a daily basis. Documentation includes:

- Expenditures (purchase orders, contracts, substitutes, stipends, extended learning) (All Programs)
- Title I, Title V paraprofessional schedule changes (as needed) (Title I, Part A)
- Title I teacher schedule changes (as needed) (Title I, Part A)
- Parent Occupational surveys (Title I, Part C)
- Home Language Surveys (Title III, Part A)
- Monitoring identification of ELs in JCCS enrollment process (Title III, Part A)
- WIDA screener administered upon EL enrollment if applicable (Title III, Part A)

Maintenance and Collection of Documentation for Monitoring

Each grant administrator will retain documentation to support monitoring, implementation, and evaluation of their respective grant. Documentation for all programs includes:

- Comprehensive Needs Assessment and Improvement Plans
- Meeting agendas, sign-in sheets, and supporting documentation
 - o General meetings, professional development, and technical assistance
 - o Substitutes
 - o Stipends
 - o Contract services
- Equipment inventories

Budget data includes:

- Board of Education Action Memos for Purchases
- Budgets and supporting worksheets

- General ledger and budget analysis reviews
- Pre-Purchase approval for purchases of greater than \$10,000
- Purchased Professional Services Contracts and supporting documentation
- Timesheets
- Stipend information
- Substitute information
- Expenditure reviews

Each grant administrator or designee will keep specific documentation for the grant they administer. Grant-specific documentation includes:

Title I, Part A

- Paraprofessional schedules
- Statement of Responsibility for Use for Federal Equipment
- Title I teacher schedules
- Schoolwide Plan Checklists
- Comprehensive Needs Assessment and Improvement Plan meetings and feedback
- Logic models
- Carryover worksheets
- Justification of Budget Items
- FTE enrollment
- Free/Reduced data
- Resource Allocation Methodology/Plan – N/A
- Calculation of set-asides
- Notices to parents of participating English Learners

Homeless

- List of homeless children and unaccompanied youth
- Professional development received by the homeless liaison
- Documentation notifying stakeholders of the homeless liaison's contact information
- Collaborative planning agendas with the Transportation Department
- Evidence of comparable services for homeless students
- Evidence of collaboration with agencies to support homeless children and youth
- Monthly social worker report indicating supported provided to homeless children and youth

Foster Care

- Collaborative planning agendas with local child welfare agencies
- Foster care registration log
- Evidence of collaboration between social workers and other agencies to support those children in foster care

Family School Partnership Program

- Family Engagement Coordinator professional development
- District and school staff training

- Spring Parent Survey
- Evidence of communication in multiple languages
- Evidence of parent-teacher conferences
- Evidence that information on parent engagement and school programs are provided to parents with disabilities or parents who are unable or unwilling to come to the school
- Evidence that childcare and transportation was offered
- Evidence of planning meeting for a co-sponsored event with a business or community organization
- Evidence of planning a coordination activity with another program
- District and School Parent Engagement Policies with required components
- School-Parent Compacts with required components
- Completion of Calendars for School-Level Parent Engagement
- School newsletters
- Title I Annual Meetings
- Curriculum Nights
- Parent and family workshops
- Workshop/Meeting attendance
- Stakeholder feedback and input (Reservation of funds, policy, compact, building staff capacity, improvement plan) at stakeholder meetings, online, via email, and/or through feedback forms
- Parent contacts
- Checklists
 - o Checklist for Parent and Family Engagement Input
 - o Checklist for Distribution
 - o Checklist for Building the Capacity of School Staff
 - o Checklist for Building the Capacity of Parents
- Evidence of distribution of policies

Title I, Part C

- SIS report with migrant students
- Communication regarding migrant students
- Occupational surveys
- Student data reports including quarterly grades and enrollment (If applicable)

Title II, Part A

- Distribution of 20-day parent notifications
- Distribution of Parent Right to Know letters

Title III, Part A

- Home Language Survey data
- ACCESS test data
- WIDA Screener data
- ESOL permanent records with test data, parent notifications, and services

IDEA

- Paraprofessional schedules, and service logs
- Special Education teaching schedules, service logs
- Therapist schedules, service logs
- Special Education Lead Teacher meeting agendas
- Special Education professional development agendas and sign in sheets
- Letters of Redirect
- Discipline Data logs
- Mindset master list of trained participants
- PBIS meeting agendas

GNETS

-off campus

Corrective Action

Grant administrators and/or designees identify corrective action through monitoring. Monitoring includes the review of documentation, walkthroughs, meetings, phone calls, and during professional development. The district or school may be identified for corrective action. The purpose of corrective action is to identify any program operation deficiencies.

Grant administrators will discuss the identified issue with the appropriate administrator. Identification of the issue will also be provided in writing along with guidance for compliance and corrective action steps. The administrator will be given a deadline to meet for the corrective action. Based on the issue identified, additional technical assistance or professional development may be provided to the administrator and/or staff.

The applicable grant administrator will follow-up on the identified issue to ensure that corrective action has been implemented. Documentation that the corrective action has been met will be maintained by the grant administrator.

In the event that the administrator does not comply with the corrective action, the administrator's supervisor will be involved to ensure compliance.

Identification of High-Risk Schools

JCCS completes a risk assessment to monitor schools that may be at higher risk of not meeting the requirements of the program, federal regulations, or administrative procedures. The risk assessment is based on employee experience, school scores, meeting fiscal requirements, and compliance issues.

Schools are rated on the following criteria:

- Principal Experience
- Hiring of Staff Practices
- Latest CCRPI Score
- Latest Content Mastery Scores in ELA and Math
- Percentage of Unspent Funds for the Previous Year

- Timeliness of Spending Funds during the Previous Year
- Issues Identified During Walkthroughs or Documentation Review
- Submission of Title I Documents
- Submission of Required Changes to Title I Documents

Schools are assigned points based on the rubric below.

Category	0 points	1 point	2 points	3 points
Principal Experience	≥ 1 Year Experience as Principal in JCCS at same school as previous year	Experienced Principal but New School Placement within JCCS	New Principal but has Experience as Principal in different district	1 st Year Principal
Hires Staff in a Timely Manner	No Delays in Hiring Staff	Some Delays in Hiring Staff	Major Delays in Hiring Staff or Staff Missing for the Majority of a Semester	Staff not Hired or Staff not Replaced
Latest CCRPI	80 and above	75-79	70-74	Below 70
Content Mastery ELA	Improved more than 3 percentage points from Previous Year	Improved 0.1-3 percentage points from Previous Year	No Improvement in score from Previous Year	Score declined from Previous Year
Content Mastery Math	Improved more than 3 percentage points from Previous Year	Improved 0.1-3 percentage points from Previous Year	No Improvement in score from Previous Year	Score declined from Previous Year
Percentage of Unspent Funds in FY21	< 15% Unspent	15-25% Unspent	26%-40% Unspent	> 40% Unspent
Timeliness of Spending Funds in FY21	Quotes and Requisitions submitted within 30 days of SIP	Quotes and Requisitions submitted 31-60 days after SIP	Quotes and Requisitions submitted more than 60 days after SIP	Quotes and Requisitions submitted more than 60 days after SIP

	approval	approval	approval	approval and needing corrections
Issues Identified During Walkthroughs/ Documentations on Review	None	1-2 Issues Identified	3-4 Issues Identified	> 4 Issues Identified
Submission of Federal Grant Documents	On time	Submits Late but No Reminders Needed	1 Reminder Needed	Multiple Reminders Needed

The values for each category are summed. Schools will be grouped as follows:

Low Risk: 0 – 9 Points

Moderate Risk: 10 – 16 Points

High Risk: 17 – 27 Points

Schools in the high-risk category will have additional support provided from the grant administrator(s). Technical assistance will be provided through professional development, meetings, phone calls and/or emails. Schools scoring a 2 or 3 in a category will receive additional technical assistance in that specific area of need.

IDEA Procedures

Multiple Tiered Support System (MTSS) (see [manual](#))

(STATE BOARD RULE: 160-4-2-.32)

Prior to a child being referred for Special Education, the student goes through various levels or tiers in the MTSS system. Prevention through intervention is stressed in all tiers. JCCS uses a data collection plan that looks at different forms of data, and a process to document and monitor the data to inform instruction. Each School has a MTSS team that consists of, at a minimum, the parent, referring teacher and at least 2 of the following participants, as appropriate for the meeting:

1. Principal
2. General Education Teacher
3. Counselor
4. Instructional Coach
5. School Psychologist
6. Content Area Specialist
7. ESOL Teacher
8. Special Education Teacher

- 9. District Social Worker
- 10. Central Office Personnel
- 11. Section 504 Coordinator

Each of the Tiers is defined below and can also be found in our District MTSS Procedures Manual:

- Tier I- standards based instruction. This tier includes evidence-based instruction which is based on the learning Standards. It includes effective school-wide behavior supports, utilizing the Positive Behavior Interventions and Supports (PBIS) framework, and differentiated instruction to promote higher levels of student engagement and achievement.
- Tier II- targeted instruction. When students are referred to Tier II, an Intervention Plan is created utilizing Branching Minds. At this tier, grade level teams monitor data weekly to assess whether student goals are met, interventions need to change, or if additional support is needed. This tier utilizes data from common unit pre-tests, norm referenced tests such as MAP data, social/emotional screening data, HMH Reading Inventory data, iReady and Dreambox data, formal and informal assessments, progress monitoring data to determine which students require extended learning opportunities or are not making adequate progress and need additional interventions. Progress Monitoring data is used to monitor the progress of these students. Social and behavioral concerns are also addressed at this level utilizing group strategies to target areas of concern. If students do not make progress in Tier II, they are referred to Tier III.
- Tier III- Student Support Team (SST). At this level of tiered support, the Intervention Plan is reviewed and revised to offer more targeted, intensive and individualized supports. This tier provides student specific, skills based interventions to address the deficits that have been identified for individual students. Interventions may address academic, social, and behavioral performance. Before the referral is made for other supplemental supports and services, an evaluation or assessment shall be conducted if data displays that students do not make sufficient progress in Tier III/SST. Parents are invited to participate in all meetings of their child's MTSS and development of interventions. The MTSS process includes the following steps:
 - Identification of learning, behavior, social/emotional, speech and/or attendance problems
 - Assessment, if necessary
 - Educational plan.
 - Implementation.
 - Follow-up and support
 - Continuous monitoring and evaluation
 - Documentation of MTSS activities shall include the following: Student's name, Names of team members, meeting dates, progress monitoring data, goals, interventions and supports identified by the team.

All student referrals must be preceded by evidenced-based academic and/or behavioral interventions.

MTSS Options/Outcomes

- **Not referred for further Evaluation** – Should the MTSS develop alternative strategies and interventions that are successful with a student, the student would most likely not be referred for

further evaluation. However, the MTSS should not exclude a student from further evaluation because the team “feels” that the student will not meet special education eligibility. The MTSS must have data to support the decision that interventions are successful at Tier III and that the student is successful without further evaluation. The MTSS team may have attempted reasonable strategies at the school level in Tiers II and III and have physical/emotional/academic questions that might be answered by an evaluation. The MTSS team is **not** an Eligibility/Placement Team; therefore, MTSS teams should never make decisions on special education eligibility or placement.

- **Referred for further Evaluation** – MTSS teams should have attempted reasonable alternative strategies and interventions. If those strategies have not been successful and data supports the potential need for additional supports, the MTSS team may make a referral for evaluation to determine if physical/emotional/academic problems may be interfering with a student’s school progress.
- **Complete Referral Packet** – After the referral packet is compiled and reviewed by the MTSS Coordinator, Speech Language Pathologist (SLP) (if applicable), the packet is submitted to the School Special Education Lead who will utilize the initial evaluation routing form to check for all required documents and sign off on Routing sheet.

Direct Parent Request for Evaluation

A parent may request an evaluation at any point prior to or during the MTSS process. Parent presents the request in writing to school, request is given to the MTSS Contact for the school, who will make contact with the parent to schedule a conference to discuss the parent’s concerns. The school MTSS Contact will reach out to the MTSS Specialist and Director of Instructional Support Services to inform them of the request and the meeting date for the conference. If the team determines that evaluation is appropriate, intervention data can be obtained, for the purposes of eligibility, at the same the evaluation is taking place, but **under no circumstances should the absence of MTSS data prevent the submission of a parent requested referral for evaluation. When a student’s parent issues a written request for evaluation, contact the MTSS Specialist and Director of Instructional Support Services.** Additionally, if a child transfers into our district when the parent did not inform at registration that child had previously received special Education Services, and expired Special Education Documentation is provided uncovered in student records, the District will provide FAPE and a records request is sent to the Office of Instructional Support Services. Also, in cases where a private psychological is provided for students not currently in the PEC program, the MTSS team will meet with school psychologist, MTSS Specialist and parents to discuss findings in private psych and other relevant data to determine how the district can meet student’s needs.

General Supervision and Professional Learning

- School level MTSS Leads perform monthly fidelity checks of interventions through informal walkthroughs and data reviews
- District level Director monitors placement rates of initial referrals monthly
- MTSS Specialist meets with school MTSS Contacts quarterly for PL on procedures and policies regarding MTSS and implementation of MTSS

- School MTSS Contacts provide ongoing professional development to staff on MTSS

CHILD FIND PROCEDURES

(STATE BOARD RULE: 160-4-70.03)

Introduction

The Individuals with Disabilities Education Act (IDEA) requires school systems to locate, identify, and evaluate students suspected of having a disability through Child Find activities. Child Find is conducted for various populations that include:

- Birth to age 3 who may or may not be referred to and served through the state’s early intervention program, Babies Can’t Wait.
- Preschool children, ages 3 through 5, who may not be enrolled in a Georgia-funded prekindergarten and kindergarten, including children who are parentally placed in private preschools or daycare centers outside the LEA;
- Children who are enrolled in a public school within the LEA, including public charter schools;
- Children who are parentally placed in private and home schools located within the LEA’s jurisdiction (refer to the Private Schools Chapter of this manual for additional information on private school Child Find responsibilities)
- Highly mobile children, including migrant, homeless, and children who are wards of the state;
- Children served in community programs, such as rehabilitation centers, daycare centers, etc.

Transition for Children Birth Through 2 - Part C

- The Individuals with Disabilities Education Improvement Act (IDEIA) 2004 mandates that special education services and supports be provided through the public schools for young children with disabilities beginning at age 3. IDEA requires that the local school district locate, identify, and provide services and supports to young children with suspected disabilities or developmental delays. These delays may occur in the areas of self-help/adaptive behavior, cognitive development, communication, physical development, and/or social-emotional development.

Referrals from Babies Can’t Wait (BCW)

- Babies Can’t Wait coordinates and facilitates the referral process to the local school district through a transition conference. A parent or guardian must consent to allow BCW to contact the local district. Children being referred from BCW are children with disabilities who are approaching the age of three, are transitioning from BCW, have an Individualized Family Service Program (IFSP), and are identified as being potentially eligible for preschool special education services.
- Transition Conferences
The transition conference will be held as early as nine months but no later than 90 days prior to the child’s 3rd birthday.

Preschool Children Ages 3-5

- The parent of a student attending a daycare, homeschool, Headstart, or preschool program can request an evaluation for a student if they suspect a disability. If an agency or parent reaches out to express concerns, the Director of Instructional Support Services or Coordinator of Special Education will discuss the process with the parent/caregiver.
 - Parents may obtain a [referral packet](#) from Instructional Support Services or the Jasper County Preschool.
 - A vision/hearing will be obtained either from the child’s pediatrician, Department of Health or through a nurse or health coordinator at Jasper County Schools by appointment.
 - The educational diagnostician will schedule an appointment for screenings. At that time, a developmental screening will be conducted by the SNP lead teacher and will be sent to the school psychologist for review.
 - A follow-up appointment will be scheduled with the parent by the Administrative Assistant of Instructional Support Services for further evaluations. The parent will be given a consent to evaluate.
 - Once consent is received, the student will be evaluated within 60 days and an eligibility meeting will be held in a timely manner to determine if the student qualifies for special education services.
 - During this process, the psychologist and any other personnel necessary will reach out to the parent or agency (Charter School, private school, homeschool, etc.) and recommend research/evidenced based interventions that can be conducted. The staff will continue to track progress throughout the process to determine if the rate of learning is insufficient.

Students enrolled in Jasper County Charter System schools (K-12):

- Children enrolled in the Jasper County Charter System in grades K-12, are identified through the MTSS process.

Students not enrolled in LEA (Pre-K through 21)

- The parent of a student attending a private school, homeschool, or public charter school can request an evaluation for a student. If an agency or parent reaches out to express concerns, the director or coordinator will discuss the process with the parent/caregiver. A vision/hearing screening will be obtained either from the child’s pediatrician, Department of Health or through a nurse at Jasper County Schools by appointment. The parent will be given a [Parent/Private/Home School Referral Packet](#) to complete and then a consent to evaluate will be obtained. During this process, the psychologist and any other personnel necessary will reach out to the parent or agency (charter school, private school, homeschool, etc.) and recommend research-/evidenced-based interventions that can be conducted. The staff will continue to track progress throughout the process to determine if the rate of learning is insufficient. Once consent is received, the student will be evaluated and a report will be completed within 60 days. An eligibility meeting will be held soon thereafter, best practice is within 10 days, to determine if the student qualifies for special education services. For further information in reference to evaluations, please see State Rule 160-4-7-.04 or Evaluations/Re-evaluations

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/160-4-7-.04_Eval_and_Reeval_3-31-10.pdf

- An exception is allowed only when evaluation and/or placement is required due to a significant disability. Contact the Director of Instructional Support Services immediately if you have knowledge of a student with suspected significant disability.

Children enrolled in homeschool/study programs:

In an effort to identify students who may have disabling conditions who are presently not enrolled in Jasper County Schools but who are currently schooled at home or enrolled in a home study program, the following will be done:

- The Jasper County Charter School System will host an informational session annually for parents of students enrolled in homeschool/study programs.
- The Administrative Assistant for the Director of Instructional Support Services will run a State Longitudinal Data System (SLDS) report identifying all home-school students within the county. A pamphlet explaining Child Find processes and procedures will then be sent home to each parent of a student registered as being schooled at home or attending home study.
- If a parent of a student who is schooled at home or who attends home study should make a request for services under Child Find procedures, then the steps for Parental Request for Evaluation will be followed.

Parentally Placed Private School Children:

- The LEA will carry out child find activities to locate, identify, and evaluate children attending the private schools within its jurisdiction. Further, it will consult with representatives of the private school to complete child find activities. Child find activities will be conducted for any parentally-placed private school children who attend a private school within the jurisdiction of the LEA, even if the child resides in a different LEA or in a state other than Georgia. See 34 C.F.R. § 300.131(a).
- If a parent of a student enrolled in a private school or the private school agency makes a request for services under Child Find procedures, then the steps for a request for evaluation will be followed.

Incarcerated/Highly-Mobile Children Child Find

Under IDEA, Jasper County Charter System conducts child find activities for those students who are residents of this county and are incarcerated through the Department of Juvenile Justice and Department of Corrections and highly mobile children such as migrants, homeless, and wards of the state.

Collaboration occurs monthly with the district's students services department and local law enforcement agency through inner agency meetings (LIPT) to ensure students' access to the services are not delayed.

If a student who resides in Jasper County should be detained or incarcerated in a jail or correctional facility, the following will occur:

- If the student was suspected of having a disability, however, only Tier 3/SST data has been collected and no evaluation has yet been conducted and the child is expected to be incarcerated past the 60-day timeline, then the appropriate paperwork, including interventions, progress monitoring data, and SST meeting minutes will be forwarded to appropriate personnel at the

Department of Juvenile Justice so the evaluation may be completed and the eligibility meeting held before the expiration of the 60-day timeline.

- If the student was suspected of having a disability, however, only Tier 3/SST data has been collected and no evaluation has yet been conducted and the child is expected to return to the local school system before the expiration of the 60-day timeline, then Jasper County Schools will conduct the evaluation of the student and hold the eligibility determination meeting.
- If a student who is suspected of having a disability transitions to jail or a detention center after the evaluation is complete but before an eligibility meeting can be held, then a copy of all evaluation reports related to eligibility will be forwarded to appropriate personnel at the Department of Juvenile Justice. Representatives of DJJ will then be responsible for scheduling and holding the eligibility determination meeting. However, Jasper County Schools will offer the support of the local professionals who conducted the testing if the facility prefers to have them present.
- If the student was not previously identified by Jasper County Schools as being a child with a suspected disability or if progress monitoring data did not suggest the presence of a disabling condition, however, the Department of Juvenile Justice suspects that a disabling condition may be present, then DJJ will be responsible for implementing interventions, monitoring the student's progress toward meeting the interventions, and conducting the evaluation (if necessary), and holding the eligibility determination meeting (if necessary). If, however, the student should leave a DJJ school and re-enroll in Jasper County Schools at any point during the Tier 3/SST referral process, then Jasper County Schools will be responsible for completion of the process through eligibility determination.

When a general or special education teacher identifies a child who has experienced difficulty learning and whose educational record indicates many school placements, the following will occur:

- The identifying teacher will notify the SST/MTSS chairperson who in turn contacts the Administrative Assistant for Instructional Support Services to determine if records are available from a previous school such as RTI documents, MTSS documents, Tier 2 or 3 documents, etc.
- The school level SST/MTSS contact will gather all available records for review.
- The school level SST/MTSS contact will then contact the school psychologist and educational diagnostician to review the current information and aid in the identification of any additional information which may be needed.

If the data should suggest that a referral for a comprehensive evaluation may be beneficial, the lead contact for the case will contact the Director of Instructional Support Services or Educational Diagnostician to review information. The educational diagnostician will put the student in the queue to be evaluated.

Procedures for Child Find/Referral Process

The Jasper County Charter System employs multiple methods for notification to the public of Child Find. These include but are not limited to: the JCCS website/social media, local newspaper, Family/Parent Resource Center, and distribution of flyers at events and schools. Jasper County Schools

meets annually with representatives from private schools and homeschool students to inform them of our Child Find Procedures. The Department of Special Education works closely with Babies Can't Wait to identify children in need of services and provides evaluation prior to the child's third birthday.

Interventions Prior to Referral

Under Georgia State Child Find Rule (160-4-7-.03(2)(b)), the Jasper County Charter System is required to implement a multi-tiered system of supports using scientific, evidenced based, or research based interventions prior to referring a child for evaluation. Through the tiered level of support, the district works to effectively and accurately identify those students who need to be evaluated and, therefore, avoid disproportionate representation of racial and ethnic groups in special education and related services.

Exceptions to State Child Find Rule

If a parent or a teacher requests an evaluation prior to interventions, teachers should provide the interventions during the 60 day initial evaluation timeline. Additionally, when determining eligibility for special education and related services, the team cannot exclude a child from being eligible due to lack of interventions. In addition, an exception is allowed when evaluation and/or placement is required due to a significant disability.

When should a child be referred to Child Find

A child should be referred when:

- A health or medical disorder interferes with development or learning.
- A child seems to have difficulty seeing or hearing.
- A child appears to have social, emotional or behavioral difficulties that affect his/her ability to learn.
- A child has diagnosed progressive or degenerative condition that will eventually impair or impede the child's ability to learn.
- A child seems to have difficulty understanding directions like others that are his/her age.
- A child's speech is not understandable to family or friends.
- A child has difficulty with reading, math, or other school subjects.

What is Special Education and who is eligible for services

Special Education is instruction designed to meet the unique learning strengths and needs of individual students with disabilities from birth through up until their 22nd birthday. A child must be evaluated and identified as having a disability to be eligible for Special Education and/or related services. Programs are provided for students in all disability areas recognized by the State of Georgia. Disability categories are: Autism spectrum disorder, Deafblind, Deaf/Hard of Hearing, Emotional and Behavioral Disorder, Intellectual Disabilities, Orthopedic Impairment, Other Health Impairment, Significant Developmental Delay, Specific Learning Disability, Speech/language Impairment, Traumatic Brain Injury, Visual Impairment.

General Supervision and Monitoring

- Child find updates (timelines of evaluations) are provided monthly at department PEC Lead meetings. Information is disseminated to all PEC staff at their school department meetings.

- All referrals are maintained on a spreadsheet that is accessible by the Director of Instructional Support Services, School Psychologist, and Educational Diagnostician. In addition, timelines are monitored through GO IEP.
- The Director of Instructional Support Services, School Psychologist, and Educational Diagnostician collaborate with regional Babies Can't Wait coordinator to facilitate BCW referrals. Referrals are maintained on a spreadsheet that is accessible by the Director of Instructional Support Services, School Psychologist, and Educational Diagnostician to monitor timelines and communications with the Babies Can't Wait Coordinator.
- The District MTSS Coordinator and school MTSS contact help to monitor the MTSS process as students are identified as needing tiered level of supports for proof of research-based interventions and evidence of fidelity with all measures.

EVALUATIONS AND REEVALUATIONS

(State Board Rule: 160-4-7-.04)

IDEA requires that before a child can receive special education and related services, an evaluation must be conducted to determine whether the student meets eligibility requirements for special education and requires specially designed instruction to receive a Free and Appropriate Education. A comprehensive evaluation that includes the following components:

- Provides sufficient data to determine the child is a child with a disability
- Documents how the disability affects the child's academic, developmental, social/emotional, and or behavioral performance in school.
- Provides appropriate information for the development of an Individualized Education Program if found eligible.

When a referral for special education evaluation is made due to a concern that the child may have a disability and be in need of special education and related services, the comprehensive evaluation will be conducted by a multidisciplinary team. This team may consist of the LEA's psychologist, educational diagnostician, speech-language pathologist, occupational therapist, physical therapist, the child's teacher(s), and others as appropriate to the evaluation. The child's parents are considered members of this team. The child should be evaluated in any area which committee members have determined to be an area of weakness. The team is responsible for formally or informally assessing the child in all areas related to a suspected disability. Formal assessments may include standardized, criterion-referenced tests, and norm-referenced tests, while informal assessments may include teacher-made assessments, naturalistic observations, and interviews. The child's parents will be asked to provide input during the evaluation process. Their information is valuable in developing the total picture of the child.

Procedures for Initial Referrals for children ages 3-5 (prior to entering Kindergarten)

Students enrolled in Jasper County Pre-K, Head Start, local daycare facilities, private preschools:

In Georgia, children ages 3-5 (including 2-year-olds who will turn 3 during the school year) must receive a comprehensive evaluation to determine eligibility for services via the special needs preschool program. The comprehensive evaluation includes assessment in the following areas of development:

- Adaptive development (e.g., dressing, eating, toileting);
- Cognitive development (e.g., thinking and learning);
- Communication (e.g., hearing, speaking, language skills);
- Motor development (e.g., physical development, large and small muscle development);
and
- Social–emotional development (e.g., relating with adults and other children).

After the comprehensive evaluation is completed, the Eligibility /Individual Education Program (IEP) team meets to review all of the information about the child in order to determine eligibility.

Procedures for Preschool Referrals for Evaluation

- Parent obtains referral packet from Instructional Support Services Administrative Assistant at BOE or from the JCCS Preschool. If the student is enrolled at Jasper County Preschool, the teacher obtains the referral packet. Suggested intervention activities are given to the parent and methods of data collection. If the student is enrolled in the JCCS preschool/headstart, interventions are implemented as designed through the curriculum for these programs.
- Once the referral packet is complete, the parent or teacher returns the referral packet to the Instructional Support Services Administrative Assistant at the BOE.
- The Educational Diagnostician reviews the packet for completeness. The Instructional Support Services Administrative Assistant gives the necessary documentation to the Technical Data Specialist to enter student into Infinite Campus if the student is not already enrolled.
- The Administrative Assistant claims student in GOIEP, assigns case manager, enters information in parent/guardian tab
- The Educational Diagnostician collaborates with the SNP lead teacher to schedule an appointment for the parent and child to come in for screenings. Vision and hearing screenings are conducted by the health coordinator or school nurse if there is no documentation of passed vision and hearing within 9 months. The SNP lead teacher completes the screening with the parent and child, prints score report, and gives the intervention printout to the parent.
- The SNP lead teacher sends the score report to the educational diagnostician.
- If there are areas of concern, the educational diagnostician collaborates with support personnel (SLP, OT, PT, school psychologist (as needed), and lead SNP teacher and schedules a follow-up appointment with the parent for further evaluation with the child.
- At the follow-up appointment, the parent signs consent for an evaluation and the educational diagnostician (SLP, OT, PT, etc.) conduct(s) a comprehensive developmental evaluation with the child.
- Once the educational diagnostician completes the evaluation (along with other parties involved), an eligibility report/developmental report will be written.
- The educational diagnostician, SLP, PT, and OT will notify the SNP lead teacher once the evaluation/eligibility report(s) is completed to schedule an eligibility meeting/IEP. The SNP lead teacher will create a meeting notice in GOIEP and send the notice to the parent.
- If the child is found eligible for services, an IEP meeting will be held immediately after the eligibility meeting or within 30 days of the eligibility meeting.

Exception to Screening

If there is suspect or records of disability, the screening process cannot hinder or prolong the evaluation process, and a screening does not serve as a comprehensive evaluation.

Initial Referrals from Babies Can't Wait

- BCW sends monthly reports of children served by BCW who are 27 months or older and living in Jasper County.
- BCW notifies the director for Instructional Support Services of students transitioning to the LEA.
- The director of Instructional Support Services will notify the Educational Diagnostician and SNP teacher of the student transitioning to JCCS.
- The Administrative Assistant for Instructional Support Services creates a folder for the student.
- The SNP lead teacher will work with BCW to schedule a Transition meeting 90 days prior to the child's 3rd birthday.
- At the Transition meeting, the BCW representative will review the child's IFSP. Parents complete the referral packet for evaluation, and vision and hearing are screened by the JCCS Preschool Health Coordinator or school nurse.
- The educational diagnostician coordinates with the SNP teacher, parent, SLP, OT, and PT to schedule the evaluation to take place at least 30 days prior to the child's 3rd birthday)
- The educational diagnostician, SLP, PT, and OT will notify the SNP lead teacher once the evaluation/eligibility report(s) is completed to schedule an eligibility/IEP meeting. The SNP lead teacher will create a meeting notice in GOIEP and send the notice to the parent.
- If the child is found eligible for services, an IEP meeting will be held immediately after the eligibility meeting.

Procedures of Initial Referrals and Retrieving Parental Consent for students in grades KK-12th.

1. Appropriate LEA staff (usually the building level SST/MTSS chairperson) or the parent make a referral for an evaluation. A completed [Initial Referral Packet](#) with all supporting documentation is forwarded to the Instructional Support Services office within 10 school days of the meeting in which an evaluation is requested by the MTSS Team/SST. The Educational Diagnostician will collaborate with the school MTSS/SST chairperson to issue consent and Parents' Rights. Once the LEA receives the signed consent, the 60 calendar day timeline begins. If a parent returns the signed consent to the school, it should be date stamped and forwarded to the Educational Diagnostician immediately upon receipt.

2. Review all pertinent data about a child, which can include the permanent record, current classroom assessments and progress, results of any provided interventions, previous results of statewide assessments, attendance data, and disciplinary history.
3. Classroom observations in a setting in which the concern has been noted are conducted to determine current performance and to look for specific causes or reasons why the child is not learning or behaving at the expected levels. The observations are conducted by a professional with expertise.
4. The current and previous teachers of the child may be interviewed or asked to complete a questionnaire. The focus of the interviews/questionnaires is to determine whether the concerns cited as the reason for the evaluation are new issues or recurring issues.
5. The parents complete a social history questionnaire as part of the evaluation process. If the parents have any independent evaluations or medical information they have not provided to the LEA, they should provide this information now. Information the parents have about learning at home, such as how long it takes the child to complete his or her homework and how much help the child requires, assists in the evaluation. Often the behavior of the child at home is also discussed to determine whether the parents see the same behaviors as the school sees, what kind of interventions work at home, and how frequently certain behaviors occur. In addition, many times the LEA needs to screen for adaptive behavior, and it may ask questions about household chores or tasks, about money management, and about other things that do not always feel educational to the parent. This information contributes to the whole picture of the child.
6. All previous information and data on the child is reviewed (e.g., previous evaluations, medical reports, psychological evaluations, and independent evaluations). This helps the team determine which evaluations to administer for the current evaluation.
7. Many evaluations include the administration of rating scales. These are usually published forms of surveys or questionnaires that gather information about the typical day-to-day behavior of the child. The rating scales are often completed by multiple people who know the child in order to provide a comprehensive view that encompasses school, home, and the community.
8. As all this information is received, the multidisciplinary evaluation team begins to review the information and determine what individual assessments are needed, and by whom, to provide more in-depth information. The needed assessments are then conducted and may include a variety of instruments that look at cognitive processes, listening, speaking, social emotional functioning, adaptive behavior, sensory processing, motor, and/or academics.
9. As these assessments are administered, other areas of concern may arise that need to be evaluated and additional assessments will be conducted as necessary. For example, fine motor skills may not have been a concern when the evaluation was requested; but, information from the assessments and observations may indicate a concern that warrants an evaluation of the fine motor skills as a component of the comprehensive evaluation.
10. All instruments are scored, and the results are analyzed and interpreted by the professionals who administered the instruments. An evaluation report is completed within 60 days of receipt of the signed Parental Consent for Evaluation.

11. The person coordinating the evaluation discusses the results of the evaluation with the parent and educators, with accompanying evaluation report(s) at this time. This discussion could occur at the eligibility meeting, which as a matter of best practice, should occur within 10 calendar days of the completion of the initial evaluation. The eligibility team determines whether a disability exists and what the impact is on the education of the child. If there is an adverse impact, the team may determine that the child is a child who needs special education and related services. Evaluation report(s) and an eligibility report are created regardless of whether the child is determined eligible or ineligible.

Completing the Referral Packet

- If the SST determines that data are sufficient to warrant a referral for special education evaluation, then the building level MTSS/SST chairperson completes the Referral for Evaluation Packet and Checklist. The referral packet includes
 - SST meeting minutes
 - Progress monitoring data
 - Hearing and Vision results current within one year
 - Work samples in areas of concern
 - Social History Questionnaire (completed by parent)
 - Current Functioning Checklist (completed by teacher)
 - Observation
- Once the referral for evaluation packet is complete, the building level MTSS/SST Chairperson will send the referral packet to the Instructional Support Services office at the BOE. It will be checked for completeness. Instructional Support Services will mail Parental Consent for Evaluation and a copy of Parents' Rights and notate in the Contact Log in Infinite Campus when it is mailed..
- Once the Instructional Support Services office or school receives the signed consent, the 60 calendar day timeline begins. If a parent returns the signed consent to the school, it should be date stamped and forwarded to the Educational Diagnostician upon receipt.
- The school psychologist and educational diagnostician complete the evaluation. A copy of the file will be sent to the speech language pathologist, occupational therapist, physical therapist, deaf/hard of hearing teacher, and VI teacher, when appropriate, for consultation and/or evaluation in those areas.

Parental Consent

- Once the Office Instructional Support Services receives the referral packet, the educational diagnostician will collaborate with the school MTSS/SST chairperson and mail the consent and a copy of Parents' Rights to the parent. The Educational Diagnostician will notate the date the consent is mailed in the student's Contact Log in Infinite Campus.

- Once the Instructional Support Services office or school receives the signed consent, the 60 calendar day timeline begins. If a parent returns the signed consent to the school, it should be date stamped and forwarded to the Educational Diagnostician upon receipt.
- If the Parental Consent for Evaluation has not been received in ten school days, the educational diagnostician will contact the parent. If necessary, an additional consent will be sent to the student's parent or legal guardian. If multiple attempts have been made to contact the parents, the Director of Instructional Support Services will make contact with the parent. If contact is unable to be made, the school social worker may be contacted to assist.
- If the parent refuses consent for evaluation or fails to respond to repeated requests to provide consent for evaluation, Instructional Support Services will send Prior Written Notice and may apply Due Process Hearing Procedures.
- In such cases as when the child is homeschooled or attends private school, and the parent chooses not to provide consent for evaluation, Jasper County Charter System would not have access to the Due Process Hearing procedures, and is, therefore, not required to consider eligibility to receive special education support services.
- If the child who is being referred for initial evaluation is a ward of the State and is not living with his/her parents, then Jasper County Charter System would not be required to obtain informed consent from the parent under the following circumstances:
 - If, despite reasonable efforts to obtain parental consent for evaluation, Jasper County Charter System cannot discover the whereabouts of the parent of the child.
 - The rights of the parent have been terminated in accordance with State law.
 - Or, the rights of the parents to make educational decisions have been limited by a judge in accordance with State law, and the courts have appointed an individual to represent the interests of the child.
- It should be noted that parental consent is not required in order to review existing data which may be a component of an evaluation or reevaluation. In addition, any test that is administered to all children will not require parental consent for evaluation unless the county is obtaining consent from every parent. Also, if a teacher or specialist is administering a screening to determine appropriate instructional strategies, parental consent will be obtained through the Diagnostic Screening Consent Form.

Preschool Eligibility/Significant Developmental Delay

- Although preschool-aged students may be determined to be eligible in various disability categories, the most common is Significantly Developmentally Delayed (SDD) [34 C.F.R. § 300.8(b)]. A young child is eligible for special education and/or related services when team members agree that the evaluation information indicates the child meets the eligibility criteria in one or more areas of development. Additionally, the team must agree that special education and/or related services are required for the child to learn and be part of an appropriate educational setting.

- Initial eligibility must be established and an IEP in place on or before the child's 7th birthday. The SDD eligibility may be used for children from ages 3-9. Eligibility continues to the end of the school year in which the child turns 9.
- The IEP team will consider the child's continued eligibility no later than 3 years from the date of initial eligibility.

Data Collection

In Georgia, children ages 3-5 (including 2-year-olds who will turn 3 during the school year) must receive a comprehensive evaluation to determine eligibility for services via the special needs preschool program. The comprehensive evaluation includes assessment in the following areas of development:

- Adaptive development (e.g., dressing, eating, toileting);
- Cognitive development (e.g., thinking and learning);
- Communication (e.g., hearing, speaking, language skills);
- Motor development (e.g., physical development, large and small muscle development);
- and
- Social-emotional development (e.g., relating with adults and other children).

After the comprehensive evaluation is completed, the Eligibility /Individual Education Program (IEP) team meets to review all of the information about the child in order to determine eligibility.

Evaluation Timeline

Every effort will be made to complete the evaluation within a reasonable time after the District has reason to suspect that a student may have a disability and needs special education and related services.

- Initial evaluations must be completed within 60 calendar days of receiving parental consent to evaluate. (This 60 calendar day time line is from date of consent to evaluation to date of the meeting to review evaluation results for eligibility determination for special education and related services.)
- Holiday periods and other circumstances when children are not in attendance for five consecutive school days shall not be counted toward the 60 calendar day timeline, including the weekend days before and after such holiday periods, if contiguous to the holidays.
- Any summer vacation period in which the majority of the District's teachers are not under contract shall not be included in the 60-day timeline.
- Consent received 30 days or more prior to the end of the school year must be completed within the 60 calendar day evaluation timeframe.
- Members of the multidisciplinary team should document if extenuating circumstances occur such as the parent of the child repeatedly fails or refuses to produce the child for the evaluation, illness, unusual evaluation needs, or revocation of parent's consent for evaluation.
- Reevaluations must be completed for each child with a disability at least once every three years unless the parent and the District agree that a reevaluation is unnecessary. If a reevaluation is requested the reevaluation must be completed within 90 calendar days of receiving consent to evaluate.
- A reevaluation may not occur more than once a year, unless the parent and the District agree otherwise.

- The District is not required to conduct reevaluations for students to meet the entrance or eligibility requirements of an outside institution or agency (e.g., vocational rehabilitation programs, colleges/universities, other postsecondary settings).

Exceptions to the Initial Evaluation Timeline

Exceptions to the 60 day timeline include the following:

1. Holiday periods and other circumstances when children are not in attendance for five consecutive school days shall not be counted toward the 60 calendar day timeline, including the weekend days before and after such holiday periods, if contiguous to the holidays except:
 - a. Any summer vacation period in which the majority of an LEA's teachers are not under contract shall not be included in the 60 day timeline for evaluation.
 - b. However an LEA is not prohibited from conducting evaluations over a summer vacation period
 - c. Consent received 30 days or more prior to the end of the school year must be completed within the 60 calendar day evaluation timeframe.
 - d. Students who turn three during the summer period or other holiday periods must have an eligibility decision and IEP (if appropriate) in place by the third birthday.
 - e. Must consist of procedures which determine if the child is a child with a disability and to determine the educational needs of the child.
 - f. The time frame described above does not apply to a LEA if:
 - i. The parent of a child repeatedly fails or refuses to produce the child for the evaluation;
 - ii. A child enrolls in a school of another LEA after the relevant timeline in this Rule has begun and prior to a determination by the child's previous LEA as to whether the child is a child with a disability
 - g. The exception in above applies only if the subsequent LEA is making sufficient progress to ensure a prompt completion of the evaluation and the parent and subsequent LEA have agreed to a specific time when the evaluation will be completed
 - h. If extenuating circumstances, e.gillness, unusual evaluation needs, or revocation of parent's consent for evaluation affect this timeline, the LEA shall document the exceptions.

Data Review: Eligibility/Reevaluation

The purpose of this process under IDEA refers to five different reasons for a reevaluation. The first 2 reasons impact eligibility (A & B listed below) and the last 3 reasons impact IEP Development (C-E listed below):

- A. Whether the student continues to be eligible for special education and related services
- B. Whether the student needs special education and related services
- C. Additional information is needed to update the present level of academic achievement and related developmental needs.
- D. Additional data is needed to update the special education and related services needed to meet the measurable annual goals
- E. Additional data is needed to update the special education and related services needed to enable participation, as appropriate, in the general education setting

- For students receiving special education services in Jasper County Charter System, a Re-evaluation Data Review will be conducted every 2 years.
- At the beginning of each school year, each case manager reviews eligibility timelines for students on their caseload in GOIEP and creates a plan for the reevaluation process for the upcoming school year. Case managers should continue to check timelines every other week to ensure timelines are maintained. Case managers should also review their GOIEP dashboards to review expiration dates.
- Within the first 15 days of school, the case manager will submit a spreadsheet to the Office of Instructional Support Services with the names of students who are due for data review for that school year.

Procedures for Re-eligibility

The IEP team including the parent, general education teacher, special education teacher, related service provider if applicable will convene to review current data which may include but is not limited to information provided by parent, classroom work samples and/or assessments, evaluation results, standardized assessments, and screening results to make a decision if additional data is needed or not needed for continued eligibility or the need for special education and related services. If the team makes a decision that additional assessment is needed for reasons A & B listed above, then the case manager will complete the following steps:

1. Complete GOIEP Process reevaluation: check additional assessment is being requested and send Due Process checklist to Administrative Assistant for Instructional Support Services within 5 school days of the meeting to finalize
2. If the team determines that an evaluation is required, during the data review meeting, the case manager will:
 - a. obtain parental consent using the parental consent for reevaluation form available in GOIEP
 - b. provide the parent with a copy of their Parental Rights in Education and information regarding the evaluation process.
3. The case manager then compiles all information for the [Re-evaluation Packet](#), the Parental Consent for Evaluation, and a copy of the IEP/Annual Review and submits this information within 10 school days to the Office of Instructional Support Services. The case manager also completes designated sections of the eligibility report in GO IEP.
4. The educational diagnostician will review the referral packet for completeness and log on Google Sheet that is shared with the director.
5. After completion of Evaluation, the IEP team will reconvene to determine eligibility and complete the eligibility report to determine
 - a. Whether the student is eligible for special education and related services
 - b. Whether the student needs special education and related services

If the IEP team makes the decision that no additional assessment is needed, the following steps are completed:

Adequate data is available and has been reviewed. The reevaluation process has been completed. Committee members agree that the student remains eligible for the existing disabilities and no additional information is needed to determine:

- The student continues to be eligible for special education under the same disability category(ies)
- The student needs special education and related services

The case manager submits the due process checklist to the PEC and the lead submits the due process checklist to the Administrative Assistant of Instructional Support Services within 5 school days of the meeting to finalize the data review.

Reevaluation Procedures for IEP Development

The IEP team including the parent, general education teacher, special education teacher, related service provider if applicable will convene to review current data which may include but is not limited to information provided by parent, classroom work samples and/or assessments, evaluation results, standardized assessments, and screening results, to make a decision if additional data is needed or not needed to gather information for IEP development. The case manager will complete the following steps:

- A.** Check that additional assessment is being requested to assist in the development of the IEP. The assessment is needed to:
 - a.** Inform the present level of academic achievement and related developmental needs
 - b.** Inform whether the student needs any additions or modifications to the special education and related services to meet the measurable annual goals
 - c.** Inform whether the student needs any additions or modifications to enable participation, as appropriate, in the general education curriculum.
- B.** The case manager will obtain parental consent for evaluation. Once consent is obtained, the student's vision and hearing will be screened by the school nurse. The case manager submits the passed vision and hearing screening and copy of parental consent to the Educational Diagnostician within 10 days of the meeting. The Educational Diagnostician logs the student in Google spreadsheet and schedules testing.
- C.** Due process checklist is submitted by PEC lead to Administrative Assistant of Instructional Support Services within 5 school days to finalize Re-eval Data Review.
- D.** The IEP team will reconvene at the completion of the evaluation reports to develop a new IEP or amend the existing IEP.

The LEA must provide written notice to the parent and must receive written informed parental consent before conducting any additional assessments as part of a reevaluation of a child with a disability. If the LEA makes multiple reasonable attempts to contact the parent for written consent to conduct additional assessments as part of a reevaluation and the parent does not respond after several attempts, the LEA must keep documentation of those attempts and lack of responses, and then the LEA may move forward with the reevaluation. In circumstances where the parent refuses to provide consent to administer

additional assessments as part of a reevaluation, the LEA may, but is not required to, pursue the reevaluation by using mediation or due process hearing procedures.

Independent Educational Evaluation

An independent educational evaluation (IEE) means an evaluation conducted by a qualified examiner who is not employed by the District.

Right to Evaluation

If a parent disagrees with an evaluation obtained by the District, the parent has the right to request an IEE. District personnel must respond to the request in a timely manner. District personnel must, without unnecessary delay, either:

- ensure that an IEE is provided at the District's expense; or
- initiate an impartial due process hearing, to demonstrate that the District's evaluation is appropriate

At District expense means that the District either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent. The parent may be asked about, but not required, to provide reasons for objecting to the District's evaluation prior to obtaining an IEE, but any request for such reasons may not be used to delay an IEE. For an independent educational evaluation to be conducted at the District's expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria the District uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an IEE. Beyond these conditions, the District is not allowed to impose additional conditions or time lines.

If a hearing officer requests an IEE as part of a hearing, the cost of the evaluation must be at public expense. If a due process hearing results in a final decision that the District's evaluation is appropriate, the student's parent still has the right to an IEE, but not at the District's expense.

District personnel must consider an IEE, whether or not conducted at the District's expense, in any decision regarding the provision of a free appropriate public education to the student, so long as the IEE meets the District criteria. The results of an IEE may be presented as evidence in a due process hearing.

Comprehensive Evaluations

- Jasper County Charter System will notify parents that their child has been referred for a comprehension evaluation. For initial evaluations, the building level MTSS/SST Chairperson will notify the parent. For reevaluations, parental notification will be made by the student's case manager.
- A comprehensive evaluation consists of the following:
 - A variety of evaluation tools, strategies and instruments that will aid in gathering relevant academic, functional, and developmental information about the child.
 - All aspects of a comprehensive evaluation are administered by trained and knowledgeable staff.
 - A review of existing data is completed to identify additional data needed.
 - This includes information provided by the parents and/or legal guardians.
- The information obtained will be used to determine whether or not the child is a student with a disability and, if a disability is determined to be present, the content of the student's IEP.
- Jasper County Charter System will use a variety of information when conducting the evaluation to include the following:
 - Norm-Referenced Tests
 - Standardized Tests
 - Progress Monitoring Data
 - Developmental History
 - Current and previous medical information
 - Current and previous classroom and behavioral performance, attendance
 - Visual and hearing results
 - Any other information deemed relevant for the eligibility decision-making process.
- All instruments used are the most current edition and will be valid measures of the cognitive, behavioral, physical, and/or developmental factors they are designed to assess. The instruments should be fair and sensitive to racial and cultural concerns. If necessary and possible, the tests will be administered in the student's native language. All evaluation instruments will be administered by personnel who are trained and knowledgeable in the administration and in accordance with the guidelines and standardized procedures as outlined in the evaluation instrument.
- The student will be evaluated in all areas related to the suspected disability. The evaluation tools and strategies used during the evaluation provides information that directly assists in addressing these concerns and not simply consists of a single measure of intelligence. The tests will be selected and administered in accordance with standardized procedures and accurately reflects the student's aptitude and achievement levels and not simply measure the student's suspected impairment.

- If, for some reason, the test is administered in a non-standardized measure, this must be indicated in the evaluation report.
- If the student is currently receiving special education support services, the evaluation should not focus solely on the student's current category of eligibility, but rather should be sufficient to identify all possible areas of need included related services.
- When students who are currently receiving special education support services, transfer from another school system having been referred for reevaluation, it will be important to obtain as much information as possible from the former school system to ensure a prompt and complete evaluation.
- If a student has been referred for learning and/or behavioral concerns, the evaluation will be the responsibility of a multidisciplinary evaluation team; however, if a psychological or clinical evaluation is required, that evaluation must be conducted by a qualified psychological examiner.
- A psychological examiner will be determined to be qualified if he/she is a school psychologist with a valid S-5 or higher certificate in school psychology, a psychologist licensed by the Georgia Board of Examiners of Psychologists and having experience in school psychology or child clinical psychology, a full time graduate student who is being supervised as a component of his/her internship or practicum, and a Georgia Merit System Employee who has a classification rating of psychologist, senior psychologist, or psychology program specialist.
- For initial and reevaluations, the team must review the existing information on the student including the following:
 - Previous evaluations and information provided by the parent of the student
 - Current classroom, local and state assessment results
 - Observations conducted by the teachers and related service providers
 - Present levels of academic achievement
 - Developmental functioning of the student
 - Current modifications and accommodations that are implemented, whether a component of SST, 504 or IEP, that are implemented to help the student be successful in class

Evaluation before Termination of Disability

JCCS will comprehensively reevaluate a child with a disability before determining that the child is no longer a child with a disability who requires special education services. However, reevaluation is not needed:

- When the student graduates with a regular diploma
- When the student has exceeded the age of eligibility (22nd birthday) for a FAPE. JCCS will, however, provide the child with a summary of academic and functional performance that includes recommendations for meeting postsecondary goals when the child is graduating with a regular diploma or aging out of school. Best practice would also include providing the summary of performance for the child who receives a special education diploma or other exit document. Students reaching the age of 22 can continue to the end of the school year in which the student turns 22.

Procedures for Parent Request for IEE

Independent Educational Evaluation

If a parent disagrees with the results of a completed evaluation completed by JCCS, the parent may request that the LEA pay for an outside independent educational evaluation (IEE). The LEA must agree to pay for the IEE or begin the due process hearing procedures to show that the LEA's evaluation is adequate. If there is a due process hearing and the LEA's evaluation is judged to be sufficient, then the LEA will not have to pay for an IEE. A parent is entitled to only one IEE at public expense each time the LEA conducts an evaluation with which the parent disagrees. The list of criteria of the independent evaluator must be the same as those required of the LEA's evaluators. The LEA may set a reasonable limit on the cost of the IEE. However, the LEA must also allow parents the opportunity to prove extraordinary circumstances warranting an IEE at public expense that does not meet the LEA's criteria. See 34 C.F.R. § 300.502 for a complete explanation of IEEs.

A parent does not have the right to an IEE at public expense until he or she has allowed JCCS to conduct its own evaluation. Then, if the parent disagrees with the results of the evaluation, he or she may request an IEE. The parent always has the right to obtain an outside IEE at his or her own expense, before or after the JCCS's evaluation. As long as the evaluation was conducted by someone who meets the qualifications for LEA evaluations, JCCS must consider the results of the parentally obtained evaluation.

In the event that a parent requests an IEE, the Director of Instructional Support Services should be contacted immediately.

Evaluation of Transfer Students

In-State

A current Georgia eligibility from any Georgia school district can be accepted outright by the District and that eligibility may remain in effect for up to 3 years of the date of the last formal eligibility determination. For in-state transfer students, formal evaluation is pursued only when deemed warranted by an IEP Team. Any evaluation under these circumstances is treated as a reevaluation, and the re-evaluation procedures outlined above apply.

Out of State

An eligibility from another state can be accepted outright if that eligibility meets the same requirements under Georgia law. If the IEP team determines that the eligibility meets State of Georgia requirements that eligibility may remain in effect for up to 3 years of the date of the last formal eligibility determination. The procedures for this

circumstance are the same for a reevaluation where the team makes a determination of continued eligibility outlined in the reevaluation section of this chapter. If the eligibility from the transferring state does not meet State of Georgia requirements, the IEP must conduct a redetermination conference to refer the student for a comprehensive evaluation. The procedures are those outlined in the reevaluation section in this chapter; however, the applicable timeline is 60 days from receipt of Consent to Evaluate because the culminating eligibility determination will be an initial in the State of Georgia.

Transfers within GOIEP

The Office of Instructional Support Services will complete the transfer process in GoIEP once they have made every attempt to obtain the student's current IEP, Eligibility Report, and Psychological Evaluation. GoIEP will prompt the user to answer questions pertaining to the transfer documents. The Administrative Assistant for Instructional Support Services will collaborate with the Educational Diagnostician and will choose the response that most closely aligns to the documentation acquired. If the system does not have the appropriate information to establish eligibility, GoIEP will open a Transfer Redetermination. The IEP committee would meet to hold the Transfer Redetermination and request further evaluation. In this case, the evaluation would be considered initial eligibility and a 60 day timeline would be applicable.

Jasper County Charter System' process Transfers

- The Centralized Registrar will notify the Office of Instructional Support Services Administrative Assistant
- Documents from the previous LEA will be requested immediately by the Administrative Assistant.
- Once documents are received, Director of Instructional Support Services or Educational Diagnostician reviews the transfer records, completes the Transfer Review Sheet to determine if any additional actions need to be taken, and then gives the records back to the Administrative Assistant
- Central office claims GTID for student.
- The Administrative Assistant will input information into GOIEP and assign the student to the PEC lead at the school.
- All documents received from the prior district will be uploaded to Infinite Campus under Special Ed Documents and GOIEP under documents by the Administrative Assistant.
- The Administrative Assistant will email the PEC lead at the school once all data is uploaded.
- The PEC lead will assign the student a new case manager in GOIEP.

- The IEP team will meet within 15 days of the student enrolling to review transfer records and adjust the plan as needed.

Evaluations for Students Involved in the Discipline Process

In some circumstances a student who has not yet been determined to be eligible may be entitled to procedural protections under the IDEA. If there was a recognized suspicion of disability prior to the behavior infraction and recommendation of an alternative placement, discipline must cease, unless the infraction involved weapons, drugs or serious bodily harm, and an expedited evaluation must occur. The LEA is deemed to have knowledge that a student is a student with a disability if, before the behavior that precipitated the disciplinary action occurred:

- the parent of the student had expressed concern in writing, to District supervisory or administrative personnel, that the student is in need of special education and related services;
- the parent of the student had requested an evaluation of the student; or
- the teacher of the student, or other personnel of the District, had expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the Director of Instructional Support Services or to other District supervisory personnel.
- Exception: The LEA shall not be deemed to have knowledge that a student is a student with a disability if:
 - the parent of the student has not allowed an evaluation;
 - if the parent of the student has refused services;
 - the student has been evaluated and it has been determined that the student is not a student with a disability; or
 - the parent has revoked consent for special education and related services.

If a request is made for an evaluation during the time period in which the student is pending long-term disciplinary action (i.e. after the discipline infraction has occurred), an evaluation shall be conducted by the referring school in an expedited manner. Pending the results of the evaluation, the student shall remain in the educational placement determined by school authorities.

Homebound Evaluation

Evaluations for special education eligibility completed for students who are hospitalized or are receiving homebound services must follow standard procedures for evaluation. Evaluation practices may differ in terms of the setting and modifications required to complete evaluations with these students.

