

Gilmer County Schools Federal Programs Policies and Procedures



FY24 Federal Programs Handbook for Administrators

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Purpose of Federal Programs This Handbook

The intent of federal programs is to “help all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state and academic standards and assessments.” The purpose of federal programs is to “enable schools to provide opportunities for at-risk and disadvantaged children to acquire the knowledge and skills contained in the challenging state content standards and to meet the challenging State performance standards developed for all children.” With the exception of ESSER fund, federal programs “supplement” and not supplant what the required local and state funds provide.

The purpose of this handbook is to provide a systematic approach to managing the guidelines, policies, and procedures of federal programs and to ensure consistent compliance. Staff may use the provided information to ensure that the federal programs are being implemented accurately and effectively. The information in this handbook will promote uniformity in operations and assist faculty and staff with compliance with all federal programs. Policies and procedures are reviewed annually with appropriate staff and developed in conjunction with finance to ensure uniformity. Unless otherwise noted, the policies and procedures outlined in this handbook are applicable to the following programs:

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

Title I, Part A – Family School Partnership

Title I, Part C – Education of Migratory Children

Title II, Part A – Supporting Effective Instruction Grant

Title II, Part A – AP Teacher Grant

Title III, Part A – Language Instruction for English Learners and Immigrant Students

Title IV, Part A – Student Support and Academic Achievement

Title IV, Part A – stART

Title V, Part B – Rural Education Initiative

IDEA 611 – Special Education Flowthrough

IDEA 619 – Special Education – Ages 3-5 (Preschool)

the ESSER Grants: CARES, CRRSA, ARP and amendments or continuations of these grants and this statute

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Gilmer County Schools' Federal Programs Calendar/Checklist

All/Multiple Programs	Title I, Part A	Title I, Part C
Title II, Part A	Title III, Part A	Title III, Part A – Immigrant
Title IV, Part A	Title V, Part B – RLIS	ESSER

July	
Central Office	Provide technical assistance to school administrators (changes for upcoming year)
	Prepare annual certifications (from previous year) for supervisor approval
	Email GaDOE (by August 1) indicating LEAs intent to consolidate funds
	Post approved CLIP on the district website
	Update family information/post to website, when applicable (parent compact, family engagement plans, information on locating school improvement plans, parents right to know letters, 20-day letters, notification to parents of English learners, homeless survey)
	Update occupational survey
	Participate in resign training
	Submit summer supplemental services tracking form
	Complete summer Implementation Plans evaluation
	Finalize and submit Implementation Plans
	Update Title III and ESOL forms
	Finalize induction program and invite guests
	Finalize in-person plan and post to website and social media
Schools	Revise School Improvement Plan, as requested
	Schedule class size reduction teachers
	Submit mentor list (to the director of federal programs)
August	
Central Office	Review DE1111 forms from private schools
	Approve school compact, as received
	Host family engagement partners technical assistance meeting
	Prepare class size reduction documentation
	Complete and submit resigns
	Review nutrition report and forward to director of school nutrition
	Review parent waivers
	Create Google classroom for mentors and new teacher induction program participants
Schools	Share approved School Improvement Plan with staff
	Post approved School Improvement Plan on the school website
	Finalize schedule for class size reduction teachers
	Send school compact home with all students (prior to November 1)
	Post Family Engagement Plan to school website
	ESOL teachers review Home Language Surveys and screen potential English learners
	ESOL teachers host TPC meetings for all Els (including EL-1s and EL-2s)
	ESOL teachers complete and upload all required documentation
	ESOL teachers submit segment forms and English Learner rosters

September	
Central Office	Submit budgets and supporting documentation via GaDOE portal
	Review Migrant Participation Report (MPR)
	Complete and submit priority for services forms
	Update supplemental services tracking form
Schools	Host Annual Title I meeting with parents (prior to November 1)
	Send school compact home with all students (prior to November 1)
	Prepare for and host K-8 After School for English Learners (through November)
October	
Central Office	Send private school invitations (via ES4PS)
	Review FTE and CPI
	Host family engagement partners technical assistance meeting
	Update prepopulated supplement services tracking form
	Host fall Parent Advisory Council (PAC) meeting
	Submit annual evaluation report (Due October 30)
	Six Month Review
	ARP Funds Feedback
Schools	Review FTE and CPI – review schedule and segments
	Host Annual Title I meeting with parents (prior to November 1)
	Send school compact home with all students (prior to November 1)
	Host K-8 After School for English Learners (through November)
November	
Central Office	Host private schools meeting (in collaboration with special education)
	Complete physical inventory walkthroughs
	Submit private school report
	State audit review
	Review Migrant Participation Report (MPR)
	Review priority for services report
Schools	Host K-8 After School for English Learners (through November)
	Host annual Family Night for English Learners
December	
Central Office	Review federal programs handbook
	Run Title I Comparability
	Submit supplemental services tracking form (via GaDOE portal email)
Schools	Review, sign, and submit schedules for partially funded federal programs teachers
	Monitor progress of EL-1 and EL-2s
	Complete ACCESS for ELLs 2.0 training
January	
Central Office	Complete CLIP progress monitoring
	Host School Improvement Plan mid-year review
	Review family engagement documentation
	Email transcripts of students earning high school credit (via GaDOE portal email)
	Submit priority for services report (via GaDOE portal email)

Schools	Complete SIP progress monitoring
	Participate in School improvement plan mid-year review
	Administer ACCESS for ELLs 2.0
February	
Central Office	Present federal programs budgets to school board
	Review Migrant Participation Report (MPR)
	Review supplemental services report
Schools	Review effectiveness of programs and professional learning
	Administer ACCESS for ELLs 2.0
March	
Central Office	Review FTE and CPI
	Begin preparing for CLIP stakeholders' meeting
	Host family engagement partners' technical assistance meeting
	Submit priority for services report (via GaDOE portal email)
	Host winter Parent Advisory Committee (PAC) meeting
Schools	FTE count – review schedule and segments
	Host family engagement meetings and trainings
	Administer ACCESS for ELLs 2.0
April	
Central Office	Prepare for CLIP stakeholders' meeting
	Review draft schedules for class size reduction teachers, ESOL services, ESSER personnel
	Create and administer parent surveys
	Administer personnel survey (principals, teachers, paraprofessionals)
	Review Migrant Participation Report (MPR)
	Six Month Review
	ARP Funds feedback survey
Schools	Prepare for SIP stakeholders' meeting
	Present upcoming school year schedule to district administrators
May	
Central Office	Host CLIP stakeholders' meeting
	Approve family engagement plans
	Finalize district family engagement plan for June review
	Submit supplemental services report (via GaDOE portal email)
	Email transcripts of students earning high school credit (via GaDOE portal email)
	Host spring Parent Advisory Council (PAC) and Comprehensive Needs Assessment meetings
Schools	Host SIP stakeholders' meeting
	Host annual parent meeting (school improvement plan, family engagement plan, compact)
	Host meeting and provide documentation of 1% parent involvement use
	Submit family engagement plan to director of federal programs for review
	Monitor progress of EL-1 and EL-2s
	Review ACCESS scores, determine eligibility, and send reports to parents
	Finalize ESOL records (ACCESS scores, monitoring records, skills checklist)
Submit reclassification determinations to director of federal programs	

June	
Central Office	Submit CLIP progress monitoring
	Attend federal programs conference (currently virtual sessions)
	Submit CLIP
	Host annual parent meeting (district family engagement plan and CLIP)
	Review summer supplemental services reports
	Review Implementation Plans
Schools	Submit SIP progress monitoring
	Finalize school improvement plan and submit (by June 30)
Monthly	
Central Office	Review monthly expenditure reports and sign for drawdowns
	Review monthly payroll distribution report and prepare periodic certifications
	Review schedules for partially funded teachers
	Provide technical assistant to school administrators
	Review occupational survey updates
	Meet with Title III Instructional Lead Teacher
	Review mentor documentation
Schools	Approve periodic certifications/schedules for partially funded teachers
	Attend district improvement team: principals'/assistant principals' meeting
Ongoing/As Required	
Central Office	Participate in federal program webinars, regional meetings and trainings
	Update system and school websites with Federal Program information
	Add qualifying purchases to inventory, as ordered and received
	Add approved expenses to Title funded spreadsheet
	Add approved professional leave requests to Title funded spreadsheet
	Meet with homeless liaison concerning homeless program and needs
	Observe implementation plan tutoring
	Create OSY profiles, as needed, and review quarterly
	Review End of Eligibility Report, as received
	Review Three-Year-Old Report, as received
	Review New Participants Report, as received
	Host new teacher induction meetings, as scheduled
Schools	Host family engagement events

Gilmer County Schools' IDEA Special Education Calendar/Checklist

IDEA 611	IDEA 619	IDEA
July		
Central Office	District Directors, Principals and Assistant Principals - Monthly meeting to review updated/revised IDEA rules and regulation	
	Collaborative Communities - Special Education Directors - North Central GLRS	
	Preschool Exit Data Submission 7/31	
	Post School Outcomes Submission 7/31	
	Timelines - Child Find and Early Childhood Transition Submission 7/31	
	Review all payroll and IDEA account expenditures	
	Review certification of special ed teachers based on school schedules	
	Begin Budget Development - IDEA 619 Sped Preschool Regular and IDEA 619 ARP	
	Begin Budget Development - IDEA 611 VI-B Flowthrough and IDEA 611 ARP	
Schools	Review all K-12 special education teacher and paraprofessional schedules for staff needs with school administrators	
	Review all K-12 special education teacher and paraprofessional schedules for student needs with school administrators	
	Review all Preschool special education teacher and paraprofessional schedules for staff needs with school administrators	
	Review all Preschool special education teacher and paraprofessional schedules for student needs with school administrators	
	GOIEP Administrators/lead teachers review and assign caseloads	
	GOIEP Administrators/lead teachers review for timeline compliance	
August		
Central Office	District Directors, Principals and Assistant Principals - Monthly meeting to review updated/ revised IDEA rules and regulations	
	Collaborative Communities - Special Education Directors - North Central GLRS	
	Continue Budget Development - IDEA 619 Sped Preschool Regular and IDEA 619 ARP	
	GADOE Data Conference	
	Review all payroll and IDEA account expenditures	
	Continue Budget Development – IDEA 611 VI-B Flowthrough and IDEA 611 ARP	
	District Sped Teacher Meeting	
Schools	GOIEP Administrators/Facilitators review for timeline compliance	
	Monthly special education team meeting and professional development	
September		
Central Office	District Directors, Principals and Assistant Principals – Monthly meeting to review updated/revised IDEA rules and regulation	

	Collaborative Communities - Special Education Directors - North Central GLRS
	Submit Budget - IDEA 619 Sped Preschool Regular and IDEA 619 ARP
	Review and submit MOE with Finance Director
	Review all payroll and IDEA account expenditures
	Submit Budget – IDEA 611 VI-B Flowthrough and IDEA 611 ARP
Schools	SEE-KS Pre-data Collection and Coaching
	GOIEP Administrators review for timeline compliance
	Monthly special education team meeting and professional development
October	
	District Directors, Principals and Assistant Principals - Monthly meeting to review updated/revised IDEA rules and regulation
	Collaborative Communities - Special Education Directors - North Central GLRS
	FTE 1- Review Special Education Reports and CPI
Central Office	District Monitoring of school level compliance for Special Education documentation
	Review all payroll and IDEA account expenditures
	Send invitations for Private School Consultation
	Contact homeschool students for verification and possible consultation
Schools	GOIEP Administrators review for timeline compliance
	Monthly special education team meeting and professional development
	SEE-KS Coaching Sessions
November	
	District Directors, Principals and Assistant Principals - Monthly meeting to review update/revised IDEA rules and regulations
	Collaborative Communities - Special Education Directors - North Central GLRS
	District Monitoring of school level compliance for Special Education documentation
Central Office	District Special Education Lead Teacher Meeting
	Fall G-CASE – Savannah, GA
	GADOE Legal Issues
	Review all payroll and IDEA account expenditures
	Host Private School Consultation Meeting
	District Special Education Inventory (every other year)
Schools	Special Education Lead Teacher Meeting
	Monthly special education team meeting and professional development
	SEE – KS Coaching Sessions
	GOIEP Administrators review for timeline compliance
December	
	District Directors, Principals and Assistant Principals - Monthly meeting to review updated/revised IDEA rules and regulation
Central Office	Collaborative Communities – Special Education Directors – North Central GLRS
	District Monitoring of school level compliance for Special Education documentation

	Review all payroll and IDEA account expenditures
Schools	SEE-KS Coaching_ Sessions
	GOIEP Administrators review for timeline compliance
	Monthly special education team meeting and professional development
January	
Central Office	District Directors, Principals and Assistant Principals - Monthly meeting to review updated/revised IDEA rules and regulation
	Collaborative Communities – Special Education Directors – North Central GLRS
	Review FY2024 School Staff Projections with District Directors
	District Special Education Lead Teacher Meeting
	Review all payroll and IDEA account expenditures
	District Sped Teacher Meeting- Professional Development
Schools	SEE – KS Coaching Sessions
	Special Education Lead Teacher Meeting
	Begin Staff Projections for FY2024
	Special Ed Parent Survey Opens
	GOIEP Administrators review for timeline compliance
	Monthly special education team meeting and professional development
February	
Central Office	District Directors, Principals and Assistant Principals - Monthly meeting to review updated/revised IDEA rules and regulation
	Collaborative Communities – Special Education Directors – North Central GLRS
	Complete FY2024 Staff Projections for District - Meet with Principals to discuss
	Review all payroll and IDEA account expenditures
Schools	SEE-KS Coaching Sessions
	GOIEP Administrators review for timeline compliance
	Special Ed Parent Survey Continues
	Complete Staff Projections for FY2024
	Monthly special education team meeting and professional development
March	
Central Office	District Directors, Principals and Assistant Principals - Monthly meeting to review updated/revised IDEA rules and regulation
	G-CASE Legal Conference -Athens, GA
	Collaborative Communities – Special Education Directors – North Central GLRS
	District Special Education Staff Interviews for vacant positions
	District Special Education Lead Teacher Meeting
	Review all payroll and IDEA account expenditures
	Contact homeschool students for verification and possible consultation
	FTE 3 - Review Special Education Reports and CPI
Schools	SEE-KS Post-Data Collection and Coaching Sessions
	Special Ed Parent Survey Continues
	Special Education Lead Teacher Meeting
	GOIEP Administrators review for timeline compliance

	Monthly special education team meeting and professional development
April	
Central Office	District Directors, Principals and Assistant Principals - Monthly meeting to review updated/revised IDEA rules and regulation
	Collaborative Communities – Special Education Directors – North Central GLRS
	Review all payroll and IDEA account expenditures
Schools	GOIEP Administrators review for timeline compliance
	Monthly special education team meeting and professional development
May	
Central Office	District Directors, Principals and Assistant Principals - Monthly meeting to review updated/revised IDEA rules and regulation
	Collaborative Communities – Special Education Directors – North Central GLRS
	Post School Outcomes Opens Data Entry (FY 21-22 Exiters)
	Review all payroll and IDEA account expenditures
	Needs Assessment for Professional Learning 2023-24
	Mail Homeschool Child Find Consultation Letters
Schools	GOIEP Administrators review for timeline compliance
	Special Ed Parent Survey Complete
	Professional Development Needs to central Office
	SEE – KS EOY Wrap-up
	Review Post-Secondary Outcomes (FY21-22 Exiters) with High School teachers and Sped Coordinator
	Monthly special education team meeting and professional development
	Review Preschool Exit Data with Preschool teachers
June	
Central Office	District Directors, Principals and Assistant Principals - Monthly meeting to review updated/revised IDEA rules and regulation
	Collaborative Communities – Special Education Directors – North Central GLRS
	Review all payroll and IDEA account expenditures
	Special Education Student Record Review and Submission
	Host Homeschool Child Find Consultation Meeting
Schools	Review Timelines - Child Find and Early Childhood Transition with School Psychologists and Sped Coordinator

LEA Monitoring of Schools and Programs – All Federal Programs

Gilmer County Schools has historically practiced continuous monitoring of all federal programs to ensure compliance with federal guidelines and regulations. This formalized process provides for communication with schools and programs as to the process for working with schools, the identification of high-risk schools, the continuous cycle of monitoring, summer leadership data reviews, preventive measures and corrective actions, and how technical assistance is provided. Ensuring that all program activities are carried out in accordance with federal compliance guidelines, and monitoring inventory and equipment usage is most important to monitoring our federal programs.

