

# **Dodge County School System**

## **Federal Programs Procedures Manual FY 2026**



### **Mission:**

**Making a Difference: Every Student. Every Day.**

### **Vision:**

**Educating Today's Students to Succeed in Tomorrow's World.**

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## Purpose of This Handbook

The purpose of this standard operations procedures handbook is to provide a step-by-step, systematic approach to managing the rules and guidelines of Federal Programs to ensure consistent compliance. The information provided may be used by staff to ensure that all Title programs are being implemented accurately and effectively.

The step-by-step approach contained in this handbook will promote uniformity in operations as Federal Program staff seek to carry out official Title duties and responsibilities. The Georgia Department of Education (GaDOE) provides local educational agencies (LEAs) extensive guidance on the overarching requirements for all federal programs via the on-site monitoring document that is used to ensure that LEAs are meeting all statutory requirements of Federal programs. These specific requirements from the GaDOE document were used to create this handbook. Step-by-step procedures, local and state Board policies, and checklists are all included in this guide. It is hoped that this guide will be useful to staff as they strive to comply with all federal programs statutory requirements.

### Federal Programs Staff

Dr. Patricia Connell	Federal Programs Director (Title I, Part A; School Improvement 1003 (a); Title I Part C; Title III, Part A; Title IV, Part A)
Mariella Douglas	Director of Curriculum & Professional Development (Title II, Part A; Title V, Part B; CARES Act/CRRSA/ARP)
Tonya Brown	Director of Special Education (Title VI-B; Title IX)
Jodi Brewer	System Social Worker/Homeless Liaison (Title IX, Part C – McKinney-Vento Act)
Marlene Williams	Federal Programs Administrative Assistant
Donna Wesley	Federal Programs Administrative Assistant
Ashley Manning	Parent and Family Engagement Coordinator
Georgette Evans	Chief Financial Officer Special Education Administrative Assistant

### Charter Schools

There are no charter schools in Dodge County School System; however, should a charter school open in Dodge County and qualify for services/resources, planning would occur via discussions with representatives from the charter school. The charter school would be required to submit a plan describing how the funds will be used to support instruction and ensure that all students meet high academic achievement and performance standards. The Federal Programs Director will approve the charter school's plan and maintain the plan and any documentation of the planning process, as well as any documentation needed for audit purposes. Like private school consultations, the charter schools will be notified regarding the federal funds available

### Special State Charter and/or Commissioned Schools

The System does not have Special Charter or Commissioned Schools at this time. Procedures will be put in place if schools are added in the future.

## **OVERARCHING REQUIREMENTS FOR ALL FEDERAL PROGRAMS**

### **1. LEA Monitoring of Schools and Programs**

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

- LEA/Program Director will conduct self-monitoring of its schools and programs sufficient to ensure compliance with Title Program requirements, including Title I, Part A; School Improvement 1003(a); Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part B; Title IV, Part B; Title IX, Part A- McKinney Vento Act; and IDEA; Bipartisan Stronger Connections; and CARES Act/CRRSA/ARP funding.
- Federal Programs Directors will undergo training from GaDOE and other sources to maintain proficiency in federal programs compliance requirements.
- Federal Programs Directors will provide technical assistance to local schools.
- Federal Programs Directors self-monitoring will include monitoring all program expenditures to verify that all program expenditures comply with Federal Program requirements.
- Federal Program Directors will maintain all documentation the LEA may need for future auditing/monitoring according to the LEA Monitoring Form, which is issued annually by GaDOE.

LEA will undergo cross-functional monitoring by GaDOE on a five-year cycle. LEA/Program Directors will participate in training and technical assistance updates as provided by GaDOE prior to monitoring visit.

Dodge County School System makes an on-going effort to comply with all federal programs requirements. The federal programs office makes a continuous effort to cooperate with state and federal auditors and state monitors. All corrective actions through the audit process or Cross-Functional Monitoring findings are fully implemented.

#### **Steps to Audit/ Monitoring Resolutions:**

Once the audit/Cross-Functional Monitoring report is received, the Federal Programs Director will review all items. The Cross-Functional Monitoring report will be pulled from the GaDOE website under the Consolidated Application. Each item will be examined carefully, and a team of System level staff will determine the best means of corrective action. Items are gathered, and a report is written by the Federal Programs Director. The report is submitted to the superintendent. The completed report is then sent to the GaDOE/ state auditors as a means of resolution. The System has 30 days from the receipt of the findings to respond to the GaDOE. The monitoring process and the resolution process are both used as a learning resource.