Evaluation Reports

At the conclusion of the evaluation process, a multidisciplinary team report is developed by the school psychologist and educational diagnostician that summarizes the procedures employed, the results, and

any educational implications. The multidisciplinary team evaluation report may include assessment data from general and special education teachers and related services providers including a school psychologist, speech language pathologist, school nurse, occupational therapist, physical therapist, and other appropriate personnel.

The multidisciplinary team evaluation report must include a detailed, educationally relevant description of the student's needs. The report must be written in succinct, readily understandable language, using as little educational jargon as possible. Each report should include, as appropriate:

- student demographic information;
- reasons for referral;
- review of prior/previous interventions and student progress
- and the student's educational history and classroom performance data;
- evaluation methods used;
- any variation from standard conditions in the administration of assessments, including variations in the qualifications of the person administering a test or the method of test administration;
- results of all relevant assessments and interpretations of results, including the student's strengths and weaknesses;
- a description of the student's relevant behavior during the evaluation, and the relationship of that behavior to the student's evaluation results and educational performance;
- if a bilingual evaluation was conducted or considered, the language(s) used to test the student and the methods used;
- environmental, cultural, or economic factors; and
- professional recommendation regarding the student's eligibility for special education and related services.

The school psychologist or educational diagnostician must distribute a draft of the evaluation report to the assigned case manager and school special education lead at least one week prior to the eligibility meeting. A draft copy may also be provided for the parent if requested prior to the eligibility meeting. Timely distribution of a draft evaluation report facilitates collaboration and informed decision making. The evaluation report must be signed by the person(s) conducting the evaluation, provide the dates the assessments were administered, and the date of the completed report. The parent must receive a copy of the evaluation report and eligibility report upon their completion at the formal eligibility meeting. The evaluation report must be maintained in the student's confidential folder.

ELIGIBILITY DETERMINATION AND CATEGORIES OF ELIGIBILITY

(STATE BOARD RULE: 160-4-7-.05)

Students' ages three through twenty-one years of age may be determined eligible for twelve Special Education categories. This section includes the Georgia Department of Education Special Education Regulations and local procedures relating to placement of students in Special Education programs. Every student placed in Special Education must first be determined eligible for services by an Individual

Education Program (IEP) Team. The IEP Team may consist of the parent(s), a Regular Education Teacher, a person knowledgeable of the evaluation results, a Special Education Teacher, Local Education Agency (LEA) representative, the student (when appropriate), and any other individuals invited at the discretion of the parent or school system. If found eligible or ineligible, the LEA provides a copy of the eligibility report documented through GOIEP and evaluation report at no cost to the parent. A student is not considered eligible for special education services if the multidisciplinary team determines, through an appropriate evaluation, that a student has one of the above disabilities but does not require special education and related services.

Special Education Eligibility Decision Making LEAs must recognize the direct and relevant relationship between a multi-tiered system of supports, Student Support Team (SST), and the individual evaluation requirements of the IDEA. Once problem-solving teams determine that a child is suspected of having a disability, a comprehensive evaluation shall be provided to the child being considered for special education eligibility. However, an eligibility determination cannot occur until the existing data are reviewed to determine whether one or more of the exclusionary factors is the determinant factor(s) for the determination that the child is a child with a disability and the child does not otherwise meet the specific eligibility criteria.

All eligibility categories* include the following exclusionary factors:

- Lack of appropriate instruction in reading, including the essential components of reading instruction as defined in section 1208(3) of ESEA or
- Lack of appropriate instruction in mathematics or
- Limited English proficiency

*Additional exclusionary factors exist for Specific Learning Disability (SLD)

An eligibility determination must be made using the convergence of data from multiple sources to document each of the following:

- Achievement
- Adaptive Behavior
- Communication/Language
- Intellectual Functioning
- Medical
- Motor
- Observations
- Parent input
- Cognitive Processing
- Sensory (Vision and Hearing)
- Sensory Processing
- Social/Emotional/Behavioral
- Work Samples

Eligibility Determination Process

The IDEA governs eligibility decisions with requirements regarding multi-factored assessments and the consideration of a variety of domains in placement decision making. In the federal and state rules and regulations regarding evaluations, it states that, “the child is assessed in all areas related to the suspected disability.” 34 C.F.R. § 300.304(b)(4); Georgia Rule 160-4-7-.04. Eligibility teams should consider multiple data sources that include quantitative and qualitative data from classroom work samples, observations, and teacher and parent reports.

It is the responsibility of an eligibility team to determine which children actually exhibit the required characteristics to be considered a child with a disability. The need for support is not always parallel to the data indicating an educational impact. Therefore, collaboration among general, remedial, and special education will ensure that children who require specially designed instruction will be those who are determined to be children with disabilities. When LEAs follow the framework of a multi-tiered system of supports, all children will have access to high quality instruction and needed intense interventions.

Age Ranges for Eligibility

A child with a disability who has an educational need is eligible for services under IDEA when the child turns three years of age. A student’s eligibility terminates when the student graduates with a regular high school diploma or reaches age 22, whichever is earlier.

Termination of Eligibility

Any termination of eligibility is considered a change in placement. Termination of eligibility occurs when the student:

- graduates with a regular high school diploma;
- turns 22 years of age; or
- is formally evaluated and found not eligible by the Multidisciplinary Team.

A Free Appropriate Public Education (FAPE) is available to any individual student with a disability who needs special education and related services. A student may still be eligible for special education even though they have demonstrated passing grades and are advancing grade to grade. The determination that a student is eligible under this part must be made on an individual basis by an appropriate multidisciplinary team.

The **Categories of Eligibility** are outlined in accordance with guidelines established in the Individuals with Disabilities Education Improvement Act of 2004 and includes students ages three through twenty-one.

Autism Spectrum Disorder (Autism)

- Autism eligibility is based on assessment of the five characteristic areas associated with autism spectrum disorder and the adverse effect on a child's educational performance will be documented and based on the following criteria:
 - Developmental rates and sequences. A child exhibits delays, arrests, and/or inconsistencies in the acquisition of motor, sensory, social, cognitive, or communication skills. Areas of precocious or advanced skill development may also be present, while other skills may develop at typical or extremely depressed rates. The order of skill acquisition frequently differs from typical developmental patterns.
 - Social interaction and participation. A child displays difficulties and/or idiosyncratic differences in interacting with people and participating in events. Often a child is unable to establish and maintain reciprocal relationships with people. A child may seek consistency in environmental events to the point of exhibiting rigidity in routines.
 - Communication (verbal and/or nonverbal). A child displays a basic deficit in the capacity to use verbal language for social communication, both receptively and expressively. Characteristics may involve both deviance and delay. Verbal language may be absent or if present, may lack usual communicative form, or the child may have a nonverbal communication impairment. Some children with autism may have good verbal language but have significant problems in the effective social or pragmatic use of communication.
 - Sensory processing. A child may exhibit unusual, repetitive or unconventional responses to sensory stimuli of any kind. A child's responses may vary from low to high levels of sensitivity.
 - Repertoire of activities and interests. A child may engage in repetitive activities and/or may display marked distress over changes, insistence on following routines and a persistent preoccupation with or attachment to objects. The capacity to use objects in an appropriate or functional manner may be absent, arrested, or delayed. A child may have difficulties displaying a range of interests and/or imaginative play. A child may exhibit stereotypical body movements

Deaf/Blind (DB)

- Deafblind means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
- Eligibility for deafblind requires current optometric or ophthalmological examination and an audiological evaluation, all administered by qualified professionals.
- Children who are deafblind will have an audiological evaluation administered by a certified/licensed audiologist annually, or more often if needed. The annual audiological evaluation includes, but is not limited to:
 - an otoscopic inspection,
 - unaided and aided pure tone and speech audiometry (as applicable),

- emittance testing,
- word recognition,
- hearing aid check and
- electro-acoustic analysis of the hearing aid (if amplified), and
- an analysis of a frequency modulated (FM) system check (if utilized).
- A comprehensive written report is required indicating the dates of the audiological evaluation and a description of the results of the audiological testing and amplification evaluation. In addition, the report should include a description of classroom environmental modifications which will assist the individualized education program (IEP) team in making instructional decisions, the child's ability to understand spoken language with and without amplification, and an interpretation of the results as they apply to the child in his or her classroom setting.

Deaf/Hard of Hearing (D/HH)

- A child who is deaf or hard of hearing is one who exhibits a hearing loss that, whether permanent or fluctuating, interferes with the acquisition or maintenance of auditory skills necessary for the normal development of speech, language, and academic achievement and, therefore, adversely affects a child's educational performance.
 - A child who is deaf can be characterized by the absence of enough measurable hearing (usually a pure tone average of 66-90+ decibels American National Standards Institute without amplification) such that the primary sensory input for communication may be other than the auditory channel.
 - A child who is hard of hearing can be characterized by the absence of enough measurable hearing (usually a pure tone average range of 30-65 decibels American National Standards Institute without amplification) that the ability to communicate is adversely affected; however, the child who is hard of hearing typically relies upon the auditory channel as the primary sensory input for communication.
- Eligibility for D/HH requires the following:
 - Audiological, otological and educational evaluation reports.
 - a. Audiological evaluations will be provided with initial referral and children who are deaf or hard of hearing will have an audiological evaluation administered by a certified/licensed audiologist annually, or more often if needed. The annual audiological evaluation includes, but is not limited to:
 - i. an otoscopic inspection,
 - ii. unaided and aided pure tone and speech audiometry (as applicable),
 - iii. emittance testing,
 - iv. word recognition,
 - v. hearing aid check and electro-acoustic analysis of the hearing aid (if amplified), an analysis of a frequency modulated (FM) system check (if utilized).

- A comprehensive written report will be included in the audiological evaluation. This written report includes, but is not limited to: the date of the audiological evaluation, description of the results of the audiological testing, an amplification evaluation including the child's ability to understand spoken language with and without amplification, as well an interpretation of the results as they apply to the child in his or her classroom setting.
 - An otological evaluation report from appropriately licensed or certified personnel is required at the time of initial placement in the program for the deaf/hard of hearing. The otological evaluation report is required as medical history pertinent to the absence of hearing. If such a report is not available upon initial placement, it will be obtained within 90 days of placement. The initial or most recent otological evaluation result will be summarized and that otological evaluation report will be attached to the eligibility report.
 - A comprehensive educational assessment will be used in the development of the child's individualized education program (IEP). The educational evaluation includes assessment data from more than one measure and includes, but is not limited to, information related to academic/achievement levels, receptive and expressive language abilities, receptive and expressive communication abilities, social and emotional adjustment and observational data relative to the child's overall classroom performance and functioning.
- 2. A psychological evaluation, using instruments appropriate for children who are deaf or hard of hearing, is recommended as part of the overall data when eligibility is being considered.
- 3. Children who exhibit a unilateral hearing loss may be considered for eligibility provided documentation exists that indicates academic or communicative deficits are the result of the hearing loss.

Emotional and Behavioral Disorder (EBD)

- An emotional and behavioral disorder is an emotional disability characterized by the following:
 - An inability to build or maintain satisfactory interpersonal relationships with peers and/or teachers. For preschool-age children, this would include other care providers.
 - An inability to learn which cannot be adequately explained by intellectual, sensory or health factors.
 - Consistent or chronic inappropriate type of behavior or feelings under normal conditions.
 - Displayed pervasive mood of unhappiness or depression.
 - Displayed tendency to develop physical symptoms, pains or unreasonable fears associated with personal or school problems.
- A student with EBD is a student who exhibits one or more of the above emotionally based characteristics of sufficient duration, frequency and intensity that the characteristic(s) interfere(s) significantly with educational performance to the degree that provision of special educational services is necessary. For preschool-age children, these characteristics may appear within the preschool environment or in another setting documented through an extended assessment period.

The student's difficulty is emotionally based and cannot be adequately explained by intellectual, cultural, sensory or general health factors.

- A child may be considered for placement in a program for children with EBD based upon an eligibility report that includes the following:
 - Documentation of comprehensive prior extension of services available in the regular program to include counseling, modifications of the regular program or alternative placement available to all children, and data based progress monitoring of the results of interventions
 - Psychological and educational evaluations
 - Report of behavioral observations over a significant period of time;
 - Appropriate social history to include information regarding the history of the child's current problem(s), the professional services and interventions that have been considered or provided from outside the school; and
 - Adequate documentation and written analysis of the duration, frequency and intensity of one or more of the characteristics of emotional and behavioral disorders.
- The term EBD does not include children with social maladjustment unless it is determined that they are also children with EBD. A child whose values and/or behavior are in conflict with the school, home or community or who has been adjudicated through the courts or other involvement with correctional agencies is neither automatically eligible for nor excluded from EBD placement. Classroom behavior problems and social problems, e.g., delinquency and drug abuse, or a diagnosis of conduct disorder, do not automatically fulfill the requirements for eligibility for placement.

Intellectual Disability (MID, MOID, SID, PID)

- Intellectual disabilities refer to significantly subaverage general intellectual functioning which exists concurrently with deficits in adaptive behavior that adversely affect educational performance and is manifested during the developmental period or before the age of 18. Intellectual disability does not include conditions primarily due to a sensory or physical impairment, traumatic brain injury, autism spectrum disorders, severe multiple impairments, cultural influences or a history of inconsistent and/or inadequate educational programming.
 - Significantly subaverage general intellectual functioning is defined as approximately 70 IQ or below as measured by a qualified psychological examiner on individually administered, nationally normed standardized measures of intelligence.
 - All IQ scores defining eligibility for children with intellectual disabilities will be interpreted as a range of scores encompassed by not more than one standard error of measurement below and above the obtained score. The standard error of measurement for a test may be found in the technical data section of the test manual.

- A comprehensive educational evaluation will be administered to determine present levels of academic functioning. The report will be prepared for each child to provide an adequate description of the data collected and explicit pre-referral interventions prior to evaluation and to explain why the child is eligible for services in a program for children with intellectual disabilities.
- In situations where discrepancies exist between test score results from intellectual functioning, adaptive behavior and academic achievement, the eligibility report must contain a statement of specific factors considered which resulted in the decision of the eligibility team. Eligibility teams must establish that any limits in performance are not primarily due to the exclusionary factors and must document this in the eligibility report.
- A child may be classified as having an intellectual disability at one of the following levels:

Mild Intellectual Disability (MID)

- Intellectual functioning ranging between an upper limit of approximately 70 to a lower limit of approximately 55; and
- Deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility, and especially school performance that is expected of the individual's age level and cultural group, as determined by clinical judgment.

Moderate Intellectual Disability (MOID)

- Intellectual functioning ranging from an upper limit of approximately 55 to a lower limit of approximately 40; and
- Deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility, and especially school performance that is expected of the individual's age-level and cultural group as determined by clinical judgment.

Severe Intellectual Disability (SID)

- Intellectual functioning ranging from an upper limit of approximately 40 to a lower limit of approximately 25; and
- Deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility and especially school performance that is expected of the individual's age-level and cultural group as determined by clinical judgment.

Profound Intellectual Disability (PID)

- Intellectual functioning below approximately 25; and
- Deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility and especially

school performance that is expected of the child's age-level and cultural group, as determined by clinical judgment.

Orthopedic Impairment (OI)

- Orthopedic impairment refers to students whose severe orthopedic impairments affect their educational performance to the degree that the student requires special education.
- This term may include:
 - Impairment caused by congenital anomalies, e.g., deformity or absence of some limb.
 - Impairment caused by disease (poliomyelitis, osteogenesis imperfecta, muscular dystrophy, bone tuberculosis, etc.)
 - Impairment from other causes, e.g., cerebral palsy, amputations, and fractures or burns that cause contractures.
- Evaluation for initial eligibility includes the following:
 - A current medical evaluation from a licensed doctor of medicine. The evaluation report used for initial eligibility will be current within one year. The evaluation indicates the diagnosis/prognosis of the child's orthopedic impairment, along with information as applicable regarding medications, surgeries, special health care procedures and special diet or activity restrictions.
 - A comprehensive educational assessment to indicate the adverse effects of the orthopedic impairment on the child's educational performance.
 - Assessment documents deficits in: pre-academic or academic functioning, social/emotional development, adaptive behavior, motor development or communication abilities resulting from the orthopedic impairment. When assessment information indicates significant deficits in cognitive/academic functioning, a psychological evaluation will be given.
- Children served in a program for orthopedic impairments should be functioning no lower than criteria outlined for mild intellectual disabilities programs. For those children with orthopedic impairments served in other special education programs due to the severity of their sensory or intellectual disability, support by the OI teacher regarding the implications of the child's orthopedic impairment may be appropriate.

Other Health Impairment (OHI)

- Other health impairment means having limited strength, vitality or alertness including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:
 - is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, or heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and Tourette Syndrome, and
 - adversely affects a student's educational performance.

- Evaluation for initial eligibility includes the following:
 - The medical evaluation from a licensed doctor of medicine, or in the case of ADD and ADHD an evaluation by a licensed doctor of medicine or licensed clinical psychologist, should be considered by the child's Eligibility Team as part of the process of determining eligibility.
 - The evaluation report indicates the diagnosis/prognosis of the child's health impairment, along with information as applicable regarding medications, special health care procedures and special diet or activity restrictions.
 - The evaluation report used for initial eligibility will be current within one year and must document the impact of the physical condition on the vitality, alertness or strength of the child.
 - In cases of illness where the child's physical health and well-being are subject to deterioration or change, this report will be updated as frequently as determined by the IEP Committee.
 - A medical diagnosis does not automatically include or exclude a child from determination of eligibility.
 - A comprehensive developmental or educational assessment to indicate the effects of the health impairment on the child's educational performance.
 - Assessments document deficits in pre-academic or academic functioning, adaptive behavior, social/emotional development, motor or communication skills resulting from the health impairment.
 - When assessment information indicates significant deficits in cognitive/academic functioning, a psychological evaluation will be given.

Significant Developmental Delay (SDD)

- The term significant developmental delay refers to a delay in a child's development in adaptive behavior, cognition, communication, motor development and/or emotional development to the extent that, if not provided with special intervention, the delay may adversely affect a child's educational performance in age-appropriate activities. The term does not apply to children who are experiencing a slight or temporary lag in one or more areas of development, or a delay which is primarily due to environmental, cultural, or economic disadvantage or lack of experience in age appropriate activities. The SDD eligibility may be used for children from ages **three** through **nine** (the end of the school year in which the child turns nine).
 - Initial eligibility must be established, and an IEP in place, on or before the child's seventh birthday.
 - SDD eligibility is determined by assessing a child in each of the following five areas:
 - Adaptive Development
 - Cognition
 - Communication
 - Physical Development (gross and fine motor) and

- Social/Emotional Development.
 - Any child who scores at least 2 standard deviations below the mean in one or more of the five areas or 1½ standard deviations below the mean in two or more areas meets eligibility for SDD.
- For students who are kindergarten age or older, initial eligibility also includes documented evidence that the impact on educational performance is not due to exclusionary factors.
- The application of professional judgment is a critical element at every stage of eligibility determination. Professional judgment is used during selection test instruments, during the evaluation process, in the analysis of evaluation results, as well as the analysis of error patterns on standardized, teacher-made or other tests.
 - All five skill areas will be assessed using at least one formal assessment. In those areas in which a significant delay is suspected, at least one additional formal assessment must be utilized to determine the extent of the delay. All formal assessments must be age appropriate, and all scores must be given in standard deviations.
 - For children eligible under SDD with hearing; visual; communication; or orthopedic impairments, a complete evaluation must be obtained to determine if the child also meets eligibility criteria for deaf/hard of hearing, visual impairments, speech and language impairments or orthopedic impairments. Students with sensory, physical or communication disabilities must receive services appropriate for their needs, whether or not specific eligibility is determined.

Specific Learning Disability (SLD)

- Specific learning disability is defined as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not apply to students who have learning problems that are primarily the result of visual, hearing or motor disabilities, intellectual disabilities, emotional or behavioral disorders or environmental, cultural or economic disadvantage.
- The student with a specific learning disability has one or more serious academic deficiencies and does not achieve adequately according to age to meet grade level standards. These achievement deficiencies must be directly related to a pervasive processing deficit and to the student's response to scientific, research-based interventions. The nature of the deficit(s) is such that classroom performance is not correctable without specialized techniques that are fundamentally different from those provided by general education teachers, basic remedial/tutorial approaches, or other compensatory programs. This is clearly documented by the student's response to instruction as demonstrated by a review of the progress monitoring available in general education and through the Student Support Team (SST) intervention plans as supported by work samples and classroom observations. The student's need for academic support alone is not

sufficient for eligibility and does not override the other established requirements for determining eligibility.

- **Data Collection:**

- In order to determine the existence of Specific Learning Disability (SLD), the group must summarize the multiple sources of evidence to conclude that the student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards and intellectual development.

- Ultimately, specific learning disability is determined through professional judgment using multiple supporting evidences that must include the following:

- Data are collected that include:
 - At least two current (within twelve months) assessments such as the results of the Georgia Milestones or other state-required assessment, norm-referenced achievement tests or benchmarks indicating performance that does not meet expectations for State-approved grade-level standards;
 - Information from the teacher related to routine classroom instruction and monitoring of the student's performance. The report must document the student's academic performance and behavior in the areas of difficulty.
 - Results from supplementary instruction that has been or is being provided:
 - that uses scientific, research or evidence based interventions selected to correct or reduce the problem(s) the student is having and was in the identified areas of concern;
 - such instruction has been implemented as designed for the period of time indicated by the instructional strategy(ies). If the instructional strategies do not indicate a period of time the strategies should be implemented, the instructional strategies will be implemented for a minimum of 12 weeks to show the instructional strategies' effect or lack of effect that demonstrates the student is not making sufficient progress to meet age or State-approved grade level standards within a reasonable time frame;
- Any educationally relevant medical findings that would impact achievement.
- After consent is received from the parents for a comprehensive evaluation for special education determination the following must occur:
 - An observation by a required group member;
 - Documentation that the determination is not primarily due to any of the exclusionary factors;
 - Current analyzed classroom work samples indicating below level performance as compared to the classroom normative sample; and
 - Documentation of a pattern of strength and weaknesses in performance and/or achievement in relation to age and grade level standards must include:

- A comprehensive assessment of intellectual development designed to assess specific measures of processing skills that may contribute to the area of academic weakness. This assessment must be current within twelve months and
- Current Response to Intervention data based documentation indicating the lack of sufficient progress toward the attainment of age or State-approved grade-level standards.
- As appropriate, a language assessment as part of additional processing batteries may be included.

Eligibility Determination SLD:

- The student who is eligible for services under the category of specific learning disability must exhibit the following characteristics:
 - a primary deficit in basic psychological processes,
 - secondary underachievement in one or more of the eight areas,
 - documentation of the lack of response to instructional intervention as supported by on-going progress monitoring.
- One group member responsible for determining specific learning disability must conduct an observation of the student's academic performance in the regular classroom after the student has been referred for an evaluation and parental consent for special education evaluation is obtained. The observation of the student is conducted in the learning environment, including the regular classroom setting, to document the student's academic performance and behavior in the areas of difficulty. The observation must include information from the routine classroom instruction and monitoring of the student's performance.
- Deficits in basic psychological processes typically include problems in attending, discrimination/perception, organization, short-term memory, long-term memory, conceptualization/reasoning, executive functioning, processing speed, and phonological deficits.
- Once a deficit in basic psychological processes is documented, there will be evidence that the processing deficit has impaired the student's mastery of the academic tasks required in the regular curriculum. Though there may exist a pattern of strengths and weaknesses, evidence must be included documenting that the processing deficits are relevant to the student's academic underachievement as determined by appropriate assessments that are provided to the student in his/her native language. Though a student may be performing below age or State-approved grade level standards, the results of progress monitoring must indicate that the student is not making the expected progress toward established benchmarks. This is indicated by comparing the student's rate of progress toward attainment of grade level standards.
- Underachievement exists when the student exhibits a pattern of strengths and weakness in performance, achievement, or both, relative to age, State-approved grade level standards and intellectual development and when a student does not achieve adequately toward attainment of grade level standards in one or more of the following areas:
 - Oral expression- use of spoken language to communicate ideas;

- Listening comprehension-ability to understand spoken language at a level commensurate with the child's age and ability levels;
 - Written expression - ability to communicate ideas effectively in writing with appropriate language;
 - Basic reading skills-ability to use sound/symbol associations to learn phonics in order to comprehend the text;
 - Reading comprehension-ability to understand the meaning of written language based in child's native language;
 - Reading Fluency Skills- the ability to read and process a text with appropriate rate and accuracy;
 - Mathematics calculation-ability to process numerical symbols to derive results, including, but not limited to, spatial awareness of symbol placement and choice of sequence algorithms for operations required; and
 - Mathematical problem solving -ability to understand logical relationships between mathematical concepts and operations, including, but not limited to, correct sequencing and spatial/symbolic representation.
- Progress monitoring includes the data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting the student's progress during instruction. When reviewing progress monitoring data, those students that exhibit a positive response to the research validated instruction being provided by general education cannot be considered as having a specific learning disability even though they may show deficits on achievement tests in the specified areas. In addition, students whose achievement in classroom academics indicates performance that is commensurate with pervasive weaknesses that are not indicative of a pattern of strengths and weaknesses may not be considered as having a specific learning disability. Each group member must certify in writing whether the report reflects the member's conclusions. If it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions.

Speech/Language Impairment (SI)

- Speech or language impairment refers to a communication disorder, such as stuttering, impaired articulation, language or voice impairment that adversely affects a student's educational performance. A speech or language impairment may be congenital or acquired. It refers to impairments in the areas of articulation, fluency, voice or language. Individuals may demonstrate one or any combination of speech or language impairments. A speech or language impairment may be a primary disability or it may be secondary to other disabilities. There must be a documented speech-language impairment that adversely affects the educational performance for these students to qualify for special education services.
- Speech Sound Production Impairment (e.g. articulation impairment) is an atypical production of speech sounds characterized by substitutions, omissions, additions or distortions that interferes with intelligibility in conversational speech and obstructs learning, successful verbal

communication in the educational setting. The term may include the atypical production of speech sounds resulting from phonology, motor or other issues.

- **Language Impairment** means impaired comprehension and/or use of spoken language which may also impair written and/or other symbol systems and is negatively impacting the student's ability to participate in the classroom environment. The impairment may involve, in any combination, the form of language (phonology, morphology, and syntax), the content of language (semantics) and/or the use of language in communication (pragmatics) that is adversely affecting the student's educational performance.
- **Fluency Impairment** involves the interruption in the flow of speech characterized by an atypical rate, or rhythm, and/or repetitions in sounds, syllables, words and phrases that significantly reduces the speaker's ability to participate within the learning environment. Excessive tension, struggling behaviors and secondary characteristics may accompany fluency impairments. Secondary characteristics are defined as ritualistic behaviors or movements that accompany dysfluencies. Ritualistic behaviors may include avoidance of specific sounds in words. Fluency impairment includes disorders such as stuttering and cluttering. It does not include dysfluencies evident in only one setting or reported by one observer.
- **Voice/Resonance Impairment** is the interruption in one or more processes of pitch, quality, intensity, or resonance resonance that significantly reduces the speaker's ability to communicate effectively. Voice/Resonance impairment includes aphonia or the abnormal production of vocal quality, pitch, loudness, resonance, and/or duration, which is inappropriate for an individual's age and/or gender.

Traumatic Brain Injury (TBI)

- Traumatic Brain Injury (TBI) refers to an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects the student's educational performance. The term applies to open or closed head injuries resulting in impairments which are immediate or delayed in one or more areas, e.g., cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, speech and information processing. These injuries may intensify pre-existing problems in these areas as well. Resulting impairments may be temporary or permanent in nature. The term does not apply to brain injuries that are congenital or degenerative in nature, brain injuries induced by birth trauma or those resulting from internal occurrences such as stroke, tumor or aneurysm.
- Evaluation for eligibility includes the following:
 - A summary of the student's pre-injury functioning status. This information may be available through previous formal evaluations, developmental assessments, achievement tests, classroom observations and/or grade reports.
 - Verification of the TBI through the following:

- A medical evaluation report from a licensed doctor of medicine indicating that TBI has occurred recently or in the past, or
 - Documentation of TBI from another appropriate source, such as health department or social services reports, or parents' medical bills/records.
- A neuropsychological, psychological or psychoeducational evaluation that addresses the impact of the TBI on the following areas of functioning:
 - Cognitive - this includes areas such as memory, attention, reasoning, abstract thinking, judgment, problem solving, speed of information processing, cognitive endurance, organization, receptive and expressive language and speed of language recall.
 - Social/Behavioral - this includes areas such as awareness of self and others, interaction with others, response to social rules, emotional responses to everyday situations and adaptive behavior.
 - Physical/Motor - this includes areas such as hearing and vision acuity, speech production, eye-hand coordination, mobility and physical endurance.
- Deficits in one or more of the above areas that have resulted from the TBI and adversely affect the student's educational performance will be documented.

Vision Impairment and Blindness (VI)

- A student with a visual impairment is one whose vision interferes with functioning in a regular school program or, for preschool-age children, in learning tasks. Examples are students whose visual impairments may result from congenital defects, eye diseases, or injuries to the eye.
- Visual impairment is determined on the basis of a current examination by an ophthalmologist or optometrist.
- Blind refers to a student whose visual acuity is 20/200 or less in the better eye after correction or who has a limitation in the field of vision that students have an angle of 20 degrees. Some students who are legally blind have useful vision and may read print.
- Visually impaired refers to a student whose visual acuity falls within the range of 20/70 to 20/200 in the better eye after correction or who have a limitation in the field of vision that adversely impacts educational progress.
- Progressive visual disorders and students, whose current visual acuity is greater than 20/70, but who have a medically indicated expectation of visual deterioration may be considered for vision impaired eligibility based on documentation of the visual deterioration from the student's optometrist or ophthalmologist.

Eligibility for VI:

- A current (within one year) eye examination report will be completed and signed by the ophthalmologist or optometrist who examined the student
 - A report from a neurologist in lieu of the optometrist/ophthalmologist report is acceptable for students who have blindness due to a cortical vision impairment.

- A clinical low vision evaluation will be completed by a low vision optometrist for children who are not totally blind;
- If the student is under the age of 8 and/or has a severe cognitive and/or physical disability that would make the use of low vision aids unfeasible, a functional vision evaluation may be used instead of a low vision evaluation to establish eligibility.
- The low vision evaluation should be completed by age 10 for students who do not have one during eligibility determination prior to age 8 unless other circumstances apply.
- The low vision evaluation is often difficult to schedule within the 60-day timeline, therefore, if students meet all other eligibility requirements, the eligibility report documents the date of the scheduled upcoming low vision evaluation and the team may proceed with the eligibility decision.
- Once the low vision evaluation has occurred the eligibility information will be updated, and as appropriate, the IEP.
 - The low vision evaluation must occur within 120 days of receipt of parental consent to evaluate to determine eligibility for visual impairment.
- A comprehensive education evaluation will be administered to determine present levels of functioning. The impact of the visual impairment on the child's educational performance will be considered for eligibility.
 - Educational assessments may include cognitive levels, academic achievement, and reading ability
- Educational assessments related to vision must be completed by a teacher certified in the area of visual impairments.
 - In some cases, comprehensive psychological evaluations may be indicated and must be completed by appropriately certified personnel
- Braille instruction is always considered critical to appropriate education for a student who is blind. Students identified with visual impairments will be evaluated to determine the need for braille skills. The evaluation will include the present and future needs for braille instruction or the use of braille. For students for whom braille instruction and use is indicated, the individualized education program (IEP) includes the following:
 - Results obtained from the evaluation conducted for the purpose of determining the need for Braille skills;
 - How instruction in braille will be implemented as the primary mode for learning through integration with other classroom activities;
 - Date on which braille instruction will commence;
 - The length of the period of instruction and the frequency and duration of each instructional session; and
 - The level of competency in braille reading and writing to be achieved by the end of the period and the objective assessment measures to be used.

- For those students for whom braille instruction is not indicated, the IEP includes a statement with supporting documentation that indicates the absence of braille instruction will not impair the students' ability to read and write effectively.

Documentation of eligibility/ineligibility: variety of appropriate sources and well documented

- An eligibility team has the responsibility of determining which students exhibit the required characteristics to be considered a student with a disability. The eligibility decision making requires multi-factored assessment and the consideration of a variety of domains. The eligibility team considers multiple data sources that include data from classroom work samples, observations, teacher and parent reports, and school-based assessment results including the results of grade-level benchmark assessments.
- The eligibility team is composed of a group of qualified professionals and the parents of the child. The team will determine whether the child is a child with a disability and the educational needs of the child. This team includes the following members:
 - Student
 - Student's parent(s)/guardian(s)
 - Person qualified for interpreting the results of evaluations
 - Classroom teacher, or person who can address the student's performance in the general education setting and address grade-level expectations
 - Local Education Agency (LEA) who is able to address questions regarding the curriculum as well as school policies and procedures
 - Special education representative who is qualified to aid in the development of the Individualized Education Program
- Additionally, the parents may invite additional team members who they feel have insight into the child's current level of functioning. The parent should notify the Executive Director of Instructional Support Services (706-468-6350, ext 113) 48 hours prior to the meeting should they choose to bring additional members.
- If the parent chooses to have independent legal representation present, then adequate notice must be provided to the Director of Instructional Support Services.
- Jasper County Charter System uses information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations as well as the information about the child's physical condition, social or cultural background, and adaptive behavior to determine if a child is a child with a disability as well as the educational needs of the child. The data includes, but not be limited to:
 - Milestone Testing results
 - GKIDS testing results
 - GAA testing results
 - MAP assessment results

- Attendance
- Discipline Records (Infinite Campus/SWIS)
- Academic Grades for the past three years
- School Enrollment History
- Parent Questionnaire
- Teacher Questionnaire
- Progress Monitoring Data
- Section 504 Plan/Medical Information
- Previous Evaluation Results
- Progress monitoring or Evaluations conducted by sources outside of the school system

Exclusionary Factors

- When the school-based problem-solving team determines that a child is suspected of having a disability, a full and individual evaluation will be provided to the student being considered for special education. An eligibility determination, however, cannot occur until the existing data is reviewed to determine whether exclusionary factors related to specific eligibility categories are present.
- An exclusionary factor involves the student’s specific background, experience or conditions that produces characteristics that are the primary determinant factor manifesting as the disability under consideration.
- Exclusionary factors that must be considered for each specific eligibility under consideration are as follows:
 - Autism (Autism) Exclusionary Factors include the following:
 - Lack of instruction in Reading
 - Lack of instruction in Mathematics
 - Limited English Proficiency
 - Emotional Disturbances
 - Deafblind (DB) Exclusionary Factors include the following:
 - Lack of instruction in Reading
 - Lack of instruction in Mathematics
 - Limited English Proficiency
 - Deaf/Hard of Hearing (D/HH) Exclusionary Factors include the following:
 - Lack of instruction in Reading
 - Lack of instruction in Mathematics
 - Limited English Proficiency
 - Emotional and Behavioral Disorder (EBD) Exclusionary Factors include the following:
 - Lack of instruction in Reading
 - Lack of instruction in Writing
 - Lack of instruction in Mathematics
 - Limited English Proficiency

- Cultural Factors
 - Environment or economic disadvantage
 - Atypical Educational History
 - Behavioral or social deficits are not clearly linked to emotionally impaired functioning
 - Intellectual disability
 - Lack of adequate visual/hearing capability or motor impairment that impacts assessment results
- Intellectual Disability (MID, MOID, SID, PID) Exclusionary Factors include the following:
 - Lack of instruction in Reading
 - Lack of instruction in Writing
 - Lack of instruction in Mathematics
 - Limited English Proficiency
 - Cultural Factors
 - Environment or economic disadvantage
 - Atypical Educational History
 - Emotional Disturbances
 - Lack of adequate visual/hearing capability or motor impairment that impacts assessment results
- Orthopedic Impairment (OI) Exclusionary Factors include the following:
 - Lack of instruction in Reading
 - Lack of instruction in Mathematics
 - Limited English Proficiency
- Other Health Impairment (OHI) Exclusionary Factors include the following:
 - Lack of instruction in Reading
 - Lack of instruction in Writing
 - Lack of instruction in Mathematics
 - Limited English Proficiency
 - Cultural Factors
 - Environment or economic disadvantage
 - Atypical Educational History
 - Emotional Disturbances
 - Intellectual Disability
 - Lack of adequate visual/hearing capability or motor impairment that impacts assessment results
- Significant Developmental Delay (SDD) Exclusionary Factors include the following:
 - Lack of instruction in Reading
 - Lack of instruction in Mathematics
 - Limited English Proficiency

- Cultural Factors
 - Environment or economic disadvantage
 - Emotional Disturbances
 - Lack of adequate visual/hearing capability or motor impairment that impacts assessment results
 - Lack of experience in age-appropriate activities
- Specific Learning Disability (SLD) Exclusionary Factors include the following:
 - Lack of instruction in Reading
 - Lack of instruction in Writing
 - Lack of instruction in Mathematics
 - Limited English Proficiency
 - Cultural Factors
 - Environment or economic disadvantage
 - Atypical Educational History
 - Emotional Disturbances
 - Intellectual Disability
 - Lack of adequate visual/hearing capability or motor impairment that impacts assessment results
 - Speech/Language Impairment (SI) Exclusionary Factors include the following:
 - Lack of instruction in Reading
 - Lack of instruction in Mathematics
 - Limited English Proficiency
 - Cultural Factors
 - Environment or economic disadvantage
 - Atypical Educational History
 - Anxiety disorders such as Selective Mutism, Tourette's Syndrome, or others, Tongue Thrust without a speech sound impairment, Speech sound errors are inconsistent or situational, Physical structures are the primary cause of the speech sound impairment, Speech disfluencies are reported only by one observer or in one setting, Voice differences are a symptom of a medical condition that is not amenable to improvement with therapeutic intervention, Regional dialectical and/or cultural differences
 - Traumatic Brain Injury (TBI) Exclusionary Factors include the following:
 - Lack of instruction in Reading
 - Lack of instruction in Writing
 - Lack of instruction in Mathematics
 - Limited English Proficiency
 - Cultural Factors
 - Environment or economic disadvantage

- Atypical Educational History
- The student does not have a brain injury or has a brain injury that is solely congenital or degenerative or induced by birth trauma
- Vision Impairment (VI) Exclusionary Factors include the following:
 - Lack of instruction in Reading
 - Lack of instruction in Mathematics
 - Limited English Proficiency

General Supervision and Professional Learning

- The Director of Instructional Support Services will provide high quality, sustained professional development activities for all special education teachers for adhering to compliance policies and procedures for all evaluations and reevaluations during monthly special education department meetings.
- The Director of Instructional Support Services, Educational Diagnostician, School Psychologist, and Administrative Assistant for Instructional Support Services monitors the GO IEP Dashboard for timelines monthly and follows up with teachers when students are approaching critical timelines through written communication. Furthermore, the Director of Instructional Support Services, the school psychologist, and educational diagnostician collaboratively develop a spreadsheet at the beginning of the school year to track and monitor all initial and re-evaluation timelines. The Director of Instructional Support services meets regularly with the school psychologist and educational diagnostician to monitor timelines, to check the status of eligibility reports, and to discuss problems
- New teachers are provided professional development on GO IEP from the Director of Instructional Support Services, Educational Diagnostician, and school level PEC Lead teacher to assist with timelines, collecting eligibility information, eligibility reports, etc. Schools/case managers/teachers that are found to be out of compliance will be provided technical assistance from the Lead PEC teacher and educational diagnostician. If matters are not corrected, the Director of Instructional Support Services reports the matter to the building administrator for additional assistance and support.

DISCIPLINE

(STATE BOARD RULE: 160-4-7-.10)

Code of Conduct and the IEP

District personnel should follow specific procedures when they discipline students with disabilities. In this manual, removals of students by district officials refer to Out-of-school Suspensions (OSS), In-school Suspension (ISS), expulsions, or other disciplinary action of students under the Individuals with Disabilities Education Act (IDEA). Questions concerning disciplinary actions for students with disabilities should be addressed with the Special Education Case Manager, building administrator, the Director for Instructional Support Services, Superintendent of Schools, or the Georgia Department of Education (GA DOE).

All schools in the Jasper County Charter System have a code of student conduct and school rules. Student handbooks are given out at the time of enrollment. Parents, students, educators, and administrators should know what the code of conduct and rules are, and students with disabilities are expected to follow the rules that are in effect for all of the students in the school. Disciplinary procedures described in this chapter pertain to all students with disabilities in any category of eligibility who violate the code of student conduct.

Code of student conduct shall apply to all children unless a child's IEP specifically provides otherwise. Schools are highly encouraged to exercise discretion with the number of suspension days given at any one time as well as ensuring that the code used for the incident aligns with the behavior.

Through School-wide Positive Behavior Supports the school district's vision is to provide opportunities for students to achieve three primary and interrelated expectations that enable participation, contribution, and success in schools, communities, and post-school outcomes by displaying prosocial behavior that exemplifies those expectations.

Disciplinary Actions of 10 School Days or Less

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

While it is not necessary to have an IEP meeting or FBA for removals under 10 days, the decision on whether to have an IEP meeting lies with the IEP team members. Any team member, including the parent may request an IEP meeting to discuss necessary steps/supports, if any.

Students with disabilities who are in In-School Suspension (ISS) must continue to have access to the general curriculum and to progress toward the goals in the IEP in order for ISS not to be considered a removal and not to be counted toward the 10 days of suspension. To document services for students with disabilities when attending ISS, the case manager should document service plans provided on the ISS

service plan district form and upload a copy into the GOIEP document section. ISS is considered a removal and does not count towards OSS if the student receives the services for support according to the student's IEP and is documented on the ISS Service Plan. If the student does NOT receive the services per their IEP/ISS Service Plan, then the ISS time may be counted as an OSS day.

Manifestation Determination

Within 10 school days from the beginning of a disciplinary action that either exceeds 10 school days in a row or that constitutes a pattern of removals (a change in placement totaling more than 10 school days per school year), the student's IEP team must meet to determine whether the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability or whether the conduct was a result of the district's failure to implement the student's IEP. These steps are referred to as a "manifestation determination."

Manifestation Determination Review

Proposed timeline/process to ensure that 10 day window for MDR to be held

1. Discipline event occurs
2. Discipline is handled by administrator
 - a. Administrator verifies that student is or is not PEC
 - b. If PEC, administrator informs the Director of Instructional Support Services about the discipline disposition
3. If suspension is given and the total OSS is, or will be, greater than 8 days, the Lead Teacher is responsible for scheduling the MDR, providing meeting notice to parent/guardian. The IEP team members for all MDR meetings should include:
 - a. LEA (PEC Director)
 - b. School Psychologist
 - c. School Administrator
 - d. Parent/Guardian
 - e. General Education Teacher
 - f. Special Education Teacher
 - g. Behavior Specialist
 - h. Relevant members of the IEP team (as determined by the LEA and parent/guardian)

The Jasper County Charter System is required to proceed with the MDR in a timely manner (within 10 calendar days of the incident/discipline disposition). If the parent is unavailable to attend within the 10-day timeframe and reasonable attempts have been made and documented to encourage parent participation, the manifestation determination meeting can convene without the parent/guardian.

Manifestation Determination Meeting

The Director of Instructional Support Services will facilitate the MDR meeting. When conducting the manifestation determination meeting, the IEP team must review all relevant information in the student's

file including, but not limited to, the student's IEP, recent evaluations, teacher observations, parent input, and previous discipline events to determine:

- i. If the student's misconduct in question is caused by or had a direct and substantial relationship to the student's disability; or
- j. If the conduct in question was a direct result of the district's failure to implement the IEP

If the IEP team determines that the conduct was not a manifestation of the student's disability:

- The student is subject to the same disciplinary action as their non-disabled peers
- After the 10th day of removal, students with disability must continue to receive educational services and school record is responsible for maintaining attendance and grade records until they are placed in an appropriate alternative setting
- The parent can request an expedited due process hearing

If the IEP team determines that the conduct was a manifestation of the student's disability the team must either:

- Conduct a functional behavioral assessment unless the team has conducted this assessment before the behavior that resulted in:
 - Change of placement occurred, and implement a Behavior Intervention Plan (BIP); or
 - If a BIP had been developed, review the BIP, modify it, as necessary, to address the behavior

In addition, the IEP team must complete all relevant sections of the IEP, as appropriate and consider if the student needs a reevaluation. The district may not impose disciplinary action and must return the student to the placement from which he or she was removed; unless the LEA and the parent agree to a change of placement.

Additional Information: Discipline

- Students with disabilities have a right to Free Appropriate Public Education (FAPE). This right is extended even when extreme behaviors are present. The Lead PEC teacher, case manager, and the Building Administration should monitor the use of Out of School Suspension of SWD's carefully.
- Students with Disabilities who exhibit behavior outside of the School Code of Conduct may be issued and served OSS. However, after the child reaches his/her 8th day of suspension all other behavior resulting in an OSS should be handled through a manifestation determination.
- It is imperative that the case manager be notified of discipline concerns requiring OSS for any of their students.
- Case manager Duties for OSS and ISS Cumulative or Consecutive of over 8 days within a school year:
 - Case manager monitors OSS and ISS days for students – Building Administration works closely with case managers to be certain to meet all FAPE requirements.

- o When a student is being disciplined beyond the 8th day, the case manager should notify the Director of Instructional Support Services and PEC lead and collaborate to schedule a manifestation determination meeting prior to the 10th day OSS.
- o Provide parental notice.
- o Complete manifestation paperwork.
- The school should ensure the student has access to instruction during the OSS to help the student make progress towards his IEP goals and objectives.
- The Building Administrator works with the PEC lead teacher and Director of Instructional Support Services to identify the person to provide that support.

Functional Behavioral Assessments and Behavior Intervention Plans

The purpose of a functional behavioral assessment (FBA) is to analyze the relationship between the environment and the occurrence of behavior. In other words, the assessment seeks to determine what elicits the behavior and how the behavior is serving the student (hence, its function). Behavior intervention plans (BIP) are developed to provide behavioral support and provide strategies to help the student acquire the desired behaviors.

When to Conduct a Functional Behavior Assessments (FBA)

An FBA should be conducted when:

- The team determines that a new Behavior Intervention Plan (BIP) is required because:
 - o There is no BIP in place for a student whose behaviors interfere with his/her learning or the learning of others, and whose behavior has not improved to sufficient levels with the implementation of Tier 1 and Tier 2 interventions.
 - o A current BIP is not reducing the child's problem behavior to classroom manageable levels
 - o A student has two or more ODRs for the same or similar behaviors
 - o A student has at least 7 internal discipline events
- The team, during a manifestation determination, finds that the student's behavior is a manifestation of his/her disability and a BIP is not currently in place.

Process for Conducting an FBA

1. Hold a re-eval data review meeting - Choose Option C
2. Obtain parental consent to conduct FBA
3. Work with those familiar with the student to identify target behavior(s) and operationally define the behavior(s) in terms that are specific, observable, and measurable.
4. Gather information about the student which may inform the FBA process. This might include:
 - a. Discipline records

- b. Parent interview
- c. Student interview
- 5. Collect behavioral data
 - a. Determine which behavior(s) occur most frequently and when those behaviors are most likely to occur- Frequency Chart
 - b. Complete the [FACTS form](#) with staff members who work directly with the student.
 - c. Observe repeated behaviors and document using A-B-C data - [ABC Chart](#)
- 6. Conduct a team meeting, including parent, to analyze and summarize data using the FBA form.
 - a. Discuss the data
 - b. Create a hypothesis for the function of the behavior
 - c. If the team determines that a BIP is required, use information from the FBA to create a BIP

Behavior Intervention Plan

- All students who have behaviors that impede their learning or the learning of others should have a Behavior Intervention Plan (BIP) that is developed as part of an Individualized Education Plan (IEP) team meeting. This plan should be developed after classroom interventions and strategies have been shown to be ineffective in reducing the behaviors of concern. Teams should be sure to consider internalizing behaviors, which include refusal to start and/or complete school work, as well as externalizing behaviors such as classroom disruption.
- Prior to creating a BIP, the team will conduct an FBA to determine the function of the target behavior(s). The team will use the data to plan supports and interventions which may vary for each target behavior.

Components of a BIP

- I. Target behavior(s)
 - A. Target behavior(s) should be clearly defined and measurable
- II. Information from the FBA
 - A. The hypothesis for the function of each target behavior
 - B. Include a summary of FBA data including the frequency (how often) and duration (how long the behavior lasts) and antecedent(s) for each target behavior occurs
- III. Intervention Strategies (Positive Behavioral Interventions and Supports)
 - A. Antecedent Modifications
 - 1. Identify the strategies, supports, or changes to the environment that teachers/staff will make in order to prevent the behavior from occurring
 - B. Identify and Teach Replacement/Alternative behavior(s)
 - 1. Identify a positive behavior with the same function as the target behavior (e.g., if the target behavior is ‘blurting out’, the replacement behavior may

- be 'raise hand and wait for the teacher to call on the student'). The replacement behavior should allow the child access to the same reinforcement he/she was accessing with the problem behavior.
2. Identify how the replacement behavior will be taught (e.g., modeling, guided practice, social stories, prompts, or direct instruction).
- IV. Reinforcers/Consequences
 - A. Reinforcers for Learning Alternative Behavior
 1. Identify how the alternative behavior will be reinforced (e.g., behavior specific praise for raising hand and waiting to be called upon)
 - B. Consequences for Target Behavior
 1. What will happen if the target behavior occurs
 - V. Action Plan for Data Collection and Monitoring of BIP
 - A. State when the plan will be implemented and by whom
 - B. Indicate the BIP will be monitored
 1. Indicate how and when behavioral data will be collected
 - a) Give the specific method of data collection that will be used
 - C. Indicate when the team will meet again to review
 1. At a minimum, progress should be monitored through goals/objectives (see section below) and the BIP reviewed annually during the annual review

Progress Monitoring/Reviewing the BIP

- Students with BIPs should have one or more goals to address behavior in their IEPs, and target behaviors in the BIP should be addressed as objectives in the IEP. For example, if off-task behavior is a target behavior in the BIP, then the student may have an objective for the student to decrease time off-task.
- Data for target behaviors should be collected a minimum of once weekly throughout the duration of the IEP. This data will be used as progress monitoring of the IEP behavior goal and objectives as well as for review of the BIP.
- The BIP should be reviewed at least yearly during the annual review, but it may be revised by the team at any time the data indicate the need.

Special Circumstances: Weapons, Illegal Drugs, Injury

Certain serious behavior problems can lead to a student being moved to an interim alternative educational setting (IAES) for up to 45 school days, even if the conduct is determined to be a

manifestation of the student's disability. Removing the student for these offenses does not require parent consent or agreement. These offenses involve:

- Weapons - If a student carries or possesses a weapon to school on school premises at a school function
- Drugs - If the student knowingly possesses or uses illegal drugs or sells or solicits the sale of controlled substances at school on school premises at a school function
- Serious bodily injury - If a student has inflicted serious bodily injury upon another person at school on school premises at a school function

Disciplinary Actions beyond 10 days

When frequent disciplinary actions add up to more than 10 school days in a school year, or when frequent disciplinary actions clearly indicate a pattern that is a change in placement (i.e., removals totaling more than 10 school days within a school year), the District must hold a manifestation determination review to determine whether the conduct resulting in the most recent removal is a manifestation of the student's disability. If so, the IEP team must determine appropriate services that allow the student to continue to participate in the general education curriculum and progress toward meeting the goals outlined in the student's IEP, in another setting. After a student has been removed for 10 school days in the same school year, and a subsequent removal is not for more than 10 consecutive days and is not a change in placement, then the district personnel and at least one of the student's teachers must determine the extent of services needed so the student can continue to participate in the general education curriculum and progress toward meeting the goals outlined in the student's IEP, although in another setting.

If district officials want to suspend a student from school for more than 10 consecutive school days, or to have a student's educational setting changed to an interim alternative educational setting for up to 45 school days for weapon or drug possession or for infliction of serious bodily injury on another person, district officials must notify the parent immediately of this decision and provide the parent with a copy of their procedural safeguard notice. District personnel may consider unique circumstances when determining whether a change in placement is appropriate for a student with a disability. These circumstances are best determined at the local level by district personnel who know the student and the facts and factors related to the behavioral violation. District personnel may consider various forms of information such as the student's disciplinary history, ability to understand the consequences, and expression of remorse, as well as the support that was provided to the student prior to the behavioral violation.

Appeal Process

If the parent disagrees with the decision of the manifestation determination, he or she may appeal by requesting a due process hearing. An expedited hearing must occur within 20 school days. The child will remain in the setting decided by the discipline process until the hearing occurs. Under special situations, if the behavior that causes a child to get into trouble and be suspended is not related to the child's previous behavior that resulted in discipline or to that child's disability, the school district may review the incidents and determine that a new suspension that results in more than 10 cumulative days of suspension for this school year is not a change in placement and, therefore, does not require services to

continue. If the child is moved to another setting due to discipline, that child must continue to participate in the general curriculum and to progress toward meeting the goals and objectives in his/her IEP.

- The student's home school is responsible for holding an IEP amendment to discuss placement at an Interim Alternative Setting.

- Schools may invite a representative from the alternative setting to attend this meeting.

- The school team should discuss services required to provide at the alternative setting.

- The meeting should be held as soon as possible after the tribunal has concluded, or after the MDR.

- After the student has served their expulsion period, the alternative setting representative will contact the home school to schedule an IEP meeting to discuss services provided at the typical school

Protections for children not yet eligible

When the school district has knowledge that the child might be a child with a disability prior to the behavior occurring, the child will have the same protections of discipline as a child with an IEP. A school district has knowledge when

The parent expressed concern in writing to supervisory or administrative personnel of the District, or to one of the child's teachers, that the child needed special education and related services; or

The parent requested an evaluation for special education; or

The child's teacher or other school district staff expressed specific concerns about a specific pattern of behavior of the child directly to the District's Director of Special Education or other supervisory personnel. Any evaluations that have been requested for a student being disciplined should be completed quickly. A free appropriate public education, even though it is in a different location, shall be provided to all children with disabilities who have been suspended out of school or expelled so that the child can continue to make progress toward meeting the goals and objectives of his or her IEP and make progress in the curriculum.

Referral to Law Enforcement and Judicial Authorities

Can law enforcement officials be informed of suspected criminal activity of a student with a disability?

Yes. The district may report criminal acts committed by a student with a disability. Nothing in the Discipline Rule prohibits district officials from reporting criminal activity allegedly committed by a student with a disability. All FERPA requirements (including confidentiality of information relating to children with disabilities) will be followed during this process. What happens when the district or other agency reports a crime committed by a student with a disability? Copies of the student's special education and disciplinary records, if appropriate, are sent to the agency to which the crime was reported.

Change of Placement Because of Disciplinary Removals

A change of placement occurs

- if the disciplinary removal is for more than 10 consecutive days or

- if the removal is part of a series of removals that constitutes a pattern totaling at more than 10 school days per school year.

General Supervision and Professional Learning

- The district office provides regular Professional Learning for creating BIPs, conducting FBAs, manifestation procedures, implementing effective positive behavior intervention strategies
- Director of Instructional Support Services, School Psychologist, and Behavior Specialist attend all manifestations
- Director provides discipline counts for ODRs, OSS days, and ISS days monthly
- Director provides discipline counts for ODR's, OSS days, and ISS days to PEC leads monthly

Restraint, Seclusion, and Mindset Training

The use of physical restraint is prohibited in Georgia public schools and educational programs except in those situations in which the student is an immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques. The use of seclusion is prohibited in Georgia public schools and educational programs. The strain of trying to deliver sufficiently engaging instruction and at the same time orchestrate appropriate behavior can be intense, overwhelming and ultimately defeating at times. The use of the methods and strategies that Mindset Curriculum teaches can help all educators essentially have a positive and successful learning environment. This section will define physical restraint and other forms of restraint that are strictly prohibited in Georgia public schools, as well as what does and does not constitute seclusion. This section will also outline the District's requirements and procedures for training and the use of physical restraint.