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

The Gilmer County Schools' superintendent hosts monthly leadership workshops, which includes district directors and school leaders. During these monthly meetings, the schools review data and reports progress. All schools develop a focus for the upcoming school year to guide their school improvement plans, focusing on the upcoming year's annual measurable objectives. Additionally, from the review of system data, the district develops an academic focus for the new school year.

Throughout the year, the director of federal programs meets individually with school leadership to discuss school improvement. The director also addresses the district and school leaders at monthly administrative meetings to review Title I annual requirements, to share updates from conferences, meetings, and collaborative groups, and to discuss any performance indicators that need improving based on the College and Career Readiness Index that apply to the district and individual schools.

During the back to school leadership meeting, the director of federal programs reminds principals of the parents' rights to request the professional qualifications of their child(ren)'s teachers and paraprofessionals. This information is included in the student handbook that is available on the district website.

The director of federal programs reviews the following federal programs requirements with the school leadership:

- Annual needs assessment
- CLIP
- Annual Title I parent meeting
- Family engagement plan, revised annually
- Required parent notifications, in an understandable language
- Parent feedback and input to include the use of the 1% Family Engagement funds
- School-Parent Compacts
- School Improvement Plans
- Budgets
- Inventory and equipment usage

- Services to homeless students and staff awareness
- Services to migrant participants and staff awareness
- Services to ELs/ESOL and staff awareness
- Equity Plan Needs Assessment
- Professional learning needs
- Class size
- Teacher quality
- Equitable services for private schools (none participate)
- Importance of family engagement and building staff capacity
- Parent representation on school and district committees

To ensure that all program goals and objectives are carried out, each principal is charged with providing documentation of federal programs compliance. The principals meet monthly with the director of federal programs to review and discuss program requirements. During the summer leadership meeting, all federal program goals and objectives are reviewed and discussed. Schools may request technical assistance from the central office, as needed. The director of federal programs is available to assist in conducting each school's annual Title I parent meeting.

Throughout the year, the director of federal programs meets with the school administrators to review federal programs documentation. Information about the meetings are noted using the *Federal Programs School Visit* template.

To further document and monitor that school expenditure requests are directly tied to School Improvement Plans, the director of federal programs checks each purchase order against the school improvement plans to ensure that expenditures directly relate to the SIP for all requests of federal funds. With the exception of IDEA funded purchases, the director of federal programs approves all federally funded purchase orders before being processed. In the case of IDEA funded purchases, the director of student services reviews and approves the requests.

To formalize and organize the monitoring process of schools, a timeline is provided stating deadlines for completion of requirements. Schools will submit documentation either electronically or a hard copy to the director of federal programs by designated due dates (the checklist that provides a timeline for monitoring federal programs is provided in the handbook on pages 5-12). Technical assistance is also offered through email and phone communication, professional learning at monthly meetings, and as purchase orders are signed for approval.

Annually, the director of federal programs will meet with the principal to review the school improvement plan and federal budgets. At the beginning of the second semester, the director of federal programs will facilitate a review of the school improvement plan progress monitoring with each principal and the district instructional leadership team. By the end of the school year, the director of federal programs and school principal will verify that all program requirements have been met. Technical assistance will be provided to ensure that all requirements are met and expenditures are aligned to school improvement plan goals and objectives. School visit forms (with positions noted) are used to document this assistance. In addition, meetings to monitor progress toward achieving SIP goals and correct any concerns that were found during monthly meetings and/or

visits are held. Using criteria set forth by the superintendent, state identified schools, and/or schools not satisfactorily progressing toward district and school goals are considered high-risk schools. These high-risk schools are determined during monthly leadership meetings and professional learning or technical assistance is provided immediately. This process is beneficial in reducing the number of corrective actions needed. If a corrective action is necessary, written notification is used to document the finding along with steps and deadlines to make the correction. A school visit form is used to document that a meeting was held once the correction has been made.

Comprehensive LEA Improvement Plan (CLIP) Procedures – All Federal Programs

CLIP Revision Process

CLIP revisions take place annually using available academic performance data and comprehensive needs assessment information. The CLIP serves as the plan detailing coordination of various federal programs and identification of needs, and in-turn, budgeting for such needs. The superintendent, assistant superintendents, district directors, and school leaders (to include lead teachers), as well as parent and community stakeholders are all involved in the revision process. Required and recommended stakeholders (superintendent, assistant superintendent, school leaders, teacher representatives, homeless liaison, special education director, foster care point of contact, finance director, CTAE coordinator, student support personnel, testing director, community partners, and students) are sent information inviting them to participate via email and telephone calls. The district conducts an annual survey and CLIP planning meeting to solicit input from parents, inform participants of federal requirements (including evidence-based interventions – see section *Continuous School Improvement Process – All Federal Programs* below for additional information), and draft the district’s plan. Parent survey feedback is analyzed and considered during the summer. Parents are invited to review the needs assessment and district improvement plan at multiple times during the review process. Invitations are sent via text messages, school and district social media pages, newspaper advertisement, and websites. Documentation includes sign-in sheets, agendas, minutes, survey responses, and any returned comments. Copies of comments are kept on file and put with meeting minutes. The director of federal programs updates the CLIP based on the feedback and the plan is submitted to the superintendent for final approval.

Using the SLDS platform, the director of federal programs leads a team of stakeholders in monitoring the progress of the CLIP twice each year. This process begins with invitations sent to school leaders and instructional personnel. The participants are provided a Google sheet with the goals and actions included. The director of federal programs assigns each participant to a group and chooses a moderator and note taker for each group. The moderator leads the discussion for each action and the group determines the implementation and effectiveness degrees. The note taker lists documentation to support each team’s decision. At the conclusion of the meeting, the director of federal programs records the information in the SLDS platform and submits to the state. The school leaders replicate the process with their school stakeholders.

Review and Approval Process

Gilmer County Schools is committed to growing and sustaining partnerships with parents and community stakeholders. Opportunities to provide review and provide input in the CLIP includes school-level needs assessment meetings, the annual CLIP planning meeting, and the CLIP is posted on the district website for review. Instructions for providing feedback are included in the accompanying directions.

The director of federal programs coordinates all, with the exception of special education, federal programs (Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A – LEP and Immigrant; Title IV, Part A; Title V, Part B; and ESSER Acts). The director of student services oversees the Gilmer County Schools special education program. Once all CLIP revisions have been updated, the director of federal programs signs off for superintendent approval.

CLIP Schedule/Timeline

To ensure timely submission of the CLIP, the following timeline must be followed:

August – The newly approved CLIP is made available on the district website with instructions for submitting feedback and is also made available for school governance team and parent meetings.

January – A CLIP Progress Monitoring meeting is scheduled with stakeholders. The CLIP Progress Monitoring documentation is completed and submitted.

February-April – Survey data for Comprehensive Needs Assessment (Equity, CLIP, Family Engagement, Schoolwide Programs) is collected.

February-May – The CLIP is made available during school level Comprehensive Needs Assessment/Equity/ and Schoolwide planning meetings.

May-July – District leadership and stakeholder CLIP planning meetings are held to make changes to the CLIP based on feedback obtained through various avenues and required stakeholder groups. A CLIP Progress Monitoring meeting is scheduled with stakeholders. The CLIP Progress Monitoring documentation is completed and submitted.

June – A system wide stakeholder meeting is held for final input into the CLIP.

June – The CLIP is uploaded and signed off for Georgia Department of Education approval.

School Improvement Plan Development

School improvement plans are revised annually beginning with spring comprehensive needs assessment planning and finalized throughout the fall. It is the responsibility of the school principal to lead the school improvement planning process. Like the district plan, all school stakeholders (as identified in the state provided school level needs assessment and plan) are invited to participate in the revision process. These meetings are data driven (both student achievement as well as qualitative data are used) to determine effectiveness and necessary revisions in instructional programs, family engagement strategies, professional learning – especially PLC goals. Each summer, the director of federal programs hosts a planning day to work with school leaders on finalizing the plan to the district office. The school administrator is responsible for submitting the school improvement plan to the district via the SLDS platform. The director of federal programs reviews the plan and approves the plan, approves the plan with recommendations, or rejects the plan. School improvement plans are revisited/revised during a semi-annual review to determine if the program practices are yielding positive student achievement outcomes. After the principal or assistant principal participates in the district progress monitoring meeting, the administrator replicates the process with the school improvement/school leadership team. The principal then presents the findings to the district instructional team that is facilitated by the director of federal

programs and consists of the superintendent, assistant superintendents, the director of testing and compliance, and the director of student services. The principal then submits the progress monitoring platform to the district via SLDS. The director of federal programs finalizes the process after reviewing the schools' notes and documentation. The semi-annual review is used to monitor schoolwide program implementation and evaluate the effectiveness of strategies outlined in the CLIP and each school's schoolwide plans.

The above process is applicable to Gilmer County Schools' four Title I schoolwide programs as well as Gilmer High School (not currently identified as a Title I school).

Resolution for Unapproved Plans

If revisions to the CLIP are requested by Georgia Department of Education, the director of federal programs retrieves the requested changes from the audit trail in the SLDS. The director then communicates with and provides technical assistance to appropriate personnel, if necessary. Once the revisions are made, the director resubmits the CLIP to the superintendent for approval. This process is continued until the system's CLIP has been approved by Georgia Department of Education. If revisions to a school's improvement plan is required, the director of federal programs communicates and documents the needed revisions to the principal via SLDS. Once changes are made, the principal resubmits the plan for approval.

Pre-Kindergarten Programs

With the exception of specific IDEA funds for qualifying students, there are no federally funded pre-kindergarten programs in Gilmer County Schools. Policies and procedures will be put in place if grant guidance allows for and the district determines the need of the disbursement of funds to prekindergarten programs. Information specific to IDEA's prekindergarten program is available in the Gilmer County Schools Special Education Program Manual.

Continuous School Improvement Process – All Federal Programs

Gilmer County does not receive the School Improvement 1003(a) Grant. In addition, none of the four schoolwide program schools receive School Improvement 1003(g) (SIG) funds; however, continuous school improvement planning is required for all schools in the district with the guidance and assistance of the school district. During the school improvement process, both student and teacher performance data are reviewed at the school and district levels. The Comprehensive Needs Assessment is driven by equity and schoolwide/school improvement planning processes. Gilmer County Schools monitors school improvement planning to ensure that parents are involved in the entire comprehensive needs assessment process. Stakeholder meetings and surveys are used to collect qualitative data needed for district and school improvement planning. During this data-driven process, parent, faculty, community, and leadership input, as well as others on the school improvement review team assist in making site-based decisions on programs to implement and to decide how special projects will be funded that directly impact student achievement. Large technology, software, and program decisions must be based on evidence and approved at the district level. The school/system leverages different sources of funding and combines resources to deliver special projects/programs and on-site professional learning opportunities that support innovative and school-based reform efforts.

Establishment of best practices (professional learning and all federal programs) Activities for School Improvement Planning:

Gilmer County Schools has maintained a focus on school improvement and a commitment to high quality staff development that is results-driven, standards-based, and job-embedded. Professional learning is differentiated for teachers based on the school, teacher, and student needs. The redefined implementation of data-driven Professional Learning Communities (PLCs) is a district focus that leads to teachers working and learning collaboratively, reflecting on practice, setting adult goals, setting goals with students, and monitoring those goals to ensure that the result is student success and replicable adult learning that impacts student growth and achievement.

Monthly administrative meetings are used to provide technical assistance and monitoring of school improvement objectives. These meetings ensure that the system is supporting and monitoring schoolwide program implementation. By routinely measuring student achievement on unit assessments and benchmarks, the schools can make decisions about materials being used in instructional programs as well as whether or not professional learning goals are being met. Adjustments can be made to school improvement plans and to the budget if necessary. The superintendent, assistant superintendents, district directors, and school leaders, and support staff attend the meetings to provide guidance and oversight.

The system evaluates pilot projects and other evidence-based programs annually to determine if the goals and objectives of the project/programs are being met. When considerations are made for interventions, the district's academic coaches, school leaders, and district personnel investigate programs to ensure the purchase of/implementation of evidence-based programs. The district's use of logic models allows for practical determinations to be made. Evaluation results and assessment data are presented to faculty, board members, and system leaders. Based on the evaluation of the programs, decisions are made as to the future of the software. Based on the needs of the students, programs are implemented and presented in the least restrictive manner possible and with comparable facilities and materials to the all students group.

Coordination of local, state, and federal funds is key to establishing best practices that are widely replicated. Adult learning and implementation gaps are addressed through professional learning communities, onsite coaching and feedback sessions, in-house workshops, and traditional staff development opportunities. It is the goal of the district for teachers to experience professional learning that will reflect significant gains in student achievement on the standards-based Georgia Standards of Excellence curriculum. Both teachers and district leaders participate in courses ranging from differentiated instruction, gifted and advanced placement training, behavior training, strategies for English learners, best practices for students with disabilities, serving migrant students, and tiered interventions training. Our prioritized list of training needs is based on stakeholder input and achievement data.

All school-based certified staff members engage in an active professional learning community to provide a platform for building teacher capacity and learning together. Clear patterns of job-embedded training delivered by in-house experts enable teachers to focus on the improvement of student learning. Academic coaches, teacher leaders, and mentors have been invaluable in connecting the dots between professional learning and classroom implementation of best practices. Professional learning is connected to the district's strategic plan, enhances student performance, and provides for the implementation of best practices throughout the district. To further assist the district's least experienced teachers, an induction program has been implemented and mentors are assigned to new to the profession teachers for one year and new to the district teachers for one semester.

Fiduciary Responsibility – All Federal Programs

Maintenance of Effort

The Georgia Department of Education compares the fiscal effort of the preceding year to the second preceding fiscal year and makes the maintenance of effort determination available to the system. For programs requiring that MOE is calculated at the system level, the director of finance and the program directors collaborate. In the event that MOE is not met, the state educational agency shall reduce the amount of the allocation of funds under a covered program in any fiscal year in the exact proportion by which a local educational agency fails to meet the requirement of subsection. As needed, the program directors will contact the Georgia Department of Education for guidance. Documentation for MOE is only required for districts that do not meet the required maintenance of effort.