#### **Reporting and Corrective Action Process (Audit and Monitoring Findings)**

Corrective action from previous monitoring is discussed with principals in order to assist them in understanding the critical need for compliance in Federal Programs. In addition, GaDOE monitoring findings from all Systems is shared with principals as a means of understanding the impact of non-compliance. Professional learning is provided based on the needs but, in addition, professional learning is used as a preventive measure to ensure that all staff have a clear understanding of all expectations of every facet of the Federal Programs. The Federal programs director(s), along with System level staff, and outside consultants, provide on-going training as a means of ensuring that all staff are in compliance at all times. Anticipatory training is conducted throughout the year that ties in directly with all facets of Federal Programs compliance.

The Dodge School System Federal Program Coordinators make use of monitoring as a means of regular observation and recording of activities taking place in schools. Critical to this process is the feedback provided to schools that can assist in improving student academic achievement. System monitoring addresses the following:

- Ensuring that all federally funded activities are carried out in accordance to federal compliance guidelines
- Equipment usage monitoring

- Academic
- Budgetary

**Communication and Monitoring of the following federal programs:**

Title I, Part A; School Improvement 1003(a); Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; Title V, Part B; Title IX, Part A- McKinney Vento Act; IDEA; Bipartisan Stronger Connections; and CARES Act/CRRSA/ARP funding.

Monitoring of Federal Programs is a critical component of ensuring that compliance is taking place at each school. Each year, the Federal Programs Director (FPD) and the Curriculum & Instruction Director (CID) convenes a meeting of all principals. They receive information and or training on policies and procedures and guidance for operating all applicable Federal programs as needed.

Principals are given detailed information of expectations and program guidance. They are given timelines, budget forms, inventory information, schoolwide/ targeted assistance implementation, parental involvement, and other areas of Federal Programs as needed.

Monthly cabinet meetings are also held with all principals, superintendent and district administrators. Specific program information and budget information is shared and discussed at these meetings. Phone calls and emails are a daily occurrence between the district staff and school staff. Principals are given the opportunity to share best practices during these meetings.

In addition to meeting with principals, Federal Programs staff also coordinates with central office staff, Parent Involvement Coordinators, and Parent Mentors through-out the year. These meetings are an opportunity to discuss Federal Programs in detail and also an opportunity to discuss content specific information with each of the above. Parental Involvement staff collaborates monthly with the Federal Programs Staff.

All Federal Programs services are supplemental. This process is monitored through on-going technical assistance, site visits, and through the budget process.

**Onsite/Virtual Monitoring Procedures**

All Dodge County schools are subjected to on-going monitoring by the Federal Programs Director (FPD) and the Curriculum & Instruction Director (CID) throughout the school year. They conduct on-site and/or virtual monitoring of all schools a minimum of three times per year for compliance. The first visit takes place in the fall, the second in winter, and the third in spring. Feedback is provided to the principal by emails, staff meetings, and phone conversations throughout the year as a means of providing on-going monitoring and communication with each school.

**Timeline for Monitoring/CLIP Development and Review of Federal Programs**

**May - Responsible Party - Federal Programs Director, Special Education Director, Curriculum and Instruction Director, PIC**

- Schedule stakeholder Meetings
- End of year parent activities
- Federal Program Input Meetings
- Invitations for consultation for the development of CLIP components: Comprehensive Needs Assessment, District Improvement Plan, and School Improvement Plans
- Provide technical assistance to the schools
- Annual Parent Survey

**June - Responsible Party - Federal Programs Director, Special Education Director, Curriculum and Instruction Director, PIC**

- Stakeholder Input Meetings for CLIP, District Improvement Plan, School Improvement Plans
- Parent Compacts, Parent Engagement Policy
- Update principals on new guidelines and provide technical assistance
- Submit CLIP to GaDOE

- Periodic Certifications
- Provide technical assistance to the schools

**July - Responsible Party - Federal Programs Director, Special Education Director, Curriculum and Instruction Director, PIC**