In order to protect the safety of students and staff the Georgia State Board of Education has adopted Rule 160-5-1-.35: Seclusion and Restraint for All Students, which prohibits the use of seclusion and limits the use of restraint to those situations in which students are a danger to themselves or others. Physical restraint refers to direct physical contact from an adult that prevents or restricts a student's movement. It does not apply to limited physical contact and/or redirection to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, or providing comfort. The Board acknowledges that in certain limited situations the use of physical restraint of students by adults employed by the Board will be necessary. Decisions about physical restraint of students require the exercise of personal deliberation and judgment. This policy does not create any ministerial duties on the part of any employees of the Board, but is intended to provide guidance and direction to assist employees of the Board in the exercise of their discretion. Nothing in this policy shall interfere with the duties of law enforcement or medical emergency personnel, including School Resource Officers.

Definitions

The different types of restraint and seclusion are defined below. All are prohibited in Georgia Public schools with the exception physical restraint. Physical restraint may only be used under exceptional circumstances that are outlined in this section.

- Chemical restraint – any medication that is used to control behavior or restrict the student's freedom of movement that is not a prescribed treatment for the student's medical or psychiatric condition.

- Mechanical restraint – the use of any device or material attached to or adjacent to a student’s body that is intended to restrict the normal freedom of movement and which cannot be easily removed by the student. The term does not include an adaptive or protective device recommended by a physician or therapist when used as recommended by the physician or therapist to prevent self-injurious behavior. The term also does not include seatbelts and other safety equipment when used to secure students during transportation.
- Prone restraint – a specific type of restraint in which a student is intentionally placed face down on the floor or another surface, and physical pressure is applied to the student’s body to keep the student in the prone position.
- Physical restraint – direct physical contact from a trained adult that prevents or significantly restricts a student’s movement. The term physical restraint does not include prone restraint, mechanical restraint, or chemical restraint. Additionally, physical restraint does not include: providing limited physical contact and/or redirection to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, or providing comfort.
- Seclusion – a procedure that isolates and confines the student in a separate area until he or she is no longer an immediate danger to himself/herself or others. The seclusion occurs in a specifically constructed or designated room or space that is physically isolated from common areas and from which the student is physically prevented from leaving. Seclusion may also be referred to as monitored seclusion, seclusion timeout, or isolated timeout. Seclusion does not include situations in which a staff member trained in the use of de-escalation techniques or restraint is physically present in the same unlocked room as the student, time-out, in-school suspension, detention, or a student requested break in a different location in the room or in a separate room.
- Timeout – a behavioral intervention in which the student is temporarily removed from the learning activity but in which the student is not confined.

Training Requirements

The Jasper County School District utilizes the MindSet Curriculum to train employees identified by building administrators. The purpose of the MindSet Curriculum is to facilitate insight, raise awareness, enhance skills, and ultimately certify professionals within a system of preventing and managing aggressive behavior. **The goal of the MindSet training curriculum is to set in motion a process of increased awareness, skill development, and appropriate parameters for individuals and organizations to eliminate the need for physical restraint or seclusion.**

Principles are essential in shaping a culture where everyone is actively involved in preventing aggressive behavior. Guiding principles also serve as appropriate parameters for staff members before, during and after an aggressive act. A principle is defined as a rule or code of conduct. The principles introduced in this training program will be the cornerstones for establishing and maintaining a safe environment, both physically and emotionally, for everyone involved. The district’s MindSet training team are the only district employees that can certify other district employees

with the MindSet Curriculum, and only those certified should physically restrain a student who is in immediate danger or harm to himself or others. The district lead MindSet trainer maintains a certification log to ensure that employee certifications are maintained at each school site and are responsible for submitting their logs at the end of each school year to the district office.

The district MindSet trainers are initially required to participate in a 4-day training to certify them as instructors, and then they are required to update their certification every 2 years by participating in a 2-day training. Certification documentation is maintained at the district office.

Employees identified by their administrator are initially certified by participating in a 2-day training facilitated by district MindSet Trainers. Each employee is required to participate in a 1-day training yearly to recertify.

Procedures for Physical Restraint (see [form](#))

The following procedures for the appropriate use of physical restraint must be followed by staff members in working with special education students. These procedures apply to all special education students in all school settings, programs and activities subject to the exceptions noted in the definition section of this guidelines document:

- The use of physical restraint in the management of severe student behavior is prohibited unless the student or others around are in imminent harm or danger ;
- When practicable, other less intrusive interventions should have been attempted if time and circumstances permitted, and failed to manage that particular behavior. Explanation for why other interventions were deemed inadequate or inappropriate will be provided;
- Physical restraint is not a teaching procedure or behavioral intervention and should NOT be administered as punishment or to address behaviors that are not dangerous or for non-emergency reasons, such as noncompliance, disrespect, disobedience, misuse or destruction of property or disruption;
- Physical restraint procedures will be performed by certified trained staff members with at least two staff members present at all times to monitor the intervention and the student's safety;
- The use of physical restraint is used only for the period of time that is necessary to contain the behavior of the student, so that the student no longer poses an immediate threat of causing physical injury to self or others;
- The use of force in the application of physical restraint does not exceed the force that is reasonable and necessary under the circumstances that precipitated the use of the physical restraint; and;
- Staff members will monitor the student for any safety or medical concerns, including risk of injury.
 - All students must be seen by the nurse for a brief exam following any restraint, and documented on the restraint form.

Reporting Requirements

Proper documentation of any incident requiring the use of physical restraint is mandatory. Staff member(s) implementing the procedure must use the JCSD Physical Intervention/Restraint Report to record the incident. It is highly recommended that the form be completed with an Administrator. The Principal or Designated Administrator is required to sign the report and responsible for sending a copy to the parent(s) and uploading a copy of the restraint form within 24 hours from the use of physical restraint.

Procedure for Informing Parents of Physical Restraint

The building Principal, or designee, will make good faith efforts to contact a parent or guardian of the student who has been physically restrained as soon as is reasonable, but within 24 hours of the time when the restraint occurred. The following procedures apply to parental notification:

- Subsequent to a student being physically restrained, reasonable efforts will be made and documented to verbally communicate with the parents or guardians;
- Should efforts to contact the parent via phone be unsuccessful, there will be attempts to contact the parent through other methods, including voicemail, email, in person, or by letter. These efforts will be documented;
- The Incident Report will be given to the parent and/or guardian. This should also be documented.
- The parent will be advised of the circumstance and course of events leading up to, and resulting in, the restraint and how the situation was resolved.
- School staff members will engage in one or more of the following follow-up actions with the parent(s) or guardian(s) as appropriate: debrief of the incident, co-plan future proactive and prevention strategies, conduct a functional behavior analysis (FBA), develop a new or modify current behavior intervention plan (BIP).

General Supervision/ Monitoring

- Professional development is provided regularly
- School teams monitor restraint incidents monthly in discipline meetings
- District office monitors restraint incidents monthly to ensure procedures were followed
- Certifications are maintained at district office for trainers
- Training sign in sheets for initial and recertifications are filed at district office
- Certification logs are maintained by district trainers and submitted to the district office at the end of the school year

COMPREHENSIVE LEA IMPROVEMENT PLAN (CLIP) AND SCHOOLWIDE/TARGETED ASSISTANCE PLANS

(ESEA: SEC. 1112, 1114, 1115; SEC. 1003; SEC. 1306; SEC. 1423; SEC. 122; SEC. 3116; SEC. 4106; SEC. 5223; SEC. 5224; SEC. 6223; SEC. 6722; SEC. 9305)

Comprehensive LEA Improvement Plan

Section 8305 of the Elementary and Secondary Education Act of 1965 (ESEA) as reauthorized by the Every Student Succeeds Act of 2015 (ESSA) states that a local educational agency receiving funds under more than one covered program may submit plans or applications to the State educational agency under those programs on a consolidated basis. The following federal programs are included in the Consolidated LEA Improvement Plan (CLIP):

- Title I, Part A – Improving the Academic Achievement of the Disadvantaged
- Title I, Part C – Education of Migratory Children
- Title I, Part A and Title I, Part D – Programs for Neglected and Delinquent Children
- Title II, Part A – Supporting Effective Instruction
- Title III, Part A – Language Instruction for English Learners and Immigrant Students
- Title IV, Part A – Student Support and Academic Enrichment
- Title V, Part B – Rural Education Achievement Programs (REAP)
- Individuals with Disabilities Education Act (IDEA) – Programs for Exceptional Students
- Title I, Part A and Title IX, Part A – McKinney-Vento Education for Homeless Children and Youth (EHCY)

The GaDOE has integrated the requirements for the planning across all programs into the CLIP. The CLIP has two parts:

- LEA Consolidated Application (Plan)
 - Comprehensive Needs Assessment
 - District Improvement Plan
 - Parent and Family Engagement Policy
 - Title I, Part C ID&R Plan (if applicable)
- Application Forms
 - Assurances
 - Prayer Certification
 - Budgets
 - Program Specific Worksheets

Jasper County Charter System (JCCS) has elected to complete the CLIP in SLDS.

The grant administrators participate in the CLIP webinar to learn the process and requirements from the GaDOE. Then, the Director of Federal Programs, in collaboration with the Central Services Team, identifies core team members to participate in the revision of the CLIP and sets up the timeline for the process. Team member selection is based on required team members listed in the guidance and on their work experience/background.

Discussion is held during a Central Services team meeting to review the process for the CLIP for the current year with core team members. Each member reviews sections of the Comprehensive Needs Assessment related to each individual department. Members will conduct additional meetings if needed to review/revise their section and submit any changes needed to the document (deletions and additions) and additional data reviewed to the Director of Federal Programs. The revised draft is distributed to all Central Services Team members for review and discussion before final approval.

Grant administrators also review their specific sections on the Comprehensive Needs Assessment. The sections include:

- IDEA – Special Education – Director of Programs for Exceptional Children
- Title I, Part A – Director of Federal Programs
- Title I, Part A – Foster Care – Director of Student Services/Federal Programs
- Title I, Part A – Parent Engagement – Director of Federal Programs
- Title I, Part C – Education of Migrant – Director of Federal Programs
- Title II, Part A – Director of Federal Programs
- Title III, Part A – Director of Federal Programs
- Title IX, Part A – McKinney Vento – Director of Student Services/Federal Programs
- Equity Action Plan – Director of Federal Programs

After review/revision of the Comprehensive Needs Assessment, Central Services Team members meet to review the overarching needs, the root cause analysis and the District Improvement Plan. The following are reviewed in a meeting:

- Trends and Patterns
- Identification and Prioritization of Overarching Needs
- Root Cause Analysis
- Root Cause Analysis – Overarching Needs

Central Services Team members are then assigned by the Director of Federal Programs to the goal areas in the District Improvement Plan. Members will conduct additional meetings if needed to review their goal section(s). Any changes needed to the document (deletions and additions) and additional data reviewed are submitted to the Director of Federal Programs. During this time, grant administrators also review their respective required questions.

Meetings are also held for stakeholders for revision/input on the District Parent and Family Engagement Policy. All stakeholders are invited to attend one of multiple meetings.

During each meeting, the format of the policy is discussed as well as revisions through discussion. The different components of the policy are discussed including:

- What is Title I?
- Strengthening Engagement
- Adoption
- Contact Information
- Jointly Developed District Policy for Shared Student Achievement
- Technical Assistance
- Coordination of Services
- Building Capacity of School Staff
- Annual Evaluation
- Building Capacity for Parent and Family Engagement
- Reservation of Funds
- Accessibility
- Building Capacity of Parents

Discussions are held to address making the language more parent-friendly. Stakeholders submit their feedback on a feedback form.

The Director of Student Services and the Jasper County Division of Family and Children Services (DFCS) Director meet to develop the Foster Care Transportation Plan and ensure educational stability for children in foster care including:

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

The Director of Student Services also coordinates with the Director of Transportation for transportation of children in foster care.

Verifying Participation of Stakeholders

JCCS actively seeks input from stakeholders as part of the CLIP process in multiple ways. Internal and external stakeholders are invited to multiple meetings. Team leaders host the internal and external stakeholder meetings. Information is shared on the five systems (Coherent Instructional System, Effective Leadership, Professional Capacity, Family and Community Engagement and Supportive Learning Environment). Demographic and Financial as well as Student Achievement areas are also shared. Additionally, trends, patterns, strengths and/or challenges are shared within the five systems and two areas. Stakeholders also receive information regarding the Equity Action Plan, Equity Interventions, District Improvement Goals and Action Steps. There is time allotted for feedback and discussion with the stakeholders.

Stakeholders then give feedback on a feedback form or directly on the documents for input and revision of the Comprehensive Needs Assessment, the Equity Plan and the District Improvement Plan.

The core team is selected to include a vast array of experience. The core team selected includes the following required team members denoted with an asterisk:

- Superintendent*
- Director of Federal Programs/Student Services*
- Curriculum Director*
- School leaders (Principals)*
- Teacher representatives (Teacher, Instructional Coach, Media Specialist) *
- Homeless Liaison*
- Director of Instructional Support Services*
- Family Engagement Coordinator*
- Foster Care Point of Contact*
- CTAE Coordinator
- Director of Nutrition
- Executive Director of School Improvement
- Instructional Technology Coach
- Pre-K Director
- MTSS/PBIS Specialist
- System Testing Coordinator
- Transportation Director

The Director of Federal Programs invites all core team members to the meetings and ensures that each area is represented based on sign-in sheets. If team members are not able to participate in a meeting, feedback may be gathered through email or a google form.

In addition to the core team, internal stakeholders are also invited to give input through multiple meetings. Internal stakeholders invited to participate include:

- Assistant Principals
- Clerks/Secretaries
- Consultants
- Deaf and Hard of Hearing Teacher
- ESOL Teachers
- Instructional Coaches
- Media Specialists
- Nurses
- Occupational Therapist
- Paraprofessionals
- Principals
- Psychologist
- Special Education Teachers
- Speech Language Pathologist
- Teachers

All stakeholders are invited to be a part of the process for review and revision of the CLIP. All feedback is reviewed and considered during the CLIP revision process.

To ensure there is stakeholder participation from all groups, district leaders are asked to contact their working partners and personally invite them to submit feedback. This helps ensure a variety of representation from a wide array of stakeholder groups. These groups include:

- Board of Education
- Businesses
- Community Partners/Chamber of Commerce
- Faith-based Community Leaders
- General Public
- Local DFCS Contact
- Local/Elected Government Officials
- Parents
- Parents of English Language Learners
- Parents of Special Education Students
- Professional Organizations
- School Governance Team Members

The Director of Federal Programs verifies that all groups of internal and external stakeholders are represented based on sign-in sheets that indicate the participants' role.

Selection of Evidence-based Action Steps in the CLIP

During the creation/revision of the CLIP, the district identifies strengths and needs. From these strengths and needs, evidence-based interventions are selected to meet those needs based on one of the four evidence types:

- Strong Evidence – Supported by at least one randomized study
- Moderate Evidence – Supported by at least one quasi-experimental study
- Promising Evidence – Supported by at least one correlational study
- Demonstrates a Rationale – Supported by programs with a rationale based on high-quality research or a positive evaluation that are likely to improve student or other relevant outcomes and that are undergoing evaluation; supported by a logic model

The district uses databases that have been developed to assist LEAs with identifying evidence-based interventions. JCCS collects data on all initiatives. If the initiative is not on one of the databases or supported by a strong, moderate or promising study, the district develops a logic model for that initiative based on research. JCCS uses GaDOE and district-developed logic models to demonstrate a rationale for initiatives.

Approval of the CLIP

The Director of Federal Programs consolidates the revisions and feedback for the final CLIP. The director utilizes the GaDOE CLIP Review Criteria to ensure that the district is meeting the CLIP criteria for each element. The Director of Federal Programs submits the plan to the Central Services Team for final review before submission to the Superintendent. Once approved, the plan is submitted to the GaDOE through the Statewide Longitudinal Data System (SLDS).

Timeline

The timeline varies based on the release of the SLDS application and CLIP webinar. However, the general timeline for review/revision of the CLIP is as follows:

- February
 - GaDOE CLIP Webinar(s)
- March
 - Initial core team meetings to revise the Comprehensive Needs Assessment
- April
 - Revisions to the Comprehensive Needs Assessment due from core team leaders
 - Revision to programs sections due from grant administrators
 - Executive Cabinet meetings to revise the District Improvement Plan
 - Stakeholder meetings to provide input on the CLIP (Internal and External)
 - Stakeholder meetings to provide input on the District Parent and Family Engagement Policy
- May
 - Revisions to the District Improvement Plan due from Central Services Team members
 - Revisions to Equity Plan and Required Questions due from grant administrators
 - Stakeholder meetings to provide input on the CLIP (Internal and External)

- o Stakeholder meeting to provide input on the District Parent and Family Engagement Plan
- o Final revision of District Parent and Family Engagement Plan
- o Meeting with DFACS to discuss the Foster Care Transportation Plan
- o Coordination with transportation on the Foster Care Transportation Plan
- June
 - o Additional stakeholder meetings (as needed) (Internal and External)
 - o Final revision of the Foster Care Transportation Plan
 - o Review of CLIP by Executive Cabinet
- July
 - o Submission of CLIP by GaDOE deadline

Resolution Procedures for Unapproved CLIP

The Executive Director of School Improvement is responsible for reviewing, finalizing and submitting the CLIP. If the plan is not approved by the GaDOE, the Executive Director of School Improvement will work with the appropriate grant administrator based on the program feedback from the GaDOE to ensure changes are made. The Executive Director of School Improvement will make the changes and submit the revised CLIP in SLDS for approval. This process will continue until the plan is approved.

Schoolwide Program Plans

All four schools in the Jasper County Charter System are Title I Schoolwide schools. Annually, JCCS participates in the review/revision of each Schoolwide Plan.

Process for Creation/Review of the Schoolwide Plan

The Director of Federal Programs creates a timeline for the review/revision of Schoolwide Plans in collaboration with the Central Services Team. At an administrative meeting, information regarding the timeline and process is shared with administrators.

The Director of Federal Programs, in collaboration with the Chief Financial Officer, develops preliminary allocations for both general and federal funds. Principals are sent a spreadsheet regarding their preliminary allocations and guidance via email.

Clarifications, corrections or additional information is obtained via email or phone by the Director of Federal Programs for the federal grants at the school level and by the Chief Financial Officer for local funds.

The Executive Director of School Improvement and the Director of Federal Programs provide guidance to schools for completion of the Comprehensive Needs Assessment offline/online.

Technical assistance sessions are offered, and technical assistance is also provided upon request.

Schools submit their Comprehensive Needs Assessment and Schoolwide Plan information to the Director of Federal Programs for review and approval.

Meetings are also held for stakeholders for revision/input on the School Parent and Family Engagement Policy. All stakeholders are invited to attend one of multiple meetings. During each meeting, the format of the policy is discussed as well as revisions through discussion. The different components of the policy are discussed including:

- What is Title I?
- Jointly Developed School Policy for Shared Student Achievement
- School-Parent Compact
- Annual Title I Meeting
- Communications
- Reservation of Funds
- Coordination of Services
- Building Capacity of School Staff
- Building Capacity for Family Engagement
- Parent and Family Engagement
- School Parent Resource Center
- Building Capacity of Parents

Stakeholders submit their feedback on a feedback form or on the documents distributed during meetings.

School Parent and Family Engagement Policies are submitted to the school Family Engagement Coordinator (FEC). The FEC reviews each school's policy and requests corrections as needed.

Each school presents the Schoolwide Plan during a school council meeting.

The Director of Federal Programs and the Executive Director of School Improvement review each plan to determine if the plan is complete and meets the criteria listed in the Schoolwide Program Checklist. Data is reviewed to ensure it supports identified initiatives. Additionally, budget requests are cross-referenced to identified needs and actions steps in the plan. The director marks the plan for information needed and the checklist and marked plan are emailed to the school Principal and FEC. A meeting is then held with each principal to review questions or information needed in the plan. Principals may choose to invite other staff members to attend the meeting. The Schoolwide Program Checklist is reviewed with the principal for required schoolwide components not covered in the plan. These requirements are then added to the plan. If additional data is needed, the principal is given a deadline for submission of data to complete the plan.

Verifying Participation of Stakeholders

Multiple meetings are offered for stakeholders to participate in the review/revision of the Comprehensive Needs Assessment and Schoolwide Plan at the school level. All stakeholders are invited to give input and discuss the revisions.

Guidance is provided to schools through the Director of Federal Programs regarding stakeholder input. The following stakeholder groups must be represented:

- Administrators
- Central office staff
- Certified staff
- Classified staff
- Support staff
- Parents
- Students (secondary)
- Community (business, faith-based organizations, general public)

Guidance is shared with schools regarding stakeholder representation including:

- Parents should not represent the community group
- Staff should not represent the parent or community groups

The Federal Programs Department checks sign-in sheets from each school to ensure that all stakeholder groups are represented. If all stakeholder groups are not represented, the department works with the school to hold additional stakeholder meetings.

Selection of Evidence-Based Action Steps in the Schoolwide Plan

During the creation/revision of the Schoolwide Plan, the school identifies strengths and needs. From these strengths and needs, evidence-based interventions are selected to meet those needs based on one of the four evidence types:

- Strong Evidence – Supported by at least one randomized study
- Moderate Evidence – Supported by at least one quasi-experimental study
- Promising Evidence – Supported by at least one correlational study
- Demonstrates a Rationale – Supported by programs with a rationale based on high-quality research or a positive evaluation that are likely to improve student or other relevant outcomes and that are undergoing evaluation; supported by a logic model

Each school uses databases developed to assist LEAs with identifying evidence-based interventions. Each school collects data on all initiatives. If the initiative is not on one of the databases or supported by a strong, moderate or promising study, the school develops a logic model for that initiative based on research. JCCS uses a district-developed logic model to demonstrate a rationale for initiatives for Title I.

Approval of the Schoolwide Plan

The Director of Federal Programs checks all revisions to the plan to ensure that all requests from principals are complete. If revisions are needed, the Director of Federal Programs contacts the principal via email, phone, and/or face-to-face sessions until the revisions are complete. The Schoolwide Program Checklist is sent to schools in September to be signed in coordination with the budget submission.

Timeline

The general timeline for review/revision of the Schoolwide Plan for each school is as follows:

- February
 - Distribution of budgets and staff allotments to principals
 - Technical Assistance Meetings
- March
 - Budgets due back to finance
 - Stakeholder Meetings for input on Comprehensive Needs Assessment
 - School meetings with Executive Cabinet
 - Completion of Comprehensive Needs Assessment in SLDS
 - Staff input/revision of the School Parent and Family Engagement Plan
 - Stakeholder meetings for input/revision of the School Parent and Family Engagement Plan
- April
 - School meetings with Central Services Team (continued)
 - Stakeholder Meetings for input on School Improvement Plan
 - Submission of draft School Parent and Family Engagement Plan
- May
 - Stakeholder Meetings for input on School Improvement Plan (continued)
 - Completion of School Improvement Plan in SLDS
 - School meetings to review revisions for Comprehensive Needs Assessment and School Improvement Plan; Checklist review
 - Approval of final School Parent and Family Engagement Plan
- June
 - School meetings to review revisions for Comprehensive Needs Assessment and School Improvement Plan; Checklist review
 - Revisions completed for Comprehensive Needs Assessment/School Improvement Plans
- July-September
 - Changes based on data release may be made on School Improvement Plans
 - Resolution Procedures for Unapproved Plans

CONSULTATION WITH PRIVATE SCHOOLS -CARES 18005. (a), ESEA 8101 (19)(45); O.C.G.A. §20-2-690; Providing Equitable Services To Students And Teachers In Non-Public Schools Under The Cares Act Programs 10.09.2020 Q#6; ESEA 8101 (19)(45);, 34 CFR §75.51; ESEA 1117(b)(1)(A); ESEA 1117(b)(1)(B-E); ESEA 1117(b)(3); 34 CFR § 76.661; 2 CFR § 200.313; 2 CFR §200.302

To ensure the provision of equitable services to students and teachers in non-public schools under any grant requiring equitable services, Jasper County Charter System will adhere to the requirements set forth within the act. Jasper County Charter System will send written notification to private schools as defined within the act of the availability of equitable services through USPS and email. In this notification, private schools will be asked to indicate their desire to participate or decline participation at this time. Upon receipt of the private school's intention to participate, the district will send a written invitation to attend a consultation meeting. If the district does not receive any written notification to determine participation from any private school, JCCS will send a written invitation to these private schools to attend the consultation meeting as well. Furthermore, JCCS will make a minimum of two additional attempts to contact the private school again by phone or in person if we are unable to make contact. Appropriate documentation of such will be maintained as evidence of adherence to the requirements as well as good faith effort set forth within the grant guidance.

If principals do not submit the data in the process outlined above to complete their Schoolwide Plan, the Director of Federal Programs involves the Superintendent to ensure completion and approval of the plan.

CONSULTATION WITH PRIVATE SCHOOLS (ESEA: Sec. 1117 and 1120; Sec. 2102(b)(2)(E); Sec. 8501(a)(5); Sec. 8501(c); Sec. 4106(e)(2)(B); 34 CFR Part 200.62-200.67; 34 CFR Part 200.77 (f))

Under the Elementary and Secondary Education Act, the Jasper County Charter System (JCCS), after timely and meaningful consultation with appropriate private school officials, shall provide children enrolled in private elementary and secondary schools, on an equitable basis, educational services or other benefits to address their needs and shall ensure teachers and families of the children participate, on an equitable basis, in professional development and parent involvement activities developed, respectively.

- Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and non ideological.

- Educational services and other benefits for such private school children shall be equitable in comparison to services and other benefits for public school children. Services shall be provided in a timely manner.
- Expenditures for educational services and other benefits to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools.
- The district may provide services under this section directly or through contracts with public and private agencies, organizations, and institutions.

Timely and Meaningful Consultation

Timely and meaningful consultation is required in order to ensure the equitable participation of private school students, teachers, and, in some programs, parents. Timely consultation should begin early enough for the entire process of program design and development to be completed, for exploring the option of third-party providers, and for services to begin by the start of the school year. Timely consultation requires the district to provide advance notice of consultation meetings to private school officials. Meaningful consultation covers all required topics and affords private school officials a genuine opportunity to express their views. Effective consultation is ongoing, two-way communication, and discussion of the best ways to meet the needs of private school students and teachers under the provisions of the particular program. To enhance the consultation process, the district will inform the private school of meeting topics, funds available for services, and other pertinent information prior to the consultation meeting for private school officials to have the opportunity to adequately prepare for discussions.

To ensure timely and meaningful consultation, the district will consult with appropriate private school officials during the design and development of programs on issues such as:

- How the children's needs will be identified;
- What services will be offered;
- How, where, and by whom the services will be provided;
- How the services will be academically assessed and how the results of that assessment will be used to improve those services;
- The size and scope of the equitable services to be provided to the eligible private school children, and the proportion of funds allocated for such services;
- The method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend private schools;
- How and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers; and
- How, if the district disagrees with the views of the private school officials on the provision of services through a contract, the district will provide in writing to such private school officials an analysis of the reasons why the district has chosen not to use a contractor.

Such consultation shall include meetings of the district and private school officials and shall occur before the district makes any decision affecting the opportunities of eligible private school children to participate in programs. Such meetings shall continue throughout implementation and assessment of services. Consultation shall include a discussion of service delivery mechanisms the district can use to provide equitable services to eligible private school children. The consultation must also include a thorough consideration and analysis of the views of the officials of the private schools on the provision of services through a contract with a third-party provider. If the district disagrees with the views of the officials of the private schools on the provision of services through a contract, the district must provide in writing to the officials of the private schools the reasons why the district chooses not to use a contractor.

The district will maintain documentation showing that it has:

- Informed annually the private school officials of the various ESEA education programs available to their students and teachers;
- Engaged in timely consultation, allowing for meaningful discussion between the LEA and the private school officials regarding services and benefits;
- Identified private school students' and teachers' needs;
- Provided services, programs, materials, and resources;
- Evaluated programs and services for effectiveness; and
- Adequately addressed problems and formal complaints raised by private school officials.

The district will provide to the GaDOE a written affirmation signed by officials of each participating private school documenting the consultation required by this section has occurred. Written affirmations will be maintained by the district along with additional private school correspondence.

JCCS must contact all private schools with children residing within the district's public school attendance areas, regardless of whether the private school is located within or outside the district, to invite the private schools to participate in JCCS federal programs.

Private schools with children residing in the district's participating public school attendance areas, regardless of whether the private school is located within the district, may be eligible to participate in the following grants:

- Title I, Part A – Improving the Academic Achievement of the Disadvantaged

Timeline for Consultation for Private Schools

The district will follow the Timeline for LEA Federal Programs Coordination and Consultation with Private School Officials located on the GaDOE website if applicable.

Month(s)	Activity
July - October	<ul style="list-style-type: none"> ▪ LEAs invite private schools to participate in the following fiscal year
October - December	<ul style="list-style-type: none"> ▪ LEAs conduct initial overview and consultation

December	<ul style="list-style-type: none"> ▪ LEAs upload private school templates into the Statewide Longitudinal Data System (ES4PS Application) ▪ Initial Consultation for Provision of Services/Notification of Intent ▪ List of Private Schools Participating in Federal Programs
January	<ul style="list-style-type: none"> ▪ LEAs consult with private schools regarding services for the next year
June	<ul style="list-style-type: none"> ▪ LEAs upload private school template into the Statewide Longitudinal Data System (ES4PS Application) ▪ Private School Consultation for Provision of Services
October (End Grant)	<ul style="list-style-type: none"> ▪ LEAs upload private school template verifying receipt of services into the Statewide Longitudinal Data System (ES4PS Application) ▪ Private School Consultation for Provision of Services

Determining Private Schools for Invitation to Consult on Federal Programs

The district uses the Private School Report of Students Enrolled (DE Form 1111) forms received to determine private schools to invite to consult on JCCS federal grants for the upcoming fiscal year. Private schools are required to submit the DE Form 1111 to the district within 30 days after the beginning of the school year. Private schools are also required to submit a DE Form 1111 to the district at the end of each month for students who enroll or terminate enrollment during the immediately preceding school month.

DE Form 1111s are collected by the Student Information Services Director, and copies are forwarded to the Federal Programs Assistant for recording. DE Form 1111s received during the school year after the private school's initial submission are filed with the original DE Form 1111.

Addresses for private school students listed on the DE Form 1111 are reviewed to ensure the students reside in Jasper County. Addresses for students located in a different county are notated with the correct county of residence. The transportation school zone listing on the district website is used to determine the JCCS school each private school student is zoned to attend.

Notification of Invitation to Consult on Federal Programs

In October, the district sends an invitation through SLDS to consult on JCCS federal grants for the upcoming fiscal year to all private schools with children residing in Jasper County. Invitations to consult are modeled after the current sample letter located in the ES4PS platform. Invitations to consult include:

- District name
- Current date
- Fiscal year for which the private school is being invited to participate
- Program descriptions for all available programs for which the private school is being invited to participate
- Initial consultation meeting date, time, and location
- Name and contact information of the district representative who can assist the private school

Private schools reply to the invitation to consult within the ES4PS platform. The current private school invitation to consult form template located in ES4PS is used. Invitations to consult are distributed through the ES4PS platform at least two weeks prior to the scheduled initial consultation meeting. Documentation is maintained in the ES4PS platform.

Collection of the Private School Invitation to Consult Forms

Private schools are requested to respond to the private school invitation to consult form in ES4PS prior to the scheduled district initial consultation meeting. The Federal Programs Department verifies the returned invitation to consult forms and maintains a list in ES4PS of private schools that return the form.

Late Submission of Private School Report of Students Enrolled (DE Form 1111)

If a DE Form 1111 is received after the initial distribution of invitations to consult for the district initial consultation meeting, the private school will be sent an invitation to consult through ES4PS if the platform is still open.

For DE Form 1111s received after the district initial consultation meeting, a district initial consultation meeting will be scheduled to accommodate the private school if they choose to consult on JCCS federal programs. Invitations to consult will be emailed to the private school at least three weeks prior to the scheduled district meeting.

District Initial Consultation Meetings

JCCS will schedule at least one district initial consultation meeting for private schools. District meeting dates will be scheduled during September. District personnel who administer or are knowledgeable of JCCS federal grants will attend district initial consultation meetings.

Private schools will be informed of the following information regarding federal grants during district initial consultation meetings:

- How the children's needs will be identified;

- What services will be offered;
- How, where, and by whom the services will be provided;
- How the services will be assessed and how the results of the assessment will be used to improve those services;
- The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the amount of funds available for those services, and how that amount is determined;
- How and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third party providers; and Whether the agency, consortium, or entity shall provide services directly or through a separate government agency, consortium, or entity, or through a third-party contractor;
- Administrative costs;
- The method/sources of poverty data used (Title I only);
- When services will be provided (Timeline for LEA Federal Programs Coordination and Consultation with Private School Officials) (Title I only); and
- Whether to provide equitable services to eligible private school children—
 - o by creating a pool or pools of funds with all the funds allocated under subsection (a)(4)(C) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - o in the agency’s participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(C) based on the number of children from low-income families who attend private schools (ESSA 8501(c)).
- The district's complaint process

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The district will provide ongoing guidance on policies and written procedures to participating private schools as applicable to services received. Policies and procedures reviewed may include:

- Travel
- Stipends
- Rank ordering for services (Title I only)
- Private school equipment and inventory
- Professional learning
- Parent engagement
- Program evaluation
- Compliance documentation required for applicable grants

The following documentation is maintained by the district even if no private school representative attends the meeting:

- Meeting agenda
- Meeting sign-in sheet with roles of attendees
- Meeting handouts
- Meeting minutes

Ongoing Consultation with Participating Private Schools

For participating private schools with children residing in the district's public school attendance zones that meet the non-profit status requirements, ongoing individualized consultation will occur between district and private school representatives according to the Timeline for LEA Federal Programs Coordination and Consultation with Private School Officials located on the GaDOE website. Consultation may include on-site meetings or training, emails, and phone calls. Documentation of consultation is maintained by the Director of Federal Programs.

Consultation will result in the development and implementation of the district's written plan to serve eligible students, teachers and parents in the private school. Ongoing consultation allows for the timely and efficient resolution of any issues that may arise concerning implementation of services.

MAINTENANCE OF EFFORT FOR ESSA (Sec. 1120A; Sec. 1114, 1118)

The Jasper County Charter System may only receive funds under a covered program for any fiscal year if the GaDOE determines that the district has maintained fiscal effort (that either the combined fiscal effort per student or the aggregate expenditures of the district and the state with respect to the provision of free public education by the district for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year). Covered programs include:

- Title I, Part A
- Title I, Part, D
- Title II, Part A
- Title III, Part A
- Title IV, Part A
- Title V, Part B
- Title IX, Part A--McKinney-Vento Act.

The GaDOE will reduce the amount of the allocation of funds under a covered program in any fiscal year in the exact proportion by which the district fails to meet the requirement (if the district falls below 90 percent of both the combined fiscal effort per student and aggregate expenditures (using the measure most favorable to the district) for one or more of the five immediately preceding fiscal years).

The GaDOE tests Maintenance of Effort (MOE) on behalf of the district through the following process:

- The GaDOE will test aggregate expenditures of state and local funds to determine if the MOE standard is met. If GaDOE determines that the district has met MOE based on aggregate expenditures of state and local funds, no further calculations are required.
- If the district does not meet MOE based on aggregate expenditures of state and local funds, the district may test combined state and local funds per FTE using the worksheet provided by the GaDOE.

The U.S. Department of Education may waive the MOE requirements if it has determined that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as natural disasters or a significant decline in the amount of local funds of the district.

Procedure for Calculating Maintenance of Effort (MOE) Based on Aggregate Expenditures of State and Local Funds

If JCCS does not meet MOE through the state calculations, it may test MOE through the Worksheet for Computing Aggregate or Average Per-Pupil Expenditure from General Fund (Fund Code 100).

Steps for Computing the Aggregate of Per-Pupil Expenditure:

- The worksheet must be completed using a financial expenditure report for general fund (fund 100) for the two preceding years. Expenditures for each function code should be entered. Function codes include:
 - 1000
 - 2100
 - 2210
 - 2220
 - 2300
 - 2400
 - 2600
 - 2700
- Capital outlay equipment (all 700 object codes) for the same function codes listed above must be entered.
- The “Total of Funds” minus “Capital Outlay” is entered in column three.
- The column three total, or aggregate expenditures, should be rounded to the nearest \$100.
- The rounded total from column three is entered in the per-pupil table shown below.
- The October FTE count minus the Pre-K total for the two preceding years is entered in the FTE cell as shown in the chart below.
- The total of column three is divided by the FTE count to determine the per-pupil expenditure. The per-pupil expenditure should be rounded to the nearest \$10.
- The district will follow this process for the two preceding years.
- The district will meet MOE if the per-pupil rate of the preceding year is within 90 percent of the year prior to the preceding year.

MAINTENANCE OF EFFORT FOR IDEA

(34 CFR 300.203, 34 CFR 300.204, 34 CFR 300.205)

The GaDOE must establish the Jasper County Charter System's eligibility for federal funds by determining that the district budgets, for the education of children with disabilities, are at least the same amount, from at least one of the following sources, as the district spent for that purpose from the same source for the most recent fiscal year for which information is available:

- Local funds only
- The combination of State and local funds
- Local funds only on a per capita basis
- The combination of State and local funds on a per capita basis

Funds provided to the district under Individuals with Disabilities Education Act (IDEA) must not be used to reduce the level of expenditures for the education of children with disabilities made by the district from local funds below the level of those expenditures for the preceding fiscal year. A district meets this standard if it does not reduce the level of expenditures made by the district for the education of children with disabilities from at least one of the following sources below the level of those expenditures from the same source for the preceding fiscal year:

- Local funds only
- The combination of State and local funds
- Local funds only on a per capita basis
- The combination of State and local funds on a per capita basis

The Jasper County Charter System ensures Maintenance of Effort (MOE) for IDEA as outlined in 34 CFR 300.203, 34 CFR 300.204, and 34 CFR 300.205.

Supplement not Supplant

IDEA funds may be used only to supplement and not supplant State and local funds. In order to demonstrate compliance with the supplement requirement, the Jasper County Charter System utilizes the Maintenance of Effort (MOE) Compliance and Eligibility Worksheet provided by the GaDOE to meet the following two standards:

- The system must budget at least as much as they expended in the last year for which information is available, and
- The system must actually expend at least as much as they expended in the previous year (comparison year).

The MOE Compliance and Eligibility Worksheet is uploaded annually before IDEA budgets are approved.

Maintenance of Effort Compliance and Eligibility Worksheet

The Chief Financial Officer (CFO) works in conjunction with the Director of the Program for Exceptional Children to fill out the MOE Compliance and Eligibility Worksheet for submission

with the Consolidated Application. In the fall, data is entered by the CFO after the prior fiscal year has been closed.

The worksheet compares the previous two years of overall expenditures and per capita expenditures.

The MOE Compliance and Eligibility Worksheet includes two tabs:

- Final Projections
- Calculation Worksheet

The CFO begins entering financial data in the Calculation Worksheet using the expenditure summary report in McAleer. The expenditure summary report is sorted by State/local funds and programmatic category and reflects actual expenditures spent during the fiscal year requested.

The CFO first runs the report by Fund 100 (General Fund) and the Special Education programmatic codes. The list of programmatic codes are as follows:

- 2011: Students with Disabilities
- 2021: Category I
- 2023: Local – Category I
- 2031: Category II
- 2033: Local – Category II
- 2041: Category III
- 2043: Local – Category III
- 2051: Category IV
- 2053: Local – Category IV
- 2061: Category V
- 2063: Local – Category V
- 2081: Non-Instructional Special Education Expenditures
- 2310: Tuition for Multi-Handicapped Children (N/A for JCCS)
- 2620: Preschool Handicapped State Grant
- 2810: Rule 10 – Special Education (Support Costs)

Actual expenditures are entered into the applicable cells in the MOE worksheet. [Currently, the Special Education Department (non-direct instruction) expenditures are primarily coded to program 9990.] Therefore, unduplicated special education expenditures that are not attached to an instructional special education program code are included in the “Other” cell under the Local Expenditures section of the worksheet.

After actual expenditures are entered into the MOE worksheet, the CFO runs an expenditure summary report to input budget data for the current fiscal year into the cells corresponding to the same programmatic categories. The report is run with the same criteria, General Fund (100) and the Special Education program codes. The data is entered into the cells to make an accurate comparison of expected expenditures with the actual expenditures from the prior fiscal year.

After completion of the Calculation Worksheet tab, the CFO enters the required data on the Final Projections tab. The CFO uses the GaDOE portal to complete the information required for the

Comparison Year (Last Met Effort). This information is found by logging into the portal, clicking on Consolidated Application, and choosing Special Education – MOE.

Under IDEA, 2 categories allow for the reduction of the required effort amount to meet MOE: Exceptions (§300.204) or Adjustments (§300.205). For both, the reduced amount becomes the required effort amount. The documentation following is required for exceptions and adjustments to be approved:

- DOE Exception form
- Supporting evidence of true expenditures
- MOE Adjustment form

If exceptions or adjustments are necessary, the CFO completes documentation listed above and submits to GaDOE for approval. All documentation is maintained by the finance department.

Once the financial data has been entered into the worksheet, the MOE Compliance and Eligibility Worksheet will state whether the system has met compliance. To date, the system has met compliance.

If JCCS was not in compliance, the Chief Financial Officer would conduct research to determine if there were Exceptions (§300.204) or Adjustments (§300.205) that would affect MOE. The CFO would work in conjunction with the Director of Programs for Exceptional Children and the GaDOE IDEA Program Manager to provide documentation required under these provisions. Documentation would include the MOE Eligibility Form with projected expenditures for the current year, exception requirement forms with supporting evidence verifying expenditures, and correction forms (if applicable) with supporting evidence verifying expenditures.

The MOE Compliance and Eligibility Worksheet is uploaded into the Consolidated Application by the Chief Financial Officer prior to approval and a copy is sent to the Director of the Program for Exceptional Children.

Maintenance of Effort

ESSER grants do not include a local maintenance-of-effort requirement. In other words, JCCS is not required to maintain effort to receive ESSER funds. JCCS will continue to comply with maintenance of effort requirements in other federal education laws such as ESEA and IDEA.

Local Maintenance of Equity (ESSER III)

JCCS will not reduce per-pupil funding or per-pupil full-time equivalent staff in high-poverty schools by an amount that exceeds the total per-pupil amount of reduction for all students in the district in FY22 or 2023. ARPA Section 2004©(1). A school is considered “high poverty” if it ranks in the highest 25 percent of schools in an LEA in the percentage of students served from low-income households, based on a measure of poverty established by the U.S. Department of Education, and used consistently statewide. ARPA Section 2004(d)(4).

COMPARABILITY

(Sec. 1118(3)(A))

All schools in the Jasper County Charter System (JCCS) are served under Title I, Part A. The Jasper County Charter System may only receive federal funds under Title I, Part A if the district is using state and local funds to provide services that, taken as a whole, are substantially comparable in each school. Demonstrating comparability is a prerequisite for receiving Title I, Part A funds and must be completed annually.

Comparability must be met or the system must return the requisite amount of non-federal funds to compensate for the number of instructional staff missing to meet compliance with comparability.

Comparability Criteria and Methods

JCCS may determine comparability of each of its Title I schools on a districtwide basis or a grade-span basis. The comparability requirement does not apply to a district with only one school at each grade span. The grade spans for JCCS are K-5, 6-8 and 9-12.

GaDOE has established the student/instructional staff ratio as the method for districts to use to determine comparability. The number of students in a school is defined as the total enrollment in the school minus the pre-kindergarten enrollment in the school.

Instructional Staff Members Included in the Comparability Count

The district must consistently include the same categories of staff members in the ratios for both Title I and non-Title I schools. (All schools in the Jasper County School District are Title I schools.) Instructional staff may include teachers and other personnel assigned to schools who provide direct instructional services, including music, art, and physical education teachers; guidance counselors; speech therapists; and media specialists as well as other personnel who provide services that support instruction, such as school social workers and psychologists.

In calculating comparability, the district may include only staff paid with state and local funds. Other excluded staff include principals, assistant principals, custodians, cafeteria personnel, school nurses, security personnel, pre-kindergarten teachers, pre-kindergarten paraprofessionals, secretaries, and non-instructional paraprofessionals.

Who to Count

Who Not to Count

<p>Instructional Staff</p> <ul style="list-style-type: none"> ▪ Core subject teachers ▪ Art teachers ▪ Music teachers ▪ Physical education teachers ▪ Instructional paraprofessionals ▪ Guidance counselors ▪ Speech therapists ▪ Media specialists <p>Staff Who Provide Services that Support Instruction</p> <ul style="list-style-type: none"> ▪ School social workers ▪ Psychologists 	<ul style="list-style-type: none"> ▪ Federally paid staff ▪ Pre-K staff (teachers and paraprofessionals) ▪ Privately paid staff ▪ Cafeteria staff ▪ Custodial staff ▪ Nurses ▪ Security staff/officers ▪ Bus drivers ▪ Secretaries ▪ Clerical staff ▪ Principals ▪ Assistant Principals ▪ Non-instructional paraprofessionals
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Procedures for Completing the My GaDOE Portal Comparability Report

Prior to submitting the Certified/Classified Personnel Information (CPI) report, each grant administrator will receive and review a copy of a staff report for staff funded from the grants they administer. Any changes are submitted to Human Resources. CPI reports CP012 Employee Record Summary (certified) and CP013 Employee Record Summary (classified) are kept as source documentation.

In the My GaDOE Portal, the Director of Federal Programs will run the Comparability Report. The report runs every possible permutation available to demonstrate comparability. It automatically incorporates current full-time equivalent (FTE), CPI, and poverty data collected by GaDOE in the fall of each school year.

After logging in to the My GaDOE Portal, the Director of Federal Programs will go to Title I Comparability > LEA Comparability Reporting and complete the contact information on the Contact Info tab. On the Comparability Reporting Tab, run Comparability. A chart will be completed to determine if each school is comparable. If all schools are comparable, the Director of Federal Programs and the Superintendent will submit the Title I Comparability Application to the GaDOE. If one or more schools are not comparable, the Director of Federal Programs will work with the Title I Area Specialist to meet comparability.

Procedures for Meeting Comparability with Self-Reported Data

If one or more schools on the GaDOE Comparability Report are not comparable, the Director of Federal Programs will work with his/her Title I Area Specialist to adjust the current data if error(s) are found on the initial run (CPI reported data).

The Director of Federal Programs in collaboration with the Assistant Superintendent/Director of Human Resources will review the source documentation. Reviews may include but are not limited to the following:

- Verify the percentage breakdown of split-funded staff based on their school assignments (schedule based on service minutes)
- Verify the percentage breakdown of program staff based on the percentage of students served by the home school (Alternative program). Program staff are pro-rated to the home school based on the number of students from each school they serve
- Review personnel sheets for each applicable school
- Verify if any long-term substitutes have received their clearance certificate
- Review recommendation forms with dates of hire
- Verify reported percentages for part-time staff
- Review federally funded staff
- Review resignations, terminations, and retirements
- Verify student enrollment if any schools are new, closed, or rezoned
- Review contract abandonments

The source documentation will be compared to the counts on the comparability report. Source documentation may include schedules, student service models, recommendation forms, staff transfer forms, and payroll reports.

A comparability narrative will be completed for each error type found on the CPI data. Each error type will be discussed and a table of school changes by position (positive and negative) will be listed to show the effect on the comparability report. The Assistant Superintendent/Director of Human Resources and Director of Federal Programs will sign the narrative affidavit confirming the data is correct and accurate as provided and it is documented by source data.

Additionally, if errors are not found or errors do not make all of the schools comparable, the Assistant Superintendent/Director of Human Resources and the Chief Financial Officer will determine if staff will be moved between schools or if additional staff will be added to schools where needed. This information must be added to the grant narrative.

Source documentation for the errors, staff transfers, and/or hires must be kept. Documentation will be kept on file by the Director of Federal Programs.

The “Comparability Calculation – All Title” spreadsheet will be utilized. The spreadsheet is located at www.gadoe.org under Federal Programs > Title I, Part A > Other Resources on the GaDOE website.

- Enter each school’s name and grade span
- Pull the October FTE count for the previous year. K-12 enrollment will be used for the student enrollment column

- o The FTE count can be found at https://oraapp.doe.k12.ga.us/ows-bin/owa/fte_pack_enrollgrade.entry_form
- o Select the previous October report and Jasper County
- Enter the corrected number of FTE Instructional Staff (to account for any errors, transfers, or hires)
 - o Only staff members on the “Who to Count” table above should be included
 - o Only count the percent of time staff work at a site (split-funded percentage or part-time staff)

The comparability narrative, comparability chart, source documentation, and Comparability Calculation – All Title worksheet are then sent to the Title I Area Specialist via email by the Director of Federal Programs. Additionally, the source documentation is uploaded to the attachments tab in the Title I Comparability Application.

The Title I Area Specialist reviews the source documentation. If needed, the Title I Area Specialist will request changes or additional information. Once documentation is provided to support the requested changes and approved by the specialist, the data entries will be adjusted in the “self-reported” section of the application by the Title I Area Specialist and the comparability calculations will be run again. This process is repeated until comparability is met. Once comparable, the Director of Federal Programs and the Superintendent submit the Title I Comparability Application in the My GaDOE Portal.

If comparability is still not met through this process, the district will utilize their Resource Allocation Methodology/Plan (RAM/P) to demonstrate their schools were all equitably funded with state and local funding in order to show comparability.

Procedures for Meeting Comparability through the Resource Allocation Methodology/Plan (RAM/P)

If the district is unable to meet comparability through the previous methods, the district may use the RAM/P to meet the comparability requirement. The RAM/P is a districtwide resource allocation plan based on student characteristics such as poverty, limited English proficiency, and disability. The RAM/P will demonstrate that the district uses state and local funds to provide comparable services to all schools (allocation of state and local funds on an equitable basis). The RAM/P must be officially approved by the GaDOE Title I, Part A Program Division. Jasper County is not currently required to have an approved RAM/P since the district consists only of Title I schools.

The Director of Federal Programs and the Chief Financial Officer must maintain documentation demonstrating the district has fully and correctly implemented the approved RAM/P in order to establish comparability. Source documentation will include payroll records, detailed school expenditure reports, school-based budgets, and SPLOST allocations (if applicable).

Comparability Timeline

- February: The Assistant Superintendent/Director of Human Resources uses a spreadsheet to check comparability prior to sharing allotments (February of the preceding school year) with schools as well as when new positions are added. This helps ensure comparability prior to the required run by GaDOE.
- October/November: The district should check comparability (trial run) based on the October FTE count day and CPI reports. Hires or staff transfers may be made at this time.
- November 1st: The Director of Federal Programs will run the Title I Comparability Report in the My GaDOE Portal based on the release by the GaDOE.
 - o The release date may be extended by GaDOE and will be communicated via email.
 - o If comparability is not met, prior to the comparability deadline, the Director of Federal Programs, Assistant Superintendent/Director of Human Resources, and Chief Financial Officer will:
 - Review the source documentation for errors
 - Develop the comparability narrative
 - Hire or transfer staff (if applicable)
 - Gather supporting documentation for the errors, hires, and/or transfers
 - Complete the “Comparability Calculation – All Title” worksheet
- November 15th: Deadline for the district to submit the online comparability report.
 - o This date may be extended by the GaDOE based on the release of the application.
- December 31st: The system must meet comparability by December 31st by one of the approved methods.
 - o This date may be extended by the GaDOE based on the release of the application.
 - o Hires and transfers must be in place by the established deadline for meeting comparability (if applicable) or documentation that efforts have been made to fill open positions will be maintained.

ASSESSMENT SECURITY AND REPORTING OF ACCOUNTABILITY

(ESEA Sec. 1111)

The Jasper County Charter System (JCCS) is responsible for ensuring and maximizing the quality, objectivity, utility, and integrity of assessment and accountability information disseminated. The System Testing Coordinator and the Director of School Improvement are responsible for monitoring and improving the ongoing data quality of the JCCS assessment system.

JCCS Protocol – Testing Programs

Testing Administration

The Jasper County Charter System shall implement and maintain a district-wide testing program incorporating standardized assessments required by the Georgia Department of Education, state or federal law, and any other assessments required by the district to assist teachers and administrators in providing appropriate instruction for students.

Purpose

Testing should fulfill the following purposes:

1. To identify each school's instructional strengths and weaknesses.
2. To serve as one source for the evaluation of the educational program.
3. To facilitate the planning of appropriate curriculum and instructional programs.
4. To facilitate the selection of classroom instructional strategies.
5. To identify the level of achievement of district students as compared with that of other school districts locally and statewide.
6. To inform parents and the general public of the achievement of Jasper County students.

Test Administration General Provisions:

1. The JCCS System Testing Coordinator has developed procedures for test administration and test security. The procedures are consistent with state and federal requirements.
2. All tests shall be administered according to established testing procedures. All school test coordinators shall be trained by the system test coordinator and adhere to the Georgia *Student Assessment Handbook*, *Accessibility and Accommodations Manual*, and the *Assessment Administration Protocol Manual*.
[Student Assessment Handbook](#)
[Accessibility and Accommodations Manual](#)
[Assessment Administration Protocol Manual](#)
3. General publication of test results shall be authorized by the Superintendent. Generalized results of all state or district mandated standardized assessments should be reported to the Board of Education as soon as possible after receipt.

GUIDELINES:

The following guidelines should be observed in implementing the testing program in the district:

1. An Assistant Principal shall serve as the School Testing Coordinator to manage, monitor, and maintain the school's assessment program.
2. It shall be the responsibility of the principal to ensure test security and adherence to established administration procedures.

3. All state mandated tests shall be administered by Georgia-certified educators. All personnel involved in the administration of assessments, either directly or indirectly, must be trained prior to assessing students.
4. Any employee or other individual who becomes aware of a testing irregularity or any other circumstance affecting the integrity of the standardized state or federal assessment program should immediately report the matter to the School Testing Coordinator or principal. Assessment irregularities might include, but are not limited to:
 - a. missing testing materials
 - b. failure to follow administration directions
 - c. copying or communicating test content
 - d. making relevant teaching aids available to students during testing sessions
 - e. assisting students with answers during testing sessions
 - f. failure to provide specified student accommodations
 - g. providing actual or cloned test items to students before, during or after assessment sessions

Such irregularities are serious matters with the potential to compromise test security and result in invalid test scores for students. Where appropriate, or as required by state regulation or authority, such irregularities will be reported to Human Resources, the State Department of Education, and/or the Professional Standards Commission.

5. Standardized test scores shall be available in the parent portal of the student information system. The district Testing Coordinator shall maintain [a website of resources](#) including but not limited to a user guide dedicated to the interpretation of standardized test scores.
6. Individual student test scores are confidential and should generally be made available only to the student, the student's parent(s) or guardian(s), appropriate district personnel, and any mandated state or federal entity. Principals are responsible for implementing procedures consistent with state and federal laws securing parental and student rights to privacy regarding assessment results.
7. Each school is responsible for conducting an annual staff development session for all teachers on the use of test results within the instructional program to improve student academic achievement (Georgia Board of Education Rule 160-3-1-.07). Sign in sheet/agenda will be used as documentation.

District/School State Report Card (ESEA Sec. 1111(h)(2))

JCCS must widely disseminate to the public an annual district report card for the district as a whole and each school served by the district. The Governor's Office of Student Achievement (GOSA) furnished each [district a link to their system and each of their schools' report cards.](#)

Under the Elementary and Secondary Education Act, the information must be accessible to the public. The placement of the GOSA Report Card link must be posted in an easily accessible location on the district and school websites for parents and stakeholders.

JCCS posts the [report card](#) and testing information with a link on the district website under "[Testing.](#)" JCCS also places the report card link on each school's main web page under Our

School - Public Notices. The link is listed as "GA School Grades and CCRPI Reports - JCCS". Additionally, the report card link is located on the Title IA web page under ["Public Notices"](#).

ALLOWABILITY

(2 CFR Sec. 200.302(b)(7))

Grant administrators have responsibility for their respective grant budgets to ensure the efficient and effective administration of the Federal award through the application of sound management practices. Grant administrators determine allowability in accordance with Subpart E – Cost principles and the terms and conditions of the Federal award.

Grant Development

District and school needs and action steps are identified during the development of the Comprehensive LEA Improvement Plan (CLIP), School Comprehensive Needs Assessment (CNA), and Schoolwide Targeted Assistance Plan (SIP). Grant administrators develop the district grant initiatives (action steps) based on the identified needs. Schools (Title I funds only) develop grant initiatives (action steps) based on their individual school-identified needs.