Comparability of Services

To ensure that funds made available under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) are used to provide services that are in addition to the regular services normally provided by a local educational agency (LEA) for participating children, the LEA must provide services in its Title I schools with state and local funds that are at least comparable to services provided in its non-Title I schools. Demonstrating comparability is a prerequisite for receiving Title I, Part A funds. Because Title I, Part A allocations are made annually, comparability is an annual requirement.

The comparability requirement does not apply to a school system that has only one building for each grade span. Gilmer County Schools has three elementary schools that must demonstrate comparability. The middle school and high school each are the only schools with their respective grade spans. All three elementary schools are Title I schools. The director of federal programs runs the comparability report annually. If the system is found to be incomparable, the director of federal programs shall request technical assistance from the Title I area specialist.

With regards to personnel, Gilmer County Schools ensures comparability by reviewing school allocation sheets and schedules. Annually, each school administrators presents a draft schedule and allotment justification to the district office. In addition, funds are allocated to schools based on state funding formulas.

Reasonable and Necessary Use of Funds

Comprehensive and school improvement plans are used to determine and establish appropriate coordination and use of federal funds. All grant development and budget processes are connected to these plans that use system and school data to establish necessity. In addition, when considering a purchase with federal funds, ask:

1. Do I really need this?
2. Do I need to spend these funds to meet the purposes and needs of the program?
3. Do I have the capacity to use what I am purchasing?
4. Did I pay a fair rate and can I prove it?
5. Would I be comfortable defending this purchase?
6. Is the proposed cost consistent with the underlying needs of the program?

Allowability Procedures

Any purchases made with federal funds must follow guidelines for allowable costs, must be necessary, reasonable, and allocable, and should be determined as allowable throughout the grant development, budget,

and purchase. Gilmer County Schools federal programs will follow guidelines detailed in 2 CFR 200.420-200.475. Federally funded purchases will adhere to needs as described in the CLIP and school improvement plans, and will be incurred during the approved budget period (fiscal year of the budget) and adhere to the period of performance. During school and budget planning, all questionable expenses will be directed to the Georgia Department of Education Area Program Specialists for further clarification.

Title funds cannot be used to purchase incentives for students, teachers, or to entice participation in professional learning activities. Title I, Part C funds can be used to provide meals when parent trainings occur during meal times and can be used to provide transportation for parents to and from Title I, Part C funded events.

When required by state guidelines, a Resource Allocation Methodology Plan (RAMP) will be created. A RAMP is an individualized and a locally developed document that explains how an LEA plans to equitably allocate its state and local funds to operate all the schools in the district. For practicality, only expenditures that directly affect instructional practices in a school will be included. Currently, Gilmer County Schools is not required to complete a RAMP; however, discussions related to the topic are conducted with district and school administrators.

Capital Expense Funds

When federal funds are budgeted and expended under object code 700 (capital expense), Gilmer County Schools ensures all required documentation is submitted and approved and purchases will be added to the district's inventory. In the event of a single item costing \$5,000 or more, a preapproval request will be submitted to the Georgia Department of Education.

Procurement, Technical Evaluation, and Selection Procedures

The Gilmer County Board of Education follows policies and procedures for the purchase of items in Gilmer County Schools. All purchases made with federal dollars shall be pursuant to the policies of the Gilmer Board of Education, the laws of the State of Georgia, and align with the 2 CFR 200.320 procurement guidelines. All local purchasing procedures will be followed. Contracts are not made with debarred contractors. When contracts (purchase orders) are expected to aggregately equal or exceed \$25,000 across federal programs, the programs' directors must ensure vendor allowability prior to making the purchase. To ensure potential vendors have not been suspended or debarred, one of three means will be used:

- The System for Award Management (SAM) – <http://www.sam.gov/portal/SAM/#1> website – Evidence of the verification will include the search query that is date and time stamped.
- Certification Regarding Debarment, Suspension, and Other Responsibility Matters Primary Covered Transactions form (SBA Form 1623), or
- Statement included on purchase orders: By accepting this purchase order, you certify good status with the US Department of Labor and have not been suspended or debarred.

The documentation for ensuring vendor allowability is attached to the purchase requisition and/or is on file.

Gilmer County Board of Education requires a purchase order or request for check payments for all consultants, purchased services, and purchases. In the case of purchases, the purchase order serves as the contract between the district and vendor. Contracts are required for all outside consultants and purchased services. Agreements are entered between Gilmer County Schools and the consultant. Each contract should contain the following:

- specific duties (specifically spelled out for each contract),
- the scope of work,

- cost (not to exceed the agreed upon amount),
- beginning and ending dates/timeframe,
- method of payment,
- where services are to be provided, and
- signatures. The director of federal programs approves all Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part B; CARES, CRRSA, and ARP contracts. The director of student services approves all IDEA contracts.

If the consultant is working with students, they must have a criminal background check.

Each contract is signed by the program’s director to provide oversight in ensuring all federal programs contractors complete the work. Artifacts including sign in sheets, proof of workshop completion, invoices, and contracts are reviewed prior to issuance of payment of services. All contracts, source documents, and proof of fulfillment of contractual obligations are kept on file.

Furthermore, the district, to the greatest extent practicable, must provide a preference for the purchase of goods and materials produced in the United States (2 CFR 200.322).

Conflict of Interest

As described in Policy DFC – Federal Funds – Last Reviewed 05/19/2022, no employee, officer, or agent may participate in the selection, award, or administration of a contract supported by federal funds if he or she has a real or apparent conflict of interest.

An acknowledgement of the Conflict of Interest statement is required annually for all Gilmer County Schools employees. This acknowledgement is collected as a custom requirement during the district’s mandatory annual training (currently being completed via Vector Training, K-12 Edition Online Training).

Conflict of Interest Statement

Gilmer County Schools ensures that employees, officers, or agents are not allowed to engage in the selection, award, and administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest.

Definition: Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

No employee, officer or agent may participate in selection, award, or administration of a contract supported by a federal award if he/she has a real or apparent conflict of interest (Board Policy DFC: Federal Funds).

Chain of Command for reporting potential conflicts is as follows: Assistant Superintendent of Operations then Superintendent. Should the employee being reported be potentially involved in the conflict, the Assistant Superintendent of Curriculum shall be the alternate.

Officers, employees, and agents of Gilmer County Schools may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. Nominal value is defined as less than \$25.

Violation of these standards will result in reporting of said personnel to the superintendent of schools and if appropriate, local authorities. Any misconduct could result in suspension, loss of employment, and any other consequences that are applicable by law.

Any violation of these procedures must be disclosed in writing, in a timely manner. All violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award must be reported as failure to make disclosures can result in (remedies for noncompliance, including suspension and debarment).

The Conflict of Interest procedure is disseminated to all site directors and employees in the Vector (Safe Schools) training. The information is also included in the district's Federal Programs handbook. It is the responsibility of each individual acting on behalf of Gilmer County Schools to consider whether there may be an actual conflict of interest or the appearance of a conflict of interest in any transaction or proceeding they participate in. If there is not an actual conflict of interest, but there are circumstances that would create the appearance of a conflict of interest, it is the responsibility of the individual acting for the school system in a transaction or proceeding to ensure that those circumstances are disclosed. Any such disclosures should be made promptly when an appearance of a conflict of interest is recognized.

Employees shall certify that:

1. they have read and understand this procedure;
2. to their knowledge they have not participated in any transactions or proceedings where there is an actual conflict of interest;
3. they have disclosed in accordance with this procedure the circumstances regarding any transactions or proceedings where they are aware that there may be the appearance of a conflict of interest.

When any appearance of a conflict of interest comes into existence after employees have made this certification, they are required to follow the disclosure steps in the administrative regulation that go with this procedure.

Any individual, organization or agency ("complainant") may file a complaint with the Gilmer County Schools ("Department") if that individual, organization, or agency believes this procedure has been violated. Please refer to Gilmer County Schools Complaint Procedures located in the district employee handbook.

Bids and Quotations

In addition to state and federal statutes, personnel must also adhere to Gilmer County Schools Board Policy DJED – Bids and Quotations – Last Reviewed 07/22/2021.

Completing Cost/Price Analysis

In compliance with Section 2 CFR 200.319, any purchases more than \$250,000, including contract modifications, will require a cost or price analysis, sealed bids, and/or competitive proposals. Cost analysis means evaluating the separate cost elements that make up the total price, including profit. Price analysis generally means evaluating the total price.

Gathering Independent Estimates

For expenses over \$250,000, the district will request independent estimates of the goods and services being procured before receiving bids or proposals to get an estimate of how the goods and services are valued in the current market. To accomplish this, quotes are solicited, then based on results, bids and proposals are sought. Prior to awarding a contract or if a contract is modified, the district will conduct either a price analysis or cost analysis, depending on the type of contract, in connection with every procurement with federal funds in excess of \$250,000.

Verification of Services Provided/Delivered

Payment for any item delivered pursuant to an order may be withheld by Gilmer County Schools until all requirements of the contract or order have been complied in full. Consultant services will be paid and invoiced after services are rendered.

Record Maintenance of Procurement

It is the responsibility of the programs' directors to determine which method of procurement to use to contract for the purchase or acquisition of supplies, materials, equipment and services, ensuring all contract actions follow applicable local, state, and federal laws and regulations. The formal contract/agreement is determined by the commodity purchased. Each formal solicitation for expenditures over \$250,000 is evaluated and scored by a committee of experts using a pre-established rubric to determine the contractor selection or rejection. For expenditures under \$250,000, the programs' directors will retain quotes in compliance with local, state, and federal guidelines. All solicitation records, supporting documents, award letters and contracts are kept on file and maintained for seven years from the date of award. All federal grant financial records, supporting documents, statistical records and all other non-federal entity records pertinent to a federal award are retained for at least five years from the date of the final expenditure report. The following internal controls have been created and designed to provide reasonable assurance regarding the achievement of objectives in the reliability of reporting for internal and external use. Copies of completion reports for the previous fiscal year will be kept on file in the finance department. Accounting records to support the results of outlays (expenditures indicated in the completion report) will be kept on file in the finance department. Copies of expenditure (cumulative) reports for the respective month for total expenditures reported to Georgia Department of Education will be kept on file with the programs' directors. Grant administrators will examine budget summary and detailed expenditure reports for their respective budgets. Completion reports are annual reports required by the Georgia Department of Education for all grant funds. Reports are due thirty days after the end date for each grant. Prior to preparing the completion report, the general ledger report for each grant will be reviewed to ensure that all expenditure postings are correctly recorded.

General ledger reports will be generated for each grant by function and object codes. The finance department completes these steps in the system financial software:

- The accounting manager will run an account activity summary report in the system financial software for all related expenses for the grant (July through September of current year for grants ending on September 30th or previous July through June for grants ending June 30th).
- The accounting manager will send the summary report to the Chief Financial Officer and the programs' directors for sign-off.
 - The Chief Financial Officer completes the final review and submits the completion reports to the Georgia Department of Education.

Multiple Year Contracts

Multiple year contracts should include the opt-out clause to clearly state “if federal funds are no longer available the contract will be void”.

Micro and Small Purchases

Micro-purchases may be awarded without soliciting competitive quotations if the price is considered to be reasonable based on research, experience, purchase history other information and documents it files accordingly. It is the responsibility of the district to determine and document an appropriate micro-purchase threshold based on internal controls, an evaluation of risk, and its documented procurement procedures.

The district has the option to establish a lower threshold or may self-certify a higher threshold if considered low-risk from the most recent audit. Gilmer County Schools submitted a “Self-Certification Requirement for Increasing Micro-Purchases”. The micro purchase amount for Gilmer County Schools is \$50,000. To the extent practicable, the district must distribute micro-purchases equitably among qualified suppliers. The district must also take into consideration the price as to its reasonableness based on research, experience, and purchase history.

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 \$250,000.00. The district has the option to establish a lower threshold. If small purchase procedures are used, price or rate quotations must be obtained from at two qualified sources. It is the responsibility of the person creating the purchase requisition to ensure price or rate quotes for small purchases are obtained, attached to the purchase requisition at the time it is created, and are on file.

Competitive Sealed Bids and Competitive Proposals

Gilmer County Schools adheres to the following procurement guidelines for competitive sealed bids (formal advertising) for purchases greater than \$250,000.00. The 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 (§200.329(b)). Additional information about competitive sealed bids is located in the Georgia Department of Education Federal Programs handbook.

The technique of 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. If this method is used, the following requirements apply:

1. 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;
2. Proposals must be solicited from an adequate number of qualified offerors;
3. The non-federal entity must have a written method for conducting technical evaluations of the proposals received and making selections;
4. Contracts must be awarded to the responsible offeror whose proposal is most advantageous to the program, with price and other factors considered; and
5. The non-federal entity may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby offerors' qualifications are evaluated, and the most qualified offeror is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services through A/E firms that are a potential source to perform the proposed effort.

Noncompetitive Proposals

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

1. The acquisition of property or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold;
2. The item is available only from a single source;
3. The public exigency or emergency for the requirement will not permit a delay resulting from publicizing competitive solicitation;
4. The federal awarding agency or pass-through entity expressly authorizes a noncompetitive proposal in response to a written request from the non-federal entity; or
5. After solicitation of a number of sources, competition is determined inadequate

Travel

All travel paid with federal funds must be approved by the programs' directors. An approved leave form, documentation of the registration, and an agenda or acceptable proof of attendance when no agenda was provided (e.g. sign-in sheet, email from vendor/presenter, handouts, etc.) must be retained in order to process and pay travel reimbursements.

The following Gilmer County Board of Education Travel Regulations apply to all travel:

State of Georgia Statewide Travel Regulations are used by the Gilmer County Board of Education as a guide. All statewide travel regulations may not pertain to Gilmer County Board of Education employees. Travel expenses will not be reimbursed unless the current employee expense statement (as noted in sections five and six of the retrieve document) is completed and submitted in a timely manner. Travel expense forms should be submitted within 10 days of month end, but no later than 45 calendar days after the expense was incurred. Expenses submitted in excess of the 45 days will not be reimbursed. An earlier cut-off date will be announced for yearend travel.

Meals

Gilmer County Schools adheres to the statewide travel per diem guidelines. Guidelines related to meal per diem in-state, during overnight travel, and non-overnight travel are available a [Statewide Travel Policy](#) (pages 21-23).

Lodging Responsibilities of Employee

Employees traveling overnight are responsible for ensuring the most reasonable lodging rates are obtained. To accomplish this, employees should: make reservations in advance, whenever practical; inquire about the conference lodging rate; utilize minimum rate accommodations; avoid the “deluxe” hotels and motels, present the Hotel/Motel Occupancy Tax Exempt Form at check-in. Employees who stay at a hotel that is holding a scheduled meeting or seminar may incur lodging expenses that exceed the rates generally considered reasonable. The higher cost may be justified in order to avoid excessive transportation costs between a lower cost hotel and the location of the meeting. If an employee has trouble with hotels honoring the exemption from the local option hotel/motel tax, employee should contact the finance department and provide the name of the hotel and the dates(s) of lodging. The information will be forwarded to the Department of Audits.

Employees spending the night within 50 miles of home or headquarters on a work assignment must have approval of their supervisor and must provide a copy of the approval with their expense statement.