- Work with principals on annual revision of school improvement plans
- Work on Federal budgets
- Provide technical assistance to the schools
- Parent Involvement Plans and Parent Compacts completed

**Ongoing Throughout School Year - Responsible Party - Federal Programs Director, Special Education Director, Curriculum and Instruction Director, PIC, Homeless Liason, School Administrators**

- Review CCRPI data to determine school that are high risk
- Work with principals on annual revision of plans
- Update federal programs inventory
- Work on federal budgets
- Provide technical assistance to the schools
- Monthly administrative meetings and additional training as needed
- Conduct site visits
- Monitor Homeless and N&D programs
- Ongoing review of school improvement data and plans in conjunction with other central office staff
- Monthly meeting with Chief Finance Officer to review budgets and purchase orders

**Monitoring of Neglected & Delinquent Students**

Neglected and Delinquent facilities are identified via the GaDOE's website. There are currently no facilities for Neglected & Delinquent students in the Dodge School District: Should facilities be identified, the Federal Programs Director or administrative assistant contacts the facility director to determine if there are students enrolled. The needs of the facility are discussed in detail and presented to the Federal Programs Director for inclusion in the budget. On-going emails and phone calls are made to each facility. In addition, the coordinator visits each facility on an annual basis and on an as needed basis. Emails and phone calls are kept on file. (Shelia's Group Home is listed as a residential facility in Dodge County but is no longer operational.)

**Monitoring of Private Schools**

Private schools are monitored by the Federal Programs Director. Invitations for private schools to consult in participation in federal programs the following calendar year are sent by the Director or Assistant in the fall, usually October/November, via receipt delivery. A meeting is held in November/December to present information about the programs available to students in private schools. Documentation of invitations, meeting agendas, and sign in sheets will be kept in the Federal Programs office. Currently the Dodge School System is not serving any private schools.

**Data Analysis**

Data review for all schools are compiled and discussed during administrative meetings and at the Board of Education meetings. Schools meet and analyze data with the intent of improving instruction. All Dodge County schools have access to a shared drive that is used during the data analysis process. Principals are required to discuss this information with all staff to ensure that they fully understand the data presented. Principals are required to demonstrate to the Federal Programs Director (FPD) & Curriculum and Instruction Director (CID) that they fully understand the needs of their school by identifying the root cause of the problems that keep the school from achieving academically. This information is discussed in detail in the updated schoolwide plans each year and presented to stakeholders each fall through open house meetings or Board of Education meetings. District report cards are linked on the district website by the technology department.

**School Level Process/Procedure:** In the event a school does not submit the correct information or needs to re-submit documentation after redirection and clarification, a meeting will be held, phone calls will be made, the department heads will visit the school, along with emails describing the issue and how

to resubmit utilizing the most accurate information. Technical assistance is provided throughout the school year.

**Process for Identification of High-Risk Schools:**

Dodge County School System reviews state data reports that identifies any school considered at risk by the DOE. If a school is identified, the district meets frequently during the school year to determine plans of action for addressing the at-risk school’s needs and what resources may be needed to support the school in the implementation of the at-risk school’s action plan in partnership with RESA and the GADOE. Beginning in FY24, DCSS completes a risk assessment to monitor schools that may be at higher risk of not meeting the requirements of the program, federal regulations, or administrative procedures. The risk assessment is based on employee experience, school scores, meeting fiscal requirements, and compliance issues.

<b>Category</b>	<b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>
<b>Principal Experience</b>	≥ 1 year experience with Federal Grants as Principal in GCSS	Experienced principal but new to Federal Grants	New principal but has Federal Grant experience	New principal and new to Federal Grants
<b>Hires Staff in a Timely Manner</b>	No delays in hiring staff	Some delays in hiring staff	Major delays in hiring staff or staff missing for the majority of a semester	Staff not hired or replaced
<b>Latest CCRPI</b>	80 and above	70-79	60-69	Below 60
<b>Percentage of unspent funds in prior year</b>	<15% unspent	15-25% unspent	26-40% unspent	>40% unspent
<b>Issues identified during walkthroughs/documentation review</b>	None	1-2 issues identified	3-4 issues identified	>4 issues identified
<b>Submission of federal grants documents</b>	On time	Submits late but no reminders needed	1 reminder needed	Multiple reminders needed