Budget Development

In coordination with development of the action steps, the district and schools assign the needed resources to support the supplemental action steps based on program allowability. Funds are coordinated to meet the goals and needs of the LEA identified through the CLIP and SIP development process. Grant administrators ensure adherence to all regulations and guidance.

The Director of Federal Programs reviews the school budgets to ensure the budget line items are allowable, reasonable, and allocable. Additionally, the Director of Federal Programs checks the budgets for alignment with the SIP.

During the budget development process, grant administrators also complete supporting program documentation as well as account for the expense of all funds during the year in which the funds are allocated.

When creating the budget, each grant administrator follows the Georgia Local Units of Administration (LUA) chart of accounts. Function and object code combinations are determined by the objectives and allowable activities of the program.

Each grant administrator is responsible for submitting their budget to GaDOE by the established deadline.

Grant and Budget Development Timeline

The general timeline for review/revision of the CLIP and supporting budgets is as follows:

- February
 - o GaDOE CLIP Webinar(s)
 - o Distribution of budgets and staff allotments to principals
- March
 - o School meetings with Executive Cabinet
 - o Initial core team meetings to revise the Comprehensive Needs Assessment
 - o Title I Parent Survey administered
- April
 - o Revisions to the Comprehensive Needs Assessment due from core team leaders
 - o Revisions to program sections due from grant administrators
 - o Core team meetings to revise the District Improvement Plan
 - o Stakeholder meetings to provide input on the CLIP (Internal and External)
- May
 - o Revisions to the District Improvement Plan due from goal leaders
 - o Revisions to the Equity Plan and Required Questions due from grant administrators
 - o Stakeholder meetings to provide input on the CLIP (Internal and External)
- June
 - o Additional stakeholder meetings (as needed) (Internal and External)
 - o Review of the CLIP by Executive Cabinet
 - o Receipt of allocations from GaDOE
- July
 - o Submission of the CLIP by GaDOE deadline
 - o Work on finalizing budget based on identified needs
- August-September
 - o Continue to work on finalizing budgets and required attachments
- October
 - o Submission of all district budgets to GaDOE by the established timeline

The general timeline for review/revision of the Schoolwide Plan and supporting budget for each school is as follows (Title I):

- February
 - o Distribution of budgets and staff allotments to principals
 - o Technical assistance meetings
- March
 - o Stakeholder meetings for input on the Comprehensive Needs Assessment
 - o Completion of the Comprehensive Needs Assessment
- April
 - o Stakeholder meetings for input on the Schoolwide Plan
- May
 - o Stakeholder Meetings for input on Schoolwide Plan (continued)
 - o Completion of the Schoolwide Plan (Action Steps)

- o School meetings to review revisions for the Comprehensive Needs Assessment and Schoolwide Plan
- o Schoolwide Plan checklist review by grant administrator(s)
- June
 - o School meetings to review revisions for the Comprehensive Needs Assessment and Schoolwide Plan
 - o Revisions completed for the Comprehensive Needs Assessment
- July-August
 - o Finalization of school budgets based on final hires and pricing

Claiming Process

Funds are made available for federal grants on a reimbursement basis. Claims for funds are processed by the Chief Financial Officer after approval by the grant administrator.

Grant Drawdown Process:

- Grant drawdowns will be done each month to reimburse grant expenses incurred during the month the drawdown is being claimed.
- These drawdowns will occur once funds are made available in the GAORS system. Until funds are available, the Jasper County Charter System will forward the funds for the grants to be reimbursed at a later date.
- The Chief Financial Officer prints Summary Expenditure Report and GL Snapshot Analysis to determine expenditures for a month of drawdown. CFO prepares the DE147 in the GaDOE portal and submits expenditures for reimbursement.
- Upon approval, the drawdown will be submitted into the GAORS system by the Finance Department.
- If software or account coding errors are found and require a reclassification, the appropriate journal entry will be reflected in the latest month with the effect captured in the subsequent drawdown.
- In the event of a personnel reclassification that goes back to prior month payroll checks, the total difference in expense will be subtracted or added to the latest month's drawdown and a notation will be made in a drawdown file detailing the reason.

Review of Expenditures to Determine Allowability

Grant administrators review all expenditures for pre-approval to ensure allowability to include:

- Contracts
- Purchase Orders
- Stipends
- Travel
- Extended Learning/Summer Enrichment Program Time Sheets (Procedure listed below)
- Entry and Approval of Professional Leave (Substitutes) (Procedure listed below)
- Completing Timesheets for Retirees and Part-time Work (Procedure listed below)
- Completing TimeSheets for Parent Liaisons (Procedure listed below)

PROCEDURE FOR COMPLETING INDIVIDUAL TIME SHEETS FOR WORK IN AN EXTENDED LEARNING PROGRAM

Federal Grant Requirements for Payment for Work in an Approved Extended Learning Program:

- For approved extended learning programs funded by federal grants, qualified staff members who work in the extended learning program must complete an individual time sheet for payment to be issued for allowable time worked.
- Payment to qualified staff for work in an approved extended learning program will be made only after a complete and accurate individual time sheet along with supporting documentation has been reviewed and approved by the grant administrator.
- Payment for work in an approved extended learning program may be made for the following:
 - Time spent tutoring students
 - Staff members must have students sign in and out for tutoring on student sign-in sheets for extended learning tutoring to be paid.
 - Teachers may pre-populate the School, Date, Meeting Place, Teacher Name, Topic, and Student Name fields.
 - Students must complete the Student Signature field on the student sign-in sheet.
 - Errors made on students sign-in sheets by teachers or students may be corrected with a single strikethrough and neatly written correction.
 - All corrections must be initiated.
 - Student sign-in sheets received by the grant department containing white out, scratch outs, write overs, or legible corrections not initialed will be sent back to the site principal for correction with an established due date.
 - All student sign-in sheets for each day of work during the week must be submitted with the teacher/substitute teacher's Payroll Notification Form report for that week.
 - Teachers must sign each Student Attendance Verification Form in BLUE ink.
- Transition time
 - A maximum of 15 minutes for transition time before the extended learning program and 15 minutes for transition time after the extended learning program may be paid.
 - Transition time will only be paid when staff are with students outside of their normal contract hours or normal scheduled workday and according to the approved transition time in the extended learning plan.
 - Minimal transition time between classes during the extended learning program is allowable if an approved rotation schedule is used.
- Planning time
 - Planning time of 30 minutes for every 2 hours of tutoring time completed per week may be paid to qualified staff.

- o Only certified staff holding a valid teaching certificate may be paid for planning time. Certified staff who do not hold a valid teaching certificate and classified instructional staff will not be paid for planning time.
- o Planning time for certified staff holding a valid teaching certificate must be completed outside of their normal contract hours and according to the approved planning time in the extended learning plan except for:
 - Planning time for instructional coaches must be completed after their 8-hour coach day.
 - Planning time for administrators must be completed on off-contract days.
- o An extended learning program instructional planning sheet must be completed for each planning session and must include the following information:
 - Teacher and school name
 - Grade level(s) and content area for planning session
 - Date, start time, and end time of planning session
 - Tutoring dates applicable for planning session
 - Student names
 - Skill(s) to be remediated
 - Instructional strategies to be implemented
 - Resources to be utilized
 - Data analyzed to identify at-risk students and plan for differentiation and remediation
- o Complete and accurate extended learning program instructional planning documents must be submitted with the individual time sheet and extended learning student sign-in sheets for payment to be made for allowable planning time.
- o Planning time will not be provided or paid for computer-based or planned curriculum extended learning programs.

Staff Allowed to Receive Payment for Work in an Approved Extended Learning Program:

- The approximate number and budget amount for certified and classified instructional staff projected to work in an extended learning program must be listed on the school's approved extended learning program planning sheet.
- Certified staff:
 - Certified staff holding a valid teaching certificate will only be paid for work in an approved extended learning program after completion of their normal contract hours.
 - Instructional coaches will only be paid for work in an approved extended learning program after completion of their 8-hour coach day.
 - Administrators will only be paid for work in an approved extended learning program on off-contract days.
- Classified instructional staff:
 - Instructional paraprofessionals will only be paid for work in an approved extended learning program after completion of their normal scheduled workday.

Completing the Individual Time Sheet (Payroll Notification Form):

- Timeline:
 - Employee time is logged utilizing the Timeclock system.
- Total Hours Worked and Signatures:
 - The total hours worked for all days will be calculated by Timeclock.
 - Total hours worked should be listed in quarter hour increments.
 - The employee must update Timeclock daily.
 - The principal must approve all time in Timeclock.

Corrections to Individual Time Sheets:

- Corrections needed will be requested via Timeclock.
- Corrections not received by the established deadline may cause a delay in the approval of documentation for payment for the current month's payroll and subsequently a delay in payment.

Payment for Extended Learning Tutoring:

- Certified Staff:
 - Certified staff holding a valid teaching certificate will be paid for work in an approved extended learning program at their flat rate.
- Classified Instructional Staff:
 - For work in an approved extended learning program up to 40 hours in a workweek, classified instructional staff will be paid at their current hourly rate.
 - For work in an approved extended learning program above 40 hours in a workweek, classified instructional staff will be paid time and a half at their current hourly rate.
 - Sick leave, personal leave, district holidays, etc. do not count toward the 40-hour workweek for classified instructional staff.
- If approved at all required levels within established deadlines, payment for work in an approved extended learning program will be included within the monthly paycheck.
- During summer months, payment for work in an approved extended learning program will be paid through regular payroll.

Completing the Payroll Summary Form and Submitting Paperwork to Payroll

- Timeline:
 - Timeclock will be utilized and submitted to the site principal on Thursday of each week of the Extended Learning program. The site principal will verify information in Timeclock.
- Required Signatures: Online utilizing Timeclock.

Corrections to Payroll Reports/Student Sign-In Sheets

- Required corrections will be requested via email from the grant department with an established deadline in order to meet the Finance Department's timeline for processing payroll.
- Corrections not received by the established deadline may not be approved for payment for the current month's payroll and may cause a delay in payment.

PROCEDURE FOR ENTRY OF PROFESSIONAL LEAVE UTILIZING FEDERAL FUNDS

- All faculty and staff can request Professional Development by visiting the JCCS website and following the following steps:
 - **For Staff - Professional Development**
- For JCCS procedures, choose [Procedures for Professional Learning Requests](#)
- To fill out a request, choose [Out of District Professional Learning Request Form](#)
 - The form will be utilized to approve/reject any requests in a multi-step process.
 - The employee will fill out the request form
 - The form is delivered electronically to the immediate supervisor
 - Upon approval, the form is delivered to the Curriculum Director
 - Upon approval, the form is delivered to the Director of Federal Programs
 - If the form is rejected at any step, the supervisor and employee will be notified immediately.
- To fill out a reimbursement request, choose Excel Travel Reimbursement Form

Next Steps

- If there are errors with a submitted absence, a member of the grant department will send an email to the staff members listing details on required corrections with an established deadline.
- Purchase orders for registrations, hotel stays, airfare, etc. may not be entered until the absence has been approved at all levels and the employee has submitted an approved Travel Reimbursement Form, required receipts, and proof of attendance (e.g. attendance certificate, event agenda).
- Refer to the website for all procedures and detailed information on travel arrangements, redelivery requirements, and completing the required documents for out-of-district travel.

COMPLETING TIMESHEETS FOR RETIREES AND PART-TIME WORK

Individual time is recorded with or a paper individual time sheet depending on the employee's work status and work is completed. Time and Attendance is the electronic application that staff members use to document their daily time and attendance. Employees may complete individual time sheets for work outside of the normal day. Supervisors inform employees of the appropriate option to use.

Submitting Time Sheets from Timeclock Plus

- Employees use Time and Attendance to track their work hours.
- Timeline:
 - Time and Attendance Work Detail reports must be submitted to the applicable grant department based on the payroll deadlines established by Human Resources and Finance.
 - Retirees and part-time staff will follow the Retiree/Part-time Payroll Submission Schedule. The last pay date and submission deadlines are listed on this schedule.
- Printing of Work Detail reports for the applicable period of time:
 - Sign in to Time and Attendance using your credentials
 - Select Work Detail.
- Signatures:
 - The employee must verify time weekly for submittal to principal
- Corrections:
 - Corrections needed will be requested via email from the grant department with a deadline in order to meet the Finance Department's timeline for processing payroll.
 - Time and Attendance corrections must be completed by the supervisor or other authorized user.
 - Corrections not received by the established deadline may cause a delay in the approval of documentation for payment for the current month's payroll and subsequently a delay in payment.

Completing the Individual Time Sheet:

- All timesheets must be logged using the Timeclock system.
- Timeline:
 - Individual time will be logged in Timeclock based on the deadlines established by Human Resources and Finance.
- Heading:
 - All information is entered into Timeclock and all headings are prefilled.
 - The normal contract day hours (beginning and ending time) should be entered when required.
- Days, Dates, Start/End Times, and Totals:
 - The dates of work should be entered into Timeclock.
 - The start and end time for each day of work listed should be entered.

- o The total time for each day of work should be entered. Total time should be entered in quarter hour increments.
- Total Hours Worked and Signatures:
 - o Employees shall enter their time in quarter hour increments into Timeclock. The total hours worked for all days shall be calculated by Timeclock.
 - o The principal must sign and date the completed Timeclock.

Approval of Fund Requests Based on Identified Needs:

Grant administrators review fund requests to ensure the program objectives/purpose and terms and conditions of the federal award are met. Each grant administrator ensures the request reflects an identified need in the Comprehensive LEA Improvement Plan (CLIP) and/or Schoolwide Plan (SIP). Allowable activities are approved by the grant administrator. Activities that are not listed in the CLIP or SIP are not allowable and are therefore, not approved.

Supplement not Supplant:

District federal programs expenditures are supplemental to those provided to schools from state and local funds. Federal funds are only used to supplement and, to the extent practical, increase the level of funds that would, in the absence of federal funds, be made available from non-federal sources for the education of students participating in the federal programs. The grant administrators ensure that supplemental services are provided by reviewing all expenditures for pre-approval.

All federal programs at the school level, the LEA meets the supplement not supplant provision through the implementation of the Resource Allocation Methodology/Plan (RAM/P).

Supplement, not supplant for Federal Programs ensures that:

- The local educational agency shall use federal funds received under Title I, Part A to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under Federal Programs and not to supplant such funds.
- A local educational agency shall demonstrate that the methodology used to allocate state and local funds to each school receiving assistance under Title I ensures that such school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under Federal Programs.

JCCS may exclude from supplanting determinations supplemental non-Federal funds expended in any school for programs that meet the intent and purposes of all federal programs. A program meets the intent and purposes of all federal programs if it either:

- Is implemented in a school with at least 40 percent poverty;
 - Is designed to promote schoolwide reform and upgrade the entire educational operation of the school;
 - Is designed to meet the educational needs of all students in the school, particularly those who are not meeting state standards; and
 - Uses the state's assessment system to review the effectiveness of the program;
- OR
- Serves only students who are failing, or most at risk of failing, to meet state standards;

- Provides supplementary services to participating students designed to improve their achievement; and
- Uses the state's assessment system to review the effectiveness of the program.

Other Programs:

- IDEA: Funds must be used to supplement state, local, and other federal funds and not to supplant those funds.

Supplanting is presumed to have occurred if federal funds are used to provide services that were required to be made available under other federal, state, or local laws.

- Were provided with non-federal funds in prior years.
- Were provided to federal program eligible children, if those same services are provided with non-federal funds to non-federal program eligible children.

If JCCS plans to rebut a supplanting determination by demonstrating it would not have provided services had the federal funds not been available, the following documentation will be maintained by the grant administrators:

- Fiscal documentation to confirm that, in the absence of all Federal Programs, JCCS would have eliminated the services in question.
- Programmatic documentation to confirm that, in the absence of all Federal Programs, JCCS would have eliminated the services in question.
- State or local legislative action.

Aligns to Cost Principle Allowability:

Each grant administrator will review all fund requests for pre-approval. The grant administrator will also maintain documentation to support the costs charged to each federal award. The grant administrator will ensure the following:

- That fund requests are necessary and reasonable for the performance of the federal award.
 - o The cost will be considered reasonable if it
 - Does not exceed an amount that a prudent person under the circumstances would incur at the same time
 - Is considered ordinary and necessary for the operation and effectiveness of the federal award
 - Is comparable to market prices for the geographic area
 - Follows sound business practices
 - Is between two parties that are independent
- That the funds conform to any limitations of exclusions set forth in the 2 CFR Sec.200 as to types or amounts of costs.
- That the funds are consistent with policies and procedures.
- That the funds are in accordance with generally accepted accounting procedures (GAAP).
- That the funds are allocable to the federal program (law and non-regulatory guidance).
 - o The cost will be considered allocable if
 - Goods or services involved are chargeable to the federal award.
 - It is necessary for the overall operation of the federal award.
 - o The grant administrator will charge proportional costs to the appropriate grant award if applicable.

- That the funds adhere to the period of performance.
 - o Each grant administrator will ensure that new obligations incurred to carry out the work authorized by the federal grant are during the time frame which the grant may incur new charges.
 - o The period of performance will be July – June (12 months) with an interim time frame of July – September (additional 3 months).
- That the funds avoid conflict of interest.
- That the funds are adequately documented through the collection of artifacts (e.g. agendas, sign-in sheets, handouts, forms).
- That the funds are subject to allowability described in the **General Provisions for Selected Items of Cost (2 CFR Part 200.420-200.475)** which covers the following:
 - o [Advertising and Public Relations](#) – Allowable costs include:
 - Costs specifically required by the federal award;
 - Costs of communicating with the public and press pertaining to specific activities or accomplishments which result from performance of the federal award (these costs are considered necessary as part of the outreach effort for the federal award); or
 - Costs of conducting general liaison with news media and government public relations officers, to the extent that such activities are limited to communication and liaison necessary to keep the public informed on matters of public concern, such as notices of funding opportunities, financial matters, etc.
 - o [Advisory Councils](#) – Unallowable unless authorized by statute.
 - o [Alcoholic Beverages](#) – Unallowable.
 - o [Alumni Activities](#) – Unallowable.
 - o [Audit Services](#) – Allowable costs include:
 - A reasonably proportionate share of the costs of audits required by, and performed in accordance with, the Single Audit Act Amendments of 1996.
 - o [Bad Debts](#) – Unallowable.
 - o [Bonding Costs](#) – Not implemented with current federal awards received.
 - o [Collection of Improper Payments](#) – Allowable costs include:
 - The costs incurred by a system to recover improper payments are allowable as either direct or indirect costs, as appropriate.
 - o [Commencement and Convocation Costs](#) – Unallowable.
 - o [Compensation – Personal Services](#) – Allowable costs include:
 - Compensation for personal services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including but not necessarily limited to wages and salaries.
 - The total compensation must be reasonable for the services rendered and conform to the established written policy of the system (applied consistently for federal and non-federal initiatives).
 - o [Compensation – Fringe Benefits](#) – Allowable costs include:
 - Fringe benefits include, but are not limited to, the costs of leave (vacation, family-related, sick, or military), employee insurance, pensions, and unemployment benefit plans.

- The costs of fringe benefits are allowable provided that the benefits are reasonable and are required by law, system-employee agreement, or an established policy of the system.
 - The cost of fringe benefits must be covered under written policies.
- o [Conferences](#) – Allowable costs include:
 - A conference is defined as a meeting, retreat, seminar, symposium, workshop, or event whose primary purpose is the dissemination of technical information beyond the system and is necessary and reasonable for successful performance under the federal award.
 - Allowable conference costs paid by the system may include rental of facilities, speakers' fees, costs of meals and refreshments, local transportation, and other items incidental to such conferences unless further restricted by the terms and conditions of the federal award.
 - Each grant administrator will ensure that conference costs are appropriate, necessary, and managed in a manner that minimizes costs to the federal award.
- o [Contingency Provisions](#) – Not implemented with current federal awards received.
- o [Contributions and Donations](#) – Unallowable.
- o [Defense and Prosecution](#) – Unallowable.
- o [Depreciation](#) – Allowable costs include:
 - Computations based on the acquisition cost of the asset.
 - Establishment of useful life.
 - Methods for calculation must reflect the pattern of consumption during its useful life.
- o [Employee Health and Welfare Costs](#) – Allowable costs include:
 - Costs incurred in accordance with the system's documented policies for the improvement of working conditions, employer-employee relations, employee health, and employee performance.
- o [Entertainment Costs](#) – Unallowable.
- o [Equipment and Capital Expenditures](#) – Allowable costs include:
 - Capital expenditures approved in writing by the Georgia Department of Education.
 - Each grant administrator will maintain documentation indicating approval of capital expenditures.
- o [Exchange Rate](#) – Not implemented with current federal awards received.
- o [Fines, Penalties, Damages, or Other Settlements](#) – Unallowable.
- o [Fundraising and Investment Management Costs](#) – Unallowable.
- o [Gains and Losses on Disposition of Depreciable Assets](#) – Allowable costs include:
 - Gains or losses from the disposition of depreciable property must be included in the year which they occur.
- o [General Costs of Government](#) – Unallowable.
- o [Goods or Services for Personal Use](#) – Unallowable.
- o [Idle Facilities and Idle Capacity](#) – Not implemented with current federal awards received.
- o [Insurance and Indemnification](#) – Allowable costs include:

- Costs of insurance required or approved and maintained pursuant to the federal award, sound business practices, and the district's policies.
- o [Intellectual property](#) – Not implemented with current federal awards received.
- o [Interest](#) – Unallowable.
- o [Lobbying](#) – Unallowable.
- o [Losses on Other Awards or Contracts](#) – Unallowable.
- o [Maintenance and Repair Costs](#) – Allowable costs include:
 - Costs incurred for necessary maintenance, repair, or upkeep of equipment which does not add to the permanent value of the property and keeps it in an efficient operating condition.
- o [Materials and Supplies Costs, Including Costs of Computing Devices](#) – Allowable costs include:
 - Costs incurred for materials and supplies to carry out a federal award.
- o [Memberships, Subscriptions, and Professional Activity Costs](#) – Allowable costs include:
 - Costs of the system's membership in business, technical, and professional organizations if approved by the awarding agency and allowable under the federal award.
 - Costs of the system's subscriptions to business, professional, and technical periodicals if approved by the awarding agency and allowable under the federal award.
- o [Organization Costs](#) – Unallowable.
- o [Participant Support Costs](#) – Allowable costs include:
 - Stipends or subsistence allowances, travel allowances, and registration fees paid to or on behalf of participants or trainees (excluding employees) in connection with conferences or training projects with prior approval.
- o [Plant and Security Costs](#) – Allowable costs include:
 - Necessary and reasonable expenses incurred for protection and security of facilities, personnel, and work products.
- o [Pre-award Costs](#) – Not implemented with current federal awards received.
- o [Professional Service Costs](#) – Allowable costs include:
 - Costs of professional and consultant services rendered by persons who are members of a particular profession or possess a special skill.
- o [Proposal Costs](#) – Not implemented with current federal awards received.
- o [Publication and Printing Costs](#) – Allowable costs include:
 - Publication costs for electronic and print media, including distribution, promotion, and general handling are allowable.
- o [Rearrangement and Reconversion Costs](#) – Not implemented with current federal awards received.
- o [Recruiting Costs](#) – Allowable costs include:
 - Travel costs of employees while engaged in recruiting personnel are allowable to the extent that such costs are incurred pursuant to the district's standard recruitment program.
- o [Relocation Costs of Employees](#) – Not implemented with current federal awards.
- o [Rental Costs of Real Property and Equipment](#) – Allowable costs include:

- Rental costs for reasonable rates (e.g. comparable property, market conditions, alternatives available).
- o [Scholarships and Student Aid Costs](#) – Not implemented with current federal awards.
- o [Selling and Marketing Costs](#) – Unallowable.
- o [Specialized Service Facilities](#) – Not implemented with current federal awards.
- o [Student Activity Costs](#) – Unallowable.
- o [Taxes \(Including Value Added Tax\)](#) – Allowable costs include:
 - Taxes that the governmental unit is legally required to pay.
- o [Termination Costs](#) – Not implemented with current federal awards received.
- o [Training and Education Costs](#) – Allowable costs include:
 - Training and education for employee development.
- o [Transportation Costs](#) – Allowable costs include:
 - Costs incurred for freight, express, cartage, postage, and other transportation services relating either to goods purchased, in process, or delivered, are allowable.
- o [Travel Costs](#) – Allowable costs include:
 - Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business.
 - Travel is charged based on an actual cost basis up to the per diem amount.
 - Lodging and subsistence costs must be reasonable and allowable.
 - Participation must be necessary to the federal award.
 - Airfare costs must be the least expensive unrestricted accommodations class offered by the commercial airlines.
- o [Trustees](#) – Not implemented with current federal awards received.

Resource Allocation Methodology/Plan (RAM/P) Development

Currently, all Jasper County Schools are Title I schools, and Jasper County Charter System is not required to have a RAM/P to comply with ESSA section 1118(b)(2).

SEGREGATION OF DUTIES

(GAO-14-704G)

Segregation of duties helps prevent fraud, waste, and abuse in the internal control system. The district considers the need to separate control activities related to authority, custody, and accounting of operations to achieve adequate segregation of duties. Segregation of duties can

address the risk of management override. Management override circumvents existing control activities and increases fraud risk. The district addresses this risk through segregation of duties.

To ensure fidelity among all federal programs, the Jasper County Charter System employs grant administrators and support staff to oversee the operations of all federal programs. The grant administrators have direct authority and responsibility regarding the budget and expenses of the grant.

It is the responsibility of the respective grant administrator to notify the Chief Financial Officer when an issue or discrepancy arises concerning purchase orders, payments, payroll, and/or journal entries to reduce and prevent errors, waste, and fraud. Unless stipulated otherwise by the federal award, the grant is governed by the policies and procedures adhered to by the Jasper County Charter System.

The grant administrator and the Finance Department are responsible for ensuring the financial system accurately reflects the activities associated with the grant.

The following are responsibilities of the grant administrator:

- Notify finance when the budget has been approved or amended
- Monitor the budget and initiate budget transfers
- Verify accurate account numbers and availability of funding for payments
- Communicate with Human Resources (HR) any changes as to who should be paid or removed from the grant
- Respect and protect the confidentiality of personally identifiable information

The following are responsibilities of the Finance Department:

- Enter the budget and make amendments and transfers in the financial system
- Provide financial reports for review to assist in capturing and reducing errors
- Authorize and withdraw access to accounts
- Make corrections to financial records when discrepancies are discovered
- Provide financial reports for review to internal and external stakeholders
- Respect and protect the confidentiality of personally identifiable information

The Jasper County Charter System follows processes for segregation of duties including:

Segregation of Duties for Cash Management

- Copies of the checks will be maintained with the record of the receipt in the receipt file
- The finance department has compensating controls to mitigate risk since segregation of duties is not always an option due to staffing constraints. These include all bank statements that are reviewed by the superintendent monthly.

Segregation of Duties for Purchasing

- Requisitions will be approved at the school or department level by the appropriate administrator authorized to make purchasing decisions. This will be the grant administrator for federal awards.
- The Chief Financial Officer or Finance Department designee will review the requisitions for proper account coding. Once determined appropriate, the requisition will be approved and returned to the requestor as a purchase order. Purchase orders for federal grants will be forwarded to the appropriate grant administrator for approval before being sent to the requestor. The grant administrator will compare the purchase with the budget approved by the State.
 - o IDEA – Special Education – Director of Programs for Exceptional Children
 - o GNETS – Director of GNETS
 - o Title I-A, Title II-A, Title III, Title IV-A, Title V-B – Director of Federal Programs
 - o ESSER 1, CRSSA, and ESSER III AND Director of ESSER 1, ESSER II and ESSER III as bulleted item under second bullet under segregation of duties for purchasing
 - o *(Any future grant award management will be decided by the Director of Federal Programs)*
- After the purchase has been made, the invoice will be sent to the Finance Department and sent to the appropriate department or school for verification prior to payment. Each grant administrator/designee will approve payment of the invoice.
- The bookkeeper and administrator verify that the product or service was received to satisfaction and that the correct account code was used. The invoice is approved for payment at this level and returned to the accounts payable clerk in the Finance Department.
- The accounts payable clerk matches the approved invoice with the purchase order.
- The accounts payable clerk enters the invoices as a batch into the accounting software.
- The accounting software places a digital signature on the check.
- Checks are delivered or mailed.

Segregation of Duties for Bank Statement Reconciliation

- The Chief Financial Officer performs monthly reconciliations and submits them to the Superintendent for review.
- Cash transactions and disbursements feeding into the reconciliation process are handled by different accounting personnel in the Finance Department.

Segregation of Duties for Computer Application Controls

Access

- A new user makes a request to the Chief Financial Officer to be set up in the accounting software.
- The Chief Financial Officer contacts software companies to set up user permissions within the accounting software to define access to information and the ability to perform specific transactions.

- Employees are marked Inactive upon termination of employment by the Finance Department.

Input

- Input of data is segregated as described in the sections above.

Processing

- The segregation of duties outlined above demonstrates controls over the completeness and accuracy of input data.
- Payroll information is provided between the HR Department and Payroll Department, which calculates payment to be made, and the Finance Department for the implementation of payment.
- The payroll manager runs a series of internal control programs within the accounting software aimed at validating the completeness and accuracy of payroll data.
- Financial data is reviewed monthly by the Chief Financial Officer for processing and procedural errors.
- Backup of financial data is maintained by the IT Department.

Output

- Documents produced are limited to parameters based on user access.
- Master files are maintained by the accounts payable clerk for invoices paid.
- Monthly payroll information is maintained by the payroll manager.
- Personnel files are kept in a secure location and maintained by the HR Department.
- Cash receipts and ledger entries are maintained by the Chief Financial Officer.
- Benefit billing information is maintained by the benefits accounting clerk.
- Reports are developed for each process and reviewed at the appropriate supervisory level.

PROCUREMENT PROCEDURES

(2 CFR Sec. 200.319(c))

The Jasper County Charter System implements procurement procedures that include a clear and accurate description of the technical requirements of the material, product or service being procured.

Domestic Preferences for Procurements 200.322 (NEW)

- “To the greatest extent practicable” must provide a preference for the purchase of goods and materials produced in the U.S.
- Must include this section in all subawards, contracts and purchase orders

Approval Process for Grant Funds

Approval by grant administrators is required before orders can be placed. The purpose of this additional level of approval is to make sure the purchase request matches the approved federal budget and is deemed an allowable expense. Grant administrators can place additional requirements for purchase authorization as needed. The current list of grant administrators follows:

Grant	Grant Administrator
IDEA - Special Education	Director of Programs for Exceptional Children
GNETS	Director of GNETS
Title I-A, Title II-A, Title III, Title IV-A, Title V-B	Director of Federal Programs
ESSER 1, CRSSA, and ESSER III	Executive Director of School Improvement Plan

Methods of Procurement with Federal Funds

I

Written Method for Conducting Technical Evaluations of Competitive Proposals and Selecting Recipients

Informal Procurement Methods

Micro-Purchases (Purchases up to \$10,000). (200.67 Micro-Purchase).

Micro Purchase is a purchase of supplies or services using normal acquisition procedures, the aggregate amount does not exceed \$10,000. To the extent practicable, the district distributes micro purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if non-federal entity considers the cost reasonable. -Small Purchases (Small purchase

procedures (§200.320) are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the simplified acquisition threshold (§200.88) of \$100,000.00. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number (at least 2) of qualified sources. 3. Procurement by sealed bids (formal advertising) for purchases greater than \$100,000.00. JCBOE Policy, authorizes the Superintendent to make purchased of up to \$10,000 per item without BOE approval.

Small Purchases of \$100,000 or More in the Aggregate.

Georgia Code 36-91-20 and 36-91-21 are followed for purchases of \$100,000 or more. Also, the Georgia Department of Education guidelines are adhered to. Small Purchase procedures require an adequate number (at least 2) quotes from qualified sources. One of the three following methods must be used, for purchases above \$100,000 when using federal funds: sealed bids; competitive proposals; or non-competitive proposals (sole source). Also, the JCBOE reviews and approves purchases of \$100,000 or more.

Formal Procurement Methods

Sealed Bids

Bids are publicly solicited and a firm fixed price contract is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitations for bids, is the lowest in price. A complete, adequate, and realistic specifications or purchase description is available; two or more responsible bidders are willing and able to compete effectively for the business; and the procurement lends itself to a firm fixed-price contract and the selection of the successful bidder can be made principally on the basis of price. The invitation for bids must be publicly advertised. All bids will be opened at the time and place prescribed in the invitation for bids. The bids must be opened publicly. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is the lowest (200.319). Any and all bids may be rejected if there is sound documented reason.

Competitive Proposals

A competitive proposal is normally used with more than one source submitting an offer, and sealed bids is not appropriate. Request for proposals must be publicized and identify all evaluation factors and their relative importance. Proposals must be solicited from an adequate number of qualified sources. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors²⁰⁰ considered. JCBOE policy: Bids and Quotations, requires that no purchase involving an expenditure exceeding \$100,000.00 shall be made without competitive bidding on the item(s) by interested vendors.

Non Competitive Procurement Procedures (2 CFR 200.320(f))

Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used when using federal funds only when one or more of the following circumstances apply:

- The aggregate dollar amount does not exceed the micro-purchase threshold
- The item is available only from a single source
- The public emergency for the requirement will not permit a delay resulting from publicizing competitive solicitation
- The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to written requirements from non-federal entity
- After soliciting a number of sources, competition is determined inadequate

GUIDELINES FOR PURCHASED PROFESSIONAL SERVICES CONTRACTS

Requirements for Purchased Professional Services Contracts for Federal Grants:

- Funds from the approved federal grant budget for the district or a school may be used to purchase professional services from allowable sources to increase teacher capacity, increase student academic achievement and promote parent engagement between the district, schools, and community.
- Purchased Professional Services Contracts must be approved by the applicable grant administrator, the Chief Financial Officer, and the Superintendent **prior** to the start of services.
 - Services started prior to approval of the Purchased Professional Services Contract by **all** approvers cannot be paid with federal funds.
- The grant administrator will determine if the purchased professional services are reasonable and necessary, allocable to the grant being used to fund the services, and allowable under federal compliance guidelines.
- Examples of allowable services that may be purchased using a Purchased Professional Services Contract are as follows:
 - Professional development for teachers, school, and district staff delivered by a consultant or company.
 - o Professional development may be delivered through the following methods:
 - On-site
 - Live, interactive online streaming
 - Live or pre-recorded webinars
 - Services to increase student academic achievement.
 - o Examples of these services may include:
 - Online or paper student assessments
 - Services to translate district and school Title I, Part A parent engagement information into another language.
 - o District and school parent engagement documents that may be translated include:
 - Parent and family engagement policies
 - Newsletters
 - Parent compacts
 - Flyers and invitations for parent workshops or events
 - Handouts to be disseminated at parent workshops or events
 - Parent surveys to obtain feedback regarding parent engagement and parent workshops or events
 - Services to interpret Title I, Part A information presented at district or school parent engagement meetings and workshops for students and parents/guardians with language barriers who attend.
- All district and school purchases made through a Purchased Professional Services Contract must be listed as an identified need in the district/school Comprehensive Needs Assessment (CNA) or in action steps in the district/school Improvement Plan (IP) as applicable AND in the district/school school's grant budget.
- All district and school purchases made through a Purchased Professional Services Contract must adhere to the following federal purchasing guidelines:

- Any purchase that totals \$10,001 for single or multiple services must have a minimum of three quotes unless the vendor is a sole source vendor.
 - o The three quotes must be submitted to the grant administrator with a completed Pre-Purchase Checklist form for review and approval.
 - If a sole source vendor is used, a justification must be entered on the Pre-Purchase Checklist detailing why the sole source vendor was selected.
 - A copy of the vendor's sole source letter must be submitted with the Pre-Purchase Checklist.
 - o If the services being purchased on the Purchased Professional Services Contract are not from the vendor issuing the lowest quote, a written justification must be entered on the Pre-Purchase Checklist detailing why the higher cost vendor was selected to meet identified needs. Examples of allowable reasons for selecting a higher cost vendor are listed below:
 - The selected vendor offers a broader range of topics for professional development that correlate with teachers' instructional weaknesses that the other vendors do not.
 - The selected software program directly aligns and links to the district's assessment software program currently in use while the other software programs do not.
 - o Refer to the Process for Completion of the Pre-Purchase Checklist for guidance on completing the pre-purchase checklist.
- District Board of Education approval is required for services totaling \$25,000 or more.
 - o If a vendor will provide services through multiple Purchased Professional Services Contracts throughout the school year and the total fee for services on all contracts totals \$25,000 or more, District Board of Education approval is required.
 - o The program coordinator or principal must complete an Action Memo on the most current template and submit the memo to the grant administrator for review.
 - o The Action Memo will be submitted by the grant administrator to the District Board of Education for review and approval.

Completing the Purchased Professional Services Contract:

- Timeline:
 - A **draft, unsigned** Purchased Professional Services Contract must be submitted to the grant administrator at least **ten business/school days** (excluding holidays) prior to the requested start date for services.
 - o Purchased Professional Services Contracts received by the applicable grant administration department less than ten business/school days (excluding holidays) prior to the requested start date for services may not be approved and an alternate start date for services may be required.
 - The following supporting documents must be submitted with the draft, unsigned Purchased Professional Services Contract when applicable:

- o Draft agenda for all dates of service for professional development or consulting services listed on the contract.
 - The agenda template provided by the grant administrator should be used.
- o Draft Professional Learning Alignment Form for professional development or consulting services. Refer to the Professional Learning Alignment Plan Completion Procedure (Section 5.1g) for guidelines on completing this form.
- Forms:
 - The most current form published by the grant administrator must be used.

Changes to Purchased Professional Services Contract

- Changes to an approved Purchased Professional Services Contract must be requested in writing **prior** to the service date as listed on the contract.
- Requested changes should be submitted to the grant administrator via email and should detail all changes needed to the contract.
- Requested changes must be agreed upon in writing by the grant administrator, the program coordinator or principal and the vendor **prior** to the service date as listed on the contract.

Payment of Purchased Professional Services Contracts

- The grant administrator will request payment of the Purchased Professional Services Contract from the Finance Department after completion of services listed on the contract.
- Payment to the vendor will be made **only** after services are verified and required documentation has been received, reviewed, and approved by the grant administrator.
- The following documentation must be submitted to the grant administrator as evidence of fulfillment of services for professional development or consulting services:
 - Approved agenda for **each** day of service listed on the contract.
 - Complete sign-in sheets for **each** day of service and session listed on the contract.
 - o The sign-in sheet template provided by the grant administrator should be used.
 - o Sign-in sheets must contain all requested information for each participant.
 - o Sign-in sheets must contain the same heading as listed on the approved agenda(s).
 - o **Separate** sign-in sheets must be submitted for **each** session if multiple sessions are conducted during a single day of service (e.g. morning (AM) session, afternoon (PM) session or feedback session with administrators).
 - Sign-in sheets received grouping multiple sessions during a single day of service together will be returned and must be corrected.
 - Separate sign-in sheets for each session must be created, signed by all participants, and submitted to the grant bookkeeper.
 - Copy of the presentation, talking points, and/or handouts.
 - o Training materials must be consistent with the topics listed on the approved agenda and Purchased Professional Services Contract.

- Invoice from the vendor for all dates of service to include the following information as listed on the Purchased Professional Services Contract:
 - o Vendor name and address
 - o Invoice date that is **on or after** the last date of service listed on the Purchased Professional Services Contract
 - o Description of services
 - o Total fee for services
- The following items must be submitted to the grant administrator as evidence of fulfillment of services for student assessment services:
 - o Data file in a readable format containing student assessment results for all applicable grades as listed on the Purchased Professional Services Contract.
- Documentation providing evidence of contract fulfillment should be submitted to the grant administrator as soon as possible after the last date of service as listed on the Purchased Professional Services Contract to ensure timely payment of the contract.
- After approval of the documentation required as evidence of fulfillment of services listed on the Purchased Professional Services Contract, the grant administrator will authorize payment of the contract by initialing, dating, and annotating 'OK to Pay' on the contract. The Purchased Professional Services Contract, supporting documentation, and invoice will be submitted to the Finance Department for processing.
- Payment of Purchased Professional Services Contracts should be made within 30 days after completion of services.

Contract Oversight

The grant administrators will only authorize payment of federal funds to contractors that perform in accordance with the terms, conditions, and specifications of the contract. Payment will only be made after deliverables are received. If Title funds are no longer available the contract will be voided.

Statewide Contracts

To the extent that a need exists for purchasing contracted services or equipment with federal funds, JCCS may utilize Georgia's statewide contracts for the procurement of services in the same capacity as state agencies and universities. The use of statewide contracts may benefit federal programs in that these contracts can, oftentimes, fill a need for specialized supplemental supports such as interpreting and translation services. In exercising this option for the procurement of services, JCCS will follow the ordering instructions listed on the individual contract information sheets and the system's internal processes. Products on State Contract are not required to be bid. The following should be adhered to:

- If utilizing a statewide contract for a federal purchase between \$10,001 and \$250,000, a statewide contract should suffice without additional quotes.
- If using a statewide sole source contract, the school/department should either attempt to get additional quotes or document that the provider is the sole source for their individual needs.
- If utilizing a statewide contract for a purchase in excess of \$250,000, JCCS must ensure all federal requirements are met.

Even if using a Statewide contract, if \$10,000 or more Board approval is required.

Period of Performance Flexibility

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). For purchases that cross grant periods (software, computers, equipment), the system is provided flexibility from GaDOE as follows:

- Purchases: Purchases may extend beyond one year to take advantage of cost reductions only if the students, teachers, and school leaders in the current fiscal year receive benefit from the purchase.
- Leases and licenses: If instructional software subscriptions are purchased after January, JCCS must provide an explanation within the budget description indicating how students in the current fiscal year will benefit from the purchase. Professional development and/or recruitment software and/or licensing do not require an explanation within the budget description.
- Professional development registration: To maximize cost efficiency, JCCS may take advantage of early bird professional development registration where early bird registration occurs in the original grant period and the actual professional development occurs in the carryover period. Supporting documentation should be kept on file.

JCCS will ensure that all purchases align to the grant period as much as possible to reduce the risk of non-compliance. Additionally, in the planning process, JCCS will weigh all options and ensure the students and staff are receiving the maximum benefit of the federal award.

Record Maintenance (2 CFR Sec. 200.318(i))

Records that detail the procurement history are maintained by the Finance Department for a period of five years. Records include:

- Method of procurement
- Contract type
- Selection or rejection of contractor
- Basis for the contract price

METHOD FOR CONDUCTING TECHNICAL EVALUATIONS OF COMPETITIVE PROPOSALS AND SELECTING RECIPIENTS

(2 CFR Sec. 200.320(d)(3))

The Jasper County Charter System (JCCS) implements procurement procedures that include a clear and accurate description of the technical requirements of the material, product, or service being procured.

Purchasing Policy (DJEA)

It is the policy of the Jasper County Charter System to make purchases on behalf of the school system in such a way as to provide the best quality and service in the most economical manner. All purchases must comply with state law and applicable policies of the State Board of Education and State Department of Education. To the extent any purchase is governed by appropriate state laws or regulations those laws and regulations shall take precedence over the terms of this policy.

The Superintendent or Superintendent's designee shall have the authority to make any purchase on behalf of the Board of Education that does not exceed \$10,000 for any non-budget item based upon the Superintendent's determination of the best value available. The Superintendent will notify the Board Chairperson and one other Board Member prior to such purchase.

Requests for Proposals (RFP)

A Request for Proposal (RFP) may be used to solicit offers for goods or services when there is a need for a competitive proposal process. Purchases with an estimated total cost of \$25,000 or more may require formal competitive bids. Under no circumstances should purchases be split to avoid bid limits. Issuing RFPs to vendors and establishing a set of procedural standards for bidding ensures a fair and open process aimed at obtaining the lowest price and highest quality. Products under State Contract are not required to be bid.

RFP Creation

In order to create a RFP, several factors must be taken into consideration:

- Clarity of the RFP's specifications
- How the bids are going to be evaluated
- Amount of leeway vendors have in their bids
- Flexibility the system has for negotiating after submission

The Request for Proposal is an opportunity to state the level of a good or service that is required in order to obtain the system's business. Because of this, the document used must be clear in expressing this level through the use of detailed specifications that informs the vendor of the minimum required for a satisfactory transaction. Specifications should include:

- Good or service requested
- Dates by which the good or service must be received or completed
- Estimated quantity required during the course of the time period stated
- Quality of the good (i.e. specific brands if applicable)
- Date and time the bids must be received by
- Packaging of the bid (e.g. sealed envelope, electronic copy, etc.)

When constructing the RFP document, the layout should reflect how the bids will be evaluated once received. The format should be in a manner that provides an easy and clear method of computing the results. More importantly, the specifications should lend themselves to a

consistent response by all bidders, leaving little opportunity for bidders to change or write-in specifications that would make the evaluation process more subjective. If alternatives are allowed within the specifications, this must be stated on the document along with the boundaries that these alternatives must fall under. For example, a different brand of a good is acceptable as long as other minimum requirements are met.

A deadline past which no other submissions will be accepted should be stipulated in the RFP. RFP specifications should be subject to change as necessary by the system. All RFPs should be submitted to the Finance Department for review.

RFP Process

The following must be included in the RFP process:

1. Adequate public notice of the RFP shall be given. Vendors need adequate time (14 to 30 days depending on products desired and complexity) to prepare and return an accurate proposal. Without fair notice, the list of participating vendors tends to decrease. When sealed bidding is required, the RFP will be mailed to all or a portion of prospective vendors on the system's bidder list.
2. RFPs will designate a date and time bids are publicly opened and read. Bids will not be received after the stated time and at no other location other than that which has been stated.
3. Sealed bids shall be identified as such by markings placed on the outside of the envelope.
4. The RFP shall state the relative importance of price and other evaluation factors.
5. Offerors will not contact staff of the system concerning an RFP during the term of the proposal solicitation and evaluation other than through the appropriate department as needed for clarification purposes.
6. No contact, inspections, or site visits with offerors will be made other than by the appropriate system department staff.
7. Teams made up of subject matter experts selected from within the system or other consultative entities will perform the evaluation of proposals. This responsibility is usually given to the department staff who requested the proposal. The department administrator should be in attendance when the sealed bids are opened.
8. An evaluation plan will be prepared prior to the start of evaluation, which allows for scoring of the proposals according to the evaluation factors and their weighted values.
9. Price will be included as part of the determination of best value.
10. A determination of a competitive range may be made after initial submission of proposals and after any additional revisions. Offerors not in the competitive range of being selected for award shall be eliminated from further consideration.
11. During the evaluation phase, discussions may be conducted with offerors who submitted proposals determined to be eligible for the award. These discussions are for the purpose of negotiations, clarification, and to assure full understanding of and responsiveness to the RFP requirements. Offerors will be accorded fair and equal treatment with respect to an opportunity for discussion and revision of proposals. The Chief Financial Officer (CFO) may permit revisions after submission and prior to award for the purpose of obtaining best and final offers. In conducting any such discussions, no disclosure will be

made of any information derived from proposals submitted by competing offerors. In the event of a tie, the following is recommended:

- a. Between a supplier within the state of Georgia and an out-of-state vendor, preference should be given to the supplier within the state.
 - b. Between two suppliers within the state of Georgia, one outside Jasper County and the other within Jasper County, preference should be given to the local vendor.
 - c. Between two suppliers outside Jasper County, preference should be given to the vendor who has the best track record of performance.
 - d. Between two suppliers outside Jasper County whose track records are similar, the vendor with the closest proximity to Jasper County should be given preference.
12. After the bids are evaluated and approved, a purchase order or Notice of Award is issued to the lowest responsive bidder meeting specifications and requirements to invoke a contract between the parties.
 13. The CFO is authorized to accept or reject, with justification, any or all bids or parts of bids. The CFO is also authorized to waive informalities, technicalities, irregularities, and administrative mistakes in bids. Non-emergency purchase contracts in the amount of \$25,000 or more must be approved by the Board of Education. The Board of Education has the right to reject or accept any bid.
 14. A register of proposals shall be prepared and made available for public inspection after award of the contract.
 15. If a bidder is in disagreement with a decision of the CFO regarding the bid opening, he/she will have ten working days from the bid opening to present his/her appeal to the Superintendent. Failure to meet this time limit will void any appeal or protest.

JCCS Purchase Limits

Determining the best price of a good or service is very important when using system funds. The Finance Department encourages competitive purchasing at every level of expenditure. Quality is always an important factor influencing the decision to purchase between two or more products that are similarly priced. However, before a staff member makes a purchase, they should refer to the “Purchase Limit Table” below to see the number of bids/quotes as well the approval necessary to move forward in the purchasing process. Acceptable forms of obtaining a bid/quote are as follows:

- Catalogs
- Internet (printed from website)
- Verbal and written quotations by vendor
- In-store (prior to approval)
- Formal Request for Proposal (RFP)

Maintenance of Bid/Quote Records

All bid and quote information should be maintained by the school or department. The following details what should be maintained:

- Verbal bids - Appropriate notes and records.
- Written bids for items between \$5,000 and \$9,999 – Bid/quote records.

- Written bids for items between \$10,000 and \$24,999 - Bid/quote records should be submitted to the Finance Department upon request.
- Written bids in response to formal RFP - Bid records including the RFP should be submitted to the Finance Department upon request as well as the Board of Education to make approval decisions when necessary.

Methods of Procurement with Federal Funds

In addition to local requirements, procurement with federal funds is based on one of four levels:

- Micro-Purchase (\$0-\$10,000)
- Small Purchase (\$10,000-\$250,000)
- Sealed Bids (>\$250,000)
- Competitive Proposal (>\$250,000)
- Sole Source

Procurement levels are periodically adjusted for inflation.

MICRO-PURCHASE: A micro-purchase is an acquisition of products/supplies or services using simplified acquisition procedures where the aggregate amount does not exceed \$10,000 (micro-purchase threshold). Micro-purchase procedures are a subset of the system's small purchase procedures. JCCS uses micro-purchase procedures in order to expedite the completion of its lowest-dollar small purchase transactions and minimize the associated administrative burden and costs. Micro-purchases may be awarded without soliciting competitive quotes if the system considers the price to be reasonable. To the extent practicable, purchases must be distributed equitably among qualified suppliers with reasonable prices. JCCS calculates the aggregate dollar amount for each purchase order of products/supplies or services.

SMALL PURCHASE: Small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the simplified acquisition threshold. Under the small purchase procedures, price or rate quotes must be obtained from an adequate number of qualified sources (at least two).

SEALED BIDS: Procurement by sealed bids (formal advertising) are when bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. The following conditions must be present for sealed bids:

- A complete, adequate, and realistic specification or purchase description is available.
- Two or more responsible bidders are willing and able to compete effectively for the business.
- The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.
-

The following requirements apply for sealed bids:

- The invitation for bids will be publicly advertised and bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids. Invitations are placed on the Georgia Registry and the website.

- The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond.
- All bids will be publicly opened at the time and place prescribed in the invitation for bids.
- A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the lowest bid when prior experience indicates that such discounts are usually taken advantage of.
- Any or all bids may be rejected if there is a sound documented reason.

COMPETITIVE PROPOSALS: Procurement by competitive proposals is normally conducted with more than one source submitting an offer and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. For competitive proposals, the following requirements apply:

- Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical.
- Proposals must be solicited from an adequate number of qualified sources.
- The system must have a written method for conducting technical evaluations of the proposals received and for selecting recipients.
- Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program with price and other factors considered.

NONCOMPETITIVE PROPOSALS: Procurement by noncompetitive proposals (sole source) is conducted through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

- The item is available only from a single source.
- The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation.
- The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the system.
- After solicitation of a number of sources, competition is determined inadequately.

Procurement by sole source should be limited.

Obtaining Price/Rate Quotes for Federal Awards

The federal grant administrator or designee(s) is responsible for obtaining price/rate quotes. All price/rate quotes will be maintained with procurement documentation by the federal grant administrator and the Finance Department.

Price/rate quotes will be evaluated by the grant administrator to ensure that the purchase meets needs identified in the District or School Comprehensive Needs Assessment and/or Improvement Plan.

Advertisement of Bids for Federal Awards

The federal grant administrator is responsible for the bid process for their respective federal award.

PROCESS FOR COMPLETION OF THE PRE-PURCHASE CHECKLIST

A Pre-Purchase Checklist must be completed for any vendor purchases totaling \$10,001 for a single item or aggregate items. An electronic version should be sent to the applicable grant bookkeeper.

Submitting a Pre-Purchase Checklist:

- The school information should be completed to include:
 - o School or Department Name
 - o Person Submitting Form
 - o Submission Date

- Purchase Level
 - o To meet local and federal guidelines, one of the following purchase levels should be completed:
 - Small Purchase of \$10,001 to \$24,999 including Superintendent approval
 - Small Purchase of \$25,000 to \$250,000 including Board of Education approval
 - o Any purchase that totals \$10,001 for single or multiple items must have a minimum of three quotes unless the vendor is a sole source vendor. The three quotes must be submitted to the grant administrator with a completed Pre-Purchase Checklist for review and approval. The following should be completed on the Pre- Purchase Checklist based on the quotes:
 - Vendor Name
 - Amount
 - o If the services being purchased are not from the vendor issuing the lowest quote, a written justification (Rationale if Lowest Quote is Not Selected) must be entered on the Pre-Purchase Checklist detailing why the higher cost vendor was selected to meet identified needs. Examples of allowable reasons for selecting a higher cost vendor are listed below:
 - The selected vendor offers a broader range of topics for professional development that correlate with teachers' instructional weaknesses that the other vendors do not.
 - The selected software program directly aligns and links to the district's assessment software program currently in use while the other software programs do not.
 - o District Board of Education approval is required for services totaling \$25,000 or more.

- If a vendor will provide services throughout the school year and the total fee for services totals \$25,000 or more, District Board of Education approval is required.
 - The program coordinator or principal must complete an Action Memo on the most current template and submit the memo to the grant administrator for review.
 - The Action Memo will be submitted by the grant administrator to the District Board of Education for review and approval.
- Sole Source:
 - o If a sole source vendor is used, a justification must be entered on the Pre-Purchase Checklist detailing why the sole source vendor was selected.
 - o A copy of the vendor's sole source letter must be submitted with the Pre-Purchase Checklist.
 - Review and Corrections:
 - o Corrections needed will be requested via email from the grant department with a deadline.
 - o The grant department will perform a debarment check on the requested vendor.
 - Procurement:
 - o The purchase order or contract process should be followed after approval of the Pre-Purchase Checklist.

CONFLICT OF INTEREST

(2 CFR Sec. 200.318(c)(1))

All Jasper County Charter System employees are expected to exhibit professional behavior and ethical conduct (Policy GBU). In accordance with policies BH – Board Code of Ethics, BHA – Board Member Conflict of Interest, and DJEA – Purchasing Authority, the Jasper County Charter System adheres to standards regarding conflict of interest. These standards govern the actions of employees in the selection, award, and administration of contracts.

Definition

An interest may be defined as a commitment, goal, or value held by an individual or an institution. A conflict of interest is defined as a situation that has the potential to undermine the impartiality of a person because of the possibility of a clash between the person's self-interest and professional interest or public interest.

Standards of Conduct

The Board, Superintendent, and administrative employees have the responsibility of administering the affairs of the Jasper County Charter System. Those persons shall exercise the utmost good faith in all transactions involved in their duties and they shall not use their positions with the Jasper County Charter System or knowledge gained there for their personal benefit. The interests of the organization must be the first priority in all decisions and actions. Employees who are engaged in the selection, award, and administration of contracts shall abide by the following:

- No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, and member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a vendor considered for a contract.
- Officers, employees, and agents of the Jasper County Charter System may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontract.
- No employee of the Jasper County Charter System will, for oneself or on behalf of any business, be allowed to solicit or sell any real or personal property to any school, agency, or entity of the Jasper County Charter System.
- Staff shall resist incentives and pressures from contractors that would reasonably be expected to impair his or her objectivity or independence of judgment.
- No employee of the Jasper County Charter System shall give a written or oral endorsement to any company or representative for promotional purposes for any periodical, book, or product which may be offered for sale to schools, parents, or pupils in his/her charge
- No employee shall use or attempt to use his or her official position to secure unwarranted privileges, advantages, employment for himself or herself or any of his/her immediate family members/other

Nominal Items

There are situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. These items are reasonable and not given in order to improperly influence business decisions. Items of nominal value are those items that are \$25 or less in value. Items may include a perishable item, meal, certificate, plaque, and token promotional items.