Mileage

Mileage will be reimbursed at the current state rate.

Employees may be reimbursed for the mileage incurred from the point of departure to the travel destination. If an employee departs from headquarters, mileage is calculated from headquarters to the destination point. If an employee departs from his/her residence, mileage is calculated from the residence to the destination point, with a reduction for normal one-way commuting miles. For the return trip, if an employee returns to headquarters, mileage is calculated based on the distance to such headquarters. If an employee returns to his/her residence, mileage is calculated based on the distance to the residence, with a reduction for normal one-way commuting miles.

Employees are not entitled to mileage reimbursement for:

- travel between their place of residence and their official headquarters, or
- personal mileage incurred while on travel status.

It is the responsibility of the employee to ensure that his or her expense statement is submitted in a timely manner, with the supporting documentation. It is the responsibility of the individuals approving expense statements to ensure that the employee in fact incurred the expenses for which the employee is seeking reimbursement. The current Statewide Travel Regulations in their entirety are available on the State Accounting Office [website](#).

Reimbursement for Registration Fees

When applicable, Gilmer County Schools will reimburse participants for registration fees upon successful course completion and/or passing grade.

Stipends, Other Compensation, Contracted Services, and Hazard Pay

As defined in Georgia Rule 160-3-3-.04, a stipend is “funds awarded by an LEA to certified personnel and paraprofessionals for having successfully completed learning opportunities that have occurred at any time during the fiscal year outside of the employee’s normal contract/work hours”.

The rule describes the following conditions as to when stipends may be awarded:

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

After satisfactorily meeting the district’s redelivery and/or implementation requirements, educators attending professional learning outside of a regular contract day shall receive a stipend of \$200 per day. Educators completing preapproved self-paced workshops and afterschool conferences and trainings shall receive a prorated hourly proportion of \$25 per hour. The educator must include the maximum number of contact hours and redelivery description via email or on the request for professional leave and attach the workshop, conference, and/or training agenda to the request.

New teacher mentors shall receive other compensation at the following rate:

Mentee (new to the teaching profession)	\$350 – after the first and second semesters
Mentee (new to Gilmer County Schools)	\$350 – after the first semester
Two or more mentees	\$500 – after the first semester

The new teacher mentor is responsible for source documentation related to the mentoring experience.

Preapproved endorsement completers may receive a stipend up to \$1,000.

Based on the expertise and availability of the contracted personnel, the other compensation and/or contracted services pay rate for certified employees is up to \$125 per hour, and the other compensation rate for classified employees is the employee’s hourly rate. When applicable, and preapproved, overtime will be paid to classified personnel. Additional stipends or compensation may be granted at the discretion of the programs’ directors, the superintendent, and/or the board of education; however, federal funds shall not be used to pay stipends to school board members or to school council members who are not employees of the district.

Employees may receive hazard pay and recruitment/retention bonuses for a national or local emergency or to perform critical services. Instances when this may happen may include a pandemic or a natural disaster. Employees will be compensated for fully completing an objective a from a supervisor related to the aforementioned conditions.

Supplement not Supplant

The ESSA Section 1118(b)(1) statute includes significant changes to supplement, not supplant requirements for Title I, Part A. A Resource Allocation Methodology Plan (RAMP) is an individualized and a locally developed document that explains how an LEA plans to equitably allocate its state and local funds to operate all the schools in the district. For practicality, only expenditures that directly affect instructional practices in a school

will be included. In order to allow the system to demonstrate that it is meeting all supplement not supplant regulations, no federal funds will be included in these calculations. Gilmer County Schools is not required to complete a RAMP.

Title V, Part B funds must supplement and not supplant all local, state, and other federal funds. As related to the federal grants where the supplement not supplant rule is observed, the director of federal programs reviews and approves all federally funded purchase orders and professional learning requests to ensure that federal purchases are supplemental and in accordance with aforementioned plans. The director of finance does a final check of each purchase order to ensure compliance with board policies.

Administrators are trained on how to coordinate the use of state, local, and federal dollars for school improvement each year. The director of federal programs reviews all plans prior to entering budgets into the console-dated application to ensure that all items are approved in the plans and do not supplant state and local funds.

Supplement not Supplant is not applicable to the ESSER grants.

Internal Controls

Gilmer County has compensating controls in place due to the limited number of staff available to adequately address separation of duties. The system uses compensating controls to mitigate errors and the risk of fraud. Gilmer County will follow all policies and procedures to ensure the compliance with respect to the use of federal funds. Gilmer County uses a Financial Accounting System that allows us to:

1. Provide the data necessary to prepare reports required by federal law.
2. Permit the tracing of funds to a level of expenditures adequate to demonstrate that the funds were used appropriately.
3. Maintain accurate, current, and complete financial information to facilitate financial reporting. This will show that the money was budgeted and spent in an allowable manner. Gilmer County will monitor the use of the monetary awards by maintaining a list of appropriate staff eligible for the award and a Financial Ledger entry to verify the staff member's receipt of money.
4. Accounting records — Gilmer County can generate records that adequately identify the source and application of funds (i.e., which particular grant the funds came from and how they were spent). These records should include information about award amounts, how much an entity is authorized to spend, how much was obligated, how much was spent, and the unobligated balance.
5. Source documentation — Gilmer County maintains supporting documentation sufficient to verify the accuracy of their accounting records. Documents may include bank records, payroll records, paid bills, receipts, time-and-effort records, contracts, etc.
6. Internal controls — Gilmer County has sufficient controls to ensure federal funds and properties purchased with federal funds are used only for authorized purposes. The district has systems that include activities that prevent noncompliance from occurring (e.g., policies and procedures, adequate training, mechanized systems), detect noncompliance when it has occurred (e.g., routine reconciliations, monitoring, audits), and prevent noncompliance from reoccurring. Auditors are specifically responsible for testing an entity's internal controls and reporting on any deficiencies.
7. Budget controls — Gilmer County routinely compares the amount budgeted to the amount actually spent. This helps to monitor expenditures and ensure they are occurring as planned.
8. Allowable costs — Gilmer County implements controls to ensure all costs charged to federal funds are

allowable and comply with federal cost principles.

9. Cash management — Gilmer County requests only the amount of money they require for their immediate needs. The goal of cash management is to ensure entities do not keep federal funds on hand for long periods.
10. Segregation of Duties – Segregation of duties is critical to effective internal control because it reduces the risk of mistakes and inappropriate actions. Adequate segregation of duties reduces the likelihood that errors both intentional and unintentional, will remain undetected by providing for separate processing by different individuals at various stages of a transaction and for independent reviews of the work performed.

The basic idea underlying segregation of duties is that no employee or group should be in a position both to perpetrate and to conceal errors or fraud in the normal course of their duties. In general, the principal incompatible duties to be segregated are:

- Custody of assets
- Authorization or approval of related transactions affecting those assets
- Recording or reporting of related transactions
- Execution of the transaction or transaction activity

No one person should:

- Initiate a transaction
- Approve a transaction
- Record a transaction
- Reconcile balances
- Handle assets
- Review reports

With our internal controls, we will be able to verify that the implementation of the awards are conducted in an appropriate manner. We have procedures in place to ensure that the district divides and segregates key duties and responsibilities among different positions to reduce the risk of error, misuse, or fraud.

This includes:

- Separating the responsibilities for authorizing transactions,
- Processing and recording them,
- Reviewing the transactions, and
- Handling any related assets so that no one position controls all key aspects of a transaction or event.

Transferability

Gilmer County Schools has the flexibility to transfer Title II, Part A and Title IV, Part A funds. During the current school year, Gilmer will transfer 100% of its Title II, Part A and 100% of its Title IV, Part A funds to Title V, Part B. The district indicated the transferability option in the CLIP. The district will drawdown funds (DE0147) from Title IV, Part A, then Title II, Part A, and lastly Title V, Part B. Funds transferred from Title IV, Part A and Title II, Part A should be indicated on the completion report with function and object codes 5000 930. This is an annual decision during the CLIP process.

Requisition Process

The Gilmer County Board of Education requires a purchase order or check request for all purchases. With the exception of IDEA funded purchases, the director of federal programs approves all federally funded purchase orders before being processed. In the case of IDEA funded purchases, the director of student services reviews and approves the requests. Gilmer County Schools uses etrieve to process purchase orders. The system follows set workflows from creation to approval.

Purchase Orders

Completing the Purchase Order

1. Electronic purchase orders are generated using etrieve. The required information includes purchase requisition date, vendor name and address, ship to address, funding information, quantity and item descriptions, individual price of items, and total amount of purchase order.
2. Any district employee can initiate purchase requisitions for approval. If a school employee creates the requisition, the request is sent to the school bookkeeper, then the principal, and then to the district office.

Approving the Purchase Order

1. After the purchase requisition is initiated, it should be submitted via etrieve to the program director. After the director reviews and the request is deemed reasonable and allowable, the director approves and the purchase order is submitted to the director of finance for final approval. The purchase order is then assigned a requisition number. For orders exceeding \$10,000, the superintendent reviews and approves the requisition.
2. After the purchase order has been assigned a number, it will be processed for ordering via email, faxing, phoning, etc.

Paying the Purchase Order

1. When materials are received, a copy of the packing information and/or invoice is to the accounts payable department to be reconciled with the invoice for payment. When applicable, the receiving agent at each school is responsible for checking orders received and sending required purchase order copies to the finance office. Items received, backordered, or canceled should be clearly noted. In case of a partial shipment, the receiving agent should send a copy of the packing slip and indicate items not received. A copy of the purchase order should be held until last item is received.

Periodic Certification Procedures

Periodic Certification for Time and Effort: Federal law requires documentation of the time and effort spent within a program for all employees, including teachers, paraprofessionals and other staff, who are paid with federal funds. When using federal funds, the time and effort of employees funded 100% under a single cost objective is documented on an assurance form (periodic certification form) annually. The document ensures that 100% of the employee's time was spent on the federal program's related activities. Principals or supervisors, who are familiar with the duties and responsibilities of the federally funded personnel, sign the documentation.

Permanent Schedules: A permanent schedule is required to be submitted for teachers who are being partially paid with federal funds. Teacher schedules are collected by the I programs' directors.

Time sheets: A time sheet is completed by individuals providing additional or contracted services. The sheet is approved and signed by the principal and programs' directors who forwards it to accounts payable for payment.

Time Logs: Individuals (with multiple cost objectives) who are paid less than 100% from a single federal fund and whose schedule changes from day to day complete and submit a monthly time log depicting the amount of time spent on federal programs duties. Monthly time logs are collected after-the-fact from split-funded personnel. These personnel are instructed to monitor their own time throughout the month and the directors approve the monthly time log via a signature and date. The director of federal programs' periodic certification or time log is signed by the superintendent. At the end of each three-month segment, a review of time percentages is completed. Annually, if the difference is less than 10% between the percentages they are paid and the percentage they are working, no funding changes are needed and the difference will be monitored.

Periodic Certifications for Substitute Teachers: Documentation for substitutes who are paid with federal funds is prepared for review and approval. This includes, but is not limited to, substitutes paid with federal funds for teachers attending professional development.

1. The director of federal programs or his or her designee will compile the information recorded on the periodic certifications for substitutes using the approved professional leave request lists, *Payroll Distribution Report*, and substitute pay documentation.
2. A supervisory official will review the information and sign, upon approval.
3. All documentation will be kept on file.

Periodic Certifications for Other Compensation: Documentation for employees who are compensated with federal funds is prepared for the review and approval of school or district administrators. This includes teachers, paraprofessionals, bus drivers, and support staff paid with federal funds.

1. The program directors or their designee will compile the information recorded on the periodic certifications for other compensation using the approved professional leave request lists, *Payroll Distribution Report*, and/or other source documentation.
2. The principal or department director will review the information and sign the periodic certification, upon approval.
3. All documentation will be kept on file.

Inventory

Inventory is maintained at the school level by the designee selected by the principal. Inventory is documented in a database that is updated each time equipment is purchased. Technology inventory is added to the database by technology specialists, operational technology is inventoried by maintenance and facilities, and instructional inventory is managed by school designees. Equipment should be added to the district's inventory platforms and disseminated to staff in a timely manner. All federally funded property is identified with a barcode on the equipment that signify the funding source and the fiscal year the equipment was purchased. The database includes asset tag number, model/description of the item, serial number, funding source, FAIN (for FY16 and beyond), title holder, date of purchase (acquisition), purchased price (cost), vendor name, percent from source, equipment location, use, and current condition (or disposition information), and purchase order number. With the assistance of the technology and maintenance departments, a physical inventory of equipment purchased

with federal funds will be conducted at least once every two years during the fall. During the physical inventory check, each item must be checked/noted on the inventory record specifically for condition and location. Principals attest (via a signature page) that the equipment is as identified on the inventory record submitted to the program directors. Technology personnel help determine the condition of equipment.

Each school receives the *Inventory Management Guidelines* information provided by the Department of Education and the information provided within the document is discussed with principals, the technology director, and the technology specialists. The technology specialists manage the actual disposition of equipment, and the principal will sign, date, and attest to the validity of the documentation. If the disposed equipment is funded with federal grants, a copy of the disposition report should be sent to the appropriate director. To ensure funds, property, and other assets are safeguarded against loss from unauthorized use or disposition, asset disposition forms should be completed and signed by the principal/department head and forwarded to the district office.

Equipment purchased with federal grants that is no longer needed for the original program may be dispositioned as long as the equipment is not needed by another federal program. Furthermore, equipment valued at less than \$5,000 and is more than three years old can be retained, sold, or disposed of with not obligation to the Georgia Department of Education. Equipment valued at \$5,000 or more may be retained or sold and the Georgia Department of Education has rights to ten percent of the sales.

An electronic copy of the inventories is available using the incidentIQ platform.

Disposition Policy

Policy DO – School Properties Disposal Procedures – Last Reviewed 07/22/2021

The Gilmer County Board of Education ("Board") holds that all school and system property is the property of the Board. All property acquired by the Board through state and/or federal agencies shall be disposed of in accordance with the rules promulgated by the respective agency.

Any item is classified as surplus when it is no longer economically and educationally feasible to maintain and operate within the school system. Any property considered a capital asset, as defined by board policy DIB, must be submitted and approved by the superintendent for surplus. Any property not considered a capital asset must be submitted and approved by the superintendent and/or the superintendent's designee for surplus and disposal.

The Board expects reasonable value for all disposed property. Surplus items may be sold by sealed bid, public auction, private sale, or donation to a governmental agency or nonprofit group, whichever is in the best interest of the school system. In certain situations, value may mean a financial savings to the district in time, labor, space and equipment.

In the event no bid is received and/or there is no buyer on any item, the superintendent and/or designee shall dispose of the item(s) in a manner most beneficial to the school system.

Sales will be advertised according to state requirements in advance of sale date. All proceeds from sales shall be deposited in the appropriate fund.

The Board of Education must report all property, meaning vendor and payroll checks, presumed abandoned that is held or owed in the ordinary course of the Board's business and has remained unclaimed by the owner (vendors, employees, contractors, etc.) for more than the specified period of time after it became distributable. The dormancy period on vendor checks is five (5) years. For unclaimed payroll checks, the dormancy period is one (1) year.