<b>Submission of required changes to federal grant documents</b>	Makes changes on time	Makes changes late but no reminders needed	1 reminder needed	Multiple reminders needed
<b>Missing items on physical inventories</b>	No items missing	1-2 items missing	3-4 items missing	>4 items missing

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

- Low Risk: 0-8 points
- Moderate Risk: 9-16 points
- High Risk: 17-25 points

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

**Trainings**

The Curriculum of Instruction Director maintains a file of all training conducted throughout the year. This detailed notebook should contain all staff training, handouts, meeting agendas, meeting notes, etc. Ongoing monitoring of the training is conducted to ensure compliance.

**Technical Assistance**

Schools are provided with a wealth of technical assistance. There is an open door/phone/e-mail type policy with the Director of Federal Programs. Besides the technical assistance provisions following, principals, assistant principals, bookkeepers, and any other Title I personnel call or email with questions for guidance.

- Summer administrative meeting with Title I Schools' administration
- LEA and School Annual Title I Meetings
- Formal meetings held by the central office (Title I, Administrative, Principals, Parents)
- Formal meetings held by the school
- Informal meetings and conversations held before, during or after other administrative/principal, and other meetings held by the central office
- Informal meetings and conversations held before, during or after meetings held at Title I schools
- Parent involvement meetings/workshops/activities
- Phone calls to and from school personnel
- E-mails to and from school personnel
- Title I Timeline
- Checklists
- Samples of required documents
- One-on-One Technical Assistance with Title I School Administrators, and other Title I personnel

## **2. Comprehensive LEA Improvement Plan (CLIP)**

CLIP revisions take place annually using prior year data and needs assessment information. More detailed information can be found in the timeline regarding the different phases of CLIP development and review.

The CLIP serves as the plan detailing coordination of various federal programs and identification of needs and in-turn budgeting for such needs with federal funds. The CLIP includes the following components:

- 1) District Comprehensive Needs Assessment (CNA);
- 2) District Improvement Plan to include the Equity Action Plan;
- 3) Parent and Family Engagement Plan;
- 4) Foster Care Transportation Plan; and
- 5) Title I, Part C Identification and Recruitment Plan.

Stakeholders involved in the revision process include, but not limited to, Department Directors, school and system leaders, teachers, paraprofessionals, parents, community partners, specialized instructional support personnel, etc. Parents are invited to participate via attending meetings, mail, email, telephone, newspaper, social media, flyers, website, and/or newsletters. The meeting will occur in the late spring to prepare for the construction of the CLIP. The CLIP data from the previous year's test scores, and the implementation plans are reviewed and revised as necessary. The district conducts an annual survey each year that allows parents to provide input on district policies and procedures. Parent input is examined and considered from these surveys. Documentation includes sign-in sheets, agendas, meeting minutes, emails, and returned plans with comments, and documentation to support the selections of evidence-based action steps. The Federal Program Director, Curriculum Director, and Special Education Director will be responsible for planning and conducting the meetings, as well as collecting documentation. After reviewing the data and information collected, the responsible parties will find evidence-based interventions to address identified needs by the required dates and timelines provided by GADOE.

### **Resolution for Unapproved CLIP**

If the GaDOE requests revisions of the district CLIP, the Federal Programs Director retrieves the requested changes from the Audit Trail in the GaDOE portal or via an email from the CLIP Team Lead. The Federal Programs Director then communicates with the appropriate school or district-based personnel to ensure that requested changes are discussed and resubmitted through the Consolidated Application. The Federal Programs Director provides technical assistance as appropriate to the schools or programs responsible for making the requested revisions, makes corrections and/or approves corrections in the CLIP, and then resubmits the CLIP. After the Federal Programs Director submits the CLIP, the Superintendent of Schools sign off to indicate approval. The LEA CLIP is then reviewed by the appropriate GaDOE staff. This process is continued until the system's CLIP has been approved by GaDOE.

### **Parents' Right to Know**

This is provided to all parents and students in the student handbooks each year.