Reporting Conflicts of Interest

Employees who suspect that financial fraud, impropriety or irregularity has occurred shall immediately report those suspicions to their immediate supervisor and/or the Superintendent/designee, who shall have the primary responsibility for initiating necessary investigations. Investigations shall be conducted in coordination with legal counsel and/or other internal or external departments or agencies as appropriate.

Violations of the Conflict of Interest Policy

If an investigation substantiates occurrence of a fraudulent activity, the Superintendent/ designee shall issue a report to appropriate personnel and to the Board of Education. Final disposition of the matter and any decision to file a criminal complaint or refer the matter to the appropriate law enforcement and/or regulatory agency for independent investigation shall be made in consultation with legal counsel. Results of the investigation shall not be disclosed to or discussed with anyone other than those individuals with a legitimate need to know until the results become subject to public disclosure in accordance with state law or federal law.

Conflict of Interest Training

Training on the Fraud Prevention Policy (DIE), which includes violation of interest policies occurs annually. The Superintendent/designee shall inform employees with financial/accounting responsibilities of the following anti-fraud regulations established by the Board:

1. The District shall operate in a climate of honesty and ethical behavior with employees doing all within their power to further that goal.
2. Employees shall comply with all state and federal laws, rules, regulations and court orders, as well as Board policy addressing fiscal matters.
3. Employees shall practice good stewardship of District financial resources, including timely reporting of fraudulent expenditures.
4. Employees with financial/accounting responsibilities shall support and follow sound business practices to the best of their ability and in keeping with their assigned responsibilities and job-related training by:
 - a. Maintaining and protecting District financial records;
 - b. Performing one's job with the highest attention to detail to minimize and prevent error, falsification of accounting records, and omission of transactions;

- c. Reporting knowledge of fraud or suspected fraud, including intentional misstatements and omissions of amounts or disclosures;
- d. Guarding against misappropriation of assets;
- e. Refusing to reveal to unauthorized persons or agencies investment activities engaged in or contemplated by the District; and
- f. Resisting incentives, pressures, and negative attitudes that detract from performance of assigned responsibilities.

PERSONAL COMPENSATION PROTOCOLS

(2 CFR Sec. 200.430)

Compensation for personal services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including but not necessarily limited to wages and salaries. Costs of compensation are allowable to the extent that the compensation:

- Satisfies the specific requirements of the federal award.
- Is reasonable for the services rendered as compared to similar work activities of other non-federally funded Jasper County Charter System (JCCS) employees or for similar work in the labor market in which the system competes.
- Conforms to the established written policies of JCCS consistently applied to both federal and non-federal activities.

Compensation

- Compensation for federal grants include the following:
- Salaries:
 - o Staff paid from a federal award are paid based on JCCS salary schedules for the current school year.
- Stipends:
 - o The stipend amount for an 8-hour work day is \$200.
 - 8 hours x \$25 per hour = \$200
 - o Stipends will be prorated based on the actual hours worked minus lunch (unless it is a working lunch).
 - 6 hours x \$25 per hour = \$150
- Substitutes: Substitute pay is based on the certification status the substitute.
 - o Full day compensation is as follows:
 - Non-certified \$72.00 Daily Rate
 - Certified Teacher: \$85.00 Daily Rate
 - o Half day compensation is as follows:
 - Regular Pay: \$36.00 Daily Rate
 - Certified Teacher: \$42.50 Daily Rate
 - o Long-term substitute compensation is as follows:
 - Certified Teacher: \$175.00 Daily Rate (8 hours)

- Paraprofessional substitutes are not compensated for long-term assignments.
- Extended Learning:
 - o Certified Staff:
 - Certified staff holding a valid teaching certificate will be paid for work in an approved extended learning program at their current hourly rate.
 - o Classified Instructional Staff:
 - For work in an approved extended learning program up to 40 hours in a workweek, classified instructional staff will be paid at their current hourly rate.
 - For work in an approved extended learning program above 40 hours in a workweek, classified instructional staff will be paid time and a half at their current hourly rate.
 - Sick leave, personal leave, district holidays, etc. do not count toward the 40-hour workweek for classified instructional staff.

Substitutes

JCCS complies with the Official Code of Georgia (O.C.G.A.) certification requirements for substitutes by employing substitutes who most closely meet the requirements for certification. JCCS utilizes an electronic, absence-tracking database to track and designate substitutes as Preferred Substitutes that meet PSC guidelines.

Long-term substitute teachers, for the purpose of ESSA In-Field reporting requirements, are those filling in for a vacant teacher position for a period of four consecutive weeks or more. These long-term substitute teachers are the sole “teachers of record” because there are no teachers under contract for the class. If the position is “vacant”, the certified paid \$175.00 per day.

If the substitute is working in a “staffed” position substituting for teachers under contract who are away temporarily and expected to return (i.e., teachers on medical or maternity leave), the district’s long-term substitute rate for a certified teacher is \$175.00 per day for These long-term substitutes are not required to be reported under ESSA In-Field reporting requirements.

Time and Effort

JCCS maintains time and effort records for all employees whose salaries or other compensation are paid in whole or in part with federal funds (not to exceed 100%). The following is implemented to ensure federal grant compliance:

- Federally funded staff follow the sign-in procedures established by the district
- Professional qualifications are checked prior to hire and are maintained by the Human Resources Department

- All federally funded positions have job descriptions that are provided to all applicable employees
- Federal grant administrators/designees monitor the duties and responsibilities of federally funded staff along with the designated supervisor
- Monthly general ledgers are reviewed to ensure that payments are aligned with approved federal positions and the work performed
- Professional development is documented to ensure compliance
- Federal grant administrators work with the Human Resources Department to ensure that staff are coded correctly on Certified/Classified Personnel Information (CPI) based on the work performed

Periodic Certifications

Periodic certifications are completed for staff working solely on a single cost objective and account for the total activity for the period covered by the certification. Charges for their salaries and wages are supported by periodic certifications. Periodic certifications must be:

- Completed after the fact
- Account for the total activity (not just that of one fund source)
- Signed by the supervisory official having first-hand knowledge of the work performed by the employee (printed name and signature)

The Annual Certification group form is used to certify that the employees listed worked 100% of their time solely on activities in the specified positions as authorized by the designated federal program(s) listed. For certifications with multiple grants, the programs will be listed beside the employee name under the Federal Program column. The form must be signed by a supervisory official having first-hand knowledge of the work performed by the employees listed on the form. The form is completed every year for any employee who is paid solely with federal funds for the specified position(s). The time periods are as follows:

- Time Period: July-June

The federal grant administrator or designee maintains a spreadsheet of source documentation during the year of all applicable and approved payroll items (salaries, stipends, substitutes). This list is created from stipend payroll sheets, absence management substitutes school forms, timesheets, transportation payroll, and staff payroll. The federal grant administrator is responsible for ensuring that all payroll items are covered on the form.

After each time period, the federal grant administrator or designee collects the applicable artifacts for their grant:

- Payroll report reflecting the pay period
- Absence management report for substitutes

Since payroll for the last month is processed after the fact, the processing of periodic certifications will begin after the payroll has been finalized.

These reports are cross-referenced to the maintained spreadsheet to ensure that all charges are accurate. Any coding errors are moved to the appropriate general ledger code. After expenditure verification, the federal grant administrator or designee then creates the Semi-Annual Certification group form based on the current form listed on the GaDOE website.

This form is sent to the appropriate supervisor who has first-hand knowledge of the work performed by the employees listed on the form. The supervisor then reviews the list to ensure staff performed the appropriate duties. Any corrections are made as needed by the federal grant administrator or designee. Since the form is an after-the-fact certification of time worked, the supervisor will sign and date verifying the work of the listed employees after the period of time listed and upon receipt from the federal grant administrator.

This form is then collected and reviewed by the applicable federal grant administrator.

Personnel Activity Reports (Time Logs)

Personnel Activity Reports (PAR) or time logs are completed for staff working on multiple cost objectives and account for the total activity of the staff. Split-funded personnel are required to maintain a monthly time log delineating the specific federal grant and non-federal grant duties or other federal program duties performed.

Split-funded staff are provided the current time log listed on the GaDOE website by the federal grant administrator or designee by the first day of work for the applicable school year. The time log used will depend on the number of funding sources.

Detailed monthly time logs must:

- Reflect an after-the-fact distribution of the actual activity of each employee
- Account for the total activity for which each employee is compensated
- Coincide with one or more pay periods
- Be signed and dated by the employee
- Be signed and dated by the supervisor having first-hand knowledge of the work performed by the employee

Additionally, the fixed schedule must identify the cost objective/fund source for each time period. Employee schedules identifying the time funded by all fund sources may be used if the personnel have a fixed daily schedule.

The following procedures for time logs must be followed:

- Time logs must be electronically completed in the excel workbook provided to ensure that the hours for month and year to date calculate correctly.
- Completed time logs are submitted to the immediate supervisor for review and approval (signature and date).
- Completed time logs must be submitted to the federal grant administrator by the 10th of the subsequent month (completed and submitted monthly). The federal grant administrator is responsible for collecting the forms.
- The duties on the time log must be specific regarding the grant activities and responsibilities provided by the split-funded personnel.
- Supporting documentation is maintained by the staff member completing the time log. Artifacts should be relevant to the position funded and may include but are not limited to agendas, calendar of work, schedules, and routes.

- Teacher class schedules may be turned in at least biannually (August and January) instead of time logs if the employee has a fixed daily schedule.

The applicable federal grant administrator(s) will review the split-funded log for allowability and monthly percent/time breakdown. The federal grant administrator will work with the Chief Financial Officer quarterly to reconcile payroll charges based on the actual percent of time charged to the listed funding sources. A final reconciliation/adjustment is completed at the end of the year if needed to ensure that the final amount charged to the federal award is accurate, allowable, and properly allocated.

FEDERAL SUBSTITUTE PROCEDURE

Substitutes paid with Federal funds may be available for approved professional development activities that are above and beyond general requirements. Each of the following procedures must be correctly followed for professional development participants to receive a stipend payment.

Substitute Allowability and Purpose:

- For a federally funded professional development activity to be approved by the grant administrator, it must align with allowable initiatives identified in the district's or school's Comprehensive Needs Assessment (CNA) and action steps listed in the Schoolwide Plan (SIP) that result in increased student achievement.
- Substitutes are provided for the following activities:
 - o Instructional strategies
 - o Professional development in core subjects (R/ELA, math, science, social studies)
 - o Data analysis (Title I – Academically at-risk students only)
 - o Non-academic items listed in CNA and SIP
- All professional development must be in a professional setting such as the school or Central Office.
- Substitutes may be provided for federally funded certified staff or paraprofessionals who run an exploratory or connections classroom.

Substitute Schedule:

- Substitute teachers will work based on standardized hours (8 hours) per day.
- The work schedule for a full day assignment (8 hours) is as follows:
 - o Elementary Schools: 7:15 AM – 3:15 PM
 - o Middle Schools: 7:45 AM – 3:45 PM
 - o High Schools: 7:45 AM – 3:45 PM
- The work schedule for a half day assignment (4 hours with no duty-free lunch) is as follows:
 - o Elementary School Half Day AM: 7:15 AM – 11:15 AM

- o Elementary School Half Day PM: 11:15 AM – 3:15 PM
- o Middle School Half Day AM: 7:15 AM – 11:15 AM
- o Middle School Half Day PM: 11:15 AM – 3:15 PM
- o High School Half Day AM: 7:15 AM – 11:15 AM
- o High School Half Day PM: 11:15 AM – 3:15 PM

Substitute Compensation:

Substitute pay is based on the educational background of the substitute.

- Full day compensation is as follows:
 - o Regular Pay: \$72.00 Daily Rate
 - o Certified Teacher: \$85.00 Daily Rate
- Half day compensation is as follows:
 - o Regular Pay: \$36.00 Daily Rate
 - o Certified Teacher: \$42.50 Daily Rate
- Long-term substitute compensation is as follows:
 - o Certified Teacher: \$75.00 per day for Days 1-10, \$125.00 for Day 11 and thereafter (8 hours)

Entering Substitute Absences in TimeClock Plus Absence Management:

Entering professional leave into TimeClock Plus is the first step that must be completed for all leave paid with federal funds. This entry not only allows for assignment of substitutes if required but provides a record of leave associated with federally funded activities. (For directions on entering leave, refer to the *Entry of Professional Leave Utilizing Federal Funds Procedure*.)

Pre-Approval of the Professional Learning:

- In-house Professional Learning
 - o Agendas must be submitted to the applicable grant department a minimum of 10 school days (excluding holidays) prior to the event. The grant department will review the agenda for allowability. If any corrections are needed, the grant bookkeeper will coordinate with the district or school contact on the required changes. Presenters will then enter the course as an In-District PD Suggestion.
 - o Professional Learning alignment must be verified for professional development with substitutes for in-house training paid with federal funds. The event agenda must be submitted to the grant department a minimum of 10 school days (excluding holidays) prior to the event for approval.
 - o Attendees will register to attend In-District PD Courses
 - Attendees' names will be added to the course sign-in sheet as soon as the attendee registers.
 - Attendee status is updated to “Completed” or “Dropped” by the Course Presenter after completion of the course.
- Out-of-District Professional Learning

- o An Out-of-District Activity request must be submitted to the grant department indicating the information that will be gained at the conference. If any revisions are needed, the grant administrator will coordinate with the district or school contact on the required changes.
- o A Professional Learning Redelivery Plan must be completed for out-of-district professional development for substitutes, travel, or staff paid for with federal funds. Activity approval must be determined prior to registration.

Required Substitute Documentation for Internal Trainings:

- Agenda for each day of the professional development session that includes:
 - o Header:
 - School/Department name
 - Professional development session title
 - Session date
 - Session beginning and end times
 - Specific location of the session (including room number if applicable)
 - o Facilitator Information:
 - Facilitator first name and last name
 - Facilitator title/position
 - Facilitator school, department, or organization
 - o Agenda Content:
 - Detailed topics for the session
 - Agenda topics will be checked against training materials and handouts to ensure consistency
 - If a lunch break or working lunch will occur during the session, it must appear on the agenda with working lunch topics if applicable

- Sign-in-sheet for each day of the professional development session using the pre-populated attendance form the *Jasper County Schools Attendance Verification with Roles* form provided by the applicable grant department including:
 - o Header:
 - School/Department name
 - Professional development session title
 - Session date
 - Session beginning and end times
 - Specific location of the session (including room number if applicable)
 - o Sign-In Fields:
 - o Attendee signature
 - o Attendee Role (e.g. principal, teacher, instructional coach, paraprofessional)

- All materials used for the session including handouts, pamphlets, PowerPoint slides etc.
 - o Training materials will be checked against agenda topics to ensure consistency.

- o Copies of the agenda(s), sign-in-sheet(s) and data analyzed (optional) for the dates listed for the professional development session must be submitted.
- o Documentation must be submitted to the grant department by the end of the month in which the professional development occurred.

Required Substitute Documentation for Out of County Professional Development:

- Upon returning from the professional development conference or training, an attendance certificate or a final agenda must be submitted with the sessions attended circled or highlighted.

Processing Substitutes for Payroll:

- The grant administrator will code each substitute to the appropriate grant and submit the list to Human Resources for the mid-month substitute payroll.
- Payment will be made according to the payroll deadlines.

STIPEND PROTOCOLS

(GaDOE Rule 160-3-3.04)

Stipends are funds awarded by the district to certified personnel for successfully completing development opportunities that have occurred at any time during the fiscal year outside of the employee's normal contract/work hours (SBOE Rule 160-3-3.04). Learning opportunities include successful completion of conferences, workshops, or courses approved by the professional development coordinator and federal grant administrator.

Stipends paid for with federal funds (SBOE Rule 160-3-3.04):

- Must meet the guidelines of the funding source
- Compensation must be for work on allowable activities
- Must be necessary and reasonable to the federal program

Awarding of Stipends (SBOE Rule 160-3-3.04)

Stipends may only be awarded if the following conditions are met:

- There is evidence that the knowledge, skills, practices, and dispositions gained from the professional development activity are aligned to an approved individual plan, a school or district initiative, and/or specific goals; and
- There is evidence that the knowledge, skills, practices, and dispositions developed through participation in or facilitation of professional development have been implemented/demonstrated in the classroom/work setting; and
- Participation occurs beyond regular contract hours, days, or school year.

State and federal funds designated for professional development shall not be used to pay stipends to school board members or to school council members who are not employees of the district.

Professional Development

Professional development will be on evidence-based instructional approaches that lead to increased educator effectiveness and student learning. The critical components addressed in professional development should include:

- Knowledge – What one learns and understands
- Skills – What one is able to do
- Practices – What one implements routinely
- Dispositions – What one values and is doing

FEDERAL STIPEND PROCEDURE

Stipends paid with federal funds may be available for approved professional development activities that are above and beyond general requirements. All requirements outlined below must be met for professional development participants to receive a stipend payment.

Stipend Allowability and Purpose:

- For a federally funded professional development activity to be approved by the grant administrator, it must align with allowable initiatives identified in the district's or school's Comprehensive Needs Assessment (CNA) and action steps listed in the Schoolwide Targeted Assistance Plan (SIP).
- Stipends are extra pay for development and effort that is above and beyond what is generally required and is outside of normal contract hours. Unit/lesson planning are considered normal duties.
 - o Administrators may receive stipends on off-contract days only

Stipend Amount:

- The stipend amount will be \$200 per day based on an eight hour workday. Otherwise, it will be \$25 per hour.

Required Stipend Documentation:

- Stipend Contract memo that includes:
 - o Employee Name
 - o Total Stipend Amount
 - o Name and Date of the Activity/Event
 - o Employee Signature/Date
 - o Superintendent/Director Signature/Date
 - This is a required signature for the stipend packet to be processed and paid
- Agenda of the professional development session
 - o Facilitator Information:
 - Facilitator first name and last name
 - Facilitator title/position
 - Facilitator school, department, or organization
 - o Agenda Content:
 - School/department name
 - Professional development session title
 - Session beginning and end times
 - Date and Location of the event
 - Name of Presenter(s)
 - Detailed topics for the session
 - Agenda topics will be checked against training materials and handouts to ensure consistency

- If a lunch break or working lunch will occur during the session, it must appear on the agenda with working lunch topics if applicable
- Sign-in-sheet for each day of the professional development session using the *Jasper County Schools Attendance Verification with Roles* form provided by the applicable grant department including:
 - o Header:
 - Professional development session topic
 - Name and signature of presenter
 - Session date
 - Session beginning and end times
 - Specific location of the session
 - o Sign-In Fields:
 - Attendee signature and printed name
 - Role/title (e.g. principal, teacher, instructional coach, paraprofessional)
- Materials used for the session may include handouts, pamphlets, PowerPoint slides etc.
 - o Instructional Coaches will upload materials in the district PL folder by the end of the month in which the PL occurred.
 - o Training materials will be checked against agenda topics to ensure consistency.
 - o Copies of the agenda(s), sign-in-sheet(s) and data analyzed (optional) for the dates listed for the professional development session must be submitted.
 - o Documentation must be submitted to the grant department by the end of the month in which the professional development occurred.

Processing for Payroll:

- The grant administrator will sign off on the stipend documentation and submit the packet to the Finance Department for payment.
- Payment will be made according to the payroll deadlines.
 - o Ensure stipend documentation is submitted to the grant department in time for processing and in time to obtain any needed corrections.
 - o Stipends cannot be processed until all required and correct documentation is received.
 - o Payments will be included in the employee's regular monthly paycheck unless otherwise specified. Checks may be separate during summer work due to accruals for June, July, and August.

Every Student Succeeds Act (ESSA) Definition of Professional Development

Under ESSA (20 U.S. Code § 7801.Definitions), the term “professional development” means activities that—

- (A) are an integral part of school and [local educational agency](#) strategies for providing educators (including teachers, principals, other [school leaders](#), [specialized instructional support personnel](#), paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a [well-rounded education](#) and to meet the challenging [State](#) academic standards; and
- (B) are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that—
- (i) improve and increase teachers’—
 - (I) knowledge of the academic subjects the teachers teach;
 - (II) understanding of how students learn; and
 - (III) ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;
 - (ii) are an integral part of broad schoolwide and districtwide educational improvement plans;
 - (iii) allow personalized plans for each educator to address the educator’s specific needs identified in observation or other feedback;
 - (iv) improve classroom management skills;
 - (v) support the recruitment, hiring, and training of effective teachers, including teachers who became certified through [State](#) and local alternative routes to certification;
 - (vi) advance teacher understanding of—
 - (I) effective instructional strategies that are [evidence-based](#); and
 - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;
 - (vii) are aligned with, and directly related to, academic goals of the school or [local educational agency](#);
 - (viii) are developed with extensive participation of teachers, principals, other [school leaders](#), [parents](#), representatives of Indian tribes (as applicable), and administrators of schools to be served under this chapter;
 - (ix) are designed to give teachers of [English learners](#), and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
 - (x) to the extent appropriate, provide training for teachers, principals, and other [school leaders](#) in the use of [technology](#) (including education about the harms of copyright piracy), so that [technology](#) and [technology](#) applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach;
 - (xi) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of [professional development](#);
 - (xii) are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services, to those children,

- including positive behavioral interventions and supports, [multi-tier system of supports](#), and use of accommodations;
- (xiii) include instruction in the use of data and assessments to inform and instruct classroom practice;
 - (xiv) include instruction in ways that teachers, principals, other [school leaders](#), [specialized instructional support personnel](#), and school administrators may work more effectively with [parents](#) and families;
 - (xv) involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in section 316(b) of the [Higher Education Act of 1965 \(20 U.S.C. 1059c\(b\)\)](#), to establish school-based teacher, principal, and other [school leader](#) training programs that provide prospective teachers, novice teachers, principals, and other [school leaders](#) with an opportunity to work under the guidance of experienced teachers, principals, other [school leaders](#), and faculty of such institutions;
 - (xvi) create programs to enable paraprofessionals (assisting teachers employed by a [local educational agency](#) receiving assistance under part A of subchapter I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;
 - (xvii) provide follow-up training to teachers who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; and
 - (xviii) where practicable, provide jointly for school staff and other [early childhood education program](#) providers, to address the transition to [elementary school](#), including issues related to school readiness.

PROFESSIONAL DEVELOPMENT ALIGNMENT

Professional Development must be aligned with the Every Student Succeeds Act (ESSA) guidelines for in-house training paid with federal funds.

Professional Development Alignment Verification:

- The school or department shall provide information on the name of the training, name of the facilitator, specific content of the training and how the information aligns with ESSA guidelines.
- The school or department shall establish how the professional development aligns with the Schoolwide Plan (SIP).
- Once alignment with both ESSA and SIP are confirmed, the school or department will suggest an In-District Course.
 - o Revisions will be requested via email if needed with an established deadline.
 - o The grant administrator will approve the course if necessary conditions are met.

TRAVEL POLICY (2 CFR Sec. 200.47(b))

All travel expenses funded through ESSER must be pre-approved.

Employees may be reimbursed for travel expenses incurred while performing job duties. Allowable expenses may include transportation, subsistence, lodging, and other related items subject to certain limitations and proper documentation if incurred by an employee who is in travel status on official business of the district.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the district in its regular operations as the result of the district's written travel policy. In addition, if these costs are charged directly to the federal award documentation must justify:

- Participation of the individual is necessary to the federal award; and
- The costs are reasonable and consistent with the district's established travel policy

Travel may be covered with federal grant funds under the following conditions:

- Travel costs are for instructionally focused workshops and conferences
- Travel costs are necessary to manage the program
- Travel costs must be reasonable and consistent with the written travel and reimbursement policies outlined below
- Participation in an individual conference is necessary for the project as determined by the agenda
- Travel costs are pre-approved by the applicable grant administrator
 - o IDEA – Special Education – Director of Programs for Exceptional Children
 - o Title I, Part A – Director of Federal Programs
 - o Title II, Part A-Director of Federal Programs
 - o Title III, Part A – Director of Federal Programs
 - o Title IV, Part A-Director of Federal Programs
 - o Title V, Part B-Director of Federal Programs

General Travel Procedures

The Jasper County Charter System follows the travel procedures listed below for all travel. Additional procedures for allowability are implemented for federal grants. Travel cost must be reasonable and consistent with travel policy/or follow GSA 48 CFR 31.205-46a. All travel charges must be consistent with the LEA's written reimbursement policies.

Transportation (Mileage)

- The board will reimburse employees the mileage rate as determined by the State Accounting Office when a personal vehicle is used following the GADOE rates.

Meals

- Employees may only be reimbursed for the meals purchased while officially on travel status.
- Day Travel in Georgia: Meals for day travel to training, conferences, school related events, etc. are not reimbursable.
- Overnight Travel: Employees may be reimbursed for meal expenses provided the travel destination is more than 30 miles from home or headquarters and covers a meal time.
- General Meal Requirements: In all cases, reimbursement will be made only for actual costs incurred subject to meal limits. Meal limits include applicable tax and tip. Employees may not request reimbursement for meals if provided by the event.
- Meal Limits: Maximum reimbursement per meal are found on the U.S. General Services Administration (GSA) Per Diem Rates/Meals and Incidental Expenses Breakdown at gsa.gov.
- Lodging: Reimbursement will be made for actual lodging expenses, provided the expenses are reasonable and are necessary to provide travel time to reach the start of the event. Employees should obtain a Hotel/Motel Excise Tax Exemption form from prior to travel within Georgia. Employees are required to submit receipts documenting lodging expenses. Expenses which exceed "reasonable rates" must be explained in writing and approved prior to travel by the grant administrator. For out of state travel, local and hotel taxes may be reimbursed. Employees will be required to submit documentation of lodging expenses upon their return.
- Other Expenses: Documentation must be submitted for any other expenses submitted for reimbursement (e.g. parking, tolls).

Travel Reimbursement

- Travel Reimbursement Form: The JCCS travel reimbursement form is located on the Professional Development page of the district website
- Travel Reimbursement Form Procedures: The travel reimbursement form will be used to document mileage when using a personal vehicle, meal charges, lodging, and other related expenses. All fields are to be carefully completed to avoid delays in the reimbursement process. Many of the cells contain formulas to calculate expenses, and totals should be verified before submitting.

Funding Source	Unknown	Jones County Board of Education	Location	Achievement Academy
2019 EMPLOYMENT EXPENSE STATEMENT				
Name *		Social Security Number *		(required field)
Address *				(required field)
Purpose of Trip *				(required field)

Date	Time Departed/ Arrived	From/To	Odometer Reading Beginning/ Ending	Number Local Use Miles	Taxi Limo Bus	Total Trans.	DETAILS OF SUBSISTENCE (Attach Lodging Receipt)				TOTAL SUB.	OTHER (specify below)
							B/Fast	Lunch	Dinner	Total Meals		
Departure				0		\$0.00				\$0.00		\$0.00
				0		\$0.00				\$0.00		\$0.00
				0		\$0.00				\$0.00		\$0.00
				0		\$0.00				\$0.00		\$0.00
				0		\$0.00				\$0.00		\$0.00
				0		\$0.00				\$0.00		\$0.00
				0		\$0.00				\$0.00		\$0.00
Day of Return				0		\$0.00				\$0.00		\$0.00
TOTALS				0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
GRAND TOTAL											\$0.00	\$0.00

I do solemnly swear that the information furnished above is true and correct to the best of my knowledge, and I have incurred the described expenses and the local use mileage in the performance of my official duties for the school system. I UNDERSTAND THAT THIS FORM MUST BE SUBMITTED WITHIN 30 DAYS AFTER ACTIVITY COMPLETION.

OTHER EXPENSES	AMOUNT

Employee Signature _____	Date _____	Professional Learning Coordinator's Signature _____	Date _____
		Superintendent's Signature _____	Date _____

- **Submission:** Submit the travel reimbursement form to the grant administrator within 60 days of the dates of travel. The form requires the approval of the Superintendent. Once approved, the form will be submitted to the Finance Department for inclusion in a normal weekly check run.
- Grant administrators will approve all travel prior to payment.
- Documentation will be maintained by the grant administrator and the Finance Department.

OUT-OF-DISTRICT PROFESSIONAL LEAVE PRIOR APPROVAL COMPLETION PROCEDURE

Out-of-District Activity approval is required for all out-of-district professional leave. It outlines the purpose of the leave and represents the entire cost of the travel being requested.

Components of the Out-of-District Activity Approval Request:

Employees must fill out and submit the following Google Form in order to be considered for Out-of-District Activity: [\(FORM\)](#)

The form includes:

- Name
- Activity
- Description
- Location
- Related to: Charter/District/School/Individual Plan
- Provide Improved: Achievement/Quality/Effectiveness

- How will it impact student learning
- How will this professional development activity be sustainable, intensive, collaborative, job-embedded, data-driven, and classroom focused rather than a stand-alone, 1 day, or short term workshop?
- How will the knowledge and skills learned be utilized to support the growth of other JCCS staff members?
- Expenses
- Funding Sources
- Directions how to submit evidences

Section 1 of 2

Out of District Professional Development Request Form

This form is to be completed when an individual needs to attend a professional development activity sponsored by an agency or company outside of JCCS. This includes virtual professional development and activities through Middle Georgia RESA. Approval should be obtained from you school administrator prior to completion of this request.

All professional development activities must be directly related to at least one of the following: Individual Professional Growth Plan, School Improvement Plan, District Improvement Plan or JCCS Charter initiatives. All endorsement courses will require a memorandum of agreement between the district and employee. If approved, provide all required documentation of attendance to your school Instructional Coach upon return.

This form is automatically collecting emails for Jasper County School District users. [Change settings](#)

Full Name *

Short answer text

Select your supervisor *

cmoss@jasper.k12.ga.us

Completing the Out-of-District Activity Request and Reimbursement:

- Registration Fee
 - o Any cost to attend the event regardless of funding source must be entered.
 - o After prior approval is awarded, the grant administrator coordinates payment of registration fees.
 - o If registration fee is paid by the participant, reimbursement is requested on the travel reimbursement form and proof of payment is required.
- Estimated Mileage
 - o Estimated total number of miles must be entered.
- Estimated Lodging
 - o Hotel costs must be reasonable and approved by the grant administrator.

- District Objectives
 - o The appropriate District Objective must be selected to identify the alignment of the event with district objectives.
- Redelivery Plan:
 - o The participant must clearly describe how the knowledge gained through event attendance will be shared with colleagues and implemented in their own work.
- Source of Funds:
 - o The participant should verify the source of funds before submitting the Out-of-District Activity proposal.
- Submit for Review:
 - o After ensuring that expenses have been correctly summed, the employee must click “Submit for Review” at the bottom right of the form.

REQUESTING AND REGISTERING FOR MIDDLE GA RESA PROFESSIONAL DEVELOPMENT

Federal Grant Requirements for Middle GA RESA Professional Development:

- For a federally funded professional development activity to be approved by the grant administrator, it must align with allowable initiatives identified in the school/district Comprehensive Needs Assessment and action steps listed in the school/district Improvement Plan that result in increased student achievement. This also applies to payment for substitutes with federal funds for staff attending professional development activities.
- All sessions must be allowable under ESSA guidelines and all approved sessions must be attended.
- The entire session of the professional development must be attended from the start time to the end time.
- Prior approval for the allowable professional development must be obtained from the applicable grant office. Prior approval includes:
 - o Approved agenda or flyer for the professional development
 - o Approved Out-of-District Activity request submitted
 - o Approved purchase order (if applicable)
- If the requirements as outlined in this procedure are not followed, the Middle GA RESA professional development registration and/or substitute may not be paid for with federal funds and a different funding source must be used.

Requesting Professional Development through Middle GA RESA:

- Requests to attend allowable professional development through Middle GA RESA utilizing federal funds are initiated at the school/department level.
- Requests must be made through following the same procedures as other Out-of-District Activity requests.
- If the grant administrator determines the professional development is unallowable under ESSA and system guidelines, the grant bookkeeper will notify the school/department secretary.

Registering for Professional Development through Middle GA RESA:

- Staff should register for allowable Middle GA RESA professional development through the Middle GA RESA online registration system after the school principal or designated staff member has approved the requesting staff member to attend.
- Middle GA RESA registrations within the Middle GA RESA online registration system for professional development utilizing federal funds should not be approved by the school principal or designated staff member until the following has been completed:
 - o The staff member has accurately completed the Out-of-District Activity request and attendance has been approved at all required approval levels.

- o A purchase order has been received and approved by the grant administrator (if applicable).
- If the Middle GA RESA registration within the Middle GA RESA online registration system is approved at the school level by the principal or designated staff member prior to approval of the Out-of-District Activity request by all required approval levels and purchase order approval (if applicable), federal funds may not be used to pay for the professional development and/or substitute and a different funding source must be used.

Cancellation or Reassignment of Professional Development through Middle GA RESA:

- In the event a staff member cannot attend a scheduled and approved Middle GA RESA professional development event, the staff member should inform the school principal or designee immediately who must in turn notify the grant bookkeeper promptly to request one of the following actions:
 - o The school/department may request the approved purchase order be voided.
 - The grant bookkeeper will void the approved purchase order and send a copy of the voided purchase order to the school/department secretary.
 - The staff member or school/department is responsible for canceling the professional development registration within the Middle GA RESA online registration system or through Middle GA RESA.
 - The staff member is responsible for deleting their approved Out-of-District Activity request.
 - o The school principal or designee may request to substitute an allowable staff member to attend the approved professional development in place of the staff member unable to attend.
 - The school principal or designee should contact the grant bookkeeper and provide the name and position of the staff member recommended to replace the staff member unable to attend.
 - The grant administrator will review the recommended replacement and determine if the staff member is allowed to attend.
 - If the recommended replacement is approved by the grant administrator, the staff member must immediately complete an Out-of-District Activity request and the request must be approved at all required approval levels.
 - The staff member or school/department is responsible for completing or changing the registration as required within the Middle GA RESA online registration system or through Middle GA RESA.
 - The grant bookkeeper will update the approved purchase order and forward a copy to the school/department secretary.
 - o For unapproved staff members who attend professional development for staff members originally approved but are unable to attend, federal funds may not be used to pay for the professional development and/or substitute and a different funding source must be used.

CONFERENCE/TRAINING SESSION SELECTION PROCEDURE

Professional training or conferences must align with allowable initiatives identified in the district's or school's Comprehensive Needs Assessment (CNA) and action steps listed in the Schoolwide Targeted Assistance Plan (SIP) that result in increased student achievement.

If a conference/training agenda is published prior to the event, each participant should attach the agenda or paste a web link in the "Comments" section of the Out-of-District Activity request.

Conference/training sessions guidelines:

- Sessions must align to identified needs in the school/district CNA and SIP.
- Multiple staff members attending the same conference/training should attend different allowable sessions to gain the maximum benefit of the conference/training.
- Sessions should be related to the grade/content area of the attendee (if applicable).
- Selected sessions should cover the entire length of the conference/training.

The grant administrator will review the conference/training sessions for allowability and alignment with the identified needs. The grant administrator/designee will send an approval to the staff member.

If there are not enough allowable sessions to attend during the entire conference/training, the cost of the conference/training must be transferred to a different funding source. Attending unallowable sessions may result in 100% of the conference/training registration and associated costs (travel, hotel, substitutes) being transferred to a different funding source.

OUT-OF-STATE CONFERENCE PROCEDURE

Requests for out-of-state conferences are made during the budget process in the Spring prior to the school year. For a federally funded professional development activity to be approved by the grant administrator, it must align with allowable initiatives identified in the district's or school's Comprehensive Needs Assessment (CNA) and action steps listed in the Schoolwide Targeted Assistance Plan (SIP) resulting in increased student achievement.

Budget Timeline:

The Chief Financial Officer will share the budget process and timeline during the December budget review meeting. In the January budget review meeting, specific details regarding the budget are shared.

For administrators who have selected an out-of-state conference meeting an identified need, Out-Of-District Activity approval forms must be completed for each attendee.

As part of the budget and school/district improvement meeting with the Director of Federal Programs, the out-of-state conference requests will be reviewed and discussed.

Request Approval:

The applicable grant administrator must also ensure the conference request is allowable, is reasonable and necessary, and meets an identified need. Out-of-state conferences must also be specifically listed in the CNA and SIP. If approved by the grant administrator, the request will be submitted as part of the grant application in the Consolidated Application for approval by the Georgia Department of Education.

The Superintendent will review all out-of-state travel requests across the district to ensure they are reasonable and necessary. The Superintendent will issue the final approval for out-of-state travel requests.

Finally, during the school year of travel, the updated Out-Of-District Activity request must be completed for final approval. For directions on completion of this form, refer to the Out-Of-District Activity Request Procedure.

Professional Leave Approval:

The first step in the process for professional leave approval is to complete the leave request. The conference agenda must be attached. If a detailed agenda is not available, a conference overview (list of main session and breakout session times) may be uploaded until the agenda is released.

The request will route through the identified supervisors and the applicable grant administrator for approval.

Professional Development Redelivery:

Each attendee is expected to redeliver the content of the professional development to their department or school for the maximum benefit of the conference to be received.

Purchase Order Process:

After approval of the Out-of-District Activity, directors may enter purchase orders for the registration, hotel, and flight (if applicable). This process should be completed at least two months prior to the event or earlier in order to secure the early or regular registration for planned events listed in the Schoolwide Plan.

- Conference Registration
 - o The system will only fund conference fees for early/regular registration.
- Hotel
 - o Hotel costs must be reasonable and approved by the grant administrator.
 - o Hotel costs above the U.S. General Services Administration (GSA) per diem limits for the area of travel will be reviewed by the grant administrator.
 - If the cost of the event hotel or recommended alternate hotel where the conference is being held is above the GSA per diem amount for the area of travel, the grant administrator will approve payment for reasonable overages above the per diem amount. The grant administrator will retain documentation to verify that the selected hotel was one of the recommended lodging sites for the conference.
 - If a hotel other than the event hotel or recommended alternate hotel is chosen, the grant administrator will only approve payment for the per diem amount for the area of travel. Amounts over the per diem amount must be paid from an alternate funding source.
 - o Hotel stays may only be funded for the nights required for the conference.
 - If travel time from the approved point of origin is greater than the time available prior to the start of the conference, an additional night may be secured. Examples are as follows:
 - If the conference starts at 5 p.m. and the travel time is 6 hours, a hotel stay for the night before would not be allowable.
 - If the conference starts at 10 a.m. and the travel time is 6 hours, a hotel stay for the night before would be allowable.
 - If travel time to the approved designated endpoint is greater than the time available after the end of the conference, an additional night may be secured.
 - If the conference ends at 4 p.m. and the travel time is 6 hours, a hotel stay for the night after the conference would not be allowable.

- If the conference ends at 6 p.m. and the travel time is 6 hours, a hotel stay for the night after the conference would be allowable.
 - If federal funds are used for hotel costs, the school/department bookkeeper should ensure that the hotel accepts checks from the participant upon check-in. Additional allowable hotel charges may be reimbursed through the travel reimbursement process.
 - Refer to the Hotel Guidelines and Procedure for detailed guidelines on selection of a hotel.
- Airfare
 - Airfare may be secured if the driving distance to the conference is not reasonable (greater than 6 hours).
 - The traveling staff member and the school/department bookkeeper are responsible for obtaining the lowest possible airfare.
 - Only basic economy class is considered reasonable and necessary. Upgrades to other cabin classes are not allowable.
 - A reasonable amount of luggage may also be checked.

Once approved purchase orders are received at the school/department level, conference registration and hotel/flight reservation may be made. If registrations or reservations are dated prior to the date on the approved purchase order, federal funds will not be used to cover the associated costs.

- Flights must be booked on the same day as purchase order approval or receipt to ensure the purchase order price is received.
- The grant bookkeeper will coordinate this process with the school/department.
- A copy of the conference registration and hotel/flight reservation should be forwarded to the grant administrator for documentation purposes.
- Conference registrations and hotel/flight reservations made prior to the receipt of the approved purchase order will not be paid for with federal funds.

Check Requests:

The school/department bookkeeper must submit a request to the Finance Department for the hotel check to be cut at least 10 business/school days prior to the event.

**Most hotels now require a check to be received at least 2 weeks prior to check-in. Attendees must be aware of this, as the Finance Department has designated days to print checks.*

No Shows:

No shows for conferences, hotels or flights may not be paid with federal funds. Emergency situations will be reviewed on a case by case basis by the grant administrator.

Conference Attendance:

Due to the high cost of conferences and associated travel, the entire conference must be attended. Participants must attend each of their conference sessions and stay for the full duration of the conference. Breakfast and lunch meals should be planned accordingly to ensure sessions are not missed and sessions should not be left to obtain meals.

Late arrivals or early departures should not occur unless preapproved by the grant administrator.

If sessions are attended that are not allowable under ESSA guidelines or the staff member does not attend all of the sessions scheduled to be attended, the conference registration, hotel/flight charges, and any allowable costs to be submitted as travel reimbursements may not be paid with federal funds and must be paid with a different funding source.

Travel Reimbursement:

For information and details on requirements for travel reimbursements, refer to the Travel Reimbursement Procedure. Any reimbursement request that is not associated with the purpose of travel and does not meet ESSA guidelines and requirements of the grant and the Finance Department will not be approved. The travel reimbursement must be completed within 30 days from the last date of travel. A zero balance hotel receipt, event agenda or certificate of completion, and receipts for other expenses (except meals) must be submitted.

Final Agenda:

A final agenda must be submitted to the grant administrator within 30 days from the last day of travel. The agenda must indicate through a circle or highlight the sessions (including keynote, opening, and closing sessions) attended.

HOTEL GUIDELINES AND PROCEDURE

Additional Charges During Hotel Stays:

- It is the staff's responsibility to ensure charges in addition to room rates, occupancy fees, and taxes when applicable are not reflected on their receipt upon check out. This includes but is not limited to charges for alcoholic beverages, gifts, and entertainment such as movies or amusement tickets.
- Staff are required to submit a zero balance hotel receipt listing only charges related to the purpose of the travel to the school/department bookkeeper upon return within 60 business days.

Jekyll Island Club Hotel
A Landmark Experience

Reservation Number [REDACTED]
Send to [REDACTED]
216 South 6th Street
GRIFFIN, GA 30224
Phone 770-229-3700

Guest Name [REDACTED] Arrival Date 7/13/2014 Departure Date 7/15/2014

Group Guest Room Information 6202 - Cherokee King

Bill To [REDACTED]
216 South 6th Street
GRIFFIN, GA 30224
Phone 770-229-3700

Folio Number 1 [REDACTED]

Trans Date	Description	Voucher	Amount
7/13/2014	Cottage Room Island Group Guest-2014 BRNC	chk-6202	299.00
7/13/2014	Resort Fee	Resort Fee	15.00
7/14/2014	Cottage Room Island Group Guest-2014 BRNC	chk-6202	299.00
7/14/2014	Resort Fee	Resort Fee	15.00
Total Charges			628.00
8/2/2014	Check Payment 6202	91334	-628.00
Total Payments			-628.00
Balance Due:			8.00

- All food and beverage charges should be paid before obtaining the hotel receipt. The Finance Department must receive evidence the hotel charges were paid in full.

Hotel Cancellations:

If a staff member does not stay at the hotel and is unable to cancel or did not cancel the room, the cost of the room cannot be paid with federal funds and must be paid with a different funding source.

Allowable Use of Federal Funds:

If sessions at the conference, training, or event are attended that are unallowable under ESSA guidelines or the staff members does not attend all of the approved sessions scheduled to be attended, the cost of the hotel, registration, and any allowable costs to be submitted as travel reimbursements cannot be paid with federal funds and must be paid with a different funding source.

Other Lodging:

Other lodging sites/rentals may be utilized as long as the rental meets the GSA per diem for the city and state of rental.

TRAVEL REIMBURSEMENT PROCEDURE

Federal Grant Requirements for Travel Reimbursements:

- For any costs associated with conferences, training, and events to be paid with federal funds, the conference, training, or event must be listed in the Schoolwide Plan. All sessions attended must be allowable under ESSA guidelines.
- Sessions must meet allowability guidelines for the utilized grant.
 - o For Title I, session topics must align with allowable initiatives identified in the school/district Comprehensive Needs Assessment (CNA) and action steps listed in the Schoolwide Targeted Assistance Plan (SIP) resulting in increased student achievement.
 - o If multiple staff members are attending the same conference, different sessions should be attended to receive the maximum benefit from the content and to demonstrate that attendance is reasonable and necessary.
- Sessions must be attended from the start to end time of the conference or training.
- Late arrivals or early departures should not occur unless preapproved by the applicable grant department.
- Breakfast and lunch meals should be planned accordingly to ensure that sessions are not missed. Sessions should not be left to obtain meals.
- If sessions are attended that are not allowable under ESSA guidelines or the staff member does not attend all of the approved sessions scheduled to be attended, the conference, training, or event registration, hotel charges and any costs to be submitted as travel reimbursements may not be paid with federal funds and must be paid with a different funding source.
- Any reimbursement request not associated with the purpose of travel and does not meet ESSA guidelines and requirements of the Finance Department will not be approved.

Required Attachments for Jasper County Charter System Employee Expense Statements:

- Legible and complete copy of conference, training, or event agenda.
 - o Sessions attended must be circle or highlighted.
 - o The entire time of the conference or training must be accounted for on the agenda. For example, if keynote sessions are attended in between concurrent sessions, they must also be circled or highlighted.
- Hotel receipt showing a zero balance
 - o No non-reimbursable charges should be reflected on the bill
- Detailed, itemized receipts for incidentals to include parking, taxis/rideshares and baggage if claiming reimbursements for these expenses.
 - o Separate receipts should be obtained for reimbursable items if paying for other employees or family members.

- If separate receipts are not obtained, the items purchased by the staff member requesting the reimbursement must be circled on the itemized receipt.
 - Staff may only be reimbursed for their own expenses to include prorated tips for items they purchased.
- Employee expense statements submitted without these attachments will be returned for corrections.

Completing the Employee Expense Statement:

- Timeline:
 - o Complete employee expense statements with required attachments must be submitted to the grant department no later than 60 days from the last date of travel to allow for review, corrections if needed, and approval at all levels.
 - o For travel completed in June, employee expense statements with required attachments must be submitted to the grant department no later than June 30th in order to meet fiscal year requirements.
 - o The Finance Department must adhere to IRS regulations for timelines on processing reimbursement requests.
 - o Reimbursement documents and/or requested corrections not received by established due dates may not be approved.
- Forms:
 - o The most current form published by the Professional Development Department must be used. The Employee Expense Form is located on the Professional Development website.
 - o Entries must be entered into the spreadsheet digitally. The form contains formulas to automatically calculate reimbursement totals.
- Heading:
 - o The staff member's legal name as reflected on payroll documents should be entered. If nicknames or partial names are used, the Finance Department may have difficulty locating the staff member in the financial management system.
 - o The social security number should be entered.
 - o The funding source and school/department name should be selected from the drop-down menus.
 - o Purpose of the Trip should match the Title of the Out-of-District Activity as entered.
- Dates, Times and From/To:
 - The dates of Departure and Arrival should be entered in the designated blue cells.
 - The departure time and arrival time for the first destination should be entered. Times listed must reflect actual times in the local time zone of the destination. Correct time zone abbreviations must be noted for travel to different time zones (i.e. EST, CST, MST, PST).

- The departure and arrival location should be entered in the From and To block for each trip made, as City, State (example: Atlanta, GA).
- This process should be repeated for each trip made to and from the destination for all dates of travel as well as for trips made while at the destination that are associated with the purpose of the travel.

- Mileage:
 - o The beginning odometer reading should be entered in the top portion and the ending odometer reading should be entered in the bottom portion of the block if reimbursement for mileage in a personal vehicle is claimed.
 - The number of miles based on odometer readings is calculated automatically.
 - The number of miles is automatically multiplied by the current mileage rate. The spreadsheet for the correct calendar year must be used to ensure the correct mileage rate is used in the calculation.
 - This process should be repeated for each trip made that is associated with the purpose of the travel.
 - While mileage may vary slightly due to traffic patterns, road conditions, etc., mileage greatly exceeding travel website calculations will be reviewed.
 - The total number of miles for each date of travel will automatically be entered in the bottom Total Trans. block.

- Meal Charges:
 - Meals for day travel to conferences, training and school related events are not reimbursable.
 - Reimbursements may only be requested for meal expenses if the travel destination is more than 50 miles from the approved point of origin (home or headquarters) for overnight trips.
 - Reimbursement may be requested for meal expenses incurred during travel time to and from the travel destination if the event is more than 50 miles from the approved point of origin (home or headquarters) and the travel covers a mealtime.
 - If the event provides any or all meals during a day and a staff member chooses to pay for a meal on their own, reimbursement for those meal costs will not be approved.
 - Alcoholic beverages and food gifts for family or friends are not reimbursable.
 - Reasonable tips for meals may be reimbursed up to the per diem amount.
 - Reimbursement amounts for meals are obtained from the U.S. General Services Administration website: <https://www.gsa.gov/travel/plan-book/per-diem-rates>.
 - o Once on the website, the destination city and state should be entered.
 - The actual cost of meals up to the per diem amount should be listed for each day of travel (in the Breakfast, Lunch and Dinner columns as applicable). Amounts exceeding the per diem amount for the area of travel should not be listed.
 - Purchased meals exceeding the per diem amount for the area of travel will only be reimbursed up to per diem rate.
 - The total cost of meals for each date of travel will be automatically calculated and entered in the Total Meals block.

- Lodging:

- o Charges should be entered in the Lodging column for each night of stay.
- o A zero balance receipt for the hotel stay must be submitted with the Employee Expense Statement to the applicable grant department within 30 days from the last day of travel.
- o Other: This column may be used for incidental expenses to include parking, taxi/rideshare services, toll charges, and baggage when necessary.
 - Parking:
 - Self-parking fees associated with the purpose of the travel may be reimbursed up to the per diem amount. This includes self-parking fees incurred if travel is required from a hotel to a different location for a conference, training or event.
 - Valet parking fees may only be reimbursed if self-parking is unavailable at a hotel or if a nearby self-parking facility within walking distance is unavailable. Staff may opt to pay for valet parking on their own but no portion of the valet parking charge will be reimbursed.
 - Receipts for all parking must be provided for requested reimbursements.
 - Taxi/Rideshare Services:
 - Taxi/rideshare service fees associated with the purpose of the travel may be reimbursed up to the per diem amount.
 - Reasonable tips for taxi or rideshare services may be reimbursed up to the per diem amount.
 - It is the responsibility of the employee to ensure the lowest possible fare is obtained.
 - Receipts for all taxi/rideshare services must be provided for requested reimbursements.
 - Baggage:
 - Costs for excess baggage for required training materials related to the purpose of the travel must be pre approved by the grant department and listed on the Out-of-District Activity request.
 - Receipts for excess baggage must be provided for requested reimbursements.
 - Rental Cars:
 - Costs for a rental car may include the rental fee and gas for the rental car if the expense was preapproved by the grant department and listed on the Out-of-District Activity request.
 - Mileage cannot be reimbursed for a rental car as mileage is only for personal vehicles.
- o Other expenses should be listed individually in the “Other Expenses” table at the bottom of the form. Only the daily total Other Expenses amount should be entered in the “Other” column.
- Signatures:
 - o The form must be signed and dated by the employee.
 - o The school professional development representative must check the form and attached documents for accuracy.

- o All dates must be after the last day of travel.
- Corrections to Employee Expense Statements and Attachments:
 - o Corrections needed will be requested via email from the grant department with a deadline in order to meet the Finance Department's timeline for processing reimbursements.
 - o Corrections not received by the established deadline may not be approved for payment.
- Approval Levels for Employee Expense Statements:
 - o 1st level approver: School professional development representative
 - o 2nd level approver: Grant Administrator
 - o 3rd level approver: Chief Financial Officer
 - o 4th level approver: District Superintendent
- Payment for Requested Reimbursements:
 - o If approved at all levels, staff will receive payment for travel expenses in the form of a check from the Finance Department based upon the date of receipt of the complete and correct travel reimbursement documentation. Reimbursement may be included in the regular monthly paycheck.
- Approved Employee Expense Statements:
 - o All approved and paid employee expense statement packets will be maintained by the Finance Department.

SUSPENSION AND DEBARMENT

(2 CFR §200.213)

Non-federal entities are subject to procurement and non-procurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 CFR Part 180.220. These regulations restrict awards, subawards, and contracts with certain parties that are debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities.

The purpose of the debarment and suspensions system is to protect the public interest and ensure the integrity of federal programs by only conducting business with responsible parties. Excluded parties are ineligible to participate in procurement and non-procurement transactions.

The General Services Administration (GSA) maintains a System for Award Management Exclusions (SAM Exclusions) to determine whether a person is excluded. When a federal agency takes an action to exclude a person under the procurement or nonprocurement debarment and suspension system, the agency enters the information about the excluded person into the SAM Exclusions.

A list of documentation will be kept verifying the vendor has been checked.

Definitions

SUSPENSION – An action taken by a suspending official that immediately prohibits a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue. A person so excluded is suspended.

DEBARMENT – An action taken by a debarring official to exclude a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation. A person so excluded is debarred.

PROCUREMENT TRANSACTION – All functions that pertain to the obtaining of any goods, services, or construction, including description of requirements, selection and solicitation of sources, preparation and award of contract, and all phases of contract administration.

NON-PROCUREMENT TRANSACTION – Any transaction, regardless of type (except procurement contracts), including, but not limited to the following:

- Grants
- Cooperative agreements
- Scholarships
- Fellowships
- Contracts of assistance
- Loans
- Loan guarantees
- Subsidies

- Insurances
- Payments for specified uses
- Donation agreements

Covered Transactions

A covered transaction is a non-procurement or procurement transaction that is expected to equal or exceed \$25,000 (cumulative) during the budget period. This includes contracted tutors.

Suspension and Debarment Check

Upon request by the department head, the Finance Director will check the System for Award Management (SAM) at <https://www.sam.gov/SAM/> to ensure that the vendor has not been suspended or debarred (34 CFR 85.110). The Procurement Officer prints the search results with a date stamp from the website.

The Chief Procurement Office also checks the website for any new vendors when contracts, or bids totaling at or above \$10,000 (cumulative) are generated. This is done prior to making the purchase or entering into a contract.

The district is only required to check SAM one time during the year to determine if a vendor is suspended or debarred. If a vendor becomes suspended or debarred after checking SAM, the district may choose to continue to use the vendor if the district was using the vendor prior to the vendor exclusion (2 CFR 180.315). However, the district may choose to terminate services and may not renew or extend covered transactions.

For sealed bids, the district must check SAM twice:

- After opening of bids or receipt of proposals.
- Immediately prior to awarding the vendor.

Documentation

The Chief Procurement Officer houses the suspension and debarment checks for the system.

Exclusions

Any employee of the school system may not enter into a procurement or nonprocurement transaction with a vendor listed as suspended or debarred on SAM.

RESOURCE ALLOCATION METHODOLOGY/PLAN (RAM/P) PROCEDURE

(ESEA Section 1118)

Currently, all schools in the Jasper County Charter System are Title I schools, and a RAM/P is not required. Should the district require a RAM/P in future school years, the procedures listed below will be revised to align with the most current federal requirements.

INVENTORY CONTROLS

(2 CFR Sec. 200.62(c); 2 CFR Sec. 200.313(d))

Functions of an Inventory

- Serves as a needs determination in deciding if additional materials and supplies need to be purchased in order to implement the district's educational programs.
- Surveys the property in storage to determine if it is being:
 - Held for disposition
 - Disposed (in the process)
 - Consumed/utilized in the implementation of the district's federal programs
- Tracks the property undergoing repair. Procedures include a process for repair and a work-in-process tracking system.
- Provides an inventory disposition process for the loaning and issuing of equipment, as well as the disposal process.
- Provides policies and standard procedures for program planning and monitoring of equipment use.

Definitions

Equipment

Nonexpendable, tangible personal property having a useful life of more than one year (e.g. Chromebooks, desktop computers, laptops, projectors).

Supplies

All tangible personal property other than equipment (e.g. books, paper, and manipulatives purchased with federal funds). Generally considered consumable items.