The Board recognizes its responsibility to make a good faith effort to determine the whereabouts of the owner of the property, and also recognizes that there are limits to what can be done to locate the rightful owner of the property. Where possible, the owner of the unclaimed check is notified via phone, e-mail, or letter to the last known address. Respondents to the notification will receive a replacement check if they request a replacement. If there is no response to the letter by the designated deadline, the unclaimed property will be remitted to the Georgia Department of Revenue's Unclaimed Property Program.

The superintendent and/or the superintendent's designee shall be authorized to establish a procedure for surplus and disposal of property.

Guidelines for Care and Use of Gilmer County School System Devices

All Gilmer County Schools' devices are the property of Gilmer County Schools and are intended for the educational mission of the board of education. Devices and network resources purchased by Gilmer County Schools should not be considered "personal computers" and should not be used for personal gain or entertainment. The use of the system's devices and networks are governed by the policies of the board of education.

- Devices will be assigned utilizing inventory control as determined by the principal or building supervisor in accordance with district inventory controls.
- Devices assigned to employees are for employee use only and it is the employees' responsibility to care for the device he/she has been assigned.
- Portable devices (Chromebooks, iPads, etc.) should be secured by lock and key when not in use.
- Software beyond the pre-installed software necessary for the educational mission of the school system should not be installed, downloaded, or transferred to a system computer without the approval of the technology director or his or her designee.
- Students and parents acknowledge the district's procedures related to the 1:1 Chromebook initiative via the Student-Parent Handbook.

Additional Responsibilities for Networks

The health of the Gilmer County Schools' networks and servers is an essential aspect of the educational mission of Gilmer County.

- No peer to peer file sharing software
- No streaming media without an educational purpose
- No frivolous or large e-mails (i.e. e-mailing personal pictures)

Georgia Professional Standards Commission Code of Ethics:

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

1. misusing public or school-related funds;

2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests for reimbursement of expenses or for pay;
4. co-mingling public or school-related funds with personal funds or checking accounts;
5. using school property without the approval of the local board of education/governing board.

The following information is included in the district's employee handbook:

Use of Equipment and Resources

Employees entrusted with public funds and property should honor that trust with a high level of honesty, accuracy and responsibility. Unethical conduct includes, but is not limited to, misusing school-related funds or property; failing to account for funds collected from students or parents; and submitting fraudulent requests for reimbursement of expenses.

Computers

Gilmer County School System computer hardware, software and data should be used for assigned responsibilities only, and should be protected from damage, destruction, viruses, theft and unauthorized access and use. Employees should have no expectation of privacy when using GCSS electronic resources.

Internet

Electronic resources should be used to support assigned responsibilities. Employees should have no expectation of privacy when using electronic systems, and should minimize use of the Internet for personal reasons during working hours. Employees should never access pornographic or other sites prohibited by law or CIPA (Children's Internet Protection Act) compliance during working hours or any other time when using GCSS electronic resources.

Targeted Assistance Schools Use of Title I Equipment - Procedures

Gilmer County Schools currently does not have any targeted assistance schools. In the future, if need arises, the following procedures will be followed. Equipment purchased with federal/Title I funding for Gilmer County Schools' Title I schools is exclusively utilized by eligible Title I students in Title I Targeted Assisted Schools. The general purpose for this equipment is to promote mastery of core content knowledge and to facilitate remediation as well as acceleration. Each Title I school has additional equipment not purchased with federal funds available to all students.

All equipment purchases (i.e. computers, printers) by participating technical assistance schools are to be used only by Title I teachers, eligible Title I students, and eligible parents. A list of the Title I students and their parents must be available to ensure that the equipment is only used by these students and parents. The district Title I department reserves the right to monitor equipment purchased with Title I funds even after the school becomes a non-participating Title I school.

Use of Equipment

Any equipment purchased with federal funds must be reasonable and necessary to implement a properly designed program for participants. However, under some circumstances, equipment purchased as part of a properly designed program may, without constituting an improper expenditure, be used on a less than fulltime basis. Equipment could be made available for other educational uses without interfering with its use in the program.

Care should be taken that the equipment is properly supervised, that use will not affect the integrity of the equipment that the program is not compromised, and that users will assume all responsibility for any and all damage to the equipment.

The loss, damage, or theft of equipment is investigated by school personnel (i.e., interviews, videos, etc.) with the assistance of district administrators, as needed. Consequences outlined in the code of conduct are followed when a student is the perpetrator. Information about the 1:1 Chromebook initiative is also available to parents and students in the Student-Parent Handbook.

Use of Equipment – Private Schools/Off Site

In the event that an inventory is assigned to a private school/off site, Gilmer County Schools will maintain ownership of the property and inventory guidelines for monitoring the equipment will be followed.

Method for Documenting Use in Building

All equipment purchased with federal funds is inventoried at least once every two years. Information included on the inventory reports is reported above.

Cash Management and Drawdown of Funds

Funds are drawn down based on actual program expenditures. It is the responsibility of the programs' directors and the director of finance to work together to review all program expenditures on a monthly basis* after budget approval to review all program expenditures before funds are drawn down from GAORS. Moreover, the following practices are observed:

- The programs' directors and director of finance should review the federal program expenditures on a monthly basis* prior to the drawdown of funds once the federal program budgets have been approved by the Georgia Department of Education. All program budgets must be reviewed monthly to ensure that all expenditures charged to a given program are allowable.
- The programs' directors will review expense reports and sign and date the grants review sheets to initiate the drawdown of funds.
- Grants will be drawn down on a monthly basis* for each month that expenditures occur and that the GaDOE GAORS module permits a request. (GAORS requests are available after budgets are approved.) In lieu of a drawdown requests, the completion report will be used to generate the funds requests during the budgets' final month.
- The director of finance should perform a periodic review of the general ledger.
- There is no cash involved as all drawdowns are directly deposited into the district's general fund account.
- Drawdowns are based on funds actually expended rather than encumbered expenses. In the event a drawdown occurs prior to the actual expense, the district understands that funds drawn down must be expended within three days. The district further understands that federal guidelines including the payment of interest should be followed.
- The accounting manager compares prior period disbursements with current period expenditures to ensure accuracy in funds being drawn down. All supporting documentation is kept by the finance department.
- The director of finance reviews reconciliations on bank statements.
- All reporting documentation related to drawdowns are maintained by programs' directors and may be reviewed upon request.

*In the occurrence that a monthly drawdown is not conducted, a memo will be drafted and the drawdown will be conducted the following month.

Budgets

Monthly expenditure reports, as well as payroll distribution reports, are provided to the programs' directors by the business office. These are used to monitor expenditures and verify that the appropriate personnel are coded and paid from the federal programs' budgets. This process includes cross-referencing salary sheets, a list of federally funded employees, and the reports. The documentation is used to create periodic certifications and is kept on file for monitoring.

As appropriate each school works directly with the director of federal programs to prepare a regular Title I, Part A budget based on the allocations distributed. Budgets are developed around the needs of the school as determined through data analysis. These areas are the areas addressed in the CLIP and school improvement plans, and developed from triangulated data sources. Budget needs are prepared throughout the summer and guidance is provided during administrative meetings. The budgets are then reviewed for allowable costs, which are reasonable and necessary to carry out the schoolwide programs. Once necessary revisions have been made at the school level, the set asides and budgets are compiled and placed in the consolidated application. The timeline for submission is in early fall. Schools may not requisition items until they have been notified that the budget(s) has been approved at the state level. Once approval of the application has been made, schools are notified to create and submit purchase requisitions. Assistance in completing requisitions in a timely manner is provided. Payroll distribution reports and budget expense reports are reviewed for accuracy. Set aside funds are tracked and variances are investigated and resolved as soon as possible.

Private Schools and Equitable Services

Gilmer County Schools currently has no private schools currently participating.

Identification of Private Schools

The director of federal programs leads the process in the identification of private schools and ensures that invitations are sent to all private schools via the ES4PS platform.

Procedure to Include Private Schools

Invitations for private schools to consult in participation in federal programs the following calendar year are sent in the fall via the ES4PS platform. Invitations are sent to schools located in the geographic region, schools with prior enrollment, and schools submitting a DE1111 form. If invitations go unread or a response is not provided from the private school, the district makes a good faith effort to communicate with the private school.

Elementary and Secondary Education Act (ESEA)

In accordance with ESEA sections 1117 and 8501, Gilmer County Schools is required to reach out annually to private schools regarding the provision of equitable services. This includes consultation and planning prior to the start of the next school year.

- For Title I, Part A LEAs must invite private schools (located within or outside of the LEA and the state) with students residing within the LEA's geographical boundaries.

- For Title VIII (Title I, Part C; Title II, Part A, Title III, Part A, Title IV, Part A), LEAs must invite private schools located in the LEA’s geographical boundaries.

Individuals with Disabilities Education Act (IDEA)

In accordance with IDEA regulation § 300.131, each LEA must annually locate, identify, and evaluate all children aged 3-21 with disabilities who are enrolled by their parents in private, including non-profit religious, elementary schools and secondary schools located in the school district served by the LEA.

Private schools are identified by the requirement that they give to the local school system a DE1111 form within the first 30 days of school. This allows the system to determine the private schools within and outside of the geographic area that have enrolled students for Gilmer County.

A meeting is held to present information about the programs available to students and teachers of students enrolled in private schools. All federal programs are offered, which is complete with an agenda and sign in sheet. Upon receipt of the intent to participate form, which is provided to private school officials, a meeting is held to discuss plans and the required components of federal programs’ services for private school students. Meetings would then be scheduled every two months to discuss the progress and process of these services. Meetings with the private school director would include an agenda and sign in sheet. Minutes would be taken during the meeting and the private school director would be provided a copy of those minutes prior to leaving the meeting.

Equitable Services for Private School Participant Procedures

If Gilmer County Schools has private schools to request funds, the private school students would receive their proportional share of services via per pupil allocation and required equitable services amounts (including carryover as appropriate). The private school worksheet would be completed and attached to the consolidated application to ensure that all reservations related to parental involvement, instructional lead teachers, professional learning, and paraprofessionals have been reserved. The LEA would work closely with eligible private schools to verify attendance area of possible students, establish 501(c) 3 status, and determine equitable services.

Complaint procedures for the private schools follow the same guidelines as Board Policy GAE: Complaints and Grievances (Last Reviewed 12/15/2021).

Complaints and Grievances

A formal complaint may be filed when an organization or individual believes that a recipient of funding has violated a requirement of a federal statute or regulation related to the administration of a program. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing. The federal ESSA programs for which formal complaints may be filed and investigated are:

- Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part A – School Improvement Grants, referred to as 1003(a) and 1003(g)
- Title I, Part C – Education of Migratory Children

- Title I, Part D – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- 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 IV, Part B – 21st Century Community Learning Centers
- Emergency Relief Funds CARES Act, CRRSA Act, ARP Act

Board Policy GAE: Complaints and Grievances (Last Reviewed 12/15/2021) outlines the procedures for filing a complaint.

Complaints may also be filed with the Georgia Department of Education.

Assessment Security and Accountability

Gilmer County Schools conducts an assessment program as required by federal and state law. The successful implementation of the statewide student assessment program requires a concerted effort by many individuals at the school and system level.

The system assessment coordinator provides annual training to school test coordinators on the numerous mandated state testing instruments. In turn, each school test coordinator provides regular training for school test examiners and proctors according to established system procedures and the Georgia Department of Education regulations.

Checking out/in materials to and from the district office is the responsibility of the school testing coordinator. Packing slips are used to check the accuracy of the delivery. All testing materials are kept in a secure, locked room where only school administrators have access, unless being used for their designed purpose. The responsibility of the assessment program at the school level rests with the principal and designated school test coordinator. Sign-in and sign-out sheets are used with teachers to document who is responsible for each individual test booklet or ticket, the date, and number of test booklets/tickets received. Before testing documents are returned to district office, the school coordinator carefully accounts for all materials. Materials are returned to the district office, where the materials are re-counted by the system testing coordinator.

The system assessment coordinator, principals and school test coordinators carefully monitor all state testing to ensure procedural guidelines are followed. System/school testing procedures are designed to be consistent with guidance provided in the Georgia Department of Education Student Assessment Handbook and in strict adherence to the Code of Ethics for Educators established by the Georgia Professional Standards Commission.

Any action that compromises test security or leads to the investigation of an individual student's, or a group of students' test scores, will be reviewed by the local assessment department to determine if notification or further review is needed by the Georgia Department of Education. Security breaches and testing irregularities, by any personnel, can certainly produce far-reaching impacts on students, schools, and the system at large. Persons responsible for causing or contributing to any circumstance leading to a testing violation, will be reported to the

building level assessment coordinator, the system assessment coordinator, and (when applicable) the Georgia Professional Standards Commission.

Gilmer County Schools must administer the annual ELP assessment to all English learners. The director of assessment and compliance will check the participation rate and collect the justification reasons from school testing coordinators if the participation percentage falls below 95%.

Please direct any questions about system testing, security, or procedures to Nicole Pike, Director of Compliance and Assessment, Gilmer County Schools (nicole.pike@gilmerschools.com).

Gilmer County Schools provides public access to the Governor's Office of Student Achievement's district and school report cards. It is the responsibility of the assistant to the director of federal programs to ensure the links remain active on the district and school websites.

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

Title I, Part A is a federally funded program which provides services to schools based on student economic needs. It is the largest federal assistance program for our nation's schools. The goal is to provide a high-quality education for every child, so the program provides extra help to students who need it most. These students are the furthest from meeting the core academic standards the state as set for all children. The College and Career Readiness Performance Index (CCRPI) is the Georgia ESEA Accountability Tool used to determine school progress. For more information on the district's CCRPI data visit <https://www.gadoe.org/CCRPI/Pages/default.aspx>.

Allocation Selection and Requirements

After receiving notification of the Title I, Part A award from the Georgia Department of Education, required and optional set-asides are calculated and the remainder of Title I funds are allocated to schools in based on a per pupil allocation, as determined by the percentage of students qualifying for free and reduced-price meals.

It is the practice of Gilmer County Schools to use the district's previous year's FRL-001 report to determine rank order; however, this practice may be altered when circumstances beyond the control of the district arises (i.e., a national pandemic). In such event, guidance will be followed on the recommendation of the Georgia Department of Education.

Rank Order

100% of Gilmer County Schools' elementary and middle school students are eligible for participation in Title I schoolwide programs. The district and school administrators focus on the most academically at-risk students first and use Title I funds to improve outcomes for all students in the schoolwide program. Gilmer County Schools has three elementary schools with overlapping grade spans. The middle school has a single grade span. Schools are placed in rank order using the percentage of students that qualify for free and reduced priced meals.

Gilmer County Schools is charter school district. All Title I schools are ranked and allocated a higher per pupil allocation first from highest percentage of poverty to lowest percentage of poverty. Funds are allocated to run a viable schoolwide program based on comprehensive needs assessments, school improvement plan, and CLIP.

Carryover

Title I, Part A funds that are carried over from the prior year should be allocated using one of the four state approved options. The district should maintain rank order with allocating carryover. The district may provide additional funds to any of the activities supported by required or optional set-asides.