In compliance with the requirements of the Every Students Succeeds Act, parents may request the following information:

1. Whether the student's teacher -
  - a. Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
  - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived: and
  - c. Is teaching in the field of discipline of the certification of the teacher
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications

### **Private Therapists and Entities**

If a parent requests for a private therapist to see his/her child during the school day, the private therapist must obtain a background check following the procedures set out by the Dodge County Board of Education Human Resources Department and schedule a meeting with the school principal/designee. Upon an approved background check, the private therapist will then be permitted to meet with the student at an agreed upon time in an assigned location. Private therapists will not be permitted to visit/observe/work with the student in the classroom, lunchroom, or playground where other students are present. These procedures are provided to students and parents in the handbooks each year.

### **3. Services to Eligible Private School Children**

Currently, Dodge School System is not serving any private schools. Invitations for private schools to consult in participation in federal programs the following calendar year are sent in the fall, usually October/ November, via receipt delivery. A meeting is held in November/December to present information about the programs available to students in private schools. All federal programs directors are invited to the meeting, 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 services for private school students. Meetings are scheduled every two months to discuss the progress and process of Federal Programs series.

### **4. RAM/P and Assessment Procedures**

#### **Resource Allocation Methodology Plan (RAMP)**

All schools in Dodge County are Title I schools. A RAM/P is not required for the district.

#### **Testing Plan**

Dodge County School District conducts the assessment program as required by federal and state law. It is in compliance with the Elementary and Secondary Education Act and Georgia law relative to student assessment and data reporting. Dodge County School District interacts with state and federal agencies relative to the assessment program and accountability mandates. The testing department handles assessment documents and reports including secure test materials, individual student score reports, and school/district data reports in both paper and electronic formats. Dodge County School District delivers training/guidance related to the assessment program, assessment data, and accountability mandates to all stakeholders. All test security procedures are available for review in the assessment director's office at the Dodge County School District Board of Education. The ESOL Coordinator will ensure at least 95% participation rate on the English Learner ACCESS assessment and will also be responsible for collecting justification if the percentage falls below 95%.

#### **Training Plan:**

##### **I. Materials:**

- a. All school testing coordinators must have a sign-in sheet for documentation of teacher and proctor participation.
- b. GaDOE Update on each test being administered will be provided as a reference/resource for school testing coordinators.
- c. A District Update is provided to school testing coordinators to indicate any special requirements from the district.
- d. School Coordinator's Manuals and Examiner's manuals are available on the GaDOE's website. Please use these manuals to assist in training. All manuals must be kept secure and accounted for after each use.
- e. School Coordinators should distribute the Roles/Responsibilities for all individuals being trained: coordinator, principals, examiners, and proctors. Discuss each group's access roles/responsibilities, and have individuals sign at bottom. (This document can be found in the Student Assessment Handbook from the GaDOE)

## **II. Collection of Materials:**

- a. Checking in materials from the district office is the responsibility of the school coordinator. Please use the packing slip from the school's shipment to check the accuracy of the delivery.
- b. Make checks of confirmations and notations of inaccuracies.

## **III. Test Security:**

- a. In order to maintain the integrity of the assessment program and its results, security must be established and maintained. Test security should be a top priority in both pen/paper and online formats for testing. The responsibility of the assessment program at the school level rests with the principal and their designated school test coordinator.
  - i. Use the Student Assessment in Georgia Schools (PSC document) to discuss the testing ethics and consequences of violations.
  - ii. Use the Examiner "Must Do" page from the GaDOE's Student Assessment Handbook.
  - iii. School Coordinators are trained in using the Dodge School District Incident Sheet, Access Log for Secured Test Storage Area, and Transcribing or Scribing Answer Document Form.
  - iv. School Coordinators are responsible for ensuring proper coding of test documents including location of assessment and assessment information.

## **IV. Cell Phones:**

- a. Students are not permitted to use, or bring into the testing environment, any electronic device that could allow them to access, retain, or transmit information (e.g. cell phone, PDA, smartphone, electronic recording, camera, or playback device). An announcement **must** be made prior to testing that such devices are not allowed in the testing environment and that possession or improper use of such devices during testing may result in disciplinary action in accordance with the system's student code of conduct and/or test invalidation.
- b. Examiners and proctors must refrain from having phone conversations, sending emails, sending texts, posting to social media, etc. during their administration of a test to students and during the time they possess secure materials.