Pilferable Items

Walkable items. Those items that may be easily lost or stolen (e.g. Chromebooks, laptops, iPads, tablets, calculators, projectors, cameras).

Control System

These procedures implement adequate safeguards and maintenance procedures. Such internal controls provide reasonable assurance of the effectiveness and efficiency of the program, reliability of reporting, and compliance with applicable laws and regulations.

The district shall provide effective control over and accountability for all funds, property, and other assets. The monitoring includes the purchasing, use, and disposal of property. The district must ensure that equipment is used solely for the authorized purpose. The district wide inventory control protocol accounts for all equipment purchased with federal dollars.

PROCEDURES

2 C.F.R. Sec. 200.62(c); 2 C.F.R. Sec. 200.313(a)-(e); GEPA Sec. 443(a)

Acquisition of Equipment

The district must develop and maintain controls to ensure that all property purchased with federal funds is obtained in accordance with the district's procurement procedures and that adequate controls are maintained to safeguard all equipment purchased. Equipment may currently be purchased with IDEA—Special Education, Title I, Part A, Title II, Part A, Title III, Part A, and Title IV, Part A funds. However, the grant administrator must determine if:

- Equipment is reasonable and necessary to effectively operate its programs
- Existing equipment will not be sufficient
- Costs are necessary, reasonable, allocable, and allowable
- Purchases are in accordance with the regulations of the funding source

All equipment purchases must be signed off by the grant administrator to ensure that purchases are allowable, supplemental, and consistent with academic needs.

Grant	Grant Administrator
IDEA – Special Education	Director of Programs for Exceptional Children
Title I, Part A	Director of Federal Programs
Title I, Part C	Director of Federal Programs
Title II, Part A	Director of Federal Programs
Title III, Part A	Director of Federal Programs
Title IV, Part A	Director of Federal Programs
Title V, Part B	Director of Federal Programs
ESSER 1, ESSER II, and ESSER III	Executive Director of School Improvement

Technology purchases are determined and approved during the district/school improvement planning process. The team determines the use of the equipment. The requisition for purchase of equipment follows the district's internal control procedures.

Before entry of requisitions in the district's accounting software by the department or school, those marked with equipment identified object codes (615, 616, and 730s) are transferred to Instructional Technology (IT) for approval using the district Technology Purchase Plan Checklist.

Technology Purchase Plan Checklist:

School: _____
Room(s): _____
Teacher(s): _____

Description of project:

Complete list of hardware and/or software to be purchased:

Will additional power outlets be needed? How many? _____

Will additional data drops be needed? How many? _____

Is wireless internet access needed? _____

Does this project require access to a district server or the internet? _____

If software has been requested, has it been approved by the curriculum department? _____

Will additional furniture be required for this project? _____

Description: _____

Please attach a simple room layout sheet. Please indicate computer location(s), prospective location of requested items, location of existing power outlets and data jacks, and location(s) of any additional power outlets and data jacks to be added.

Please send a copy of this document to your principal, media specialist, and to the technology department for review.

All technology purchases must go through the IT Department for school and district purchases to receive approval. For equipment, the technology department has specific requirements that must be met. For software purchases, the technology department will verify that the software is compatible with the district's systems. The technology department will not support items that are not approved through their department.

IT approved requisitions are transferred to purchase orders within the district's accounting software, printed by the grant bookkeeper, and signed with an approval date by the grant administrator. The grant bookkeeper obtains grant administrator approval. Equipment purchase orders will be forwarded from the grant bookkeeper to the school/department bookkeeper, school inventory manager, and the school/department inventory manager if applicable.

Upon receiving the approved purchase order, the inventory manager will add rows for the new item(s) on the inventory log and fill in the purchase order information. The grant bookkeeper will order the equipment using the approved purchase order. When items arrive at the school/department, the school/department bookkeeper will check the packing slip to ensure that all items are present and were not damaged during the shipping process. The school/department bookkeeper will retain a copy of the packing slip and forward the original packing slip to the grant bookkeeper. When the invoice for the items arrives, the grant bookkeeper will process the packet, make a copy, and forward to Accounts Payable.

The school/department inventory manager must work with the school/department inventory manager regarding notification of the arrival of equipment so that it may be labeled prior to distribution. When the equipment is being prepared, the school/department inventory manager will gather the serial numbers of ordered devices and input them into the rows created on the inventory log.

The acquisition cost of an item means the net invoice unit price of the equipment, including the cost of modifications, attachments, accessories, or auxiliary apparatus necessary to make the equipment usable for the purpose for which it was acquired.

Equipment Labels

All equipment and real property must be labeled with specific information, including:

1. Serial number that is listed on the master inventory log
2. Fiscal year of the purchase
3. "Property of Jasper County Schools"
4. The fund that was used to purchase the equipment.
- 5.

Pre-printed or handwritten labels must be placed on the top of the equipment and in a highly visible location. Labels may only be placed in an alternative location if the label's presence would compromise the use of the item (e.g. iPad screen). For items that are too small for a printed equipment label, a silver or black Sharpie may be used. For items that are exposed to water or that are frequently handled, an engraver may be used. All required label fields must be written or engraved if property labels are not used.

The school inventory manager at each school is responsible for labeling school-level Title I, Part A equipment. The Director of Federal Programs is responsible for labeling district/department-level Title I, Part A equipment as well as Title II, Part A and Title IV, Part A

equipment. The Director of Federal Programs is also responsible for ordering and labeling replacement items for missing or damaged Title I equipment. The PEC Administrative Assistant is responsible for labeling equipment for IDEA Special Education and Title III, Part A equipment. Labels must be added after receipt of the item and before the item is distributed for use. Labels are verified by the inventory manager during physical inventories.

Grant	Labeling Responsibility
IDEA – Special Education	PEC Administrative Assistant
Title I, Part A	School Inventory manager (School equipment) Director of Federal Programs (District/Department equipment and equipment replacements)
Title I, Part C	Director of Federal Programs
Title II, Part A	Director of Federal Programs
Title III, Part A	Director of Federal Programs
Title IV, Part A	Director of Federal Programs
Title V, Part B	Director of Federal Programs
ESSER 1, CRSSA, and ESSER III	Executive Director of School Improvement Plan

Entering Information onto the Equipment Inventory Log for Inventory Management

The Inventory Log (Excel Spreadsheet)

All equipment and real property purchased with federal funds must be kept on a school or district inventory list (Excel spreadsheet) regardless of cost if they have a shelf life of more than one year. This includes pilferable items. There is no minimum amount. Programs include IDEA—Special Education, Title I, Part A, Title III, Part A, Title IV, Part A, and any other competitive grant programs. Consumables such as books and software do not need to be kept on this inventory list but should be kept through normal media center procedures. This log is available to the grant administrator, grant inventory manager, and department/school contacts if applicable. The equipment inventory log must include:

<p>1. Header Fields a. School/Site Name b. Funding Source Inventory</p>	<p>2. Fiscal Year – May be listed as a column or as a new spreadsheet tab</p>
<p>3. Item Description – Should be specific to make the item easily identifiable. Model numbers should be used, if applicable (e.g. Lenovo 100e Chromebook)</p>	<p>4. Serial Number – This is the identification number for the equipment. These can typically be found on equipment packing slips if there is uncertainty about which number on the item to input on the log. For equipment that has no serial number (Lego sets, microscopes, calculators etc.), a serial number based on the PO number should be used (E.g. PO# 31-001487 – Three microscopes could be labeled: 1487-1, 1487-2, and 1487-3).</p>
<p>5. Location (Room Number) – This should list the room number to which the item is checked out. For equipment that is shared between classrooms such as Chromebooks, iPads, and tablets, all room numbers where the item could be located should be listed (e.g. Rm. 101, 113, 121). Items that are checked out on a daily basis from the Media Center should list Media Center as the location.</p>	<p>6. Funding Source – Grant fund used for the purchase</p>
<p>7. Vendor – Source of the purchase of property. Should be checked against the packing slip for accuracy.</p>	<p>8. Cost – Located on the purchase order (PO) as “Item Cost.”</p>
<p>9. Date of Purchase – Located at the top-right of the PO as “PO Date”</p>	<p>10. FAIN – Federal Award Identification Number (FAIN) is required to be present on inventory spreadsheets. These will be added by the Inventory manager based on the award ID number for the specific school year.</p>
<p>11. Use – Indicates how the equipment is being used (e.g. Instruction, Parent Engagement, Professional Development).</p>	<p>12. Condition – For new items purchased during the current fiscal year, the condition should be listed as “New”. At the start of the new fiscal year, condition should be updated to reflect the current condition of the item using the following descriptors: - Good - Fair - Poor</p>

<p>13. Notes – This field should be used to note repairs, equipment damage, and pertinent information on the final transfer, replacement, or disposition of the equipment, including the sale price of the equipment. If an item is damaged and then replaced, the replacement’s serial number takes its place on the log, but the older serial number should be listed in the notes section along with the school year when it was replaced.</p>	<p>14. Disposition – Indicates the reason(s) for disposition of items using (i.e., Damaged, Surplus, Trade-In, Obsolete, Lost/Stolen)</p>
<p>15. Disposition Date – This field will list the date any disposed equipment was removed from the building during a disposition appointment. For equipment that was missing, and replacements were not required, the date indicates when the grant administrator signed the Missing Equipment Form.</p>	

The inventory manager will add a new sub-worksheet to the school/department’s inventory log for new purchases and update the Item Description, Vendor, Grant, Unit Cost, FAIN, Serial Number, Location, Condition, PO Date, and Use columns for the new equipment. Newly purchased items must be marked with the correct property label information before they can be distributed for use in the school/department.

The inventory manager will print the new list to take to the physical inventory and verify that the serial numbers have been correctly input by the school/department inventory manager and match what is on the device. A copy of the completed physical inventory monitoring document, signature sheet, and any corrective action notes will be emailed to the school/department inventory manager by the person who conducted the physical inventory within 10 days of the onsite visit.

If a school/department inventory manager desires to do so, additional columns for Chromebook Cart Number, Student Name, or other helpful information to aid in tracking equipment and updating checkouts, those columns may be added to the inventory log. Inventory lists may also include library barcode numbers if desired, though they are not required. The inventory log must be kept up to date at all times. This includes:

- Updating item locations/room numbers/teacher names as they change
- Updating the notes area of the log to reflect ongoing repairs, damage, transfer, replacement, or disposition

There is a shared inventory folder for each school on OneDrive that contains the school/department inventory and is visible to the Instructional Technology Director, school principal, school/department inventory manager, and the grant administrator. Edits and additions to the inventory log should only be made on this one shared document within the folder. Only the inventory manager and grant administrator have rights to edit the inventory logs.

The grant administrator and inventory manager can edit all inventory log fields. The Instructional Technology Director and school/department administrators have view-only access. The web link to this document should be easily accessible to the school/department inventory manager. If the link is lost, the document can always be accessed through the Shared With Me area of OneDrive.

Supplies are not required to be part of the inventory management system, but the district has internal control procedures to ensure that supplies purchased with federal funds are kept in a secure storage area within the school/department until the supplies are needed and consumed for their intended purpose.

Timeline for Entering Information

School/Department: Informs the school/department inventory manager in a timely manner (within 3 days of receipt) that ordered equipment has arrived.

School/Department Inventory Manager:

Gathers the serial numbers from the new devices, input them into the new rows on the inventory log and labels the equipment correctly within 7 days of receipt. Serial numbers must be added to the inventory log and equipment labeled before it can be distributed for use in the school/department.

Grant Administrator:

Verifies the serial numbers at the next physical inventory onsite visit within the current school year.

Inventory Records

Maintenance of property records and documentation is retained until equipment is disposed of or transferred to another federal program. Records for real property and equipment acquired with federal funds are retained for at least five years after transfer or final disposition. After five years from transfer or final disposition, items will be deleted from the current copy of the inventory log.

Grant	Person Responsible for Inventory Management and Maintaining Inventory Documentation
IDEA – Special Education	PEC Administrative Assistant
Title I, Part A	School Inventory manager (School equipment) Director of Federal Programs (District/Department equipment and equipment replacements)
Title I, Part C	Director of Federal Programs
Title II, Part A	Director of Federal Programs
Title III, Part A	Director of Federal Programs
Title IV, Part A	Director of Federal Programs
Title V, Part B	Director of Federal Programs
ESSER I, ESSER II, and ESSER III	Executive Director of School Improvement Plan

Equipment will be managed (including replacement equipment) whether acquired in whole or in part under a Federal award until disposition takes place.

Physical Inventories

Physical inventories will be conducted during the first semester of each school year by the grant administrator contact.

The purpose of physical inventories is to verify:

- The existence of equipment
- Current utilization of equipment
- The continued need of equipment
- The condition of the equipment

The Grant Administrator will schedule the first semester physical inventory onsite visits with the school/department inventory managers by the end of the first month of the school year.

Preparing for Inventory Checks

School/department inventory managers should take the following steps when preparing for inventory visits:

- Ensure that the locations on the inventory log are an accurate map of where equipment is located in the school/department at any given time
- Update notes about any equipment that appears to be damaged or in need of repairs as soon as they are known.
 - This may require school/department inventory managers to remind staff of damaged/stolen equipment procedures to ensure that the status of equipment is known at all times.
- Plan a schedule for visiting rooms that limits the amount of interruptions to instructional time if applicable (checking rooms during exploratories/connections/lunch etc.).

If these practices are utilized throughout the school year, being prepared for physical inventories simply requires double-checking the existing inventory log for equipment locations, replacing property labels that may have worn off, and re-writing serial numbers on devices if the ink has faded.

In preparing for a physical inventory, the inventory manager should consult the inventory log and make notes about any known issues with equipment in order to follow-up during the visit. When the school/department inventory manager has updated the inventory log by the morning of the physical inventory onsite visit, the grant administrator or inventory manager will check for any missing information on the spreadsheet as well as anything that looks out of place. The grant administrator or inventory manager will print the school/department inventory log from the shared OneDrive folder and take the hard copy to the physical inventory onsite visit.

Physical Inventory Process

Physical inventories are conducted to verify the existence, current utilization, continued need for the equipment, and condition of the equipment. The school/department inventory manager must update the inventory spreadsheet to reflect updated locations, notes, and assigned staff names by 7:30 a.m. the day of the scheduled appointment.

For Title I, Part A equipment inventories, if when reviewed by the Director of Federal Programs, the inventory log does not show updates in locations for the equipment from the previous school year, appointments may be canceled and corrective actions assigned.

Grant	Person Responsible for Conducting Equipment Inventory
IDEA – Special Education	PEC Administrative Assistant
Title I, Part A	Director of Federal Programs and Federal Programs Bookkeeper
Title I, Part C	Director of Federal Programs
Title II, Part A	Director of Federal Programs
Title III, Part A	Director of Federal Programs
Title IV, Part A	Director of Federal Programs
Title V, Part B	Director of Federal Programs
ESSER I, ESSER II, and ESSER III	Executive Director of School Improvement Plan

The grant administrator will print a copy of the inventory log spreadsheet that is sorted by location and item description. Upon arrival at the site, approximately 10% of items will be randomly identified and physically checked. If there are errors based on the inventory log or any of the identified items are missing, the entire inventory will be checked during the physical inventory in collaboration with the school/department inventory manager. The school/department inventory manager will ensure that the equipment is present, properly labeled, listed on the inventory log accurately, and used appropriately.

**Title I, Part A
FY20 Physical Inventory Monitoring Document**



On-Site Inventory Check

Site Name:		Completed By:			Date Completed:
Item	Location of Item	Requirements			Comments
		Assigned Location	Properly Labeled	Allowable Use	

**Georgia Department of Education
Inventory Monitoring**



Date: _____ District: _____

Name (printed)	Signature	Title	Email
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

The Grant Administrator will bring the Equipment Content: Random Compliance Check form to the initial physical inventory onsite visit. Devices such as iPads and tablets will be

spot-checked by the inventory manager for unallowable content.

Depreciation/Disposition of Federally Funded Equipment

The Jasper County School System has depreciated the items of equipment purchased with Federal funds as listed on the attached pages ____ through ____
Purpose for depreciation or intended disposition:

I certify to the best of my knowledge that the information **given** on each item of equipment is true and accurate.

Federal Programs Director

Date

The “Statement of Responsibility for Use of Federal Equipment” form signed by staff members for equipment checkouts has the following allowable use guidelines:

- I agree to use the equipment for school and not personal use. This includes not using:
 - o Social media (*e.g. Facebook, Instagram, Twitter, Etsy, Pinterest*)
 - o Games and apps not for classroom use (*e.g. Candy Crush, Bubble Pop, Bingo, Slots, Zillow, Solitaire, Mahjong*)
 - o A passcode other than the school code (*Should either use the school code or no code at all*)
 - o Personal, non-instructional videos and pictures (*e.g. selfies, family pictures, assemblies, sports, field trips*)

The inventory manager will list checked devices on the compliance check sheet with the staff member’s name and room number to which they are checked out along with notes about whether the devices are in compliance with allowable use guidelines.

If there are items that have not been located at the end of the final inventory day, the grant administrator will schedule a follow-up appointment within 30 calendar days of the final inventory day to view the remaining items. The grant administrator and the school/department inventory manager will agree on an appointment time that is on or prior to the 30-day deadline to view the missing items and sign the “Inventory: 30-Day Follow-Up Confirmation” form.

The grant administrator will send the school/department administrator a confirmation email after the last day of inventory to inform them of the date the school/department inventory manager selected for the follow-up onsite visit. If further action is required regarding unallowable placements, misuse of equipment, or other observations from the physical inventory, the grant administrator will also include this information and steps to correct the issues before the follow-up visit. Any devices with unallowable content will be communicated to the school/department administrator and school/department inventory manager and will be

re-checked for compliance by the grant administrator or inventory manager at the 30-day follow-up visit.

When the 30-day follow-up visit arrives, the grant administrator will bring with them the sorted inventory list of equipment that had not been located. The school/department inventory manager will show the grant administrator the items that have been located since the initial visit. At the end of the follow-up visit, the school/department inventory manager and grant administrator will complete the “Report of Lost, Damaged, or Stolen Property” form to indicate which items were not located during the initial visit or the 30-day follow-up visit.

The grant administrator signs the final record of the physical inventory along with the grant inventory manager and anyone else who completed a portion of the inventory.

Inventory: 30-Day Follow-Up Confirmation Form (Form signed by the school/department inventory manager and grant administrator at the end of the last day of the physical inventory visit)

Equipment Training

Grant administrators disseminate equipment processes and procedures annually. All school/department inventory managers and Instructional Technology department members are trained annually during pre-planning on Federal Programs equipment procedures and allowability rules for equipment assignment and placement, proper disposition procedures, and the equipment repair process.

All school staff members are also trained annually on guidelines for allowable equipment use by the school inventory manager. If new inventory managers or Instructional Technology members are hired during the school year, they also receive equipment training from Federal Programs.

Equipment Timeline

Late July-Early August (Pre-Planning) <ul style="list-style-type: none">● District equipment training sessions with Instructional Technology staff and school/department inventory managers● School/department physical inventory onsite visit dates scheduled
Early August-October <ul style="list-style-type: none">● School/department inventory managers update the inventory log to indicate changes in equipment locations, notes, and assigned staff names by 7:30 a.m. the day of the scheduled physical inventory onsite visit
Mid-August-Early October <ul style="list-style-type: none">● School-level equipment trainings sessions with school staff
Late August-October <ul style="list-style-type: none">● Physical inventory onsite visits conducted for all items listed on the schools'/departments' inventory logs
Late September-Mid December <ul style="list-style-type: none">● 30-day follow-up visits conducted for any items not located during the 1st semester physical inventory visits

Use of Equipment

Use of equipment is for authorized purposes of the property during the period of performance, or until the property is no longer needed for the purposes of the project. Equipment must be used by the district in the program or project for which it was acquired as long as needed. When no longer needed for the original program or project, the equipment may be used in other activities supported by the Federal awarding agency. First preference for other use must be given to other programs or projects supported by the Federal awarding agency. Second preference must be given to programs or projects under Federal awards from other Federal awarding agencies.

Grant	Allowable Use
IDEA – Special Education	Allowable initiatives to support students with disabilities and PEC staff
Title I, Part A	Allowable initiatives identified in the School/District Comprehensive Needs Assessment (CNA) and action steps listed in the School/District Improvement Plan (SIP/DIP) that result in increased student achievement
Title I, Part C	Allowable initiatives to support the needs of migrant students
Title II, Part A	Allowable initiatives identified in the School/District Comprehensive Needs Assessment (CNA) and action steps listed in the School/District Improvement Plan (SIP/DIP) that result in improved quality and effectiveness of teachers, principals, and other school leaders
Title III, Part A	Allowable initiatives to support English Learner second language acquisition
Title IV, Part A	Allowable initiatives identified in the School/District Comprehensive Needs Assessment (CNA) and action steps listed in the School/District Improvement Plan (SIP) that result in increased student achievement and access to a well-rounded education
Title V, Part B	Allowable initiatives identified in the School/District Comprehensive Needs Assessment (CNA) and action steps listed in the School/District Improvement Plan (SIP) that result in increased student achievement and access to a well-rounded education
ESSER I and ESSER II	Allowable initiatives to address the areas of the most need, where the academic and non-academic components for JCCS had the greatest impact due to COVID-19 pandemic and local funds are limited to address these needs.
ESSER II	Allowable initiatives to support States 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.
ESSER III	Allowable initiatives that support implementation of additional steps to safely reopen schools for in person instruction and keep them open, and to address the disruptions to teaching and learning resulting from the pandemic.

On-Site use of Equipment

Any equipment purchased with federal funds is considered solely for the use of that program. For employees checking out sets of equipment to be used long-term during the school year (e.g. class Chromebooks, staff laptops, calculators), the “Statement of Responsibility for Use of Federal Equipment” form must be completed and kept on file by the school/department inventory manager and for district sites/departments, by the grant administrator.

This form documents the employee’s understanding of their responsibility, guidelines for appropriate usage, and liability information for the federally purchased equipment that is in their possession during the school year. The forms will be spot-checked by the grant administrator during physical inventory onsite visits. Forms will be updated annually and emailed to school/department inventory managers prior to pre-planning to allow enough time for equipment assignments and collection of signed forms from staff. Schools should follow their own procedures for ensuring student responsibility for equipment checked out to them.

Usable equipment purchased with federal funds that is unused may be considered waste under the Fraud, Waste, Abuse and Corruption Prevention Policy (Descriptor Code: DIE). Waste of equipment resources may result in restrictions on future equipment purchases or repayment of funds.

Off-Site use of Equipment

Schools may check out equipment to eligible staff through the media center checkout system for off-site use for staff to prepare for instruction. The Jasper County System utilizes Follett Destiny as its media center checkout system at all schools. A sign-out sheet is maintained in each grant department office for district equipment that will be utilized off-site. Staff must bring checked out equipment back daily, as it must not be left at their residence.

Employees assume responsibility for all equipment taken off-site and should therefore take precautions to safeguard against damage and theft while equipment is in their possession. Summer check-outs will be limited to ensure the safe return of equipment in the event of staff resignations, terminations, or relocations. Off-site use of equipment may not be utilized by students, parents, or community members.

Lost, Stolen, or Damaged JCCS Equipment

This regulation applies to all JCCS equipment in the possession of the employee while off campus or in a school system vehicle.

Financial Responsibility

If an employee is found to be negligent (as determined by the Superintendent or designee) or not taking proper precautions, the replacement/repair cost of any JCCS equipment lost, stolen, or damaged, will be assessed using one of the following options:

- Option 1: Employee or employee's insurance pays 100% of replacement/repair cost
- Option 2: Employee pays 100% of JCCS insurance deductible (if accompanied by police report)

Reporting Procedure

- The employee should file a police report immediately if the equipment was stolen.
- The employee should notify his/her supervisor and the Technology Department.
- The Technology Department will work with the employee to determine if any confidential data resides on the missing equipment. If it is believed that confidential data resides on the missing equipment, then the Technology Department will work with the Human Resources Department to notify the affected individuals.
- The Technology Department will provide the employee and the Finance Department with a quote for the replacement of the missing equipment.
- The employee should contact the Finance Department to select a financial responsibility option.
- Once the employee has selected a financial responsibility option, a replacement may be ordered by the department that originally purchased the missing equipment.

Use of Equipment in Title I, Part A Targeted-Assistance School Programs

The Jasper County Charter System follows the Georgia Department of Education's General Guidelines for using Title I, Part A equipment in targeted-assistance school programs. Currently, the Jasper County Charter System does not have any targeted-assistance programs.

Equipment purchased with federal Title I, Part A funding for the Jasper County Charter System is exclusively utilized by eligible Title I students in Title I, Part A targeted-assistance (TA) programs. The general purpose for this equipment is to help participating children meet the state's challenging student academic achievement standards expected for all children.

All equipment purchased by participating TA programs are to be used only by eligible, rank ordered Title I students determined through multiple, educationally related, objective criteria established by the district and supplemented by the school. Equipment may also be used by the teachers of Title I-eligible students for instruction. Parents of Title I-eligible students may use identified devices at the school for parent engagement. A list of the Title I students and their parents must be available to ensure that the equipment is only used by these students, staff, and parents. Equipment may not be utilized by non-Title I students, parents, and staff.

When feasible, all Title I, Part A equipment is to remain in the Title I teacher/lead teacher's classrooms. All Title I, Part A equipment placed in the media center must be kept in a separate area, labeled, and a check-out ledger must be maintained.

Use of Equipment in Private Schools

Private school(s) will follow the same equipment inventory procedures as public schools in the district and will be inventoried annually. Although the equipment may be used by the private

school, the Jasper County Charter System retains the title and will account for the equipment in its inventory management system.

Federal Programs equipment will be labeled by the inventory manager in the same manner as public schools prior to its distribution to the private school. Private school staff will be trained on the proper means of ensuring that only Title I-eligible students are allowed to use equipment purchased by Title I, Part A (run as targeted-assistance program) and that equipment purchased by other grants such as Title II, Part A or Title IV, Part A are used according to the intent of the grant. Title I-eligible students are those students identified based on rank order.

The private school will receive a copy of the equipment procedures to ensure that private school officials do not use the materials and equipment with ineligible children and are aware of Federal Programs disposal procedures. During the annual physical equipment inventory, the inventory manager will ensure that equipment is being used according to the intent of the grant and is placed in the correct location identified by the private school officials during the needs assessment process. During inventories, the inventory manager will also ensure that adequate safeguards are in place to prevent loss, damage, or theft of equipment. These may include:

- Locks
- Security cameras
- Use of the media center's check-out system
- Equipment use agreements
- Access controls to limit unauthorized personnel

Equipment placed in private schools may be serviced by the schools' computer/instructional technology technicians, but must still follow the same established procedures for equipment that is damaged, lost, stolen if it must leave the school/department for repairs (see "Damaged, Lost, or Stolen" and "Maintenance Procedures" sections). Private schools are trained on these procedures prior to the distribution of the equipment and receive a copy of the equipment procedures.

If a private school is no longer participating in a federal program or if there is no longer a need for the equipment at the private school, the grant administrator will remove the equipment and place it in an allowable program that does have a need for the equipment. The grant department will assess the equipment's condition prior to removal from the private school to ensure that it is working properly and undamaged. Equipment will be removed immediately upon notification that the equipment is no longer needed, or the private school is closing.

Capital Outlay Purchases

The Jasper County Charter System has not made capital outlay purchases using IDEA—Special Education, Title I, Part A, Title III, Part A, or Title IV, Part A, funds. If capital outlay purchases are made in the future, they will be consistent with the approved federal grant's budget/budget amendment (Object Code 700). They will be pre-approved by the Georgia Department of Education prior to being included in the budget. The system will receive approval for the disposition of capital outlay equipment.

The district/school shall retain such property in a program as long as there is need for such property to accomplish the purpose of the program for which it was purchased. The

district/school may transfer title of the property to the Federal Government or to an eligible third party provided that, in such cases, the district/school must be entitled to compensation for its attributable market percentage of the current fair market value of the property.

Equipment with a per unit fair market value in excess of \$5,000 may be retained by the non federal entity or sold. The Federal awarding agency is entitled to an amount calculated by multiplying the current fair market value or proceeds from sale by the Federal awarding agency's percentage of participation in the cost of the original purchase. If the equipment is sold, the Federal awarding agency may permit the non-Federal entity to deduct and retain from the Federal share \$500 or ten percent of the proceeds, whichever is less, for its selling and handling expenses. Currently, the GaDOE does not require this action from the district.

Equipment Disposal, Sale, and Transfer Procedures

Disposal, sale, and transfer of equipment purchased using federal grants (IDEA—Special Education, Title I, Part A, Title II, Part A, Title III, Part A, Title IV, Part A, ESSER I, ESSER II, ESSER III and any other competitive grant programs) that is no longer needed for the original program must follow the written procedures found in the federal programs manual for the disposal, sale, and transfer of surplus equipment.

Equipment with an acquisition cost of less than \$5,000 which is at least five years old and no longer effective will be purged or transferred to another location. This includes schools that have closed. Such equipment can be retained, sold, or disposed of with no further obligation to the Federal awarding agency.

ESSER I, ESSER II and ESSER III Construction Requirements & Documentation

JCCS 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 hearing, ventilation, and air condition systems, filtering, purification and other aire cleaning, fans, control systems and window and door repair and replacement. ESSER II Act SEC.313(d) and ESSER III ACT SEC. 2001(e).

JCCS will ensure the required documentation is on file with GaDOE Facilities once all steps are completed for approval of projects by the ESSER Grants Team.

- JCCS will submit all required documentation complying with state law regarding Public Works Construction Projects. O.C.G.A. 36-91-20, 36-91-21, and 36-91- 22
- JCCS will revise or withdraw any state capital outlay funded projects where ESSER funding was utilized.
- JCCS will verify that the construction project will be completed by the end of the grant period
- JCCS will 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.

- JCCS will submit applicable required documents that follow federal construction regulations. 34 CFR 75.600-617

- JCCS will provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including 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 the ESSER II Act and ESSER III Act. 2 CFR 200.322

JCCS will submit the following documentation as required:

- Signed Expenditure Pre-Approval Form to the ESSER Grants Team
- GaDOE Construction Assurance Form- Per facility annotating scope of work • State Board Rule 160-5-4-15: Applies to all public-school construction projects regardless of funding source unless exempt by O.C.G.A. 36-91-22.
- JCCS board of education shall submit to the department for approval all planning and construction documents for design and/or modification of any facility or structure that will house public school children or that will be utilized to provide services for public school children.
- Plans & Specifications- plans must have been approved by GaDOE Facility Service Unit, all Capital Outlay Applications have been revised to remove ESSER funding projects.
- Contractual Agreement- pre-approval that ESSER funds will be applied to the full cost of the project.
- Architectural Contract & Certificate of Liability Insurance
- Proof of Advertisement per OCGA 36-91-20
- Certified Tabulation of Bids/ or Evaluation Score Sheet • Construction Contract-includes Davis Bacon Wage and Domestic Preference for Procurement- Submit addendum if needed
- Contractor's Certificate of Liability Insurance
- Reimbursement Request- (with Davis Bacon Wage payroll documentation)- WH347
- Change Orders
- Close Out Documents

Criteria for Disposition

Equipment purchased with federal grants cannot be removed from any school or department without approval from the grant administrator or grant inventory manager. Equipment can only be removed if it has reached the end of its established life cycle range and meets at least one of the following numbered criteria:

Life Cycle

- Equipment must be past its established life cycle from the date of purchase (age criteria)
 - o 1 Year: Headphones and computer mice

- o 3 Years: Chromebooks and calculators
- o 5 Years: All other assets
- A device may only be removed sooner than its established life cycle date if the device is out of warranty with the manufacturer and is being disposed of due to an established product defect confirmed by the grant administrator.
- Equipment identified as having a one-year life cycle (headphones and computer mice) is intended to have a useful life of more than one year. The one-year life cycle is solely used to determine whether equipment replacements are required when equipment is damaged beyond repair.
- Devices will not be removed solely due to meeting the end of their life cycle range. They must also meet at least one of the following numbered criteria:

Additional Criteria

1. Non-Working Condition
 - a. Equipment is no longer working and cannot be repaired (broken beyond repair).
 - b. Broken beyond repair means that the devices are unusable and not able to be repaired by Instructional Technology (IT), or by third-party repair sources. This description may also be used if the cost to repair a damaged item is higher than the item's current fair market value.
 - c. Equipment that is damaged beyond repair will be reported by the school/department inventory manager on the "Report of Lost, Damaged, or Stolen Property" form.
2. Incompatibility
 - a. Equipment is no longer being supported by IT (part of district refresh plan).
 - b. No longer supported by IT means that the devices are unusable within the district due to network incompatibilities, unsupported hardware specifications, or outdated Operating Systems (OS).
3. Utility
 - a. Equipment is no longer usable to support instruction or professional development.
 - i. No longer usable to support instruction or professional development means that the devices are unusable within the school or department due to instructional formats that are no longer used (e.g. cassette players, VCR players), due to being peripherals of items that were previously disposed (e.g. computer monitors and keyboards from desktop towers that were disposed and there are no items or locations to use them within the school/department), or due to consumable items from learning kits that have been used and replacement items are no longer available.

The grant administrator will determine on a case-by-case basis whether disposed equipment will be recycled through IT, sold as surplus in coordination with the Maintenance Department, or transferred to another allowable department.

Process for Disposition of Equipment

School/department inventory managers, in consultation with the IT contact, may complete a disposition list for eligible equipment meeting the life cycle criteria and at least one of the additional criteria. This list will include all information from the inventory log as well as the following fields:

- Disposition Date (Date of actual removal from the building)
- Specific Reason for Disposition
- Picked Up By
- Date Picked Up
- Grant Department Sign-off

All new fields except for “Reason for Disposition” should be completed by the grant inventory manager. The “Reason for Disposition” area should be completed by the school/department inventory manager with assistance from the IT contact if needed. Specific item deficiencies must be listed on the disposition list along with at least one of the additional criteria in the “Reason for Disposition” field.

Once the disposition list is complete, the school/department inventory manager will send it to the Instructional Technology department. The inventory manager will check for equipment that should not be disposed of and revise the list if the “Reason for Disposition” field is not specific enough.

The grant administrator will review and approve or disapprove the list. If the list is approved, the inventory manager will arrange a time to meet with the school/department IT contact. This meeting will include checking the equipment off and removal of the equipment from the building. The IT contact will sign the list and the school/department will keep the list on file as a receipt.

Disposed equipment must be removed from the school/department and taken to the IT storage area for recycling. If money is received by the school system for the recycle or disposal of equipment, it must be returned to the school’s/department’s originating federal grant account.

During physical inventory onsite visits, the inventory manager will also determine if unused equipment that is older and unsupported by the district should be disposed of. A list of potential devices will be discussed with the grant manager. A finalized list will be approved before any devices are removed from the school/department.

Process for Sale of Equipment

Equipment purchased with federal grants cannot be sold as surplus without approval from the grant administrator. The grant administrator will determine on a case-by-case basis if disposed of, usable equipment will be sold as surplus based on the projected fair market value of the items and the demand for them. Items will be priced no lower than the fair market value to ensure the highest possible return. Current fair market value is determined by obtaining two signed bids from potential purchasers or two appraisals from authorized appraisers for the purpose of disposing of or transferring equipment.

Surplus equipment is defined as “functional equipment that is at least 5 years old, is incompatible with the district’s current network, is unable to be updated to the district’s current Operating System (OS), and/or is no longer usable to support instruction or professional development.” The process for the sale of equipment purchased with federal grants involves the following:

- A list of the equipment with all inventory log fields present should be sent to the grant administrator by the school/department inventory manager.
- The list will be approved/unapproved by the grant administrator based on the established criteria.
- The grant administrator will submit the approved list to the District Operations Director to complete a BOE Action Memo detailing that the items will be sold as surplus.
- After BOE approval, items will be priced at fair market value and sold by the Operations Department. Equipment will be located at the Maintenance warehouse and sold in coordination with the Operations Department.
- Funds received from equipment sold as surplus will be returned to the school’s/department’s originating grant account. The amount of the sale will be noted on the inventory log as well as the program being reimbursed.

A school/department may not conduct a sale of equipment purchased by federal grants at any time. All equipment sales will be coordinated by the Operations Director.

Transfer of Equipment

Equipment is to be used for the authorized purposes of the project until funding for the project ceases, or until the property is no longer needed for the purposes of the project. Transfer can occur at the close of the federal program/school if equipment is no longer needed for its original intent. It may be transferred to the same program in another school if needed or to another federal program in the event the equipment is no longer usable with approval of the grant administrator.

The grant department will assess the equipment’s condition prior to transfer from the original school/department to ensure that it is working properly and undamaged. Removed equipment will be retained and secured within the grant department’s office until an allowable school/department or program is determined for equipment transfer.

Removal of Equipment

Any equipment purchased with federal grants that is removed outside of this process will be the financial responsibility of the person who removed the equipment from the school/department.

Parts Salvage for Equipment

Usable parts from disposed equipment may be salvaged prior to recycling. Whole, intact disposed equipment may not be taken back into a Jasper County Charter System school/department after it has been disposed of. Parts salvage may only occur after items have

been taken to the IT storage area for recycling. All remnants of the federal grant’s property labeling must be removed from devices if visible on the salvaged part.

Process for Disposition of Supplies (for Title I, Part A)

The Federal Programs Department monitors the amount of supplies purchased with federal funds by schools as a safeguard against stockpiling. Only a proportional amount of supplies are allowed to be ordered on a monthly basis (in proportion to school enrollment). Schools use supplies purchased with federal funds during the month of purchase, thus preventing a residual inventory of unused supplies equal to or exceeding \$5,000. In the event of the termination or completion of the federal award, and if the supplies are not needed for any other federally sponsored programs or projects, the grantee of sub-grantee will compensate the awarding agency for its share of unused supplies exceeding \$5,000 in total aggregate at fair market value.

Grant	Person Responsible for Carrying Out Disposition Procedures and Maintaining Appropriate Records
IDEA – Special Education	PEC Administrative Assistant
Title I, Part A	School Inventory manager (School equipment) Director of Federal Programs (District/Department equipment and equipment replacements) and Family Engagement Coordinator
Title I, Part C	Director of Federal Programs
Title II, Part A	Director of Federal Programs
Title III, Part A	Director of Federal Programs
Title IV, Part A	Director of Federal Programs
Title V, Part B	Director of Federal Programs
ESSER 1, ESSER II, and ESSER III	Director of School Improvement

Safeguards Against Loss from Unauthorized Use or Disposition

The Jasper County School (JCCS) System shall provide an effective control system and accountability for all funds, property, and other assets. JCCS shall adequately safeguard all assets and ensure they are used solely for authorized purposes.

Conducting a physical inventory ensures that equipment is being used as intended, thus protecting against unauthorized use. During physical inventory onsite visits, the inventory manager ensures that items are assigned and located in allowable areas. Any unauthorized use or placements are addressed during the physical inventory visit if possible (e.g. relocating Chromebooks, laptops, or smaller items). If further action is required, the grant administrator will send the school/department administrator an email after the physical inventory visit with the needed action (e.g. inputting an IT ticket to disconnect equipment and relocate to an allowable location).

Additionally, equipment procedures and allowability rules for equipment assignment and placement are disseminated to all school/department inventory managers annually during pre planning training. School/department inventory managers are instructed to be mindful of these rules when assigning equipment at the start of the school year and throughout the school year.

Guidelines for equipment use are also communicated to all school staff members by the school/department inventory manager by October 1.

IT is the only department that removes equipment from schools/departments. The IT department is trained annually during pre-planning on federal grant equipment procedures and processes for properly disposing of equipment and not removing equipment from schools/departments without following these procedures. For dispositions, the grant department representative must be present at a scheduled disposition appointment with the school IT contact and school/department inventory manager to check off approved items from the disposition list. Approved items can then be removed from the building and taken to the IT warehouse for recycling.

Lost, Damaged, or Stolen Equipment

It is the school/department's responsibility to ensure that the equipment is accounted for and kept in good working condition. Any differences between quantities determined by the physical inventory visit and those shown in the accounting records will be investigated to determine the causes of the difference. Equipment that is damaged, lost, or stolen must be reported to the grant inventory manager within 5 days of the incident. Adequate safeguards to prevent loss, damage, or theft of the equipment should be put in place by each school/department. These may include:

- Locks
- Security cameras
- Use of the media center's check-out system
- Equipment use agreements
- Access controls to limit unauthorized personnel

There is a specific process in place for reporting, replacing, or repairing missing, damaged, and stolen equipment. Reporting of lost or stolen equipment is reported to the school/department inventory manager and to school administration using the "Report of Lost, Damaged, or Stolen Property" form. Through a tiered process, school/department level staff are able to report information to the school/department inventory manager regarding any equipment loss, damage, or theft. The school/department inventory manager can then investigate the submissions if loss, damage, or theft occur to determine which items can be addressed and resolved onsite and which items need to be brought to the attention of the appropriate grant department. Those items that must either be disposed of, repaired, or replaced are reported by the school/department inventory manager.

The school/department inventory manager reviews form submissions in coordination with the grant administrator to determine whether lost, damaged, or stolen equipment requires disposition, replacement, repair, or if no action is required due to the age of equipment or circumstances of the loss. The inventory manager generates summarized paperwork for the school/department administrator detailing the loss, damage, or theft of the equipment and what actions are required. The summarized information allows the school/department administrator to investigate the situation if loss, damage, or theft occur to determine who is responsible for any associated payment. The following sections contain the text for each process, and sample screenshots of the form(s) referenced by the chart.

Damaged Equipment

Investigation of damaged equipment shall follow the steps below:

1. The employee informs the school/department inventory manager of the damage the day of the incident by filling out the “Report of Lost, Damaged, or Stolen Property” form.
2. The school/department inventory manager prepares for Instructional Technology (IT) device assessment by:
 - Taping the “Report of Lost, Damaged, or Stolen Property” form to the device(s).
 - Placing the device in the IT work area.
 - Inputting an IT work order for the item(s)
3. IT assesses the device(s) and resolves the help assessment ticket..
 - If parts must be ordered to fix the device, “Repairable” must be included in the report and the part(s) needed listed.
 - If the device is unrepairable, the reason why it is unrepairable must be provided.
4. The school/department inventory manager uses information to submit the “Damaged Equipment Form”.
 - If parts must be ordered or if the device must be sent off for repairs, a quote must be included as an attachment to the form.
5. The school/department inventory manager reviews the “Damaged Equipment Form” and notes whether each is unable or able to be repaired.
 - 5.1: Unable to be repaired
 - 5.1.1: The inventory manager and grant administrator determine whether unrepairable items will be disposed or will require replacement based on established procedures.
 - 5.1.1a: Decision—No replacement required:
 - 5.1.1a-1: The inventory manager sends a Damaged Equipment Report Form to the school/department administrator with a note that the item will be disposed of per federal grant procedures.
 - 5.1.1a-2: The inventory manager makes arrangements to dispose of the item(s), obtains the grant administrator’s signature for the final forms, and files the signed forms.
 - 5.1.1b: Decision—Replacement required:
 - 5.1.1b-1: The inventory manager sends a Damaged Equipment Report Form and cover letter to the school/department administrator detailing the equipment damage, the cost of a replacement, and listing available payment options.
 - 5.1.1b-2: Follow steps 1 through 7 of the Equipment Replacement Process.
 - 5.2: Able to be repaired
 - 5.2.1: The inventory manager sends a Damaged Equipment Report Form and cover letter to the school/department administrator detailing the equipment damage, the cost of repairs, and listing available payment options.
 - 5.2.2: Follow steps 1 through 8 of the Equipment Repair Process.

Federal grants budgeted repair funds may only be used for allowable repairs that are approved by the grant administrator. If repair funds are in the school budget, failure to follow procedures may

result in the loss of funds. Budgeted repair funds may only be utilized for equipment damaged within the same school year.

If the item is no longer working, schools/departments must follow the disposition procedures listed in the prior section. Records for items identified for disposition are maintained on the inventory for at least five years before final removal. The inventory manager will update the disposition date, reason on the inventory spreadsheet after the disposition appointment is completed, and items that have been removed from the school/department to go to the IT warehouse for recycling.

Lost/Missing Equipment

Investigation of Missing Equipment shall follow the steps below:

1. Equipment is Missing

1.1: Equipment is missing at the end of the physical inventory onsite visit:

1.1.1: The grant administrator and the school/department inventory manager will agree on a follow-up visit time that is on or prior to the 30-day deadline to view the missing items and sign the “Physical Inventory: 30-Day Follow-Up Confirmation” form. The grant administrator updates the inventory log to sort all unseen/missing items to the top of the list and marks them in yellow.

1.1.2: When the deadline arrives...

1.1.3: The grant administrator and the school/department inventory manager conduct the 30-day follow-up visit.

1.1.3a: For items that were found, the grant administrator updates the inventory log to indicate items that were verified in person during the follow-up visit.

1.1.3b: For items that were still missing, the school/department inventory manager must submit the “Missing Equipment Form” at the end of the follow-up visit. The grant administrator will update the inventory log to mark the missing items.

1.2: Equipment is missing during the school year:

1.2.1: Staff members complete the “Report of Lost, Damaged, or Stolen Property: form for the items.

1.2.2: The school/department inventory manager submits the “Missing Equipment Form” to the grant administrator.

2. The grant administrator reviews the “Missing Equipment Form” submission to determine which items must be replaced per federal grant procedures. The grant administrator generates a “Missing Equipment Report Form” and cover letter (if replacements are required) for the school/department administrator detailing the missing equipment, the cost of replacements (if required), and listing available payment options (if replacements are required).

2.1: Decision—No Replacement Required:

2.1.1: The grant administrator signs the “Missing Equipment Report Form” , marks it as resolved, and files it. The grant administrator updates the notes section of the inventory log indicating that items did not require replacement and adds a disposition date that matches the date of the grant administrator’s signature.

2.2: Decision—Replacement Required:

2.2.1: Follow steps 1 through 7 of the Equipment Replacement Process.

Stolen Equipment

Investigation of Stolen Equipment shall follow the steps below:

1. The employee files a police report and completes the “Report of Lost, Damaged, or Stolen Property” form within 24 hours of discovering the theft. A police report is required for thefts. The school/department inventory manager then submits the “Stolen Equipment Form” to the grand administrator within 5 days of the incident.
2. The grant administrator reviews the submitted “Stolen Equipment Form”. The grant administrator sends the school/department administrator a paper “Stolen Equipment Report Form” that details whether equipment must be replaced.
 - 2.1: Decision—No Replacement Required:
 - 2.1a: Grant administrator adds signature on the signed “Stolen Equipment Report” form, marks it as resolved, and files it. Grant administrator updates the notes section of the inventory log indicating that items did not require replacement and adds a disposition date that matches the date of the grant administrator’s signature.
 - 2.2: Decision—Replacement Required:
 - 2.2a: Follow steps 1 through 7 of the Equipment Replacement Process.

Equipment Replacement

Equipment that is less than 5 years old from its PO date must be replaced if lost, stolen, or if it has physical damage not attributed to a confirmed product defect and is unable to be repaired. The exceptions are for computer mice and headphones, which have a 1-year expected life from their PO date and for Chromebooks and calculators, which have a 3-year expected life from their PO date.

Equipment purchased to replace damaged, missing, or stolen devices follows the same life expectancy and management procedures as newly acquired equipment. If an item purchased as a replacement is damaged or missing, the age criteria is determined by the replacement item’s PO date and not the original item’s PO date. For example, a replacement laptop for a 4-year old missing laptop has a 5-year life expectancy from the replacement item’s PO date and not the original item’s PO date.

Equipment cannot be replaced with other equipment in the building. Schools/departments must follow the procedures for replacing equipment. The only time equipment may be substituted is in a scenario such as the example below:

In the previous fiscal year, a school was missing a Chromebook on their inventory that required replacement. The new item was ordered by the grant department, was correctly tagged by the grant equipment contact, and was correctly added as a replacement to the school’s inventory log. During the current fiscal year’s physical inventory, the missing Chromebook was found, but a different Chromebook was missing at the end of the physical inventory. The grant equipment restored the first missing Chromebook to the inventory log and used the replacement Chromebook already purchased through correct procedures to replace the newly missing Chromebook.

In this instance, the replacement Chromebook was still in good, working condition. A missing device may not be replaced in this way if the replacement is not in good, working condition. The Jasper County Charter System has the following procedures in place for managing equipment replacements:

Equipment Replacement shall follow the steps below:

1. The school/department administrator reviews the submitted Damaged, Missing, or Stolen “Equipment Report Form” information and determines through an investigation of the facts and responsible parties who is responsible for paying for the replacement item(s) in collaboration with the grant administrator (warranty/school/employee)
 - 1.1: **Employee Pay** - The school/department administrator determines that adequate safeguards against damage or loss were NOT taken and that the employee is at fault for the damage or loss
 - 1.1.1: The school/department administrator signs the Employee Pay Letter Template and gives it to the employee detailing their investigation indicating that the employee is responsible for the damage/loss
 - 1.1.1a: **On-Campus** - The employee can either choose payroll deduction or write a personal check to the Jasper County Charter System to cover the cost of the replacement. The employee then signs the Employee Pay Letter.
 - 1.1.1b: **Off-Campus** - The employee can either choose payroll deduction, write a personal check to the Jasper County Charter System, or pay from a claim filed with their personal insurance to cover the cost of the replacement. If the awarded claim amount is not enough to equal the cost of the replacement item(s), the employee must pay the remainder from another personal payment source. The employee then signs the Employee Pay Letter.
 - 1.2: **School Pay** - The school/department administrator determines that adequate safeguards against damage or loss were taken and that the damage was an accident.
 - i. The school/department administrator signs the School Pay Letter Template and sends the signed packet to the grant department with a payment method selected:
 1. Check - Written to Jasper County Charter System and will be deposited in the appropriate general ledger account from which the PO will be entered
 2. General Fund Code - Fund code(s) will be used to enter the PO
 2. The school/department bookkeeper processes payment according to the school/department administrator’s selection:
 - a. Checks - Sent to Finance to deposit in the appropriate general ledger (GL) account
 - b. Fund Codes - POs input from the provided code(s)
 3. The grant bookkeeper will input a PO for the replacement item(s) and cite the specific serial numbers and original purchase order numbers of the damaged, missing, or stolen equipment being replaced.

4. When replacement item(s) arrive at the grant department office, the grant administrator labels and records the new information on the inventory log and secures the item(s) in the grant department office
5. The grant administrator notifies the school/department inventory manager and school/department secretary that the item(s) have arrived. A school representative will sign a pickup receipt for the replacement item(s) at the grant department office and take the item(s) to the school.
6. The school/department inventory manager updates the assigned location, subject, and barcode fields of the new item(s) on the inventory log.
7. The grant administrator initials and dates the grant department's area of the signed Damaged, Missing, or Stolen "Equipment Report Form" to indicate that the item(s) have been replaced and adds signature for the numbered form packet to indicate that all listed equipment on the form was replaced. The packet is marked as resolved and filed in the grant department office.

The federal grant department handles all equipment repair and replacement orders. School/department secretaries, bookkeepers, or IT Technicians may not place orders for federal equipment replacements, repair parts, or repair services. For replacement items to be ordered, the federal grant process for damaged, missing, and stolen equipment must be followed.

Maintenance Procedures

The Jasper County Charter System adheres to the following maintenance procedures to ensure that equipment is kept in good condition:

- Equipment is maintained on the inventory log as long as it is needed for the purposes of the project/program.
- Records for real property and equipment acquired with federal funds are maintained on the inventory log for at least five years after transfer or final disposition from the project/program. After five years from transfer or final disposition, items will be deleted from the current copy of the inventory log.

While equipment is included on the inventory log, the Instructional Technology (IT) department in coordination with the grant/school/department equipment contacts are responsible for maintaining the equipment and keeping it in good condition. IT provides regular maintenance and updates for all system computers.

Staff members district-wide have access to the software to request technology assistance from IT.

Equipment Repairs

Equipment that is less than 5 years old from its PO date must be repaired to working condition if it has physical damage not attributed to a confirmed product defect. The exceptions are for computer mice and headphones, which have a 1-year expected life from their PO date and for Chromebooks and calculators, which have a 3-year expected life from their PO date.

The federal grant department handles all equipment repair and replacement orders. School/department secretaries, bookkeepers, or IT Technicians may not place orders for federal equipment replacements, repair parts, or repair services. For repair parts to be ordered, the federal grant process for damaged equipment must be followed.

Equipment Repairs shall follow the steps below:

1. The school/department administrator reviews the submitted “Damaged Equipment Report Form” information and determines who is responsible for paying for the repairs in collaboration with the grant administrator (warranty/school/employee)
 - 1.1: **Employee Pay** - The school/department administrator determines that adequate safeguards against damage were NOT taken and that the employee is at fault for the damage.
 - 1.1.1: The school/department administrator signs the Employee Pay Letter Template and gives it to the employee detailing their investigation and that the employee is responsible for the damage.
 - 1.1.1a: **On-Campus:** The employee can either choose payroll deduction or write a personal check to the Jasper County Charter System to cover the cost of the repairs. The employee then signs the Employee Pay Letter.
 - 1.1.1b: **Off-Campus:** The employee can either choose payroll deduction, write a personal check to the Jasper County Charter System, or pay from a claim filed with their personal insurance to cover the cost of the repairs. If the awarded claim amount is not enough to equal the cost of the repairs, the employee must pay the remainder from another personal payment source. The employee then signs the Employee Pay Letter.
 - 1.2: **School Pay** - The school/department administrator determines that adequate safeguards against damage were taken and that the damage was an accident.
 - 1.2.1: The school/department administrator signs the School Pay Letter Template and sends the signed packet to the grant department with a payment method selected:
 - Check** - Written to JCBOE and will be deposited in the appropriate general ledger (GL) account from which the PO will be entered.
 - General Fund Code** - Fund code(s) will be used to enter the PO.
 - Federal Grants Budgeted Repair Funds** – Must be set aside in the budget and must be approved by the grant administrator.
2. The grant bookkeeper processes payment according to the school/department administrator’s selection:
 - Checks** - Sent to the Finance Department to deposit in the appropriate general ledger (GL) account.
 - Fund Codes** - POs input from the provided code(s).
3. The grant bookkeeper will input a PO for the repair parts or service using the provided general ledger code and order the needed parts or schedule the warranty/3rd-Party repairs.
 - 3.1: If the item is leaving for warranty/3rd-party repairs:

3.1.1: The grant bookkeeper will email the school/department inventory manager to complete the **Offsite Equipment Repairs Form** and email the IT Contact telling them to ship the items from the school for repairs.

4. When the parts arrive/item(s) return to the grant department, the grant bookkeeper will notify the school/department inventory manager and school/department secretary. A school representative will sign a pickup receipt for the repaired item or parts at the grant department office and take the repaired device or repair parts to the school.
5. For ordered parts and salvaged parts, the school/department inventory manager inputs a technology work order in system for IT to repair the equipment with the parts.
6. IT repairs the device(s) using the ordered/salvaged parts, indicates “Repairs Completed” on the repair ticket, and closes out the repair ticket.
7. The school/department inventory manager must submit the **Completed Equipment Repairs Form** when item(s) have been repaired and put back into circulation.
8. The grant administrator initials and dates the grant department’s area of the signed “Damaged Equipment Report Form” to indicate that the repairs have been completed and adds signature for the numbered form packet to indicate that all listed equipment on the form was repaired. The packet is marked as resolved and filed in the grant department office.

A tracking system has been established to keep track of federally purchased equipment if it must leave the building for repairs. There are two tools that are used as part of this process:

1. The **Offsite Repair Tracking Form**—This form will be used by the school/department inventory manager when equipment must leave the building for warranty repairs by the manufacturer or repairs by another outside source.
2. The **Completed Equipment Repairs Form**—This form must be filled out when items return from being repaired and are ready to be put back into circulation.

The “Offsite Repair Tracking Form” will also be shared with the school/department inventory manager and Instructional Technology by the grant administrator. Any time a piece of federal equipment must leave the building for repairs, this form will be submitted by the school/department inventory manager or Instructional Technology department member.

When it has returned and been placed back in circulation, the school/department inventory manager or Instructional Technology department member will submit the “Completed Equipment Repairs Form” to alert the grant department that the items have returned to the school/department.