LEA Reservation of Funds

Parent and Family Engagement Set Aside: Parent and family engagement funds are set-aside if the district's allocation exceeds \$500,000. With parent and family input, principals have the option of expending their portion of the required 1% set aside for parent and family engagement or submitting funds back to the system level for a district-wide parent and family engagement activity. Title I carryover from the previous fiscal year is calculated and allocated back to the schools to use for allowable parent and family engagement activities. Currently, Gilmer County Schools uses parent and family engagement funds at the district and school levels. Funds are used to partially fund a district family engagement coordinator's salary and other compensation for school level family engagement partners.

CSI, CSI Alternative, CSI Promise, and TSI Schools: Gilmer County Schools does not have any CSI, CSI Alternative, CSI Promise, and TSI schools. In the event that any Title I schools are identified, five percent of the Title I, Part A allocation will be reserved to assist the schools.

Homeless Children and Youth: Gilmer County Schools sets aside a portion of the Title I, Part A allocation for HCY to ensure participation in all school programs and activities. Gilmer County Schools uses Method 4 to allocate funds for the homeless children and youth set-aside. Determination for needs is made in collaboration with the school social worker.

Neglected and Delinquent: Gilmer County Schools does not currently have any centers that serve neglected and/or delinquent children. Therefore, funds are not reserved for these purposes.

Private Schools: Gilmer County Schools does not currently have any private school participation. Therefore, funds are not reserved for these purposes.

Title I, Part A – Foster Care Program

The Foster Care Program focuses on school access, improved educational outcomes, and enhanced academic stability for children and youth in foster care. The provisions derived from the Every Student Succeeds Act (ESSA) establish guidelines for recognizing and addressing the unique needs of foster care children and youth. The Foster Care Program has the responsibility of working closely with local child welfare agencies and local educational agencies to identify children and youth in foster care and to ensure the successful implementation of ESSA provisions.

Foster Care Point of Contact

The Gilmer County Schools' foster care point of contact is Amy Bradshaw (amy.bradshaw@gilmerschools.com). The contact will work with local child welfare agencies and local education agencies to identify children and youth in foster care and to ensure the needs of these children and youth are met at the school level.

Foster Care Transportation Plan

Gilmer County Schools ensures educational stability for children in foster care by meeting the following Title I, Part A educational stability requirements:

- 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 the 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 enrollments; and
- That the new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records.

For additional information, see Gilmer County Schools’ complete Foster Care Transportation Plan.

Title I, Part A – Family-School Partnership Program

Family Engagement Plan Overview

Gilmer County Schools has a commitment to on-going communication with and engagement of Title I parents and families about student academic progress and achievement as well as other school/district activities. Our goal is to ensure that Title I families receive services and assistance that will lead to improved academic achievement. The district recognizes that families are an integral part of a child’s success and will assist all families in our schoolwide schools in solidifying their ongoing commitment to their child’s success.

Technical Assistance to Schools

Gilmer County Schools provides technical assistance to schools in the following ways:

- Technical assistance sessions during administrative meetings
- Technical assistance sessions and one on one meetings through school visits between the director of federal programs, school level family engagement partners, and/or school leaders
- The creation and sharing of the *Federal Programs Policies and Procedures Manual*
- Technical assistance with planning, organizing, and conducting parent meetings (sample agendas, sign-in sheet templates, facilitators notes, PowerPoint templates, past examples, Q&As, etc.)
- Checklists to evaluate School-Parent Compacts and Family Engagement Policies
- Ongoing emails and phone calls
- Gilmer County Schools’ website

District and School Family Engagement Policy Input and Distribution Procedures

District and school family engagement plans are reviewed and revised annually with parents and other stakeholders (teachers, principals, administrators, and other school personnel). Schools hold individual meetings in which parents review the school family engagement plans. All parents (all Title I schoolwide schools in the district), school and district leaders, teachers, and other school personnel in the district are invited to the meetings to provide input. In addition, the district holds an annual Comprehensive LEA Improvement Planning (CLIP) meeting and a District Family Engagement Policy meeting for parents to review the district family engagement plan and provide final feedback. Input forms are provided in order to obtain feedback from parents. During final planning meetings (May-July), noted feedback from parents, parent input forms, and surveys are used to make final revisions.

Schools send meeting notices via text alerts, social media pages, websites, flyers home, and/or school signage. The district notifies parents of input meetings via newspaper, text alerts, website, and social media. As a part of the continuous improvement process, parents who cannot attend are provided opportunities to give input at individual conferences, email, and meetings throughout the school year.

Both school and district family engagement plans are distributed in multiple ways. School family engagement plans are distributed in the handbooks, online, and/or provided at meetings (e.g. Title I meetings, orientations, parent conferences, final schoolwide planning meetings). The Gilmer County Schools' family engagement plan is distributed at district planning meetings, school Title I meetings, online, and copies are available at the central office.

School Procedures: School-Parent Compacts

Schools in Gilmer County Schools will develop, in collaboration with parents and students, a school-parent compact that outlines how parents, school staff, and students will share responsibility for improved student achievement. The compact will also describe the means by which the school, parents, and students will build and develop a partnership to ensure student success, achievement, and mastery of the rigorous Georgia Standards of Excellence.

All elementary and middle schools in Gilmer County are schoolwide Title I schools and are required to collaborate with parents to develop school-parent compacts. It is the responsibility of the principals, in coordination with the director of federal programs, to make sure that all compacts are reviewed and revised annually. Reviews take place during Title I parent planning meetings, school governance meetings, parent conferences, parent workshops, and planning meetings. Schools send meeting notices via text alerts, social media pages, websites, flyers home, and newspaper advertisements. Parents who are unable to attend planning meetings and workshops are afforded the opportunity to review compacts online and email suggestions to the district family engagement coordinator. Final revisions are completed during the early fall when all input has been gathered and reviewed. Compacts are distributed to all parties for signatures in the fall. Copies of the signed compacts are kept in student records at the school level. Compacts are available in multiple ways for continuous review (school websites and copies are available upon request).

The director of federal programs routinely checks throughout the year to ensure that schools provide new students and their parents an opportunity to sign the current compact. Parents and students new to the system also have opportunities to review, and provide input for the next school term in upcoming planning meetings, in the handbook, and/or online.

Annual Title I Meeting

All of the district's Title I schools are required to hold an annual meeting prior to November 1. It is the responsibility of the principals in coordination with the director of federal programs to schedule meeting times and invite all stakeholders to the meetings. The director of federal programs is responsible for preparing the presentation for the required meeting. The principal and/or the school family engagement partner is responsible for collecting and reviewing documentation from the required meetings. Documentation includes copies of sign-in sheets, agendas, and evaluation forms. Meetings are publicized via flyers home, school websites, social media pages, and/or the newspaper.

Required 1% Set Aside for Parent and Family Engagement

Principals have the option of expending the 1% set aside or combining the funds for a district family engagement coordinator. Parents are afforded multiple opportunities to provide input on the use of Title I family engagement funds including but not limited to CLIP planning meetings, parent conferences, school level comprehensive needs assessment/schoolwide planning meetings, and through email. This feedback is used during final schoolwide planning and budgeting for parent and family engagement.

Parent Notification: *Parents to English Learners*

Parents of English learners are provided information about student eligibility for supplemental language support services to ensure informed decisions are made. The following document is sent home thirty days from the first day of school or within ten days of enrollment:

- Combined Notification of ESOL and Supplemental Services

Parent Notifications: *Right to Know*

Parents are notified their right to request the professional qualifications of their child's teachers and paraprofessionals. This information is included in the student handbook that is available on the district website and a paper copy, by request.

Parents receive notification that:

- is in a format that is understandable,
- is disseminated in a manner that allows all parents to receive it,
- is in a language that parents can understand, to the extent practicable, and
- includes detailed contact information, name of school or district, and the date, month, and year of the notification.

Parent Notifications: *20-Day Notifications*

Twenty-day notifications are required when a teacher does not meet the district's professional qualifications. In the event a notification must be sent, the following information will be included:

- day/month/year of notification,
- name of the teacher who has not met professional qualification requirements,
- name of the district and the point of contact, by position, and
- statement that the teacher has not met the district's professional qualifications for the grade level(s) and/or subject area(s) in which the teacher is assigned.

The letter will be sent in multiple formats (paper and digital), and to the extent practicable, in a language that the parent may understand.

Title I, Part C – Migrant Education Program

About Migrant Education

The Migrant Education Program (MEP) is a federally funded program designed to support comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves. The primary purpose of the Georgia Migrant Education Program (Georgia MEP) is to help migrant children and youth overcome challenges due to mobility, cultural and language barriers, social

isolation, and other difficulties associated with the migratory lifestyle, in order to help them succeed through the academic and or supplemental services provided to them.

The strategies for delivery of services have been determined by setting a three-step project planning process that every LEA must follow in order to ensure fidelity in the Continuous Improvement Cycle (CIC) of the Georgia MEP. The three steps in the project planning process for LEAs involve:

1. Submission of a CNA that captures the needs of the migrant population at the LEA level;
2. Submission of implementation plan(s) in order to establish academic support services to be provided with projected measurable outcome(s) and;
 - B. The director of federal programs and Georgia Department of Education will complete IP observations during the year (announced or unannounced). The purpose of these observations is to assess the Fidelity of Implementation (FI) of the plans, identify effective practices, and identify areas of needed support. This will allow for changes, revisions, and adjustments to occur ongoing during the implementation. Results of IP Observations are submitted online (link found on MEP website) by Department MEP staff and local staff and become part of the state’s annual program evaluation and the local program evaluation process. After each observation, the observed SSP/tutor completes a brief survey designed to measure the fidelity of implementation of MEP service.
3. Completion of implementation plan evaluation(s) for each implementation plan submitted at the end of project cycle in order to validate actual measurable outcome(s) as projected on original implementation plan(s) submitted.
 - B. In addition to the completion of IP evaluations, monitoring classroom performance, observations to monitor fidelity of implementation, and using local and state formative and summative assessment results to create a complete view of how migratory children and youth are performing is completed as part of the program evaluation. During the annual District CNA meeting and during local PAC meetings, local MEP contact present this on-going program evaluation to stakeholders for review.

“Migratory Child” Defined

1. Age: The child is younger than 22,
2. Educational level: The child has not graduated from high school or does not hold a high school equivalency certificate (GED). If the child is too young to attend school–sponsored educational programs, is old enough to benefit from an organized instructional program,
3. Move: The child and worker move for economic necessity across school district lines to seek or obtain, or accompany a parent or guardian, to seek or obtain qualifying work,
4. The time of the move: The move occurred in the preceding 36 months, and
5. The purpose of the move: The move occurred to seek or obtain qualifying work or any kind of work and obtain qualifying work soon after the move. Qualifying work is work in agriculture, agricultural related, fishing, or fishing related, that is either seasonal or temporary work. The work must be performed only for wages or personal subsistence.

Identification and Recruitment

There are consistent registration procedures for migrant children that facilitate their entry into the environment of Gilmer County and into Gilmer County Schools. Migrant children and their families that have settled in

Gilmer County may be identified by the director of federal programs through answers indicated on the Migrant Occupational Survey when children enroll into the school system, through family or friends, or the MSIX (Migrant Exchange System) database. Before a migrant child may be served or counted for funding in the program, his or her eligibility must be documented (in coordination with state recruiters) with an interview by a trained and qualified staff member, and submitted on a Certificate of Eligibility (COE) to the Georgia Department of Education.

The director of federal programs keeps records on each student that qualifies for the migrant program. Each qualified student is identified in the system's Student Information System as participating in the migrant program. The director of federal programs organizes and provides support services to focus on educational components in the home, health and other related services (glasses, doctor visits), school engagement and instructional time, academic importance and job readiness while also reinforcing English Language development as needed.

Each fall, the director of federal programs begins the resign process once the documents are available in the Georgia Department of Education portal. Through telephone and in person interviews, the director of federal programs leads (in coordination with state recruiters) the process of capturing current information for the district's migrant participants.

Registration Process

Gilmer County has taken these additional steps when registering migrant students:

1. School personnel welcome the family to our community and talk with the family with the aid of an interpreter when needed. If the family is already approved through the MEP, the family is introduced to the director of federal programs. The family is given pertinent information about the school and Gilmer County. All enrollees will be asked to complete the Migrant Occupational Survey. The survey will be reviewed by the director of federal programs, and when appropriate, forwarded to the state recruiter for review.
2. Upon verification from the Georgia Department of Education that a child qualifies for migrant services, the child will be included in the free lunch program and supplied with materials needed for school (i.e., backpack, paper, pencils, pens, notebooks, etc.). The school system will contact MSIX for current school and demographic information for the child(ren) enrolling. Parents are made aware of available tutoring opportunities.

Migrant Students Identified in Local Student Information System

To ensure Gilmer County migrant students are coded correctly in the local SIS (Infinite Campus), the director of federal programs will follow these procedures:

1. Check the MEP tab on the Georgia Department of Education portal for new migrant student information monthly.
2. Upon receiving the New Participant and/or Migrant Participation Report from the Georgia Department of Education, the director of federal programs will update Infinite Campus and notify the school nutrition department, the school data clerk, and the classroom teacher.

Immunization and Other Health Records

To ensure immunization and other health records are quickly available for migratory students enrolling in schools, the district must report to the Georgia Department of Education the immunization status of migratory students. The process of this reporting includes checking the appropriate boxes on the Migrant Participant

Report (MPR) and New Participant Report (NPR). These reports are sent to the regional office via GaDOE portal email to the regional data specialist for MEP Database data entry updates. The immunization and other health records must be on file with the district.

Priority for Service Students

Establishing PFS for eligible migrant students is an important requirement for the district and program. PFS students are identified by information provided by and to the Georgia Department of Education through the director of federal programs. Migrant PFS Identification Forms are sent to the district upon approval of a COE. The required PFS Identification Form must be completed and returned to the regional office within two weeks for newly enrolled K-12 migrant students in the district.

The director of federal programs (migrant SSP) is to:

1. Complete the “check-off” grid on the lower left-hand side of the form by researching enrollment and attendance data, current test scores, and academic grades and credits, where applicable. It is important that test scores, grades, etc. be current and on file in the student’s school records as the Georgia Department of Education requires concrete documentation in order to determine a student’s “Priority for Services” status.
2. Sign, provide your district title, date the form, and return it to the Georgia Department of Education Regional MEP Office within two weeks.

The regional office will take the information provided and determine whether the student has a PFS designation for the year. A copy of this form will be returned to the district with the bottom portion completed. The director of federal programs will upload the documentation in the student’s file and, if PFS, add the name to the bottom of the most recent PFS report. Examples of updates or changes that could be needed: absences (due to migrant lifestyle, not illness), failing grades, EL scores, assessment scores, and/or EIP services.

Services provided to PFS students should be documented on the migrant tutors’ monthly time log as services are delivered. The director will record tutoring services provided to PFS students on the Supplemental Services Tracking Form during the year. Additionally, narrative information will be added on this tracking form that document other programs/agencies providing supplemental services as well as information explaining why a PFS child is not being served by MEP funded services. All migrant PFS students in the district will be included on this tracking form. The migrant tutors’ schedules will be updated as new migrant PFS students are served.

The MEP will review that annual data collected for federal reporting purposes to determine if the 5% reduction in gap of priority for service students present and priority for service students served has occurred. If the gain has not occurred, a review of all strategies in this area will take place to determine effectiveness. Changes to the program and strategies for reaching goals will be made as necessary. A record of successful strategies will be maintained along with a record of type of services that are provided.