## **V. Unexpected Events:**

- a. Unplanned Fire Drill/Bomb Threat - In any unexpected situation, educators must first act to assure the safety of all children and adults, and to protect property from damage. While test security is critical and must be maintained if at all possible, student safety is always the priority. Beyond that, and to the greatest extent possible, integrity of the test being administered is to be maintained.
  - i. If during a test administration an unplanned fire drill/bomb threat occurs, students must evacuate the building. Lock the door when students have evacuated the room/building if at all possible.
  - ii. Students should not take the test outside and should not be permitted to talk about testing during the drill or incident.
  - iii. If the school's safety plan permits for the testing group(s) to be kept together and under direct supervision, please do so.
  - iv. Note the time of the evacuation so you can figure out how much time students have to complete the testing session.
  - v. When it is safe to re-enter the building, resume testing as quickly as possible, allowing students the remainder of the allotted time to finish the test.
  - vi. Should the event become lengthy, and once all considerations relative to student safety have passed, the GaDOE will be contacted for further directions regarding plans to resume testing.
  - vii. Materials should be inventoried per normal processes and verified prior to resuming testing.

- b. Severe Weather – If it is feasible and safe to continue testing, that is permissible. Be mindful that online testing can be particularly vulnerable to severe weather due to the possibility of power/internet disruptions.
  - i. Keep test secure if students must be evacuated.
  - ii. Students should not take the test outside of the classroom and should not be permitted to talk about testing during the event.
  - iii. If the school’s safety plan permits for the testing group(s) to be kept together and under direct supervision, please do so.
  - iv. Not the time of the evacuation so you can figure out how much time students have to complete the testing session.
  - v. When it is safe to re-enter the building, resume testing as quickly as possible, allowing students the remainder of the allotted time to finish the test.
  - vi. Should the event become lengthy, and once all considerations relative to student safety have passed, the GaDOE will be contacted for further directions regarding plans to resume testing.
  - vii. Materials should be inventoried per normal processes and verified prior to resuming testing.
- c. Power Outage (Pencil/Paper)
  - i. If it is feasible to continue testing, that is permissible.
  - ii. If not, tests should be kept secure initially within the testing setting. Students should not be permitted to talk about testing during the period during which testing is suspended.
  - iii. Be sure to not the time of the event so that you can figure out how much time students have to complete the testing sessions.
  - iv. When the school can resume testing, do so as quickly as possible, allowing students the remainder of the allotted time to finish the test.
  - v. Should the event become lengthy, and the school must suspend testing for the remainder of the day, the GaDOE will be contacted for further directions regarding plans to resume testing.
  - vi. Materials should be inventoried per normal processes and verified prior to resuming testing.
- d. Power Outage (Online Testing)
  - i. Please follow all instructions that address loss of connectivity/power in the online testing manuals.
  - ii. It may be necessary to contact the support line for the testing contractor.
  - iii. When the school can resume testing, do so as quickly as possible, allowing students the remainder of the allotted time to finish the test.
  - iv. Should the event become lengthy, and the school must suspend testing for the remainder of the day, the GaDOE will be contacted for further directions regarding plans to resume testing.
- e. Student Becoming Ill – each situation must be considered independently.
  - i. Remove ill student from the testing environment as quickly and quietly as possible.
  - ii. If cleaning is necessary to the extent that it will require the relocation of students, the test examiner must collect secure test materials while students transition to a new setting.
  - iii. Students will be allowed to complete testing once relocation has occurred.
  - iv. If relocation is not possible, remove students from the room while it is being cleaned and secure all testing materials – or pause online testing.
  - v. Students should be kept under supervision, not allowing them to discuss the test.
  - vi. Resume testing as soon as it is possible, allowing students the remainder of the testing time.

**VI. Medical or Restroom Emergency:**

- a. Given that the health and dignity of students should never be jeopardized, schools must have a plan in place for students who become ill during test administration.