CASH MANAGEMENT AND DRAWDOWNS

(Sec. 200.302(b)(6); Sec. 2 CFR 200.305)

The district must establish procedures that provide internal controls to:

- Segregate duties associated with cash management,
- Monitor cash management activities (including reconciliations), and
- Ensure reimbursements are made only after costs have been incurred or cash advances are made as close as is administratively possible to actual cash outlays.

The Jasper County Charter System (JCCS) must minimize the time elapsing between the transfer of funds from the GaDOE and the disbursement by the district. JCCS will draw down federal funds on a reimbursement basis for all allowable expenditures incurred in their respective participating federal programs.

JCCS follows drawdown procedures to ensure that:

- Reimbursements are only made after costs have been incurred,
- Drawdown requests are only for immediate need,
- The grant administrator ensures reconciliation of the budget to expenditures, and
- Funds are not drawn down before actual need.

Monthly Drawdowns

The Chief Financial Officer will request monthly drawdowns (DE0147) in the GAORS system electronically. JCCS will request the amount to be reimbursed and upon approval from Grants Accounting will receive their money the subsequent Thursday. The cut off for monthly drawdowns is each Thursday at 3 p.m. A monthly drawdown is limited to 20% of the approved budget balance. Monthly requests for amounts more than the 20% require a comment/explanation before approval is granted. The district is limited to one drawdown per month (15 payments for federal grants) during the grant period.

On the DE0147 drawdown forms, the Chief Financial Officer agrees to the following:

- By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Sec. 1001 and Title 31, Secs. 3729-3730 and 3801-3812).
- The Program Direct also signs the DE0147 form with the understanding that the expenditures are allowable and that the finance director is only responsible for the

amounts drawn down and not the allowability of the funds expended.

Expenditure Requirements

The following chart defines the specific actions taken by each federal program to monitor the appropriate and timely drawdown of funds throughout the fiscal year.

Additionally, the GaDOE monitors the drawdown of funds to ensure that the district is fully and appropriately drawing down available federal grant funds throughout the period of availability.

Grant Drawdown Procedures

- Grant drawdowns will be done each month to reimburse grant expenses incurred during the month the drawdown is being claimed.
- These drawdowns will occur once funds are made available in the GAORS system. Until funds are available, the Jasper County Charter System will forward the funds for the grants to be reimbursed at a later date.
- The Chief Financial Officer prints a summary expenditure report and general ledger snapshot analysis to determine expenditures for the month of drawdown. CFO prepares the DE147 in the GaDOE portal and submits expenditures for reimbursement.
 - IDEA – Special Education – Director of Programs for Exceptional Children (PEC)
 - GNETS – Director of GNETS
 - Title I, Part A – Director of Federal Programs
 - Title II, Part A – Director of Federal Programs
 - Title III, Part A – Director of Programs for Exceptional Children (PEC)
 - Title IV, Part A – Director of Federal Programs
- Upon approval, the drawdown will be submitted into the GAORS system by the Chief Financial Officer or designee.
- Title I, Part A, and Title II, Part A expenses will be reimbursed based on actual expenses charged to the funds' respective fund codes until a budget is approved by GaDOE and appropriate percentages are obtained. The total drawdowns of federal funds will be the same as if split using a percentage.
- If software or account coding errors are found and need a reclassification by the Chief Financial Officer, the appropriate journal entry will be reflected in the latest month with the effect captured in the subsequent drawdown.
- In the event of a personnel reclassification that goes back to prior month payroll checks, the total difference in expense will be subtracted or added to the latest month's drawdown.
- Completing and reconciling a completion report for each federal program will be completed monthly.

Maintenance of Documentation

The Chief Financial Officer maintains the following documentation:

- Signed and dated Federal Programs Fund Request forms
- General ledgers and budget analysis reports reviewed by the grant administrator indicating any corrections needed

Method of Evaluating Sub-Recipient Requests

The district does not have sub-recipients.

CALCULATION OF FUNDS FOR REQUIRED SET-ASIDES

(ESEA: Sec. 1113; 34 CFR Sec. 200.70; 200.71)

The Jasper County Charter System (JCCS) must reserve funds to provide comparable services to those services provided to children in funded schools including:

- Homeless children

To ensure the set-asides are calculated correctly, JCCS follows the procedures below for calculating the required district set-asides.

Calculation of the Parent and Family Engagement Set-Aside:

For systems with a Title I, Part A allocation greater than \$500,000, at least one percent of the allocation must be set-aside for parent engagement. The parent and family engagement set-aside is calculated by multiplying the total (after fund transfers from other programs) Title I, Part A allocation by one percent.

The one percent reserved must be distributed directly to Title I schools. The total is divided by the number of Title I schools and distributed equally to each. An additional Parental Involvement set-aside is used for district level parent and family engagement activities. If the full one percent of Parent and Family Engagement funds are not expended during a school year, the “Carryover Calculation Worksheet for Parent and Family Engagement” will be completed to detail plans for spending carryover funds during the following school year. The worksheet will be attached in the Consolidated Application Title I, Part A Attachments tab. Signed assurances will be available.

Calculation of the Homeless Set-Aside:

The district must reserve funds necessary to provide comparable services to homeless children. JCCS must use one of the following four methods to calculate the homeless set-aside:

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

Set-aside funds may be used to assist homeless students in all JCCS schools. A homeless set-aside is required even if all schools in the district are Title I, Part A schools.

Prior to determining the method annually, the Director of Federal Programs and the Director of Student Services (Homeless Liaison) meet to determine the appropriate amount needed to support the needs of homeless students. In determining appropriate expenditures for the set-aside for homeless students, it is important to note comparable services may not mean services identical to the services provided to non-homeless students (e.g. school clothes, expedited evaluations, eye glasses, transportation). The district has the discretion to use set-aside funds to

provide homeless students with services not ordinarily provided to other Title I students and services not available from other sources.

Since all schools in the district are Title I, Part A schools, JCCS uses method 1 (identify needs of homeless students and fund accordingly) to determine the amount of the set-aside. The funds are used to address unmet needs of homeless students. Additionally, the Director of Student Services will inform the Director of Federal Programs if additional funds are needed during the year to support the needs of homeless students.

Calculation of the Neglected and Delinquent Set-Aside:

Jasper County does not currently have any registered neglected homes. If our status changes, JCCS will use the annual set-aside amount calculated by the GaDOE for neglect and delinquent institutions. The amount of the set-aside must be equal to or greater than the amount listed on the GaDOE allocation sheet. The allocation is based on the annual neglected and delinquent survey from the previous year.

Calculation of the Private School Proportionate Share:

The Title I Private School Proportionate Share Calculation Worksheet is published by the State Ombudsman in the Fall of the year on the [Allocations and Proportionate Share webpage](#).

The Director of Federal Programs verifies the pre-populated information including the LEA poverty count (taken from the FRL001 report from the previous October), the private schools listed, and each private school's poverty. Some fields are automatically calculated. The completed worksheet includes the following:

- FY22 Title I Total Allocation
- Federal Funds Transferred into Title I, Part A from Title II, Part A and/or Title IV, Part A
- Total LEA's Title I, Part A Funds Eligible for Equitable Services with Private Schools (automatically calculated)
- Total of Private School Poverty Students Residing in Title I Attendance Zones (Previous Year Agreed Upon Count)
 - o The prior year's October FTE day is used as the count day
- LEA's Total Number of Poverty Students in LEA's Title I Schools (using the prior year's October FTE data)
- Total Poverty Count of LEA and Private Schools (automatically calculated)
- % of Private School Poverty to Total Poverty "Private School Proportionate Share" (automatically calculated)
- LEA's Private Schools' Proportionate Set-Aside for Title I Equitable Services W/O Carryover (automatically calculated)
- Prior Year's Private Schools' Carryover Due to Extenuating Circumstances (Approved by Ombudsman) (if applicable)
- LEA's TOTAL Private Schools' Proportionate Set-Aside for Title I Equitable Services (automatically calculated)
- LEA's FY22 Private Schools' Administrative % Agreed Upon with Private Schools (0% - 10%) and Associated Dollar Amount

- o JCCS does not set aside costs to administer the private school's proportionate share

In the center of the worksheet, the following fields are entered or automatically calculated:

- Name of Private School
- Number of Private School Poverty Students (Using October count prior to the service year)
- Each Private School's % of Total Number of Private School Poverty Students (automatically calculated)
- Private School's Title I Proportionate Share for Parent & Family Engagement Amount (automatically calculated)
- Private School's Title I Proportionate Share of LEA's Administrative Cost (automatically calculated)
- Private School's Title I Proportionate Share for Instruction and Professional Development (automatically calculated)
- Prior Year's "Individual" Private School's Carryover Approved by Ombudsman (if applicable)
- Total Amount for Each Private School's Title I Equitable Services (automatically calculated)

The total amount for each private school's Title I, Part A equitable services is used as the private school's total allocation. The proportionate amount for parent and family engagement as well as instruction and professional development are used for the identified categories. These two proportions (plus any approved Private School Carryover) make up the entire private school amount since JCCS does not set-aside administrative costs.

PROCEDURES FOR IDENTIFYING ELIGIBLE STUDENTS FOR TARGETED ASSISTANCE OR TARGETED ASSISTANCE LIKE PROGRAMS WITHIN A SCHOOLWIDE PROGRAM

In instances when the Jasper County Charter System does not have sufficient resources to serve all eligible students, the district or school may choose to provide more intensive services to a smaller population of students by subject area and grade level. In these circumstances, the school must determine from the pool of eligible students which children will actually participate in the Title I program based on a determination of which children have the greatest need of special academic assistance and in which subject areas, based on the rank-order lists. Rank order documentation will be maintained in the Federal Programs Department.

All schools in the Jasper County Charter System are schoolwide schools.

At this time, no schools utilize a Targeted Assistance or Targeted Assistance Like Program within their schoolwide program.

GUIDELINES FOR TITLE I FUNDED EXTENDED LEARNING PROGRAMS

Logic Models will be used to develop and monitor any extended learning/after school programs.

CALCULATION OF PARENT ENGAGEMENT CARRYOVER FUNDS

For systems with a Title I, Part A allocation greater than \$500,000, at least one percent of the allocation must be set-aside and expended for parent engagement. The Jasper County Charter System will annually determine the amount of parent engagement carryover.

Calculation of Parent and Family Engagement Carryover:

An expenditure detail report (journal summary operations report) is run for the interim period of July through September if funds for parent engagement were expended during that time. This amount may be pending depending on when the initial Title I, Part A budget is submitted.

If the parent engagement expenditures plus the parent engagement interim expenditures are greater than the one percent required set-aside, parent engagement carryover will be zero dollars for the current school year. If the expenditures are less than the one percent required set-aside, the difference of the set-aside minus the expenditures will be listed as carryover for the current school year.

COLLECTION AND VERIFICATION OF PARTICIPATING PRIVATE SCHOOL POVERTY NUMBERS

(ESEA: Sec. 1113; 34 CFR Sec. 200.70; 200.71)

The Jasper County Charter System (JCCS) must reserve funds to provide comparable services for eligible children in participating private schools.

Collection and Verification of Enrollment

At the beginning of March prior to the service year, the Director of Federal Programs requests enrollment data from the private school for the October full-time equivalent (FTE) count day. The data requested includes last name, first name, grade, and address. The private school is asked to submit the data by the end of March.

The Director of Federal Programs reviews the enrollment list and verifies the addresses to determine the number of students residing in Jasper County Title I attendance zones on the October FTE count day.

Collection and Verification of Poverty Numbers

JCCS consults with the private school through meetings, phone and/or email to discuss how poverty information will be collected. JCCS and the private school agree upon a method for income determination. Income information is determined through collection of an Income Determination Form completed by the private school.

For Title I, Part A, income determination is collected for students who attend the private school and reside in Jasper County. The Director of Federal Programs collects the Income Determination results from the private school contact at the beginning of March. A deadline for completion is also given to the private school (end of March).

The private school contact collects income determination data from families residing in Jasper County. The information is provided by families with children currently attending the private school. Information includes:

- Family address
- Grade levels of children living in the household and attending the private school
- Income questions including:
 - Is your family income less than the amount on the chart beside your family size?
 - Is your family qualified for the Supplemental Nutrition Assistance Program (SNAP)?
 - Are you receiving Temporary Assistance for Needy Families (TANF) benefits?

Once information is received from all private school students, the private school contact informs the Director of Federal Programs. The Director of Federal Programs matches the addresses to the enrollment report to ensure information is received from each family to maximize the private school equitable services (if possible) for the October FTE count day.

Data from the private school is used to calculate the private school proportionate share. This

form calculates the:

- Amount for family engagement
- Amount reserved for administrative costs for private school equitable services (optional)
- Amount reserved for instructional and professional development services

Refer to Calculation of the Private School Proportionate Share Section for procedures.

TITLE I, PART A – NOTICE TO PARENTS

(Sec. 1112(e)(3)(A); Sec. 1112(e)(3)(B); Sec. 1112(e)(3)(D); Sec. 1112(e)(4))

The Jasper County Charter System (JCCS) provides a language acquisition program supplemented with Title I, Part A and/or Title III, Part A funds. The district is required to inform parents of an English learner identified for participation in language acquisition programs no later than 30 days after the beginning of the school year. The district must inform parents of the following:

- The reasons for the identification of their child as an English learner and the need for placement in a language acquisition program.
- The child's level of English proficiency including how the level was assessed and the status of the child's academic achievement.
- The methods of instruction used in the program that the child is or will be participating in and 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 will meet the educational strengths and needs of their child.
- How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
- The specific exit requirements for the program, including the expected rate of transition from such programs into classrooms that are not tailored for English learners and the expected rate of graduation from high school (including four-year adjusted cohort graduation rate and extended-year adjusted cohort graduation rates for such program) if funds are used for children in high school.
- For students with disabilities, how the program meets the objectives of the individualized education program of the child.
- Information pertaining to parental rights that includes written guidance:
 - Detailing the parent options to request that their child be immediately removed from such program upon request.
 - Detailing the parent options to decline to enroll their child in such a program or to choose another program or method of instruction if available.
 - Assisting parents in selecting among various programs and methods of instruction if more than one program or method is offered by the district.

Additionally, for English learners identified during the school year, the district must notify the parents during the first two weeks of the child being placed in a language acquisition program.

Students may not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

The notice and information provided to parents must be in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. Additionally, the method of delivery must be secure to protect student information.

NOTIFICATION TO PARENTS OF PARTICIPATING ENGLISH LEARNERS PROCEDURE

The Title III LEA works with the LEA contact at each school collaboratively to ensure the distribution of letters notifying parents of student eligibility for participation in a language acquisition program.

Initial Notification to Parents of English Learners:

The following process is followed for the initial notification at the beginning of the school year to parents of participating English learners:

- The Director of Federal Programs/Title III runs a report of participating English learners from the student information system.
- The EL contacts at each school completes the Title I Parent Notification of Student Eligibility for Supplemental Language Support Services letter for participating students. The following fields are entered:
 - Date
 - Student name
 - Test used to determine English skills with score
 - Graduation rate for students receiving additional supports (if applicable)
 - Score qualifying a child for the ESOL program
- The EL Contacts send letters to schools each year in August to ensure that parents are notified within the first 30 days of school. School EL Contacts give letters to students to take home to their parents or send via mail by EL contacts. Contacts will document in log the method of communication.
- Returned letters are given to the student's teacher who returns letters to the school EL Contact. The EL Contact returns letters to the Director of Federal Programs/Title III. The following process will be followed for returned letters:
 - The student information system is checked to determine if the student has withdrawn. Letters for withdrawn students are maintained in the Title III Department.
 - If the student is still enrolled in the district, the Director of Federal Programs or EL contact will verify the correct mailing address with the applicable school.
 - The letter will be mailed via U.S. mail by the Federal Programs Department upon address verification.

Notification to Parents of English Learners Identified During the School Year:

The following process is followed for notification to parents of participating English learners identified during the school year:

- The school data specialist notifies the Director of Federal Programs/Title III when a potential English Learner has completed the registration process for enrollment in the district.
- The Director of Federal Programs/Title III reviews the student enrollment information and contacts the EL Contact at the student's assigned school.

- The EL Contact administers the World-Class Instructional Design and Assessment (WIDA) online screener.
 - The WIDA screener determines eligibility for the ESOL program.
 - The EL Contact returns the student’s score to the Director of Federal Programs/Title III.
 - If a student qualifies for language support services, the Director of Federal Programs/Title III submits the Title I Parent Notification of Student Eligibility for Supplemental Language Support Services letter to the Federal Programs/Title III.
- The EL school contacts sends letters to families in regards to the Title I Parent Notification of Student Eligibility for Supplemental Language Support Services letter for participating students. The following fields are entered:
 - Date
 - Student name
 - Test used to determine English skills with score
 - Graduation rate for students receiving additional supports (if applicable)
 - Score qualifying a child for the ESOL program
- The school EL Contacts gives letters to students to take home to their parents.
- Returned letters are given to the student’s teacher who returns letters to the school EL Contact. The EL Contact returns letters to the Director of Federal Programs/Title III. The letter will be mailed via U.S. mail by the Federal Programs Department upon address verification.

Notification to Parents in an Understandable Format:

The Title I Parent Notification of Student Eligibility for Supplemental Language Support Services is distributed to parents of participating students in English as well as their primary language.

Monitoring of Distribution of Parent Notifications for Participating English Learners:

The EL contacts and the Director of Federal Programs/Title III work collaboratively to monitor the distribution of the Title I Parent Notification of Student Eligibility for Supplemental Language Support Services. Both departments monitor the timeline to ensure distribution occurs by the required deadlines. The record of student enrollment, identification of services, and the distribution date of notifications are kept and reviewed by the EL contacts and Director of Federal Programs/Title III.

TITLE I, PART A – PARENT AND FAMILY ENGAGEMENT

(ESEA Sec. 1112 (e)(3); Sec.1112(e)(3)(C); Sec. 1112(e)(4); Sec. 1116; Sec. 1116(a)(2)(B); Sec. 1116(a)(2)(D); Sec. 1116(b);Sec. 1116(c); Sec. 1116(d); Sec. 1116(e); Sec. 1116(f); Sec. 1116(h))

The Jasper County Charter System will fulfill the purpose of parental engagement by promoting active engagement among administrators, school staff, parents, parental involvement coordinators, community leaders, and other stakeholders in order to improve student achievement and facilitate academic success (Policy LEBA). The Board will ensure strong strategies are in place to build capacity to engage parents/stakeholders in an effective partnership with the school and support high student academic achievement.

The Jasper County Charter System affirms and assures the rights and responsibilities of parents and legal guardians of children being served in activities funded by Title I the opportunities to participate in the planning, design, and implementation of the Title I program and its activities.

Parent Input

(ESEA: Sec. 1116(a)(2)(D); Sec. 1116(b); Sec. 1116(c))

Each district receiving funds under Title I, Part A shall develop jointly with, agree on, and distribute to parents and family members of participating children, a written parent and family engagement plan. The plan shall be incorporated into the district's plan that establishes expectations and objectives for meaningful parent and family involvement. The plan must also describe how the district will involve parents and family members in jointly developing the district plan and improvement plans.

Documentation must include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I, Part A or Title III, Part A. Documents are revised annually to meet the changing needs of families and the school.

District Parent and Family Engagement Plan

The district works with stakeholders through multiple methods to provide input on and revise the District Parent and Family Engagement Plan. Feedback from all stakeholders is gathered at district workshops and review meetings.

During a series of meetings, all parents are invited to attend and participate as well as provide suggestions and ideas to improve the school and District Parent and Family Engagement Plan. This process is repeated annually. Meetings are held for stakeholders for revision/input on the District Parent and Family Engagement Plan. All stakeholders are invited to attend one of multiple meetings. During each meeting, the format of the plan is discussed as well as revisions through discussion. The components of the plan are discussed including:

- What is Title I?
- Strengthening Engagement

- Adoption of the Plan
- Contact Information
- Jointly-Developed District Plan for Shared Student Achievement
- Technical Assistance
- Coordination of Services
- Building Capacity of School Staff
- Annual Evaluation
- Building Capacity for Parent and Family Engagement
- Reservation of Funds
- Accessibility
- Building Capacity of Parents

Discussions are also held on making the language more parent friendly. Stakeholders submit their feedback on document copies or through electronic surveys.

The district provides multiple opportunities for stakeholders to give feedback on the District Parent and Family Engagement Plan including, but not limited to:

- Multiple meetings to provide suggestions
- Announcements posted on the district’s website/social media

Parents are also welcome to submit comments and feedback regarding the plan at any time at meetings through feedback forms, or by contacting the Director of Federal Programs or school Family Engagement Coordinators by email, phone, or in person.

If the plan is not satisfactory to the parents of participating children, the district shall submit any parent comments with such a plan to the GaDOE.

- Timeline:

Spring:

- All parents and community members are invited to attend and participate in meetings for the purpose of revising the District Parent and Family Engagement Plan. Parents are encouraged to provide input on the plan via email or in person.
 - o External stakeholder meetings are held to provide input on the Comprehensive LEA Improvement Plan (CLIP) including the District Parent and Family Engagement Plan.
- Feedback may be provided on the documents, via email, or in person regarding the District Parent and Family Engagement Plan.

Late Spring:

- Additional external stakeholder meetings are held to provide input on the Comprehensive LEA Improvement Plan (CLIP) including the District Parent and Family Engagement Plan.
- Final revision of plan.

Fall:

- The revised district plan is distributed multiple ways to parents.

School Parent and Family Engagement Plan

(ESEA Sec. 1116(b), Sec. 1116(c), Sec. 1116(d), Sec. 1116(e), Sec. 1116(f), Sec. 1112(e)(3)(C), Sec. 1112(e)(4))

Under ESSA, each school served under Title I Part A shall jointly develop with and distribute to parents and family members of participating children a written parent and family engagement plan, agreed on by such parents, that shall describe the means for carrying out the requirements.

Each school served under Title I, part A shall:

- Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and explain the requirements of Title I, Part A and the right of the parents to be involved.
- Offer flexible meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of the School Parent and Family Engagement Plan and the joint development of the schoolwide program plan.
- Provide parents of participating children:
 - Timely information about programs under Title I, Part A
 - A description and explanation of the curriculum used at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
- If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

JCCS works with stakeholders annually to review and revise the School Parent and Family Engagement Plan. The School Parent and Family Engagement Plan must include the following components:

- A revision date (month, day, year) and current school year
- Jointly developed
- Annual Title I Parent Meeting
- Communications
- Accessibility (How the school provides information throughout the school year, to the extent practicable, in a language and format parents can understand)
- School-Parent Compact

- Parent input regarding the 1% set-aside for parent and family engagement (for districts receiving more than \$500,000 in Title I, Part A funds)
- To the extent feasible and appropriate, coordination and integration of parent and family engagement programs and activities (e.g., public preschool programs, transitions between school levels, college/career preparation)
- Strategies/activities/trainings the school will provide to build school staff capacity
- Strategies/activities/trainings the school will provide to build parent capacity

School-level Family Engagement Coordinators (FEC) coordinate the review of the school-parent compact, school-level parent and family engagement plan and Comprehensive Needs Assessment and Schoolwide Plan. The FECs invite all parents to have an opportunity to participate and provide input on the documents.

Each school provides multiple opportunities for parents to give feedback on the School Parent and Family Engagement Plan, not limited to:

- Various ways of communication with meeting dates and/or feedback link
- Multiple meetings to provide suggestions
- Meeting dates and/or feedback link are posted on the school's website
- Meeting dates and/or feedback link are placed in the automatic call/email system
- Meeting dates are posted using various communication methods (e.g. social media, marque, one-call, remind)

If the plan is not satisfactory to the parents of participating children, the school shall submit any parent comments with such a plan to the district.

Timeline:

- Late Winter/Early Spring:
 - Multiple meetings to provide opportunities for feedback for the School Parent and Family Engagement Plan and advertisement of meetings.
 - Copies of documents for revision available in Family Resource Centers and on the school website.
 - Input at staff meetings
 - Stakeholder meetings to provide input and revise the School Parent and Family Engagement Plan. Each participant is given a copy of last year's documents. Participants are asked to write recommendations for revision on the documents and turn in.
- Late Summer:
 - Revision of the School Parent and Family Engagement Plan due to the district.
 - Director of Federal Programs provides recommendations and revisions on the School Parent and Family Engagement Plan using the School Parent and Family Engagement Policy Checklist provided by the GaDOE. The Director of Federal Programs ensures all federal and State requirements are met.
 - Final plan due
- Fall:
 - Initial distribution of the plan to stakeholders

School-Parent Compact (ESEA: Sec. 1116(d))

As a component of the School Parent and Family Engagement Plan, each school served under this part shall jointly develop with parents for all children served under Title I, Part A, a School-Parent Compact outlining how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's challenging standards. The compact shall:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting the child's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time;
- Address the importance of ongoing communication between teachers and parents through, at a minimum
 - o Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement
 - o Frequent reports to parents on their child's progress
 - o Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- Ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

JCCS also works with stakeholders annually to review and revise the School-Parent Compact.

The School-Parent Compact must include the following components:

- A revision date (month, day, year) and current school year
- Description of how the School-Parent Compact was developed jointly
- District goals from the Consolidated LEA Improvement Plan (CLIP)
- School academic achievement goals from the School-wide Plan
- Specific, academic-focused shared responsibilities (aligned with the school academic achievement goals) between the school/teacher, parents, and students for improved student academic achievement. Activities/strategies the school will provide to build partnerships with parents to help children achieve the challenging State academic standards.
- Importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following:
 - o Parent-teacher conferences in elementary schools, at least annually, during which the compact is addressed
 - o Frequent reports to parents on their child's progress
 - o Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities

- o Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand
- Separate signature sheet is provided for the school representative, parent, and student to sign and date in agreement of the compact.

Each school in the Jasper County Charter System updates the School-Parent Compact annually. The following process is followed:

- Creating the Compact
 - o The Director of Federal Programs will send the updated Georgia Department of Education Compact template and checklist to all school-level Family Engagement Coordinators (FECs). FECs are given guidance on how to fill out the template at input meetings.
- Revising the Compact
 - o The school-level FECs will obtain teacher feedback on the compact at a staff training.
 - o The school-level FECs will hold a revision meeting at which all parents are invited to give feedback on the compact.
 - o After all revision meetings for the compact are held, school-level FECs revise the compact using the input from stakeholders.
- Signing the Compact
 - o The school level FECs will distribute the School-Parent Compact to teachers in the Fall during a staff meeting.
 - o School-parent Compacts are distributed in the student agendas. Compact signature sheets will be collected and monitored for 100% return from each school.
 - o Families review the compact and parent and child each sign the signature sheet.
 - o Students return the signature sheet to the teacher.
 - o Teachers keep documentation of which students have returned School-Parent Compact signature sheets with rosters to verify they have returned the compact signature sheet. Teachers will also print, sign, and date the compact as teacher of record.
 - o For schools to reach a 100% return rate for the School-Parent Compact, Teachers are asked to try a variety of strategies including:
 - Including copies of the School-Parent Compact and signature sheet in new student registration packets
 - Making personal phone calls to the parent/guardian
 - Sending an automated phone message
 - Collecting compacts through homeroom or designated class period
 - Offering incentives
 - Sharing reminders in various ways (e.g. remind, marque, flyers, social media, text messages)
 - Sharing compacts at meetings and workshops
 - Discussing the compact at parent-teacher conferences

- o Attempts will be made by school-level FECs for families who have not returned the signed compact. Attempts may include the following:
 - Automated call/email to families
 - Calling families
 - Sending email and text messages to families
 - Mailing the compact
 - Attaching the compact in the student's agenda
 - Offering incentives
- o Additionally, school-level FECs will keep a log of attempts to obtain the School-Parent Compact for each missing student.

Timeline:

- Late Winter/Early Spring:
 - Multiple meetings to provide opportunities for feedback for the School-Parent Compact advertisement of meetings.
 - Copies of the School-Parent Compact available in Family Resource Centers and on the school website.
 - Input at staff meetings
 - Stakeholder meetings to provide input and revise the School-Parent Compact. Each participant is given a copy of last year's documents. Participants are asked to write recommendations on the documents and turn in the documents for revision.
- Late Summer:
 - Revision of the School-Parent Compact due to the district.
 - Director of Federal Programs provides recommendations and revisions on the School-Parent Compact. Director of Federal Programs ensures all federal and State requirements are met.
 - Final policy due
- Fall:
 - Initial distribution of the policy to stakeholders

Building School Staff Capacity

JCCS obtains parent input on building school staff capacity at the district and school level. Input opportunities are offered through the following methods:

- Parent survey for spring
- PL for teachers twice each semester per GADOE Building School Staff Capacity Checklist
- Parent workshop feedback forms
- Feedback forms
- Newsletters and other means of communication

One Percent Set-Aside

The district annually receives more than \$500,000 in Title I, Part A funds. JCCS must have parent input on the use of the one-percent set-aside for parent engagement. JCCS obtains parent input on the one percent at the district and school level through the following methods:

- Spring Parent survey
- Parent workshop feedback forms

Distribution (ESEA: Sec. 1116; Sec. 1116(f))

Under the Elementary and Secondary Education Act (ESEA), the notice and information provided to parents shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

JCCS provides translation of parent engagement documentation in Spanish, including the plan, compact, and right to know letter. Documents needed in another language are provided based on the information from the Home Language Survey collected in the Fall. JCCS translates materials into an identified language upon request, to the extent practicable.

JCCS annually distributes the following documents to parents and the local community by November 1st:

- District Parent and Family Engagement Plan
- School Parent and Family Engagement Plan
- School-Parent Compact

The District Parent and Family Engagement Plan is distributed in the following ways:

- Sent home with each student in student agenda
- Placed in each school's Parent Resource Center
- Posted on the district and school websites
- Shared at parent engagement events during the school year (Annual Title I meeting and workshops)
-

The School Parent and Family Engagement Plan is distributed in the following ways:

- Shared with each family in the student agenda
- Placed in the school's Parent Resource Center
- Posted on the school's website
- Shared at parent engagement events during the school year (Annual Title I meeting and workshops)

The School-Parent Compact is distributed in the following ways:

- Shared with each family in the student agenda
- Posted on the school's website
- Placed in the school's Parent Resource Center

- Shared at parent engagement events during the school year (Annual Title I meeting, and workshops)
- Shared and reviewed at parent-teacher conferences

Each school works to ensure 100% of compacts are signed and returned. School-level FECs email, call, and mail compacts to parents/guardians as needed throughout the year.

Evidence of distribution is maintained by the Director of Federal Programs and school-level FECs. Evidence includes screenshots, social media posts, pictures, agendas, email/phone logs, signed memos on method of distribution, and meeting agendas and sign-in sheets with the role of attendees. A physical check of each school's signed School-Parent Compacts is conducted each Fall by the Director of Federal Programs and Title I bookkeeper. Signed and dated School-Parent Compacts are maintained at the school level and a sample is maintained at the district level.

Additionally, evidence is maintained to show that the District Parent and Family Engagement Plan, the School Parent and Family Engagement Plan, and the School-Parent Compact were distributed in a format and, to the extent practicable, in a language parents understand. JCCS translates each policy and compact into other languages upon request, as indicated on Home Language Surveys.

Technical Assistance

(ESEA: Sec. 1116(a)(2)(B); Sec. 1116(h); Sec. 1112(e)(3); Sec. 1112(e)(4))

Under ESEA, JCCS must provide technical assistance to schools in planning and implementing effective parent and family engagement practices including:

- School Parent and Family Engagement Plans
- School-Parent Compacts
- Title I, Part A, Section 1116 requirements,
- Outreach to parents of English Learners (ELs) and the notice to parents of participating ELs in supplemental language instruction programs as described in Section 1112(e)(3).

The JCCS Parent and Family Engagement Program provides ongoing technical assistance to schools in planning and implementing effective parent and family engagement practices. These technical assistance meetings are provided throughout the year in multiple ways, including but not limited to meetings, emails, phone calls, school visits, and web-based meetings.

The shared documents housed in Google Drive, a web-based file sharing service, serves as the platform to collaborate on required Title I documents with school level liaison.

The Director of Federal Programs is responsible for collecting all school and district-level documentation and reviewing it for effectiveness and compliance. Technical assistance is provided on the collected documentation. The Director of Federal Programs monitors parent engagement programs by:

- Providing feedback on documentation to the school-level FEC via email or through a one on one meeting. Any noted deficiencies are corrected by the school-level FEC.

Technical assistance is provided to the school-level FEC at monthly Family Engagement Coordinator meetings. Information covered at meetings may include, but is not limited to:

- Review of common errors in documentation
- Monitoring changes
- Parent engagement strategies/activities
- JCCS procedures
- Technology
- Building parent/staff capacity

Technical assistance is provided to district staff and school leaders through:

- Administrative meetings
- Meetings with principals
- District staff meetings

Ongoing technical assistance is provided on the following by the Director of Federal Programs:

- Feedback on budgets and purchase orders
- Budget meetings are held to assist schools in spending the funds as planned (as needed)
- Communications to schools on the procedures for implementing Title I requirements

Evidence of technical assistance is maintained including dated meeting agendas, dated sign-in sheets with roles of attendees, handouts/presentations, procedures, and minutes if applicable.

Building Capacity for Involvement (ESEA Sec. 1116(e), Sec. 1116(f), Sec. 1112(e)(3)(C), Sec. 1112(e)(4))

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and district:

- Shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements under Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.
- Shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

- Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, State, and local programs, including public pre-school programs, and conduct other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
- Shall ensure information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
- May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- May provide necessary literacy training from funds received under Title I, Part A if the local educational agency has exhausted all other reasonably available sources of funding for such training.
- May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
- May train parents to enhance the involvement of other parents.
- May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.
- May adopt and implement model approaches to improving parental involvement.
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- Shall provide such other reasonable support for parental involvement activities under this section as parents may request.

In carrying out the parent and family engagement requirements of Title I, Part A, the district and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required in a format and, to the extent practicable, in a language parents understand.

JCCS works to build the capacity of school staff and parents to increase academic achievement for students.

Staff Capacity

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

Each semester, the district and school will have at least two professional development sessions on building staff capacity. One of these sessions will be an in person or online meeting. The second may be a meeting or an email communication with faculty with links to articles, social media posts, online training videos, tip sheets, flyers, handouts, brochures, website screenshots, and other online resources.

The professional development focuses are:

- The value and utility of contributions of parents
- How to reach out to, communicate with, and work with parents as equal partners.
- Implementing and coordinating parent programs
- Building ties between parents and the school
- Sending information to parents in a format and, to the extent practicable, in a language the parents can understand
- Additional topics based on Parent Input on feedback forms

The district and schools also involve parents in the development of training for teachers, principals, and educators to improve the effectiveness of the training.

Evidence of professional development is maintained by the district and school-level Family Engagement Coordinator including dates, agendas, sign-in sheets with roles of attendees and signatures of teachers, specialized instructional support personnel, principals, other school leaders, and other school staff, handouts, and emails.

Parent Capacity

The district shall provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. JCCS provides assistance to parents to support a partnership among the school involved, parents, and the community to improve student academic achievement. The district and each Title I school provides opportunities to build parent capacity in supporting the education of their child through:

- In-person meetings (including the Annual Title I meeting)
- Print or email copies of presentation materials.

Opportunities are advertised through avenues such as flyers, newsletters, agendas, emails, phone messages, school website, social media posts, and/or marquees. A minimum of two advertisements are shared for each event. Information is also provided in a format and in a language, to the extent practicable, parents can understand.

The district and schools will provide parents of participating students timely information concerning:

- Description and explanation of the school's curriculum.

- Individual student assessment results and interpretation of those results.
- Assessments used to measure student progress and the achievement levels of the challenging State academic standards.

The district and schools will provide assistance to parents of children served under this program in understanding:

- The challenging State academic standards.
- The components of a schoolwide program.
- The state and local assessments, including alternate assessments.
- The requirements of Title I, Part A.
- Ways parents can monitor their children's progress and work with educators to improve the academic achievement of their children.

Additionally, the district and schools will provide materials and training to help parents work with their children to improve achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement.

To make workshops more meaningful, topics for workshops are aligned to what is happening at the school level. All workshops focus on increasing academic achievement in each school. Workshops are focused on school needs. Schools are allowed to rearrange topics based on school needs as long as all topics are covered. The six requirements for building parent capacity are incorporated and embedded in the workshops and combined with other current topics.

The workshop focuses are:

- Challenging State academic standards
- State and local academic assessments, including alternate assessments
- What is Title I and parent rights
- How to monitor a child's progress
- Working with educators to improve the achievement of their children
- Materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy)
- Parent and family engagement programs and activities coordinated and integrated with other Federal, State, and local programs, including public preschool programs, and conduct other activities such as school transitions and parent resource centers that encourage and support parents to fully participate in the education of their children
- Other reasonable support for family engagement activities as parents may request

At the district level, sessions mirroring what is happening in the school are scheduled for the year as well as major topics of parent interest. The district and Title I schools collaborate with the Pre-K providers, Title III, Part A, and other federally funded programs.

The district and schools will also coordinate and integrate parent and family engagement

programs, activities with other federal, State, and local programs, including public preschool programs, and conduct other activities such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Each school offers a parent resource center for families.

Evidence of building capacity is maintained by the district and school-level Family Engagement Coordinator including dated agendas with required topics, sign-in sheets with roles of attendees, and signatures, handouts, advertisements, contact logs, and emails. Schools are required to maintain the following documentation to provide evidence the six requirements of parental engagement are offered:

- Meeting agendas and sign-in sheets
- Advertisement
- Presentation materials and handouts
- Feedback/evaluation forms
- Meeting minutes

Parents of English Learners

Each district receiving funds under Title I, Part A shall implement an effective means of outreach to parents of English Learners to inform parents regarding how parents can:

- Be involved in the education of their children
- Be active participants in assisting their children to
 - Attain English proficiency
 - Achieve at high levels within a well-rounded education
 - Meet the challenging State academic standards expected of all students

Implementing effective outreach to parents shall include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I, Part A or Title III, Part A. The Jasper County Charter System offers regular meetings for parents of English Learners (EL). Meetings include information specific to EL students.

Effectiveness of the Parent Engagement Plans and Practices

JCCS shall conduct, with the meaningful involvement of parents, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served under Title I, Part A, including:

- Identifying barriers to greater participation by parents in activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or minority background
- Using the findings of such evaluations to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the parent and family engagement policies

Data is collected to determine the effectiveness of parent engagement plans and practices. Data includes:

- Spring Parent Survey
- Feedback forms at meetings to determine the effectiveness of the individual activity
- Online feedback
- Attendance data

Parent surveys and workshop feedback forms are continually utilized to improve programs offered. Parent surveys are given at the end of the school year to determine if parent needs were met and to evaluate the program. The survey contains the following components:

- Topics of interest for workshops
- Suggestions for spending the 1% Parent Engagement set-aside funds
- Sources of school-related information
- Effectiveness of school-home communications
- Preferred locations and times for workshops
- Volunteer areas
- Parent Resource Center usage
- Transition readiness of their child/ren

Parent surveys and parent input on use of parent engagement funds are utilized to plan parent activities. Parents are given opportunities to provide input on the use of funds at workshops and through the survey. The school-level Family Engagement Coordinators use this information to provide services to parents throughout the year.

Logic models are created at the school level. Parent engagement data is monitored to determine effectiveness of the overall program. Goals are established and evaluated through the district's strategic plan.

At the district and school level, the Director of Federal Programs and school-level FECs participate in the comprehensive needs assessment and school improvement process. This process also reviews the effectiveness of the parent engagement program.

All data collected at the school and district level is used to refine processes and to better support parents including revision of:

- Programs offered
- District Parent and Family Engagement Plan
- School Parent and Family Engagement Plan
- School-Parent Compact
- Building Staff Capacity
- Reservation of Funds

Responding to Parent Requests (ESEA Sec. 1116(c)(4)(C))

If requested by parents, the district and schools shall provide opportunities for regular meetings to formulate suggestions, to participate in decisions relating to the education of their children and respond to any such suggestions as practicable. JCCS encourages family members to participate in the planning and implementation of the programs and activities offered under Title I, Part A in order to assist students in meeting State and local achievement standards. Reasonable support for parent engagement activities will be provided at the request of parents. Staff members will be readily accessible to parents.

Parents may submit requests through the following methods:

- Workshop feedback forms
- Email
- Phone
- Input forms

Workshop Requests

The school-level Family Engagement Coordinator will submit workshop requests in writing to the administration within two school days. The FEC will discuss the workshop request with the administration and communicate the decision to the parent/guardian outlining the next steps within five school days.

Non-workshop Requests

The school-level Family Engagement Coordinator will submit a response to the request of the parent/guardian within five school days.

School Improvement 1003(a)

School Improvement 1003(g) (SIG)

Jasper County Charter System currently does not have any schools that receive funds from School Improvement 1003(a) or School Improvement 1003(g) (SIG). If a school were designated as Comprehensive Support and Improvement (CSI) or as Targeted Support and Improvement (TSI) the system would follow federal and state guidelines for such schools.

HOMELESS

(ESEA: Sec. 1112 (a)(1) and (O); MV Sec. 722(g)(B);722(g)(3)(E); 722(g)(3)(C); 722(g)(1)(F))

The Jasper County Charter System (JCCS) may receive a grant only if it has on file with the GaDOE a plan that is coordinated with other programs including the McKinney-Vento Homeless Assistance Act.

Under Every Student Succeeds Act, JCCS must have (ESSA Sec. 722(g)(1)(F):

- A description of procedures that ensure that
 - o Homeless children have equal access to the same public preschool programs, administered by the state agency, as provided to other children in the state
 - o Homeless youths and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services
 - o Homeless children and youths who meet the relevant eligibility criteria are able to participate in federal, state, or local before and after-school care programs
- A description of the services the district will provide homeless children, including services provided with funds reserved

Additionally, if a dispute arises over school selection or enrollment in a school (ESSA Sec. 722(g)(3)(E):

- The child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute
- The parent or guardian of the child or youth shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision
- The child, youth, parent, or guardian shall be referred to the district homeless liaison who shall carry out the dispute resolution process as described as expeditiously as possible after receiving notice of the dispute
- In the case of an unaccompanied youth, the district homeless liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute

The school selected shall immediately enroll the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation ((ESSA Sec. 722(g)(3)(C).

Homeless Liaison

The Superintendent of the Jasper County Charter System has designated the Director of Student Services to serve as the district homeless liaison.

The contact information below is shared with anyone who may have questions regarding the procedures for supporting homeless students in the Jasper County Charter System. If additional information is needed, the homeless liaison should be contacted by one of the following methods:

Jasper County Charter System
Homeless Liaison: Camilla Moss
Phone Number: 706-468-6350 ext 114
Fax Number: 706-468-0045
Email: cmosse@jasper.k12.ga.us
Address: 1411 College Street Monticello, GA 31064

Homeless Students (Policy JBC(1))

In accordance with the McKinney-Vento Homeless Assistance Act, the Jasper County School District will work with homeless children and youths and their families to provide stability in school attendance and other services.

DEFINITION

Section 725(2) of the McKinney-Vento Act defines “homeless children and youths” as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes—

- Children and youths who are:
 - o sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up”);
 - o living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
 - o living in emergency or transitional shelters; or
 - o abandoned in hospitals;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

LIAISON FOR THE HOMELESS

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their parents. School personnel will be trained to inquire about homelessness upon enrollment and withdrawal of students. School personnel will notify the homeless liaison regarding possible students in transition.

The Jasper County Charter System liaison for homeless students and their families shall coordinate with:

1. Local social services agencies that provide services to homeless children and their families
2. Other school districts on issues of transportation, and
3. State and local housing agencies responsible for comprehensive housing.

Homeless Student Enrollment, School Selection, and Transportation (Regulation JBC(1)- R(1))

School Selection

Each child and youth in transition has the right to remain at his or her school of origin or to attend any school in the attendance area in which they are currently residing. School of origin means the school that the student attended when permanently housed or the school in which the student was last enrolled. Children and youth in transition shall remain at the school of origin, to the extent feasible, unless it is against the parent's or youth's wishes. These students are eligible to remain in their school of origin for the duration of their homelessness and/or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school located in the attendance area where the student is actually living. If it is not feasible for the student to continue in their school of origin, the student shall be assigned or transferred to the school in the attendance area in which the child is actually living. In that case, if the parent or guardian does not agree, the school system will provide a written explanation as required by federal law. Feasibility of remaining at the school of origin shall be centered around the best placement for the student. Issues to be considered include but are not limited to:

- Safety
- Continuity of instruction;
- Possible location of future housing;
- Remaining time in academic year;
- Anticipated length of stay in temporary residence;
- School placement of siblings and
- Whether the student has special needs that would render the commute difficult.

Enrollment

Students identified as homeless have the right to immediate enrollment in school. If the parent or student is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residence, or immunization records, the student shall be enrolled and the school shall immediately contact the school last attended by the student to obtain the relevant academic and other records. If the student needs to obtain immunizations, or immunization or medical records, the school shall immediately refer the parent or guardian of the student to the school homeless contact or district liaison for homeless students who shall assist in obtaining necessary immunizations or records. This applies to unaccompanied youth as well. Unaccompanied youth may enroll themselves or be enrolled by a non-parent caretaker over the age of 18 or by the district homeless liaison.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by the state plan. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Transportation

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. Transportation shall be provided for the duration of the transition. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student or will divide the costs equally. Transportation services may be provided through district transportation, gas vouchers, or public means. If transportation is requested by a parent or guardian, a Transportation Request form should be filled out by the system's social worker and forwarded to the district liaison and Transportation Director.

Services

Children and youth in transition shall be provided comparable services to other students including:

- Transportation
- Title I
- Education services where they meet eligibility criteria
- Career, Technical, and Agricultural Education Program
- School Nutrition
- Before and after school care.

Other services provided to facilitate education include school supplies, school clothes, health services, summer programs, emergency assistance, and tutoring services. Upon being identified as homeless, students automatically qualify for free lunch. The district homeless liaison shall forward necessary information to Nutrition Services to facilitate the free lunch process.

Title I services should also be made available to all children and youth in transition, regardless of the school of enrollment Title I status. Appropriate funds should be set aside to provide comparable service to those students. The district Title I plan should coordinate with the McKinney-Vento services through collaboration between Title I Director and the district homeless liaison.

Collaboration

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students where such students receive services, such as schools, family shelters, and food banks. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

Transfer/Withdrawal

1. Homeless students often leave school without officially transferring or withdrawing from the school. In this event follow policy JBC(1) established by the Jasper County Charter System.

If a homeless student is transferring without the proper transfer or withdrawal form from the previous school, the student will be allowed to enroll at which point registration staff will call the former school for transfer and/or withdrawal information.

2. Homeless students may return to their former school or transfer to a new school within the same academic year. In this event, make every effort to remove students from withdrawal status and place them on re-entry or transfer status. Registration personnel should contact the previous school by telephone to request the student's records and discuss educational placement. Student records should be forwarded within 10 days.

Disputes of Homeless Children and Youth

The Jasper County Charter System is dedicated to the principle all eligible children and youth, including the homeless, who reside within the school district, are entitled to a free, appropriate public education.

If there is an enrollment dispute, the district's liaison will carry out dispute resolution in accordance with state guidelines.

Accepting and Issuing Credit for Homeless Students (Policy JBC(1))

As reauthorized by the Every Student Succeeds Act (ESSA) of 2015, Title IX-Education for the Homeless and Other Laws, the term "homeless children and youths" is defined as provided in the McKinney-Vento Homeless Assistance Act. In accordance with this Act, every child of a homeless individual and every homeless child or youth shall have equal access to the same free, appropriate public education as provided to other students. Jasper County School System (JCCS) recognizes "children and youth have the right to enroll in school immediately, even if they do not have required documents, such as school records, medical records, proof of residency, or other documents. [722(g)(3)(C)(i)]

In accordance with the McKinney-Vento Homeless Assistance Act, the Jasper County Charter System 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. Homeless students will be provided district services for which they are eligible, including transportation services, Head Start and comparable pre-school programs, Title I, and similar state or local programs, educational programs for students with disabilities or limited English proficiency, career and technical education programs, gifted and talented programs and school nutrition programs. Appropriate secondary education and support services will be provided to ensure that homeless youths receive appropriate credit for full or partial coursework satisfactorily completed while attending a prior school.

The superintendent shall appoint a liaison for homeless children and youths. The Superintendent or liaison will review as necessary regulations or procedures that may be barriers to the enrollment of homeless children and youths. In reviewing and revising such regulations or procedures, JCCS will consider issues of transportation, immunization, residence, birth certificates, transfer of school records and other documents required for enrollment.

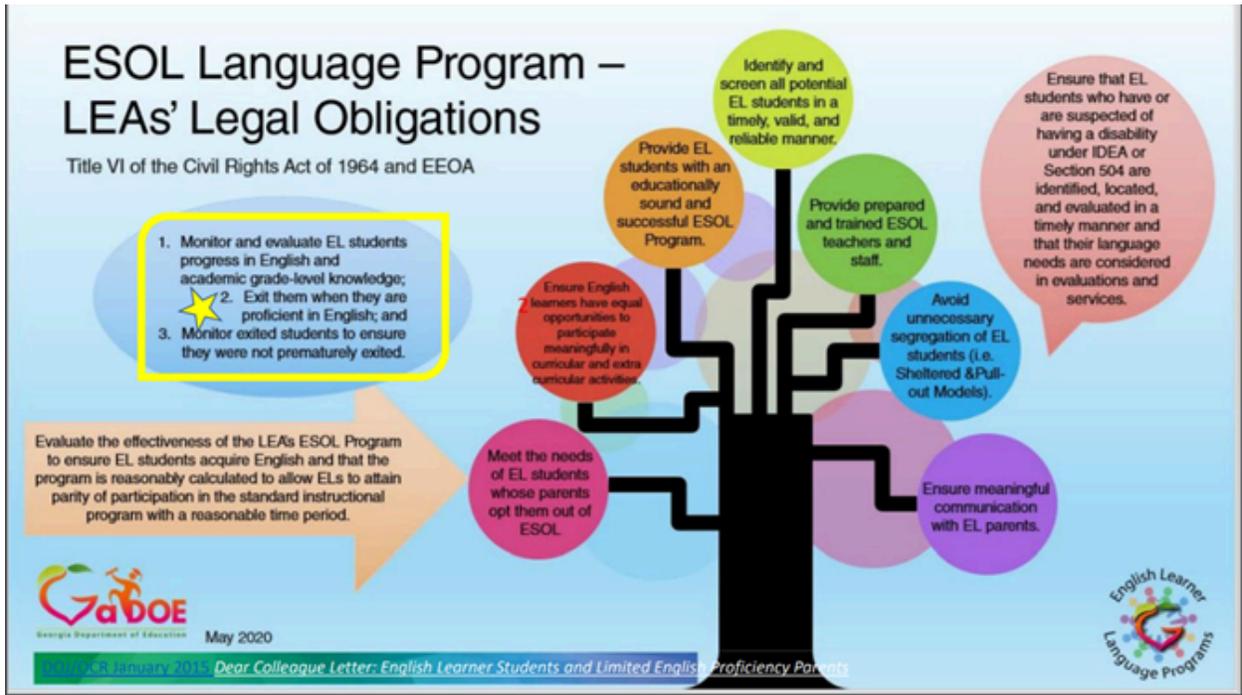
Anyone having a concern or complaint regarding placement or education of a homeless child or youth will first present it orally and informally to the JCCS liaison who shall carry out the dispute resolution process as defined in the state plan for the Education of Homeless Children and Youths.

Annual Policy Review Period

Annually, the policy and regulation is reviewed by the Director of Student Services during the review period of September to October. Changes, deletions, and/or additions are due no later than October 31 to the Assistant Superintendent. All policy changes, deletions, and/or additions are approved by the JCCS Board of Education.

Title III-Handbook

Procedures for English Learners (EL) Title III / English to Speakers of Other Languages (ESOL) Updated October 2021



ENGLISH LEARNERS (EL) ENGLISH TO SPEAKERS OF OTHER LANGUAGE (ESOL)/IMMIGRANT PROGRAM PLAN AND PROCEDURES

An ESOL program plan is designed to provide consistent and non-discriminatory procedures throughout each local school district as recommended by the United States Department of Education Office of Civil Rights. Districts are mandated by Title VI of the Civil Rights Act of 1964 and Title III, Federal Elementary and Secondary Education Act (ESEA) to provide an alternative program of service when there are students who are limited English proficient (LEP) and are unable to participate effectively in the district’s regular instructional program. Personnel in the Jasper County Charter System will ensure that all ELs and immigrant students will be allowed to participate in any program offered by the Jasper County Charter System including, but not limited to, special education, Title I, Gifted program services, Early Intervention Program Services (EIP), Multi-Tiered System of Supports (MTSS), any other special opportunities or specialized activities when relevant eligibility criteria have been met. No EL students will be isolated or stigmatize as result of any activities carried out by the Jasper

County Schools. In addition, all students will be admitted to the Jasper County Charter System regardless of their immigrant status or English-speaking status.

All funding received via Title III/ESOL will be used to support and/or develop existing programs. No funds will supplant previously available federal, state and local funds.

STATE ADMINISTERED FORMULA GRANT PROGRAM FOR ENGLISH LANGUAGE ACQUISITION AND LANGUAGE ENHANCEMENT

Federal Elementary and Secondary Education Act (ESEA) – TITLE III

Language Instruction for English Learners and Immigrant Students

Purpose:

- Improve the education of English Learners (EL) children and youth by assisting them to learn English and meet challenging state academic content and student academic achievement standards
- Provide enhanced instructional opportunities for immigrant children and youth

Eligible Applicants: State educational agencies (SEAs)

Awards: Each SEA that has a plan approved by the USDOE is awarded annually a formula grant determined by the number of EL and immigrant children and youth in the State. The State uses its allotment to award sub-grants to local educational agencies (LEAs) that have plans approved by the State. The number of EL and immigrant children and youth in the LEA determines the funding level of each sub-grant.

LEAs must be familiar with the “Dear Colleague Letter from OCR” found in the following link: <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

AUTHORIZED SEA ACTIVITIES:

- Professional development to assist educational personnel in meeting State and local certification requirements for teaching EL students
- Planning, evaluation, administration, and interagency coordination related to sub-grants
- Technical assistance to sub-grantees
- Recognition of exemplary sub-grantees

Authorized Sub-grantee Activities:

- Developing and implementing elementary school and secondary school language instruction educational programs for EL and immigrant students that are coordinated with other relevant programs and services
- Upgrading program standards and effective instructional strategies
- Identifying, acquiring, and upgrading curricula, instructional materials, educational software and technology, and assessment procedures
- Participating in electronic networks for materials, training, and communication
- Supporting supplemental educational personnel who have been trained, or are being trained, to provide educational services to EL and immigrant students

- Providing tutorials and academic and career counseling
- Providing family literacy services, parent outreach, and parent training activities

<https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/English%20Learner%20Programs/EL%20Language%20Programs%20-%20State%20Guidance%20Updated%206%20Oct%202021.pdf>

ESOL PROGRAM DESCRIPTION

The ESOL program is offered to all limited EL students who meet the screener eligibility criteria. This program aids in the success of a limited English proficient student in an English-speaking classroom. The goal is to have students succeed in all four language skills (speaking, listening, reading, and writing) both socially and academically. Immersion in an English-speaking environment with school personnel will produce the results necessary. The ESOL teacher shall have the ESOL endorsement issued by the Georgia Professional Standards Commission (GAPSC), and the ESOL class is limited to the maximum size specified in State Board of Education Rule 160-5-1-.08 Class Size.

Maximum Class Sizes for ESOL Classes

The chart below indicates the approved class size limits for ESOL classes.

Grade(s) Subject(s)	Maximum System Average Class Size	
	No Paraprofessional	With Paraprofessional
K-3	11	13
4-8	14	15
9-12	18	20

(Excerpted from Rule 160-5-1-.08 Class Size)

Delivery Models

Service may be provided through the following allowable delivery models: pullout, scheduled class period, push-in, sheltered courses, and resource center and/or ESOL laboratory and/or cluster center program.