Once PFS students are identified, the director of federal programs will update the child’s status in Infinite Campus.

Supplemental Academic or Other Support Services

By allowing the system to detail the intended projects used to deliver supplemental instructional services to migrant children, the Georgia MEP will gain a better understanding of the identified instructional needs of the

migrant children and youth in the school system and throughout the state, and the supplemental projects that best meet the needs of the measurable program outcomes. These plans serve to document and detail the projects a system will implement to increase migrant students' achievement and how migrant funds are being utilized. These project plans must address identified and prioritized academic achievement needs from both the state and local CNA processes. Each implementation plan submitted should include the MEP goal area being addressed, the student grade level (elementary, middle, or high) or migrant group being served (Pre-K or OSY), the type of supplemental service being provided (i.e. tutoring, inclusion, after school program, etc.), the identification of the need/gap (narrative), data sources that justify the need/gap (narrative), the projected outcome (narrative), the resources and/or materials being used (research-based), the projected time/frequency of service delivery, and the staff involved in the delivery of services and supervision of the plan.

The director of federal programs will review assessments (state and local, classroom performance, etc.) and attendance of each migrant child enrolled in the school system. The migrant tutor will visit the homes of migrant preschool children to inquire of parent concerns. The director of federal programs will create/update the Preschool Home Visit Plan using the Preschool Home-Based Instruction and Support – Home Visit Protocol and the Preschool Checklist of Basic School Readiness Skills. The Director of Federal Programs will collect data about OSY participants using the Georgia Profile of Out-of-School Youth Data Collection Form. The determination of which migrant children will be served during the school day or during after school and/or summer tutoring, will be based on the above information and the student's PFS status. The coordinator will record all tutoring/services provided to all migrant participants on the Supplemental Services Tracking Form during the year and during the summer. Additionally, narrative information will be added on this tracking form to document other programs/agencies providing supplemental services as well as information explaining why a child is not being served by MEP funded services.

Data Collection and Reporting Requirements for Gilmer Migrant Education with Due Dates

Document or Activity Name	Person/Agency Completing Form	Send Form to:	Due Date
Migrant Participation Report	Director of Federal Programs	Regional Migrant Office	Quarterly
Occupational Survey	Director of Federal Programs	On file	Ongoing
Identification and Recruitment Plan	Director of Federal Programs	State Migrant Office	July 1
Certificate of Eligibility	Regional Recruiter	Regional Migrant Office	Ongoing
Attend Training for ID&R	Director of Federal Programs		As scheduled
Parent Advisory Council Meetings	Director of Federal Programs	Regional Migrant Office	As scheduled
Contact Migrant families	Director of Federal Programs	On file	As needed
Tutoring	Migrant Tutors	Calendar, time sheets and progress notes to director of federal programs	Monthly or at the mid and end points of the tutoring session

Professional Development	Director of Federal Programs	Sign in sheets, documentation from webinars, local, state or national conferences	As scheduled
Program Evaluation of Gilmer Implementation Plans	Director of Federal Programs	Analyzed data from state and local MEP programs, statewide assessment data with comparisons between migrant and non-migrant students	End of year and End of summer

Professional Development

Georgia MEP district level staff will improve their professional competencies when working with migrant participants for short periods of time by successfully completing professional learning. This goal will be measured by online examinations, faculty/staff surveys, feedback from state and regional CNA stakeholders, and will demonstrate applied working knowledge in effective instruction in and outside the classroom as measured by state MEP staff observations.

In order to fulfill the requirements for this goal, migrant personnel at the district level have the opportunity to complete two or more online modules per academic year through the Master Teacher's PDNow! Network as well as face-to-face trainings provided by the district. This will ensure that migrant personnel have access to the best tools to further their professional development and skills when working with migrant children and youth.

In addition, the director of federal programs or his or her designee will attend required ID&R trainings scheduled with the Georgia Department of Education.

Local Migrant Parent Advisory Council (PAC)

Gilmer County Schools will organize a local Parent Advisory Council to provide parents an opportunity to review student performance in migrant funded services and provide feedback and guidance on the services planned by Gilmer County Schools Migrant Education Program. The director of federal programs will keep a list of participating migrant families and students. The director of federal programs or designee will contact families when local PAC meetings are scheduled. Transportation may be provided by the local school system or migrant funds, as needed. The district will host three local PAC meetings annually during the months of October, March, and May. Agenda items may include but are not limited to budget, tutoring services, school materials, health services, preschool and OSY services and community assistance needed by migrant families. Children are encouraged to attend.

Out of School Youth

Gilmer County Schools will continue to support current best practices to serve OSY/DO at the district level through comprehensive online resources to foster English language acquisition, health, and other relevant supplemental services for districts to use with migrant participants. The director of federal programs will use the Georgia Profile of Out-of-School Youth Data Collection Form to collect information to assist the OSY with community resources available. Services provided to OSY will be at flexible times (including afternoons and weekends), and will be dependent on the needs of the participants.

Preschool Migrant Education Program: School Readiness

Gilmer County Schools Migrant Education Program will improve school readiness by providing age-appropriate and effective at-home or facility-based projects that, at a minimum, address the five essential domains (language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development).

- Language, Literacy, and Numeracy Development Skills (Instruction and Resources)
- Cognition and General Knowledge Skills (Instruction and Resources)
- Approaches Toward Learning Skills (Instruction and Resources)
- Physical Well-Being and Motor Development Skills (Instruction and Resources)
- Social and Emotional Development Skills (Instruction and Resources)
- Preschool Planning Tools
 - Home Visit Planning Document
 - Home Based Instruction Protocol
 - Preschool Checklist of School Readiness Skills
 - Readiness Skills for Preschoolers

Gilmer migrant preschool children needing supplemental academic or other support services will have funds allocated by the director of federal programs. Documents will be maintained reflecting services from the tutor or reasons why a preschool child is not being served. Tutoring services provided to all preschool migrant children will be recorded by the director on the Supplemental Services Tracking Form during the year. Additionally, narrative information will be added on this tracking form that documents other programs/agencies providing supplemental services as well as information explaining why a child is not being served by MEP funded services. All migrant preschool children in the district will be included on this tracking form. The tutor's schedule will be updated as new migrant preschool children are served.

Migrant Funds

The director of federal programs will ensure Title I, Part C migrant funds are allocated and used only for identified migrant students and will benefit those students. Funds will be allocated for the director of federal programs' salary and benefits, contracted tutor fees, school supplies for school age migrant students, tutoring materials, technology for preschool and school age migrant students, migrant OSY, PAC meetings, health services, and personnel professional development. The director of federal programs will meet with the members of the Parent Advisory Committee to review the amount allocated from the Georgia Department of Education and discuss the needs of migrant students in Gilmer County; hence the budget is created. The director of federal programs will submit a detailed budget for approval with line items indicating each budget item. After Georgia Department of Education Migrant Education Program and the superintendent's approval, purchase orders can be issued. The director of federal programs and finance director must approve purchase orders. Migrant purchase orders must contain detailed information on the purchase to justify an allowable expense. All purchase orders are kept on file following each approval level. Equipment purchased with technology funds will be inventoried using the procedures outlined above.

Tutors will be fully funded with migrant funds.

General Evaluation of Program Projects and Services

Section 1304(c)(5) of the Elementary and Secondary Education Act (ESEA) requires states to conduct a program evaluation for the Migrant Education Program. The purpose of conducting an evaluation of the

Georgia Migrant Education Program is to examine program effectiveness and results of implemented program activities.

Gilmer County will conduct an in-house evaluation of the Title I, Part C Migrant Education Program Implementation Plans. The director of federal programs will analyze data from state and local assessments and participant progress within the implementation plans by comparing scores of migrant and non-migrant students and PFS migrant and Non-PFS migrant at the conclusion of the implementation plans. The director will conduct implementation plan observations and gather additional facts and information relative to project plans. The director will analyze the information and create a written evaluation incorporating implications and recommendations for overall program improvement. This information will be shared with the pertinent personnel upon completion.

Migrant children and youth will be included with non-migrant students in programs throughout the district that provide instructional support during school hours (ie. extensions) and after school hours (i.e. After School for English Learners). These services are documented through roster checks each day. The director of federal programs will document contact with outside agencies such as Lions Club (to assist students who need glasses), DFCS (when students and their parents need family services) and Faith, Hope and Charity Thrift Store (when students and their parents have daily needs such as clothes, furniture and household items or assistance in paying a bill). The migrant tutor will serve preschool children in school readiness (letters and their sounds, number sense and counting, patterns, parallel play and taking turns). These services are documented by a daily log completed by the tutor with the parents signing for verification of attendance. The director of federal programs and/or tutor will document visits with non-enrolled youth to age 21 (OSY) in much the same way as migrant children. The visits will be documented using an agenda and signature of the migrant OSY. MEP funded services during the regular school year and during the summer will be documented each day through a log and sign off either by the teacher/administrator at the respective schools or parents of the child. The director of federal programs will observe a tutoring session for both the regular school year and summer tutoring and document the observations making sure that PFS migrant students are included in the sessions.

Title II, Part A – Supporting Effective Instruction

Gilmer County Schools transfers 100% of its Title II, Part A funds to Title V, Part B.

The goal of the Title II, Part A program is to ensure that each school in the district has an effective teacher staff that works to meet the diverse needs of all students regardless of individual learning needs. As a result of this program, teachers, paraprofessionals, and school leaders are prepared to effectively assist all students in achieving state content and academic achievement standards. Another goal of this program is for every student to have equitable opportunities to receive quality instruction in terms of teacher quality, teacher experience, and class size.

Belief Statement

Gilmer County Schools believes that all students should have equitable opportunities to quality instructional programs with regard to teacher quality, experience, and training to meet the diverse learning needs of all students and class size. The district practices recruitment and retention of teachers through monitoring processes (data reviews and job-embedded professional learning through high functioning professional learning communities) and ensure that supports are in place to grow and retain quality educators.

Annual Needs Assessment Procedures

In the spring, principals receive guidance led by the director of federal programs on how to hold school-based needs assessment meetings with parents, teachers, and community stakeholders. The district needs assessment is conducted so that school administrators can replicate the process with stakeholders during school-based planning meetings as input is gathered. A survey is conducted to determine school personnel, parents, and the community's perceptions on teacher effectiveness, retention, and recruitment. This dialogue is then discussed with the administrators to provide further input on the schools' needs.

In the next phase of annual needs assessment planning, principals, superintendent, academic coaches, teachers, assistant superintendents, parents, students, community members, and business representatives review the district data, state assessment data, community needs, trends in business development, etc., to determine the extent to which equitable opportunities exist for all students, including economically disadvantaged and minority students. State test data for all subgroups is disaggregated by grade level and comparisons are made with the previous annual review. In addition, survey and focus group data is used to determine needs and professional learning gaps of teachers to help them meet the diverse learning needs of their students. CCRPI scores and internal district and school data are used to identify indicators related to Title II, Part A such as grade level promotion, graduation rates, and students in gifted, honors, and Advanced Placement classes.

Data is analyzed to ensure: (a) equitable access to effective teachers and paraprofessionals; (b) equity in teacher experience; (c) equity in teacher training to meet diverse student needs; (d) equity in class sizes; and (e) recruitment and retention of highly effective teachers. CCRPI reports, SLDS (longitudinal data system) assessment data, attendance and graduation rate data, discipline reports, class size data, CPI reports, TKES evaluation data, budget printouts, quarterly review data, and stakeholder surveys of students, parents, teachers, paraprofessionals, central office personnel, and community members are used in this stage of annual needs assessment.

Authorized Use of Funds

Title II, Part A funds can be used for recruitment, retention, professional development, and class size reduction. Title II, Part A funds must be used to supplement, and not supplant, non-federal funds that would otherwise be used for activities authorized under Title II, Part A. It is presumed supplanting has occurred in the following circumstances:

- Title II, Part A funds for services that are required under other federal, state, or local laws
- Title II, Part A funds for services provided with non-Title II-A funds in the previous year.

Expenditures of Title II, Part A funds must be necessary to implement an activity designed to meet one or more of the annual prioritized needs, reasonable in cost and allocable to the Title II, Part A program.

Implementing A Successful Plan

Each school ensures professional learning needs are addressed within their School Improvement Plan. The district develops an effectiveness plan to accompany their District Improvement Plan (DIP).

Professional learning activities listed in these documents are included in the districts list of prioritized needs. To ensure this, all activities are approved by the director of federal programs before Title II funds are expended. Each activity is verified by agenda, sign-in sheets, and/or presentation notes.

Professional Learning

Policy GAD – Professional Learning Opportunities – Last Reviewed 08/18/2022

The Gilmer County Board of Education is committed to the establishment and implementation of a comprehensive improvement plan designed to improve educator effectiveness and result in increased student achievement.

A component of the comprehensive improvement plan shall be a professional learning plan detailing the professional learning process that is needed to support the major components of the improvement plan. The professional learning plan shall organize and direct all professional learning that enhances the knowledge, skills and practices of district personnel, regardless of the funding source.

The Superintendent shall appoint a professional learning coordinator to facilitate the development, implementation, monitoring, and evaluation of the district's professional learning. The plan for professional learning should be based on multiple data sources including, but not limited to, student achievement and teacher/leader effectiveness measures. The plan and its implementation shall be aligned to rigorous standards for professional learning and shall be consistent with all requirements of the State Board of Education.

School principals and district leaders shall be responsible for engaging teachers and other district personnel in on-going professional learning as part of the district's comprehensive improvement plan.

Professional learning funds may be expended for the reasons specified in State Board of Education Rule 160-3-3-.04. Stipends may be awarded only if conditions exist as specified in the SBOE rule. Personnel who successfully complete conferences, workshops or courses approved by the professional learning coordinator may be reimbursed for expenditures by submitting such requests in accordance with district procedures established by the Superintendent or designee.

The district's multi-year comprehensive improvement plan, budget, and annual report shall be submitted to the Georgia Department of Education at a time and in a manner identified by the Department.

The Superintendent or designee is authorized to establish such administrative procedures or regulations as may be needed to implement this policy.

Professional Development Participation

To attend high quality professional learning related to school and district improvement plans that is not job-embedded, school personnel include approved professional learning to the district professional learning sheet document and/or teachers complete an etrieve approval form (when travel reimbursement is required).

Professional learning requests are approved by the principals, the assistant superintendent, and the funding director. Professional leave that is not high quality and not included in either the CLIP, SIP, or Professional Learning Plan is not approved.

Documentation of high-quality professional learning via workshops, conferences, district/school led professional learning, virtual/online learning, etc. is maintained online on the district's professional leave spreadsheet or in etrieve. Additional documentation of may be maintained by the principal.

Principals design structures such as time and space for regular PLC meetings to occur, attend PLC meetings, collect agendas, minutes, and sign-in sheets and assure the system that high-quality professional learning is taking place. District directors also attend and provide professional learning during PLC meetings when necessary. Interventions occur if observation sweeps or performance review data reveal that the learning is not impacting student learning, growth, and achievement.

Since 2016, Gilmer County Schools has had a district non-negotiable that requires principals to engage 100% of the teachers at each school in high-functioning professional learning communities (PLCs). PLCs are monitored by school leaders, and principals make the district aware of resources needed to help drive high quality activities in the PLCs. The superintendent, assistant superintendents, district directors, principal, and/or assistant principal conduct observation sweeps to monitor implementation and discuss a plan of action for individual teachers or total PLC intervention. Weekly meetings are used to monitor effectiveness and determine if professional learning is impacting student growth and achievement.