- i. If a health/restroom related need develops that is urgent, a student may be escorted to the restroom/clinic and their materials must be secured.
- ii. If the event is of short duration, the student may return to testing and received the time lost due to their need to exit the test setting. This should be documented by the school on the Incident Form and reported to the System Coordinator, but does not have to be reported to the GaDOE as a testing irregularity.
- iii. If the event becomes protracted and/or the student is unable to return to a test session, report this event as a testing irregularity. This event will be reported to the GaDOE portal.
- iv. In general, for an assessment with two or more “sections”, a student who did not return to testing may not reenter the section they previously had accessed.

#### **VII. Testing Preparations**

- a. School Coordinators are responsible for checking the accuracy of student information
- b. School Coordinators are required to have test examiner’s sign materials in and out each day during test administration.
- c. Proctors are used when required. Proctor are only required with there are 30 or more students in a testing environment. All test proctors are trained on their roles/responsibilities.
- d. Testing Procedures are clearly articulated to ensure a smooth and problem-free test administration. Schedules, groups and location assignments, and special directions are distributed and explained before testing administration.
- e. Accommodations are well documented by the Special Education Department. School coordinators carefully check to ensure students are provided the appropriate and accurate accommodations for each individual test.

#### **VIII. Collection of Materials**

- a. Sign-in and Sign-out sheets are used to document who is responsible to each individual test booklet, the date, and number of test booklets received.
- b. Before testing documents are returned to District Office, the school coordinator carefully accounts for all materials.
- c. During the document count, the school coordinator checks for complete information (Form Numbers, Labels, Names...) on each answer document.
- d. Materials are returned to the District Office, where the materials are re-counted by the System Testing Coordinator and assistant.
- e. Principal Certification Sheets are required on all standardized tests. This document must be returned at the time of delivery of the testing materials.

### **5. Internal Controls, Expenditures, Inventory, Drawdowns, Cost Principals – All Federal Programs**

#### **ALLOWABILITY PROCEDURES**

It is our policy to follow and conform to all federal law and grant terms and to be consistent with any and all state and local policies regarding factors affecting allowability of cost. Presented below are Dodge County School District’s written procedures for determining allowability of costs.

1. Aligns with program purpose and the LEA’s prioritized needs of the Schoolwide Plans and the Consolidated LEA Improvement Plan (CLIP).
2. Supplement not supplant. (Excluding ESSER Grants)
3. Aligns to cost allowability.
4. Allocable to federal program (law and non-regulatory guidance) as referenced in 2 CFR, Part 200.420-200.475 which addressed certain allowable items as charges to a grant.
5. Necessary and reasonable.

6. Adheres to period of performance (27 months).
7. Avoids conflict of interest.
8. Be incurred during the approved budget period.

Any purchases made with federal funds must follow the guidelines for allowable costs. Dodge County School System Federal Programs will follow guidelines by GaDOE guidance. The Federal Programs/IDEA Director will direct any questionable expense to the Area Program Specialist for further clarification.

Federal Programs funds cannot be used to purchase incentives for students or teachers. The Federal Programs/IDEA Director will work with the principals to determine preliminary Federal Programs budgets once this information becomes available from GaDOE. The budget is submitted to the superintendent for approval.

Federal Programs funds expended on personnel can be monitored separately through payroll. Periodic certifications for both programs verify that duties are consistent with the position. Periodic certifications are collected twice yearly (January and May) for those staff members who are paid 100% with Federal Programs/IDEA funds. Split-funded personnel submit monthly time logs that document the amount of time spent in Federal and non-Federal duties. Other expenses are documented through purchase orders, which have been approved through the requisition process, and through travel authorizations, which are submitted on the travel sheet with automatic calculations and information available for reimbursements on mileage and meals.

All travel expenses must be considered necessary, reasonable, allowable and consistent with the written travel policy and federal program through which it is funded. Policies and procedures are applied consistently to local and federal dollars. Professional learning activities and travel require preapproval for allowability of participant and activity.

#### **Source Documentation**

Dodge County School System keeps source documentation on file for each expenditure. Documentation will vary according to expenditure, but all documentation should be sufficient to determine that expenditures are allowable and used according to federal, state, and local regulations. Common documentation includes quotes or order pages, invoices, packing slips, travel expense statements, agendas, and contracts. Once payment is made, the Accounts Receivable Assistant files and maintains copies of check packets, both of which are readily available for review whenever warranted.