Minimum Time Requirements for ESOL FTE Segments

The FTE Users Guide describes a segment as one-sixth of the instructional day. SBOE Rule 160-5-1-.02 states that instructional time is "all portions of the day when instruction or instruction-related activities based on the state-approved courses are provided by or coordinated by a certified teacher or substitute teacher." This minimum time varies by grade level as do minimum segment lengths:

Grade(s) and Scheduling	Daily Required Minutes Per Segment(s)	Daily Required Segments Maximum	Weekly Required Minutes Minimum
K-3	45 minutes	1	225
4-8	50 minutes	2	250
9-12	55 minutes	5	275
4 by 4 Block Scheduling	90 minutes	2	225
Hybrid Block Schedules	If less than 90 minutes	1	Determined by LEAs

WHO IS AN ENGLISH LEARNER (EL) STUDENT?

An English Learner student is one whose native/first/dominant language is not English, and who is eligible for services in accordance with Rule 160-4-5-.02 Language Assistance: Programs for English Learner (EL) Students.

IDENTIFICATION OF EL STUDENTS

A home language survey, included in the system registration packet, is completed by every student when initially registering in the district to determine if there is the influence of a language other than English. This survey will identify any languages other than English. The required questions are:

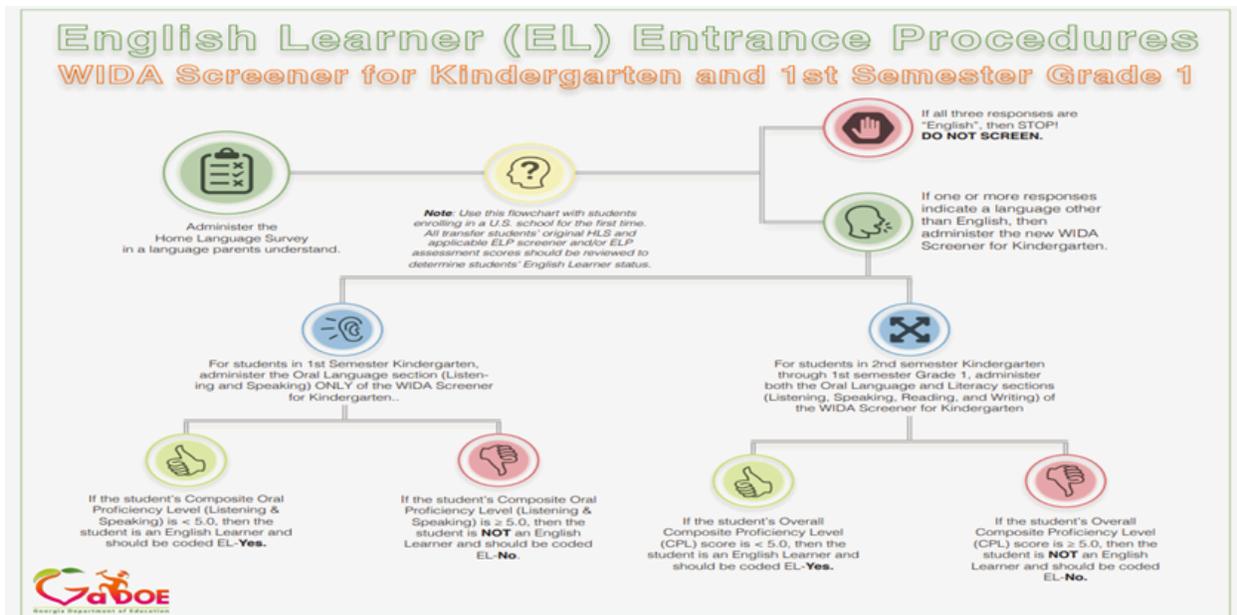
- Which language does your child best understand and speak?
- Which language does your child most frequently speak at home?

- Which language do adults in your home most frequently use when speaking with your child?

If the student has a language other than English noted on the Home Language Survey, a designated school staff member trained in the administration of the state adopted WIDA screener, must test the student within 30 days of enrollment by a designated trained staff member. Parents must be notified, by Title I, of placement within ten (10) days of the screener being administered.

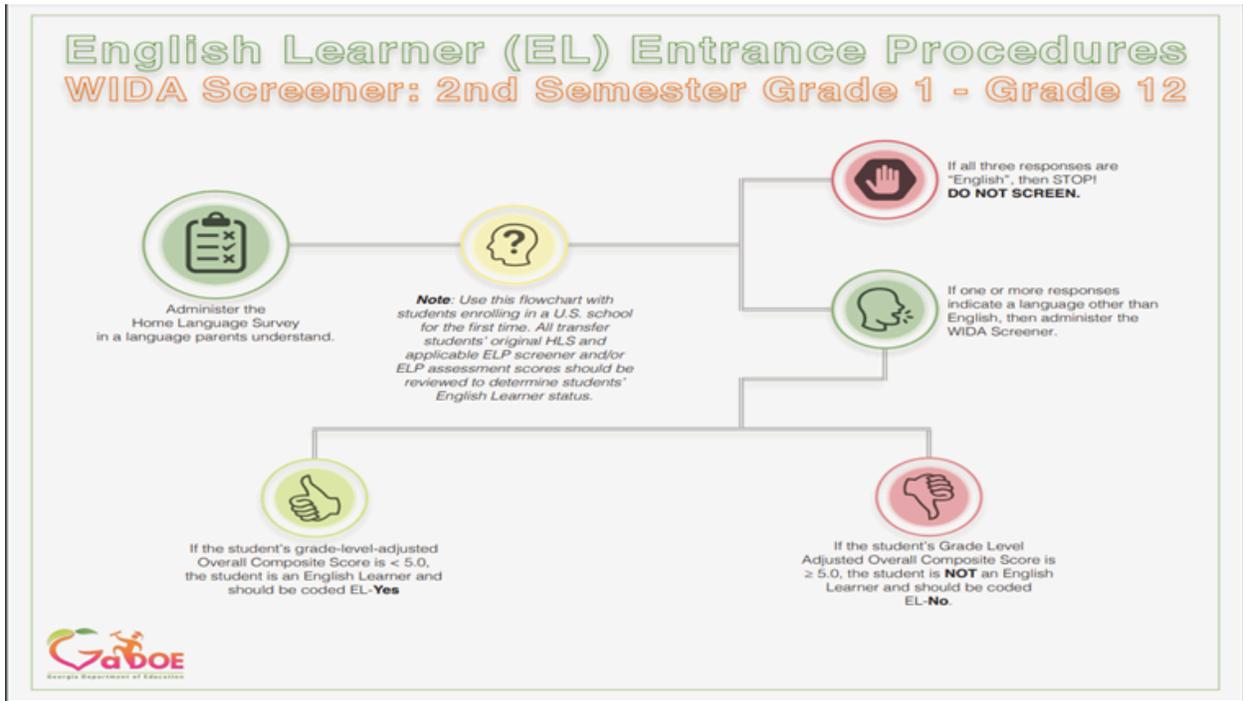
Kindergarten Students

The eligibility for kindergarten students and students in the first semester of first grade is determined by the eligibility flowchart found at the link below:



Grades 1 – 12

The eligibility for second semester first grade students through twelfth grade is determined by the eligibility flowchart found at the link below:



If the student is eligible for services:

- that student will be coded EL for statewide assessments and student records
- the ESOL teacher will be informed and an ESOL folder will be created

Uploading ELs in SLDS

ELs must be uploaded into SLDS when they are screened. Use the following steps:

- Go to SLDS
- Use the ELP Screener Tab
- Find the student by GTID # or Name
- Fill in the information required
- Upload the WIDA Screener and the Home Language Survey
- Go to the top of the page and "SUB
- Notify the district designee that you have completed this process.
- The district designee will need to go in after you and approve it.

This is helpful to find out information about ELs transferring to you from another Georgia school system.

WAIVER STUDENTS

If the student is eligible for language assistance but the parent has declined or opted out of ESOL services a Waiver of ESOL Program Form must be signed by the parent. Prior to the parent signing the waiver, the following must be communicated in a parent conference.

The WIDA screener and signed waiver will be placed in the student's permanent record marking it with stamp "DO NOT PURGE". The form can be found on the GaDOE website.

Student will be coded EL for statewide assessments and student records

A copy of the Waiver will be sent to the curriculum principal in order for the student to be provided an alternative language assistance service, approved in advance by Georgia DO
Notification of the Waiver student is sent to the ESOL Coordinator at the BOE

The student must be administered the ACCESS* test every year until they exit ESOL

At any time, the parent may reconsider and request that the child receive ESOL services.

The ESOL teacher MUST conference with the parent annually.

*Assessing Comprehension and Communication in English State to State (ACCESS for EL's), an English language proficiency test, is given annually to all active and waiver EL students.

EL student records will include (as applicable), in the divided, district-designed EL folder:

Copy of the original Home Language Survey

ESOL Parent Notification of Services (Initial, Continuing, Monitoring or No Longer Monitored)

Annual TPCs

Copy of WIDA Screener

Copy of annual ACCESS Student Report (stamped with proof of the language sent home to the parents)

EL Monitor Form

The EL Folder is kept in an EL designated box in the school vault.

EXITING EL STUDENTS

Student may be exited from the ESOL program and monitored for two (2) years as mandated by Title III, Federal Elementary and Secondary Education Act (ESEA) if they meet the exit criteria. The minimum ACCESS Overall Composite Level (CPL) set by Jasper County Charter System is 5.0. This is a clear exit with no EL Reclassification form necessary.

ESOL Exit Criteria for Kindergarten

ESOL Exit Criteria Grades 1-12

Coding status for ELs who have met criteria and begin the two year monitoring period should be changed from EL-Y to EL-M1 for the first year and EL-M2 for second year.

After the two year monitoring cycle, student is coded EL-F (former EL)

Alternate ACCESS Threshold for considering EL Exit (form at the end of this document)

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

- The IEP Team will serve as an English Learner (EL) Reclassification Team by completing the state provided EL Reclassification / IEP Team Rubric for English Learners with significant cognitive disabilities who have met the state's established Alternate ACCESS Threshold for considering EL Exit, as stated above.
- IEP teams who are considering reclassification of EL/SWD who have met the Alternate ACCESS criteria may want to finalize any possible EL status changes within 30 days of the beginning of the school year and before the October FTE count. Post-exit Procedures:
- For two consecutive school years, the exited student's progress toward IEP goals must be monitored by designated ESOL and Special Education personnel to ensure the exited student's English proficiency is not a barrier to full participation in classroom instruction and assessment in English. Monitoring documentation must be maintained in the exited student's permanent/cumulative records.

MONITORING SUCCESS OF FORMER EL STUDENTS

Exited EL students are required to be monitored for two (2) calendar years after exiting the ESOL program. The designated staff member (ESOL teacher) at their respective schools will monitor students.

At the end of each progress reporting period, the monitoring process shall consist of:

- A documented view of report card grades and/or portfolio assessments
- Attendance
- State assessment results
- Classroom performance and teacher observations
- Parent-Teacher Conferences as needed

This documentation will be maintained in the student's ESOL folder.

During the 2 calendar year monitoring period, ELs may still require instructional accommodations in some of their content courses.

If monitoring shows that the student is falling behind in class work and/or English language skills, the first step is to:

- Ensure students are provided any instructional supports available to students within the school
- Ensure that the MTSS team is aware of students lack of academic progress and success
- MTSS team should review students' data and determine next step appropriate interventions and any potential increased Tier monitoring for MTSS purposes

After instructional interventions have been in place and progress in measured over time, as data, documentation and any additional evidence are reviewed, the MTSS team should determine whether the student is struggling because of a lack of content knowledge or whether the student is struggling because of a lack of language.

If final analysis of those reviewing evidence and data determine the problem is lack of language proficiency, not a lack of content knowledge, cognitive issues, or a disability, then the committee needs to hold a reclassification meeting using the form at the end of this document.

PLACEMENT PROCEDURES for EL STUDENTS

ESOL SERVICES

The state funding guidelines will fund one segment of ESOL instruction for grades K through 3, two segments for grades 4 through 8, and up to five segments for grades 9 through 12. Pre-K is not funded through this program.

MINIMUM TIME REQUIREMENTS FOR ESOL FTE SEGMENTS

- Grades K-3 – 45 minute segments = 225 minutes a week
- Grades 4-5 – 50 minute segments = 250 minutes a week
- Grades 6-12 – 55 minute segments = 275 minutes a week

A 4X4 daily block scheduled class consisting of a minimum of 90 minutes will count as 2 segments. Hybrid or block schedules that do not meet the minimum of 90 minutes on a daily basis will be counted as a single segment.

MAXIMUM CLASS SIZES FOR ESOL CLASSES ARE AS FOLLOWS

Grade Levels	Maximum Individual Class Size
K-3	11
Or with paraprofessional	13
4-8	14
Or with paraprofessional	15
9-12	18
Or with paraprofessional	20

All students enrolled in an ESOL segment will be enrolled in the appropriate ESOL course number for their initial segment of instruction. These course numbers are found in Georgia Board of Education Rule 160-4-2-.03 LIST OF STATE-FUNDED

K-8 SUBJECTS AND 9-12 COURSES.

<https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-2-.03.pdf#search=ESOL>

55.00 ESOL, ELEMENTARY (Grades K-5)

55.00100 ESOL / Grade K

55.00200 ESOL / Grade 1

55.00300 ESOL / Grade 2

55.00400 ESOL / Grade 3

55.00500 ESOL / Grade 4

55.00600 ESOL / Grade 5

55.01 ESOL, MIDDLE (Grades 6-8)

55.01100 ESOL / Grade 6

55.01200 ESOL / Grade 7

55.01300 ESOL / Grade 8

23.09 ESOL, SECONDARY (GRADES 9-12) The following courses must be taught by a teacher who holds an English Language Arts certification as well as either the ESOL Endorsement or ESOL (P-12) certification.

23.09100 ESOL I
23.09200 ESOL II
23.09300 ESOL III
23.09400 ESOL IV

Subsequent segments could be sheltered as long as the teacher is content certified and ESOL endorsed. Adding sheltered content courses to the curriculum creates additional class offerings for learners of English. In high school, sheltered content courses allow students to generate more units of credit in content areas. These courses use content area material as the medium to teach the four English language skills. Instructors of these sheltered classes are responsible for the Georgia Standards requirements as applicable for both the content subject/course and ESOL standards. The instructor shall meet all requirements to teach both ESOL and the content area. The sheltered or content area ESOL class has only ESOL eligible students and utilizes the ESOL maximum class size. The EL student is enrolled in the content area course, but is reported as an ESOL segment for funding purposes. If successfully passed, the student receives a unit of credit for the content alternative if the maximum class size is determined by a teacher-pupil ratio (ESOL teacher to EL students) and the content area is taught using ESOL methods.

The following courses are Sheltered ESOL if designated by the system code of 8 preceded by 1 or 2, indicating the semester.

23.05100 American Literature and Composition (required course)
23.05200 English Literature and Composition
23.06100 Ninth Grade Literature and Composition (required course)
23.06300 World Literature and Composition
23.06700 Multicultural Literature and Composition

The following secondary elective ESOL courses focus on language acquisition and academic language development. These elective credit courses may be taught by a teacher with the ESOL (P-12) certificate or by a teacher who holds both certification in any approved field for the appropriate grade level and the ESOL Endorsement. (See State Board of Education Rule 160-4-2-.03)

55.02100 Communication Skills I
55.02200 Communications Skills II
55.02300 Reading and Listening in the Content Areas
55.02400 Oral Communications in the Content Areas
55.02500 Writing in the Content Areas
55.02110 Communication Skills in Math
55.02120 Communication Skills in Science
55.02130 Communication Skills in Social Studies
55.02600 Reading and Writing in Science
55.02610 Reading and Writing in the Social Studies
55.02700 Academic Language of Science and Math

EL PARTICIPATION IN REGULAR EDUCATION

Accommodations

EL students will receive appropriate accommodations in general education courses while they are being served in ESOL and for the mandatory monitored two calendar years after exiting the program.

The EL Test Participation Committee (TPC) must determine accommodations for an EL student. Only state-approved accommodations may be considered and included in the EL/TPC plan.

Accommodations are allowed for all EL and monitored students. (Refer to: Annual Approved Accommodations for English Language Learners in the Georgia State Examiners Manual). TPC Documents are found at the end of this document.

Members of the committee shall refer to the TPC Guidance for assistance at the following link: <https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/English%20Learner%20Programs/EL-TPC%20Supplemental%20Guidance%20Updated%206%20Aug%202021.pdf>

Forms will be updated annually and posted under EL Documents in Infinite Campus.

Accommodations will be in methodology, not in expectations. Any accommodation offered must be consistent with current instructional and assessment accommodations made in the classroom.

Each EL student (active and monitored 1st & 2nd year) must have an annual Test Participation Committee meeting. This meeting is designed to consider the EL student's participation in the state-mandated assessments and any accommodations that may be appropriate for the student.

The committee shall be comprised of a minimum of three people, one of whom is a teacher certified by the Professional Standards Commission, and must include the ESOL teacher currently serving the student with English language assistance. The remaining member can be the parent/guardian, content teacher, administrator, etc.

.Grading of LEP students

Grading modifications can be made for all EL students whose lack of English proficiency interferes with the student's ability to achieve. This is determined through screener scores, ACCESS, previous records or grades, and teacher observation. ESOL teachers are not to give content grade they are the language teacher.

Elementary School

Teachers may use reduced or simplified assignments and extra time with computer-assisted learning activities. Paraprofessionals may work with individual students as needed. Testing for EL students may also be modified or have accommodations in order to differentiate.

Middle School

Students may be graded based on their performance using appropriate modifications.

Modifications of all EL students will be determined through collaboration of the ESOL teacher and the content area teachers. Progress reports will indicate the student's progress toward mastery of the curriculum. The progress report may contain the explanation that Limited English Proficiency is hindering progress in this class.

High School

Modifications of EL students will be determined through collaboration of the ESOL teacher and the content area teachers. Progress reports will indicate the student's progress toward mastery of the curriculum. The progress report may contain the explanation that Limited English Proficiency is hindering progress in this class.

At the end of the semester, students may take state and county mandated assessments that will determine if the student has mastered enough of the curriculum to receive credit for that course and to project success in the next sequential course.

If the student has mastered sufficient GPS, the student will receive the grade earned. If the student has not mastered sufficient portions of the GPS, and the teachers determine that lack of mastery is based on the student's level of English proficiency, the student may receive an 'NC' indicating no credit earned.

If the student has not mastered sufficient portions of the GPS, and the cause is not the student's Limited English proficiency, the student will receive the grade he/she earns for the course. This grading determination, once approved by the student's ESOL teacher, content area teacher, and a designated administrator will be sent home to the parents. Students will either receive a grade or a 'NC' for elective courses at the end of each semester. If the student receives a 'NC', the student will have to repeat the course. A grade or 'NC' decision will be based on the same procedures listed above.

Grade reports will indicate student progress towards mastery of the content rather than English proficiency level, in courses other than ESOL.

High school EL students are required to take and pass all end-of-course tests and graduation exams mandated by the state of Georgia.

Units of Credit

Units of credit are awarded for ESOL courses either as elective or core, based on the course number, under the main subject area of English/Language Arts and passage of end-of-course tests.

Promotion and Retention

Students may not be retained based on a lack of English proficiency.

NOTE: (As stated in the Georgia Title III ESOL Resource Guide):

EL students should be placed in age appropriate grade levels or courses. If a lower placement is necessary due to lack of formal schooling, it should not be more than one year below the same-aged English peers.

Special Education EL Students

ESOL teachers must be familiar with the Individual Educational Plan (IEP) for the EL student. Collaboration between the ESOL teacher and the special education teacher should take place on a regular basis. ESOL teachers must participate in the IEP meetings.

EVALUATION FOR PLACEMENT IN CONTENT AREA CLASSES AND FOR OTHER SPECIAL PROGRAMS

Designated school staff, who have undergone appropriate training will determine placement. Student placement will be made based on completed formal years of schooling and age appropriateness. Age appropriateness for elementary students is defined as not more than one year below the same-aged native English-speaking peers. Age appropriateness for middle and high school students is defined as not more than two years below the same-aged native English-speaking peers. Regardless of successful completion of years of formal school, a child who is sixteen years or older will be placed at the high school level. High school students will not be placed in a grade lower than that which is determined by transcript evaluation.

Course Recommendations

Depending on English proficiency level of students determined by the WIDA Screener, the students are designated by the WIDA language acquisition levels 1-5.

SECONDARY AND INTERMEDIATE NEP AND LEP BEGINNER STUDENTS MAY BE PLACED IN TWO TO THREE SEGMENTS OF ESOL, PLUS PHYSICAL EDUCATION, ART, CHORUS, AND POSSIBLY AN APPROPRIATE MATHEMATICS COURSE.

INTERMEDIATE LEP STUDENTS GO TO ONE TO TWO SEGMENTS OF ESOL, APPROPRIATE ELECTIVES, MATHEMATICS, SCIENCE, AND POSSIBLY SOCIAL SCIENCE.

Advanced LEP students take one segment of ESOL or sheltered language arts, and any content area courses offered.

STATEWIDE ASSESSMENTS

The following guidelines apply only to students who are eligible for ESOL services per State Board of Education (SBOE) Rule 160-4-5-.02 Language Assistant: Programs for Limited English Proficient Students. For assessment purpose, these EL eligible students are LEP, even if they are not currently enrolled in the state-funded ESOL program. This refers to students who have declined or opted out of ESOL services. For these students, a Waiver of ESOL Program Form must be signed by the parent and placed in the student's permanent record. This document can be found in the ESOL Form Bank on the GaDOE website.

Per SBOE Rule 160-3-1-.07 Testing Programs, students who have been defined as limited English Proficient (LEP) shall participate in all assessment programs. These students shall be coded LEP on each test answer document. Therefore, students not qualified as LEP shall not be coded as LEP on a test answer document. Testing deferments will be based on the most current information from the Georgia Department of Education.

High school graduation requirements dictate that students must accrue an identified number of credits that can be attained only through mastery of course content.

All active and waiver EL students are tested annually using ACCESS. ACCESS information is shared with all teachers working with the student. Directions for distribution of ACCESS reports and data will be given by the System Testing Director annually.

Testing Accommodations

(Refer to current: Procedures for EL/Test Participation Committee - EL/TPC Meeting)

Information on English Learner accommodation guidelines is found in the test examiners handbook for each specific test. Accommodations will be determined by the documented EL/Test Participation Committee Meeting prior to the student's first administration of any statewide assessment. These documents are found at the end of this document.

The continued use of accommodations must be reviewed and documented annually.

The accommodations selected for use by the EL/TPC will reflect the practices used in the student's respective mainstream education classes.

Administration of the assessments using test accommodations shall be according to established guidelines and procedures in the Examiner's Manual and the Georgia Student Assessment Handbook.

Documentation of each EL/TPC Meeting shall be placed in the student's ESOL Folder in the school's vault.

This document will include signatures of committee members who may be current EL teacher, regular education teacher, school administrator and parent / legal guardian or student (if 18 years or older).

Responsibilities of System ESOL and Test Directors (acquired from Georgia EL resource guide)
All efforts regarding testing issues involving LEP students will be coordinated and supervised by both the system Test Coordinator and system ESOL Coordinator

Responsibilities of the System ESOL Director

- Ensures that all assessments and, in certain cases, conferences relating to a student's ESOL eligibility (Rule 160-4-5-.02) are documented prior to assigning EL or EL-M status
- Acquires and maintains current information on the statewide testing program, including the section on accommodations for EL or EL-M students which is found in the Accommodations section.
- Acquires and maintains current information of state rules and the deferment/accommodation process for EL or EL-M students.
- Provides technical assistance to teachers in test administration.
- Ensures that appropriate documentation is maintained for all EL or EL-M students.
- Ensures that EL or EL-M students have appropriate test-taking experience or have been taught test-taking skills prior to taking the tests.
- Informs the System Test Director of the number of students who must receive each accommodation allowed by state regulations.

Responsibilities of the System Test Director

In addition to the duties outlined in the Georgia Student Assessment Handbook for all students, the System Test Director will work with the EL student's ESOL teacher to communicate to parent(s) or guardian(s) of students with EL/TPC plans, and pertinent information regarding the examinations necessary for high school graduation. The district Test Director will also administer the ACCESS test in coordination with the school-level testing coordinators.

TO DO List regarding TPCs for ESOL Teachers:

1. Remember, for PEC students the accommodations on the TPC need to mirror the accommodations on the IEP.
2. Make a copy of the final TPC and send it home to the parent.
3. Upload the TPC in Infinite Campus. Use the directions attached to find the location to upload the new TPC. Label the new document "TPC 22 Last name, First name".
4. Put a copy of TPC in the ESOL Folder.
5. Prepare TPC Verification Forms by teacher, listing all the ELs that each teacher serves on the individual sheet.
6. Distribute the Verification Forms to teachers of ELs and email them directions for locating TPCs in Infinite Campus. By signing the Verification Form, the teacher is indicating that they have read and are familiar with the testing accommodations that the ELs should be receiving all year in testing situations.
7. Collect the signed form, scan them, keep record of the copies and send the copies to the Title III Coordinator at the JCCS Board of Education.

PARENTAL INVOLVEMENT AND NOTIFICATION

Enrollment

When a student enrolls in the district, and it has been determined that this student has EL status, an explanation of the ESOL program and available services will be explained to the student and parent(s) or guardian(s) in an understandable format either orally or in writing. Notification forms must go home each year informing parents of the ESOL services the student is receiving. These forms are found at the end of this document.

If the parent(s) or guardian(s) objects to ESOL services, the building administrator will provide appropriate Alternative Language Assistance. The parent will be conferenced and if they continue to decline ESOL services, a waiver of EL/ESOL Program shall be signed by the parent and placed in the student's permanent record.

Parent or Guardian Communications

(Per: US DOE / Title III / Subsection 3302 a8) Provision of translated materials and interpreters for all communications with parents will be coordinated by a designated district level staff member responsible for coordinating community resources and/or social services.

The designated person will provide contact information for interpreters, and translation services for use by system personnel. The designated person will also maintain a copy of each type of system-wide written communication sent to parent(s) or guardian(s) of EL students that has been translated into the parent's first language. For example, this designated person will make every effort to include EL families in all school level activities through the provision of interpreters and translated invitations, when possible, for such events. Translated school level communications will be on file in each school's designated file area. Every effort will be made to communicate with parents in a format understandable to them.

For funding of translation & interpretation see Chapter 10 of the Federal Programs Handbook - "Supplement, Not Supplant Under the ESSA, Title III Part A §3115(g) describes the "supplement, not supplant" provision applying to the use of Title III Part A funds. In practice, this means that a supplanting violation occurs when a district uses Title III-A funds to provide services that are required under other Federal, State and local laws. Thus, when budgeting for expenditures of Title III monies, it is important to first consider whether the activities proposed are already required to be performed under another law. If such is the case, the non-supplanting provision dictates that Title III-A funds may not be spent in support of that activity.

Litmus Test – Prior to expending Title III-A funds on an activity or service, consider: "Is this an activity/service required by the Office for Civil Rights? Is this an IDEA requirement? Is this a Title I requirement?" If the response to any of these questions is "yes," then Title III Part A funds should not fund this activity/service."

ESOL PROGRAM EVALUATION

Like their native English-speaking peers, English Language Learners vary in abilities, motivation, and readiness to learn. Research states that it takes two to three years to gain common communicative proficiency but five to seven years to gain full academic proficiency. The native language proficiency levels, and the age and time of arrival at school are also a significant factor. Moreover, access to effective teaching and educational services influence the length of time it takes to learn English and to learn subject matter in English. In short, time frames for learning language and subject matter cannot be pre-determined.

Our system goal for language minority students is that they become proficient in English and make consistent measurable progress in curriculum content areas, based on individual needs and abilities.

Georgia Department of Education
ESOL & Title III Unit
Required Home Language Survey

Dear Parent or Guardian:

In order to provide your child with the best possible education, we need to determine how well he or she speaks and understands English. This survey assists school personnel in deciding

whether your child may be a candidate for additional English language support. Final qualification for language support is based on the results of an English language assessment.
Thank You

Student Name (required information):

Language Background (required information):

1. Which language does your child best understand and speak?

2. Which language does your child most frequently speak at home?

3. Which language do adults in your home most frequently use when speaking with your child?

Language for School Communication:

4. In which language would you prefer to receive school information?

Signature of Parent/Guardian/Other

Georgia Department of Education
ESOL Unit
Encuesta obligatoria en el idioma nativo

Estimado padre o tutor:

Para proporcionarle a su hijo la mejor educación posible, debemos determinar qué tan bien habla y entiende el inglés. Esta encuesta ayuda al personal de la escuela a determinar si su hijo puede

ser un candidato para recibir apoyo adicional en inglés. La calificación final para el apoyo idiomático está basada en los resultados de una prueba en inglés.
Gracias.

Nombre del estudiante (información obligatoria):

Antecedentes idiomáticos (preguntas obligatorias):

1. ¿Qué idioma su hijo entiende y habla mejor?

2. ¿Qué idioma su hijo habla con mayor frecuencia en el hogar?

3. ¿Qué idioma usan con mayor frecuencia los adultos del hogar cuando hablan con el niño?

Idioma para la comunicación con la escuela:

4. ¿En qué idioma prefiere recibir la información escolar?

Firma del padre/tutor/otro

Fecha

JASPER COUNTY CHARTER SYSTEM
PARENT NOTIFICATION OF INITIAL ELIGIBILITY
FOR ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) LANGUAGE
PROGRAM

DATE: _____

STUDENT NAME: _____

(LAST)

(FIRST)

(MIDDLE)

SCHOOL _____ GRADE _____

DEAR PARENT/GUARDIAN:

Based on your responses to the Home Language Survey you completed during registration, your child was screened for English language proficiency on _____ using the WIDA Screener

WHICH INDICATES THAT HE/SHE WOULD BENEFIT FROM ESOL LANGUAGE INSTRUCTION AND SUPPORT DURING THE SCHOOL DAY.

THE ESOL LANGUAGE PROGRAM HELPS STUDENTS IMPROVE THEIR ENGLISH SKILLS SO THAT THEY WILL BE MORE SUCCESSFUL IN AN ENGLISH-ONLY CLASSROOM ENVIRONMENT. YOUR CHILD'S ENGLISH LANGUAGE PROFICIENCY WILL BE ASSESSED EACH YEAR TO DETERMINE IF HE OR SHE CONTINUES TO QUALIFY FOR THE ESOL LANGUAGE PROGRAM.

AS A PARENT OR GUARDIAN, YOU HAVE THE RIGHT TO WAIVE DIRECT ESOL LANGUAGE INSTRUCTION SUPPORT FOR YOUR STUDENT. IF YOU ARE INTERESTED IN DISCUSSING THIS OPTION OR WOULD LIKE ADDITIONAL INFORMATION ABOUT THE ESOL PROGRAM, PLEASE CONTACT THE FOLLOWING INDIVIDUAL IN OUR SCHOOL DISTRICT.

WE LOOK FORWARD TO HELPING YOUR CHILD DEVELOP ACADEMIC ENGLISH LANGUAGE PROFICIENCY.

SINCERELY,

NAME: _____

TITLE: _____

TELEPHONE NUMBER: _____

E-MAIL ADDRESS: _____

JASPER COUNTY CHARTER SYSTEM
NOTIFICACIÓN A LOS PADRES DE LA CALIFICACIÓN INICIAL
PARA EL PROGRAMA DE INGLÉS A PERSONAS QUE HABLAN OTROS IDIOMAS
(ESOL POR SUS SIGLAS EN INGLÉS)

FECHA: _____

NOMBRE DEL ALUMNO: _____

(APELLIDOS) _____

ESCUELA _____

GRADO ESCOLAR _____

(NOMBRES)

ESTIMADO PADRE O TUTOR:

CONFORME A LAS RESPUESTAS QUE UD. INDICÓ EN LA ENCUESTA SOBRE EL IDIOMA PRINCIPAL DE SU HIJO/A DURANTE EL PROCESO DE MATRICULARLO, SE LE REALIZÓ UNA PRUEBA DE SU SUFICIENCIA EN INGLÉS EN LA FECHA _____ UTILIZANDO LA PRUEBA WIDA SCREENER. LA CALIFICACIÓN DE SU HIJO/A COMO RESULTADO DE ESA PRUEBA FUE _____, LO QUE INDICA QUE SE BENEFICIARÁ DEL PROGRAMA DE INGLÉS ESOL DURANTE EL DÍA ESCOLAR.

EL PROGRAMA DE ESOL AYUDA A LOS ESTUDIANTES A DESARROLLAR EL INGLÉS ACADÉMICO PARA ASÍ TENER ÉXITO EN SUS ESTUDIOS EN LA ESCUELA DONDE INGLÉS ES EL IDIOMA PRINCIPAL. A SU HIJO/A SE LE REALIZARÁ ANUALMENTE UNA PRUEBA DE INGLÉS PARA DETERMINAR SI TODAVÍA CALIFICA PARA EL PROGRAMA ESOL.

COMO PADRE O TUTOR, USTED TIENE EL DERECHO A RENUNCIAR AL APOYO DIRECTO QUE EL PROGRAMA DE ESOL OFRECE AL ALUMNO. SI ESTÁ INTERESADO EN CONVERSAR SOBRE ESTA OPCIÓN O LE GUSTARÍA RECIBIR MÁS INFORMACIÓN SOBRE EL PROGRAMA DE ESOL, LE AGRADECEMOS QUE SE COMUNIQUE CON LA SIGUIENTE PERSONA EN EL DISTRITO ESCOLAR O LA ESCUELA.

ESPERAMOS PODER AYUDAR A SU HIJO/A DESARROLLAR A UN ALTO NIVEL DEL INGLÉS ACADÉMICO.

ATENTAMENTE,

NOMBRE: _____

CARGO: _____

NÚMERO DE TELÉFONO: _____

CORREO ELECTRÓNICO: _____

Jasper County Charter System

CONTINUING NOTIFICATION OF ELIGIBILITY
FOR ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) SERVICES

DATE: _____

STUDENT NAME: _____

(LAST)

(FIRST)

SCHOOL _____ GRADE _____

DEAR PARENT/GUARDIAN:

DURING THE SPRING, YOUR CHILD, _____, WAS GIVEN THE ACCESS FOR ELLS 2.0 TEST TO DETERMINE HIS OR HER LEVEL OF ENGLISH LANGUAGE PROFICIENCY. YOUR CHILD SCORED A _____ ON THIS TEST, WHICH INDICATES THAT HE/SHE WILL CONTINUE TO BENEFIT FROM ESOL SUPPORT DURING THE SCHOOL DAY.

ESOL IS A PROGRAM THAT HELPS STUDENTS IMPROVE THEIR ENGLISH SKILLS SO THAT THEY WILL BE MORE SUCCESSFUL IN AN ALL-ENGLISH SPEAKING CLASSROOM ENVIRONMENT. YOUR CHILD WILL BE TESTED EACH YEAR TO DETERMINE IF HE OR SHE CONTINUES TO QUALIFY FOR THIS ESOL PROGRAM.

AS A PARENT OR GUARDIAN, YOU HAVE THE RIGHT TO WAIVE DIRECT ESOL SUPPORT FOR YOUR STUDENT. IF YOU ARE INTERESTED IN DISCUSSING THIS OPTION OR WOULD LIKE ADDITIONAL INFORMATION ABOUT THE ESOL PROGRAM, PLEASE CONTACT THE SCHOOL DISTRICT STAFF MEMBER LISTED BELOW.

WE LOOK FORWARD TO HELPING YOUR CHILD DEVELOP AND IMPROVE HIS OR HER ACADEMIC ENGLISH SKILLS.

SINCERELY,

NAME:

TITLE:

TELEPHONE NUMBER: _____

EMAIL ADDRESS: _____

JASPER COUNTY CHARTER SYSTEM
NOTIFICACIÓN DE CONTINUACIÓN DE ELEGIBILIDAD
PARA LOS SERVICIOS DE INGLÉS A PERSONAS QUE HABLAN OTROS IDIOMAS
(ESOL)

FECHA: _____

NOMBRE DEL ALUMNO: _____

(APELLIDO) _____

ESCUELA _____ GRADO _____ (NOMBRE)

ESTIMADO PADRE/TUTOR:

DURANTE LA PRIMAVERA, SU HIJO/A, _____, A LA PRUEBA ACCESS FOR ELLS 2.0 PARA VERIFICAR SU NIVEL DE COMPETENCIA EN IDIOMA INGLÉS. EL PUNTAJE DE SU HIJO/A EN ESA PRUEBA FUE _____, LO QUE INDICA QUE CONTINUARÁ BENEFICIÁNDOSE CON EL APOYO ESOL DURANTE LA JORNADA ESCOLAR.

ESOL ES UN PROGRAMA QUE AYUDA A LOS ALUMNOS A MEJORAR SUS HABILIDADES EN INGLÉS PARA QUE TENGAN MÁS ÉXITO EN TODOS LOS AMBIENTES ESCOLARES DONDE SE HABLE INGLÉS. A SU HIJO/A SE LE REALIZARÁ ANUALMENTE UNA PRUEBA PARA DETERMINAR SI CONTINÚA CALIFICANDO PARA EL PROGRAMA ESOL.

COMO PADRE O TUTOR, USTED TIENE EL DERECHO A RENUNCIAR AL APOYO DIRECTO QUE ESOL OFRECE AL ALUMNO. SI ESTÁ INTERESADO EN CONVERSAR SOBRE ESTA OPCIÓN O LE GUSTARÍA RECIBIR MÁS INFORMACIÓN SOBRE EL PROGRAMA ESOL, LE AGRADECEMOS QUE SE CONTACTE CON EL PERSONAL DEL DISTRITO ESCOLAR ENLISTADO A CONTINUACIÓN.

ESPERAMOS PODER AYUDAR A SU HIJO/A A DESARROLLAR Y MEJORAR SUS HABILIDADES ACADÉMICAS EN INGLÉS.

ATENTAMENTE,

NOMBRE: _____

CARGO: _____

NÚMERO DE TELÉFONO: _____

DIRECCIÓN DE CORREO ELECTRÓNICO: _____

Jasper County Charter System

Notification of Exit from ESOL Services

Date: _____

Student Name: _____ Grade _____

School: _____

ACCESS for ELLs Testing Results:

Composite Proficiency Level Score _____ / 6.0

(for Kindergarten Test: Reading _____; Writing _____; Listening _____; Speaking _____)

Additional data considered (if applicable): _____

Dear Parent or Guardian,

As you know, your child has been enrolled in our school’s English for Speakers of Other Languages (ESOL) Program in order to improve his/her English language skills.

Based on a recent review of ACCESS and other test results, we have determined that your child has reached the level of English needed in order to transition out of ESOL services. Please know that although your child will no longer receive ESOL classes, we will continue to monitor your child’s academic progress in order to ensure that he/she continues to be successful in school.

If you have any questions, please contact me by phone or email.

Best regards,

Administrator/ESOL Contact _____

E-mail _____

Phone _____

Retain in Student Permanent Record

Jasper County Charter System

Notificación sobre el cese de los servicios ESOL

Fecha: _____

Nombre del estudiante: _____ Grado _____

Escuela: _____

Resultados de la evaluación ACCESS for ELLs:

Calificación global del nivel de dominio _____ / 6.0

(para la Prueba de jardín de infantes: Comprensión de lectura _____; Redacción _____;

Comprensión auditiva _____; Expresión oral _____)

Datos adicionales considerados (si corresponde): _____

Estimado padre, madre o tutor:

Como sabe, su hijo/a ha estado inscrito/a en el programa Inglés para nativos de otros idiomas (ESOL) de nuestra escuela con el objetivo de mejorar sus habilidades lingüísticas en inglés.

Según la reciente revisión de los resultados de ACCESS y de otras pruebas, hemos determinado que su hijo/a ha alcanzado el nivel de inglés necesario para dejar de recibir servicios ESOL. Tenga en cuenta que si bien su hijo/a ya no recibirá clases ESOL, seguiremos controlando su progreso académico para asegurarnos de que continúe obteniendo buenos resultados en la escuela.

Si tiene alguna pregunta, póngase en contacto conmigo por teléfono o correo electrónico.

Saludos cordiales,

Administrador/Contacto de ESOL _____

Correo electrónico _____

Teléfono _____

Retain in Student Permanent Record

JASPER COUNTY CHARTER SYSTEM

ESOL NOTIFICATION

SERVICES NO LONGER NECESSARY

NOTIFICACIÓN QUE SERVICIOS ADICIONALES NO SON NECESARIOS

Date/Fecha: _____

Dear Parent or Guardian/Estimado Padre o Guardián,

_____ has been enrolled in the ESOL program on monitor status. He/she has completed the two year monitoring period. Our testing and evaluation show that your child no longer requires additional ESOL services. He/she can perform satisfactorily in the regular classroom. It has been a pleasure working with your child.

_____ ha estado en el programa de ESOL en el estado de observación. Él/Ella ha completado los dos años de vigilancia. Nuestras evaluaciones demuestran que su niño/a no requiere servicios adicionales de ESOL. Él/Ella puede trabajar satisfactoriamente en una clase regular. Ha sido un placer trabajando con su niño/a.
Sincerely/Atentamente,

ESOL teacher/Maestro de ESOL

Distribution: Student's Permanent Record

Jasper County Charter System
Notification of English Language Learner
Test Participation Committee Meeting
Notificación de Reunión del Comité de Participación de los Exámenes

Date sent Fecha mandado

Notification Attempt (Written) • 1st • 2nd • 3rd

Notificaciones escritas

Dear Parent/Legal Guardian of: _____
Estimado Padre/Guardián de:

There will be a meeting of the English Language Learner (EL) Test Participation Committee (TPC) concerning your child held on the date, time and location noted below. The purpose of this meeting is to discuss your child's participation in formal and informal assessments, at the local and State levels, that will be administered by Newton County Schools.

Habrà una reunión del Comité de Participación de los Exámenes para estudiante aprendiendo ingles. La fecha, tiempo y lugar de la reunión esta notado abajo. El propósito de esta reunión es para hablar sobre la participación de su niño en los exámenes formal y regular, al nivel local y del estado, que sería administrado en las escuelas del Condado de Newton.

Meeting Date: _____

Fecha de reunión:

Meeting Time: _____

Tiempo de reunión:

Meeting Location: _____

Lugar de reunión:

The following people have been invited to this meeting:
Las personas siguientes han estado invitadas a esta reunión:

Name Nombre

_____	Title Titulo
_____	ESOL Teacher Maestra de ESOL
Maestra regular	Certified Teacher (Content area and/or grade level)
_____	Certified Teacher (Content area and/or grade level)
Maestra regular	Administrator / Other Representative
_____	Administrator / Other Representative
Administrador/Otro representante	

Sincerely,
Atentamente,

Signature Firma

ESOL Teacher Maestra de ESOL

PLEASE RETURN THIS SECTION TO YOUR CHILD'S TEACHER
POR FAVOR, DEVOLVER ESTA SECCION A LA MAESTRA DE SU NINO
Student Estudiante _____

_____ I will attend the meeting. Si, voy a asistir la reunión.
_____ I would like to attend the meeting but I can't at this time/date. Please contact me for an
alternate date and time. Me gustaría asistir la reunión pero no puedo en este tiempo/fecha. Por favor
contácteme con fecha y tiempo alternativo.

_____ I will not attend the meeting. I understand that I will receive a copy of the TPC minutes.
No voy a

asistir la reunión. Entiendo que recibiré una copia del acto de TPC.

Parent/Guardian Padre/Guardian

Date Fecha
Jasper County Charter System

English Language Learner (EL) / Testing Participation Committee (TPC)
Class & State Testing Accommodations for Students
YEAR

Name _____ Date of Implementation _____ to _____

This plan should be reviewed within one calendar year.

Grade _____ DOB _____ Race / Ethnicity _____

Date of Entry in U.S. school: mo _____ yr _____

Eligible for Deferral*** Y or N

(Circle one)

Date Enrolled in EL Program: mo ____ yr _____ EL Status: Active Monitored
Waivered

(Circle one)

Student must be eligible for ESOL services or be within the two year post-eligibility monitoring period in order to receive testing accommodations. Indicate the student's qualifying WIDA Screener/ACCESS scores in accordance with SBOE Rule 160-4-5-.02, out of state eligibility information, or the student's exit date from ESOL services.

Current ESOL ELIGIBILITY Information:

WIDA Screener Raw Score CPL

ACCESS for ELs CPL Score

Or

Out of State Eligibility: State

Entry Date in GA

Program exit date (must be within past two years)

*** Assessment administration must occur during the first twelve months of the student's initial entry into a U.S. school. Student must participate in the state adopted English proficiency assessment. Student's limited proficiency in English. Please check the state testing guidance to see if there are any deferments.

- EL/ TPC Committee met and determined student does not need testing accommodations. Minutes must reflect this decision AND Committee must sign/date this form (even though no accommodations will be provided).

Use the chart below to circle the testing accommodation(s) that will fit the student's needs in each area and in each test. The gray-striped boxes indicate that the accommodation is not available for that particular test. Any testing accommodations must be consistent with accommodations used in daily instruction. Be advised that translating of any kind is not an acceptable accommodation.

Standard administration refers to testing conditions in which the procedures and directions included in the administration manual are followed exactly. This type of administration is indicated below in the student testing accommodations check-off chart by an "S" symbol.

Conditional administration refers to testing conditions in which more expansive accommodations are used to provide access for students with very limited English language proficiency and who would not be able to access the assessment without such assistance. The appropriate team must determine that the conditional administration is absolutely necessary for the student to participate in state assessments. Conditional accommodations should be used sparingly. The use of any accommodation must be considered in light of the student's language proficiency and must be required by the student to access the test because of his/her language proficiency. Conditional accommodations may not be provided solely as a way to ensure proficiency. EL-M students are not eligible for conditional accommodations. This type of administration is indicated below in the student testing accommodations check-off chart by a "C" symbol.

This table needs to be verified every year as it often changes.

EL/TPC Signatures: (Committee shall be comprised of a minimum of three members, one of whom is a teacher certified by the Professional Standards Commission and must include the EL/ESOL teacher/aide currently serving the student with English language assistance. The remaining members shall be chosen from the following: regular language arts, reading or English teacher; student's parent or legal guardian or the student, if 18 years or older; school administrator; other content area teachers; counselor; school psychologist; and lead teacher.)

ESOL Teacher	Date
Certified Teacher (content area and/or grade level)	
Content area and/or grade level Teacher	Date
Administrator/ Other Representative (please list title)	Date

Parent or Guardian/ Student 18 years or older (if present)

Date

For detailed information regarding standardized assessment of ELs and determining appropriate testing accommodations, please refer to the 2021-2022 Student Assessment Handbook available on the GaDOE Assessment website at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/For%20Educators/2021-2022_Student_Assessment_Handbook.pdf#search=Student%20Assessment%20Handbook

JCCS TEACHER VERIFICATION OF TPC REVIEW FY22

Teacher: _____

Please verify that you have reviewed the Test Participation Committee (TPC) for your students below.

By you signing, you agree to the following:

- I acknowledge that I have reviewed the TPC for each student.
- I understand that I am to implement the accommodations listed in the TPC for each student.
- I understand that I must contact the ESOL teacher at my school if I have any questions or concerns.
- I know who the ESOL teacher is at my school.

Teacher's Signature

Date

Please return to me by DATE. You can send it, Attn. NAME at BOE in the school mail.
Students:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Instructions for All Teachers of ELs to Locate the TPCs for Each EL
In order to locate and view the testing accommodations for your English Learner (EL) students, please go to Infinite Campus. Search for the student by name. After you get to the student's name, you will see the "Index" tab on the left hand side of the screen.

Click on the "Index" tab
Scroll down to "Student Information"
Under "Student Information" you will find "General"
Under "General" you will find "Program Participation"
Under "Program Participation", you will see "English Learner (EL)"
Click on "English Learner (EL)"
You will then see several EL related tabs:

Click on the "Documents" tab. You will then see the following screen for your EL student:

Click on + sign beside 2021-2022 and then "Uploaded Documents".
Once you click the + sign for 2021-2022, you will see a document that says "TPC 21-22" and the student's name.

This document is the child's TPC for the current school year. Once you click on the TPC document, you will see all of the documents used in the Test Participation Committee meeting. The accommodations are on page 2. Please follow these testing accommodations for your EL student. If you have any questions, do not hesitate to contact the ESOL teacher at your site.

Jasper County Charter System
Monitoring Form for Exited ESOL Students

Student Name: _____ School: _____

Grade Level: _____ Date: _____ Circle one: M1 - 1st sem M1 – 2nd sem
M2 – 1st sem M2 – 2nd sem

Monitoring is required for two calendar years from the date the student was officially exited from ESOL language assistance services. If monitoring shows that the student is falling behind in classroom work and/or English language skills, the student must be referred for assistance through the Pyramid of Interventions or to SST.

Classroom or grade level teacher completing this form: _____
Please circle the appropriate response for each statement below.

1. Student completes assignments on time. Always Often Sometimes Seldom Never N/A
2. Student communicates effectively with teacher in English. Always Often Sometimes Seldom Never N/A
3. Student communicates effectively with peers in English. Always Often Sometimes Seldom Never N/A
4. Student writes clearly in English. Always Often Sometimes Seldom Never N/A
5. Student reads aloud in class in English. Always Often Sometimes Seldom Never N/A
6. Student attends class regularly. Always Often Sometimes Seldom Never N/A
7. Student participates in group work. Always Often Sometimes Seldom Never N/A
8. Student socializes with native English speakers. Always Often Sometimes Seldom Never N/A
9. Student asks for assistance when needed. Always Often Sometimes Seldom Never N/A

How do you modify assignments for the student?

Is the student receiving any special services? If yes, list:

Concerns and comments:

EOC/Milestones - Check isfpassed: LA ___ Math ___ Science ___ SS ___ Writing ___ Reading

Teacher Signature _____

Date _____

Return to (ESOL teacher) _____ by

Distribution: EL file/Attach current Student Report Card

Revised 10/2021

English Learner Reclassification Review Form

Fillable link below:

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/ESOL/Main%20Page/English%20Learner%20Reclassification%20Review%20Form%200Fillable.pdf>

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

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

Alternate ACCESS Threshold for considering EL Exit:

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

EL Exit Procedures:

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

Post-exit Procedures:

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

EL Reclassification / IEP Team Rubric

(Only to be used with Alternate ACCESS Exit Procedures)

Student Name: _____ GTID _____

Note: If an EL Student Exit is being considered, the IEP Team must review the six (6) criteria below and select Yes or No as applicable to the student. A Yes answer for Criteria #5 and #6 requires a justification that contains evidence that the student meets the criteria. The Team’s final determination must consider the performance of English-only students in similar settings that have similar characteristics to the EL student being evaluated for reclassification (e.g. disability, grade level, educational background, etc.).

Alternate EL Exit Criteria

Evidence Reviewed
Justification

1. Is an ESOL or 2nd language acquisition specialist a member of the EL Reclassification Team?

Yes
No

Name: _____

Role: _____

2. Is the EL student eligible for Georgia’s Alternate Assessment 2.0? (See GAA 2.0 Eligibility Criteria)

Yes
No

GAA 2.0 Eligibility Criteria:

Year Eligible: _____

3. Has the EL student performed at Alternate ACCESS Overall Composite Proficiency Level (CPL) P2 for two consecutive years?

Yes

No

Language Assessment Results:

Test Year _____ CPL _____

Test Year _____ CPL _____

4. Has the EL student performed at Alternate ACCESS CPL _____ for three consecutive years? (specify CPL)

Yes

No

Language Assessment Results:

Test Year _____ CPL _____

Test Year _____ CPL _____

Test Year _____ CPL _____

5. Is the EL student's rate of language acquisition primarily attributed to the student's disability rather than to English language proficiency?

Yes

No

Anecdotal Notes & Observations
Benchmark or Progress Monitoring Data
Adaptive behavior skills assessment
Academic Achievement & Functional Performance

6. Is English language proficiency no longer a barrier to full participation in the student's individualized program of instruction, as specified in IEP goals?

Yes

No

Anecdotal Notes & Observations
Benchmark or Progress Monitoring Data
Adaptive behavior skills assessment
Academic Achievement & Functional Performance

EL Reclassification / IEP Team Review Determination:

Exit from EL Status

Do not exit from EL status; student should remain coded as an English Learner.

Administrator Signature: _____ Date: _____

Parent Signature: _____ Date: _____

ESOL/Title III Calendar for ESOL Teachers

July (During preplanning)

- Fiscal year begins July 1st
- WIDA Screener Training
- Prepare Can Do's for regular education teachers based on ACCESS scores of the ELs they will serve for the year
- File a copy of the stamped ACCESS student report in the students' ESOL folders
- Prepare primary language ACCESS reports to go home to parents
- Prepare Parent Notifications to go home to parents
- Notify regular education teachers of the TPCs in Infinite Campus that they need to review for each of their ELs
- Identify ELs who are receiving different services (Special Education, Gifted, MTSS, etc.)
- Look in Infinite Campus (flags, contact logs, etc.) and SLDS to acquaint yourself with the ELs you will be serving
- Familiarize yourself with the ESOL materials in your building
- Administrators will meet with district and school LEA's to review EL entrance procedures.

August

- Finalize your ESOL schedule and delivery model
- Review Home Language Surveys of new students to determine who needs to be screened for ESOL services.
- Screen potential ELs within the first 30 days of school (30 days is the law but in our district it should not take more than 10 days. Students need to be identified as soon as possible in order for them to receive needed services!)
- Send home previous year's ACCESS student score reports in the primary home language if it has not already been done.

- Send home mandated yearly parent notification of EL status and services the EL will be receiving in the primary language.
- Find out when Parent Teacher Conferences are scheduled

September

- Begin to assist in setting up Parent Teacher Conferences and Test Participation Conference (TPC), which are held together (plan for interpreters, grouping siblings together, etc.). Conferences are usually held in September or October.
- Make sure the person who deals with Infinite Campus in your building knows the delivery model for each of your ELs.

October

- FTE – 1st Tuesday
- Conduct TPC meetings with documents
- Copy all TPCs & send home a copy to the parents
- Upload TPCs into Infinite Campus
- Send directions to access the TPCs in Infinite Campus to the staff at your site(s)
- Distribute and collect the teachers' verifications of receipt and review of TPC documents (send a copy to ESOL/Title III department at BOE)

November

- Gifted screening usually takes place this month. Do any of your ELs need to be considered for Gifted?
- Prepare Monitor Forms

December

- Send out Monitor forms to regular education teachers with a specific deadline (usually about the time of report cards in January)

January

- ACCESS Training (Date set by Testing Coordinator)
- Prepare ACCESS testing schedule together with the testing person at your site(s)
- Collect ALL monitor forms
- Make a copy of the students' report cards to attach to the monitor form (you can print these from Infinite Campus)
- Review monitor forms and report cards for issues
- Place monitor form with attached report card in the ESOL file
- Begin ACCESS testing

February

- Continue ACCESS testing
- Help to arrange for interpreters for the spring Parent Teacher Conferences (PTCs). TPCs are not held at this time unless a new student has enrolled. PTC are usually held in February or March. ESOL Teachers should participate in the PTC of each EL.

March

- FTE – 1st Thursday
- ACCESS window closes
- ACCESS materials returned
- Find out when they will hold kindergarten registration & plan for WIDA screening if students will accompany the parents.
- Review the Home Language Surveys of the enrolling kinder student as parents register. Screen the student, if possible

April

- Prepare Monitor Forms
- Check Home Language Surveys of PreK students
- Plan for WIDA screening of existing PreK students who will be going on to kindergarten. Finish before the end of the school year.

May

- WIDA screen PreK students
- Collect all Monitor forms, attach a copy of the final report card printed from Infinite Campus and put them in the students' ESOL Folders.

June

- ENJOY YOUR TIME OFF!

Steps for beginning of the year paperwork:

1. The English ACCESS student reports are to be stamped with the "ACCESS Parent Report" stamp and the information needs to be filled out.
2. Notification documents need to be filled out according to each student's status (Initial, Continuing or Exited). This document needs to be in the parent's primary language.
3. Make a copy of all the Notification forms.
4. Prepare the ACCESS report, in primary language, and the original Notification form to send home to the parent or guardian.
5. Stamp "COPY" at the top of all the Notification copies.
6. Place the English copy of the ACCESS student report (stamped with the "ACCESS Parent Report" stamp and the information filled out) and the copy of the Notification document in the student's ESOL folder.
7. Let me know if you need folder supplies.

NOTE: Make a folder for any new students.