Effectiveness of Planned Activities

Planned professional learning activities at the school and district are compared to research to ensure each planned activity is evidenced-based. Schools include documentation of strategies in their school improvement plans. If more documentation is needed, it is completed at the district to ensure all activities are scientifically research based.

As school improvement plans and district plans are revised each summer, an evaluation of the effectiveness of the previous year's activities, including professional learning, is completed to determine what activities should be continued, stopped, or revised. The director of federal programs will prepare a report on the effectiveness of each activity in the Title II, Part A program. The report will include a careful review of data to summarize the effectiveness of all funded activities.

Documentation (professional book studies, articles, program success data, etc.) is kept at the school level and central office to show that sound research was used prior to funding a Title II, Part A activity.

Title III, Part A – Language Instruction for English Learners and Immigrant Students

As diversity in the state of Georgia grows, personnel within Gilmer County Schools have an increased need for information to instruct English Learners (ELs) effectively. The responsibility for the ELs' whole education, both in language and academic content, is shared by regular classroom teachers and English language assistance teachers alike. Classroom content teachers, English Speakers of Other Languages (ESOL) teachers, and other support staff should plan jointly to determine instructional accommodations needed to make language and content as comprehensible as possible for ELs. As a result, all teachers function as language teachers when ELs are enrolled in their classes.

While the state achievement tests are in English, our responsibility is to successfully prepare students to access all postsecondary options available. This objective requires that our instructional approach be flexible to accommodate the needs of a very diverse student and parent population. Our aspiration is to have students succeed, both socially and academically, in all four language domains.

Recognizing the universal importance of education, the federal government assumed a larger role in financing public schools with the passage of the Elementary and Secondary Education Act (ESEA) in 1965. As amended by the Every Student Succeeds Act, the act seeks to ensure that children and youth who are English learners attain English proficiency, develop high levels of academic achievement in English, and meet the same challenging state academic content standards as all students are expected to meet.

Title III, Part A funds may be used to provide supplemental services that improve the English language proficiency and academic achievement of English learners, including through the provision of language support programs, activities that increase the knowledge and skills of teachers who serve English learners, and outreach toward EL families, parents, and communities. All services provided to English learners using Title III, Part A funds must supplement, and not supplant, the services that must be provided to English learners under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under state or local laws.

Specifically, the school system must provide English learners with effective English language development instruction using state and/or local funding.

English Learner Defined

An English learner (EL) is a student 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 Limited English Proficient (LEP) Students.

Required Activities

Portions of the Title III, Part A funding are required to be used for the following:

- Provide effective, supplemental language programs that demonstrate successes in increasing ELs' English proficiency and content achievement,
- Provide effective professional development for teachers, administrators, and other school personnel. This professional development must fulfill four requirements:
 - Be designed to improve the instruction and assessment of ELs, and
 - Be designed to enhance participants' ability to understand and implement curricula, assessment practices, and instructional strategies for ELs, and
 - Prove effective in increasing ELs' English proficiency or substantially increasing the participants' subject matter knowledge, teaching knowledge, or teaching skills, and
 - Be of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom,
- Provide and implement parent, family, and community engagement activities that enhance or supplement the Title III, Part A funded language activities/programs.

Identification of English Learners, English Learner Entrance Procedures, and English Learner Exit Procedures

Detailed information regarding Gilmer County Schools' procedures for identifying English learners, the district's entrance procedures, and the exit criteria and procedures can be located in the Gilmer County Schools' ESOL Manual.

Information for Parents

Parents are provided information about the program to ensure informed decisions are made. The following documents are sent home at either the initial placement into the English to Speakers of Other Languages program or annually:

- Combined Notification of ESOL and Supplemental Services
- English Learner Testing Accommodations
- Parent Waiver of ESOL Services (when applicable)
- Notification of Services No Longer Needed (when applicable)
- ACCESS for ELLs 2.0 scores

Parents are invited to attend annual testing accommodations meetings and parent conferences. Parents are also invited to the Family Night for English Learners as well as other school-based informational workshops. Lastly, information about the ESOL program is also available online at www.gilmerschools.com.

For additional procedures related to Gilmer County Schools ESOL Program, see the SY23 ESOL Manual.

Identification of Immigrant Students

During the enrollment process for students, parents complete the enrollment packet given to them by the registrar. The following information is collected to determine if the student will be coded as immigrant:

1. Student place of birth
2. Student age
3. Date of entry into US school

Title IV, Part A – Student Support and Academic Enrichment

Gilmer County Schools transfers 100% of the Title IV, Part A budget to Title V, Part B.

Authorized in December 2015, the Every Student Succeeds Act (ESSA) introduced a new block formula grant under Title IV, Part A with a wide range of allowable uses. Title IV, Part A, Student Support and Academic Enrichment (SSAE) grants are intended to improve students' academic achievement by increasing the capacity of Gilmer County Schools, its schools, and the local communities to:

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

Title V, Part B – Rural Education Initiative

The RLIS program is an initiative that provides grant funds to rural local educational agencies (LEAs) that serve concentrations of children from low-income families. Under the RLIS program, the U.S. Department of Education awards funds by formula to State Education Agencies (SEAs) to provide subgrants to eligible LEAs to support a range of authorized activities to support student achievement in order to meet the state's definition of achievement.

Eligibility

An LEA is eligible to receive funds under the RLIS program if:

- 20 percent or more of the children age 5 to 17 served by the LEA are from families with incomes below the poverty line, and all schools served by the LEA have a school locale code of 32, 33, 41, 42, or 438 (assigned by the U.S. Department of Education's National Center for Education Statistics).

The director of federal programs is required to create and submit the Annual Evaluation Report prior to October 30. The completion report should be referenced as a source document for the annual evaluation.

Use of Funds

Gilmer County Schools may use RLIS funds for:

1. Activities authorized under Title I, Part A.
2. Activities authorized under Title II, Part A.
3. Activities authorized under Title III, Part A.
4. Activities authorized under Title IV, Part A.
5. Parental involvement activities.

Title V, Part B funds must supplement and not supplant all local, state, and other federal funds.

Title IX, Part A – McKinney Vento Homeless Assistance Act

Gilmer County Schools seeks to ensure that each homeless/unaccompanied youth has equal access to the same, free, appropriate public education, including a public preschool education as provided to other students in the district.

Homelessness Defined

The McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11434a (2) et. Seq., identifies homeless students as those who:

- lack a fixed, regular, and adequate nighttime residence;
- children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- children and youths that are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- children and youths that are living in emergency or transitional shelters;
- children and youths that are 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/or
- migratory children who are living in the conditions listed above

Unaccompanied Youth Defined

Unaccompanied youth are identified as those youths who:

- are not in the physical custody of a parent or guardian

- are in transition as defined above

Identification

In collaboration with school personnel and community organizations, the homeless liaison will identify children and youth experiencing homelessness in the district, both in and out of school, and maintain access to data regarding homeless students. The liaison will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth experiencing homelessness, and procedures for forwarding information indicating homelessness to the liaison. The liaison will also instruct the central enrollment registrar and school personnel to contact the liaison regarding any student needs. The liaison will attend community coordination meetings and post contact information on flyers around the community and at the schools.

School Selection

Once identified, homeless students receive educational support services through education programs provided by each of the individual schools throughout Gilmer County Schools. The placement determination should be a student-centered, individualized determination. Factors that may be considered are:

- the age of the child or youth,
- the distance of a commute and impact it may have on the student's education,
- personal safety issues,
- a student's need for special instruction,
- the length of anticipated stay in a temporary shelter or temporary location, and
- the time remaining in the school year.

Students may remain at their schools of origin the entire time they are experiencing homelessness, and until the end of the academic year in which they become permanently housed. The same applies if a child or youth loses his or her housing between academic years. Gilmer County Schools has only one middle and high school. Therefore, a protocol for feeder school pattern is not applicable.

Enrollment

Consistent, uninterrupted education is vital for academic achievement. The school selected for enrollment must immediately enroll any child or youth experiencing homelessness. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment. Unaccompanied youth must also be immediately enrolled in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling or the Gilmer County homeless liaison. The goal will be to avoid any disruption in appropriate services. When appropriate, school officials must use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services. Homeless students qualify for free breakfast and lunch.

When students enroll without records (transcripts, grade reports, birth certificate, immunization, and/or health records), the principal or designee shall:

1. Contact the former school to request the student's records and discuss immunization information and tentative placement;
2. Create a cumulative record if it is determined that the records are not available;
3. Refer the student to public health and provide follow-up to ensure that the student has been immunized, if there are no immunization records; and
4. Contact the homeless liaison for additional assistance.

Transportation

Transportation shall be provided to and from the school of origin for a child or youth experiencing homelessness. Transportation shall be provided for the entire time the child or youth has the right to attend that school as defined above, including during pending disputes. All parties shall be informed of the right to transportation before they select a school for attendance.

Services

Counseling services are available through counselors at all of the schools and by the district wide school social worker. Additionally, all students are referred for support services, if requested, to local agencies geared to provide social services. These agencies include the Gilmer County Department of Family and Children Services, Gilmer Counseling Services, Juvenile Justice, and the Gilmer County Health Department. A strong Family Connections program also provides additional support services through agencies funded or supported by Family Connections. Church groups and civic clubs are sometimes utilized to meet the special needs of families.

Dispute Resolution

If the district denies the school of origin request, the parent or guardian shall be provided with a written explanation of the district's decision, including the right to appeal. In the case of an unaccompanied youth, the homeless liaison will provide written notification to such youth including the right to appeal.

If a parent or guardian disputes the district's decision,

1. The student shall be immediately admitted to the school in which he/she is seeking enrollment, pending resolution of the dispute;
2. The dispute shall be referred to the district's homeless liaison who will consult with the director of student services for resolution within seven business days of receipt;
3. If the matter is not resolved at that level, the superintendent shall issue the district's decision within ten business days of the second dispute by the parent or guardian.
4. If the matter is not resolved at that level, the parent or guardian may contact the Georgia Department of Education state homeless coordinator.

Training

The homeless liaison will conduct training for school staff (faculty meetings, SGT trainings, family events) at least once a year.

Coordination

Throughout the school year, the homeless liaison meets with pertinent personnel to discuss the needs and services of families. At such meetings, families are discussed so that services can be coordinated and other services can be explored to provide families with a stable living environment and help meet their social needs.

Overall, the Gilmer County community offers a strong network of services for homeless families and other families that are at-risk. If there is a breakdown in any of these services, the Title I, Part A Program is available to provide assistance to Homeless Children and Youth.

Credit for Full or Partial Coursework

The director of student services or his or her designee has the discretion to assist homeless students by awarding full or partial credit utilizing the following:

1. Evaluating the student's schedule at enrollment and building a schedule that will match as closely as possible to maximize attainment;
2. Assigning regular classes with unit recovery, if needed;
3. Scheduling a student in online learning classrooms; and/or
4. Using a system of support for students that are struggling academically or have other issues that are hindering their academic progress as a result of homelessness.

The district will work in coordination with the student's previous or forwarding school to ensure that all possible credit is awarded.

Role of the Homeless Liaison

The role of the district's homeless liaison is to provide that:

1. Homeless students and unaccompanied youth are identified by school personnel, enroll in and have an equal opportunity to succeed in school, receive educational services for which they are eligible, and ensure the students are referred to appropriate entities for which support services are needed;
2. Parents and guardians of homeless students are made aware of educational and related opportunities available to their children and are provided with a meaningful opportunity to participate in their child's education;
3. Public notices of the educational rights of homeless students are disseminated in schools and such places as family shelters;
4. Enrollment disputes are mediated in accordance with the McKinney-Vento Homeless Assistance Act;
5. Parents and guardians and accompanied youth are informed of the transportation services provided by the district, including transportation to the school of origin, when required;
6. Students who do not have immunization or medical records are assisted; and
7. Collaborate and coordinate with state coordinators, the community, and school personnel responsible for providing education and related support services to homeless children and youth.

Career, Technical, and Agricultural Education (CTAE)

Career, Technical, and Agricultural Education (CTAE) is preparing Georgia's students for their next step after high school--college, beginning a career, registered apprenticeships, or the military. Georgia CTAE pathway course offerings, and the new Educating Georgia's Future Workforce initiative, leverage partnerships with industry and higher education to ensure students have the skills they need to thrive in the future workforce. CTAE offers students more than 130 career pathways within the 17 Georgia Career Clusters. Specific procedures and policies related to CTAE are available in the Carl D. Perkins Federal Guidelines Grant Management Procedure Manual and on Gilmer County Schools' shared Google drive.

Special Education Services and Supports

The division for special education services and supports includes programs and services that provide special education and related services to students with disabilities. These services focus on enhancing student achievement and post-secondary outcomes through the implementation of regional and statewide activities for students, families, educators, administrators, and other stakeholders. Targeted areas for services and supports

include accessible instructional materials, assistive technology, curriculum access and alignment, dropout prevention, family engagement, least restrictive environment, positive behavior supports, and transition. Additional services include ensuring compliance with federal and state regulations for special education, collecting and analyzing data on educational services and outcomes, providing guidance and oversight of the budgets for state and federal special education funds, and coordinating dispute resolution requirements as required by state and federal regulations. Specific procedures related to special education services and supports are available by contacting Jessica Chastain, Director of Student Services.

Elementary & Secondary School Emergency Relief (ESSER) Funds

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

- **Section 18003 of Division B of the CARES Act-Coronavirus Aid, Relief & Economic Security (CARES) Act**
 - **Equitable Services:** An LEA that receives ESSER funds under the CARES Act (section 18005) must provide equitable services to non-public school students and teachers in the same manner as provided under section 1117 of Title I, Part A of the ESEA.
- **Section 313 of the Coronavirus Response & Relief Supplemental Appropriations (CRRSA) Act**
- **Section 2001 of the ARP Act-American Rescue Plan (ARP) Act- Section 2001**
 - Gilmer County Schools must reserve at least 20 percent of funds to address learning loss by implementing evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.
 - Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), or Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE).
 - Maintenance of Equity: The ARP contains LEA maintenance of equity requirements for FYs 2022 and 2023. Additional information about this process can be found at <https://www.georgiainsights.com/cares-act.html>.

LEA Safe Return to In-Person Instruction Plan

- Gilmer County Schools created and publicly makes available via the district website a plan for the safe return to in-person instruction and continuity of services on its website.

Before making the plan publicly available, the LEA must seek public comment on the plan.

Use of ESSER funds for minor or major construction projects

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

Gilmer County Schools 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.

- 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
- Revise or withdraw any state capital outlay funded projects where ESSER funding was utilized.
- Verify that the construction project will be completed by the end of the grant period
- Submit required documentation adhering to the Davis Bacon Wage Requirement for all federal contracts and subcontract over \$2,000 for construction, alterations, repairs, painting, and decorating.
- Submit applicable required documents that follow federal construction regulations. 34 CFR75.600-617

Gilmer County Schools will further make available information on ESSER funding (<https://www.georgiainsights.com/esser-budget.html>) and seek public feedback on expenditures and program needs.