#### **SEGREGATION OF DUTIES/PURCHASES AND REQUISITION PROCESS**

The Federal Programs Director will prepare a written report of preliminary budgets once this information becomes available from GaDOE. The report is submitted to the superintendent, and the superintendent's leadership team. All approved Consolidated Application budgets for all federal programs will be shared with the Finance Officer and Payroll Clerk once they are approved by the GaDOE.

All federal grant budgets and the CLIP must be adopted by the local Board after GaDOE approves the final submitted budget application. Additionally, any significant amendments must be adopted by the BOE. Each federal program must be identified and budget details must be listed.

#### **The approval process for federal budgets is as follows:**

- Funding amounts are approved by the GaDOE Board of Education
- Award letters are sent to Systems
- Schools are given the allocated dollar amount for budgeting. The school (principal and leadership team) and Title I Director work together to develop a school level budget

- The budget is entered into the GaDOE Consolidated Application (electronic grant application process) by the program coordinator or authorized staff
- The budget is approved by the program coordinator
- The budget is approved by the program specialist at the GaDOE (budget may be rejected at this level and requests for revisions may be made)
- The budget is approved by the superintendent (budget may be rejected at this level and requests for revisions may be made)
- The budget amount is approved by GaDOE Accounting
- The budget is adopted by the System BOE

All expenditure requisitions are submitted to the Federal Programs Director for approval or rejection. The Federal Programs Director will review each requisition to determine if the expenditure is allowable or unallowable based on EDGAR, the annual needs assessment, school CNA/SIP, CLIP and budget. The director then assigns the function and object code for the purchase by referring to the budget sheets for each federal program in the consolidated application budget.

Dodge County Schools adhere to the following internal controls:

1. Submitting the requisition to the Program Director.
2. The Program Director reviews the requisition to assure that the purchase is allowable. If allowable then double-checks the account code with the approved school budget and the descriptions placed within the approved budget on the consolidated application.
3. The Program Director forwards the requisition to the Program Secretary who processes a purchase order for items requisitioned.
4. The purchase order is then forwarded to the Finance Director to sign as well as check the purchase against the budget submitted through the consolidated application.
5. The Finance Director forwards the purchase order to the Program Secretary. At this point, a purchase can be made by the program secretary.
6. After purchase completion, Accounts Payable will make payment on outstanding invoices in a timely manner.

**Monitoring Financial Aspects of Federal Program Funds:**

The program director for federal programs and the financial director monitor monthly expenditures using general ledger detail reports to ensure program expenditures are in alignment with the approved budget and that they meet and do not exceed the grant award.

The Federal programs director(s) requests monthly budget detail reports to verify that only approved federal program purchases were paid from the appropriate federal program funds. If errors are found, the Federal Program director(s) and finance director meet to resolve the discrepancy. The Federal programs director is responsible for asking for the monthly budget detail reports and the financial director is responsible for providing the report within 3 days of the request. The Federal Program director is responsible for bringing any discrepancies or an “all clear” report to the Finance Director. The Finance Director is responsible for working with the Federal programs director to resolve the discrepancy. The print out of monthly expenditures and budget sheets will be kept on file in the CFO’s office in the appropriate Title program notebook.

**PROCUREMENT PROCEDURES –**

**Capital Expense Funds**

The Dodge County School System does not use Federal funds to budget items under object code 700 (capital expense).

**Unauthorized Purchases**

It is prohibited for any employee to purchase or contract to purchase any goods or services, or to make

any contract on behalf of the Board except as set forth herein. If any purchase or contract is made contrary to this policy, the Board shall not be bound thereby.

### **Funding Source**

All funds, regardless of the deposited account (including individual school accounts) are the property of the Dodge County School System and all disbursements of such funds shall be governed by this policy unless specific exceptions are made by the Board of Education.

### **Purchasing**

The Board of Education shall purchase or contract to purchase supplies, materials, equipment and services and lease equipment as outlined below. Where referenced, the "authorized designee" shall be the Superintendent or Business Manager. All purchases shall be in accordance with the policies of the Dodge County Board of Education, the Georgia Board of Education and in compliance with the laws of the State of Georgia.

All purchases and/or contracts shall be awarded contingent upon sufficient appropriation having been made, the availability of funds, and based on sound business practices. All requests for purchases or contracts not provided for in the budget will require prior approval of the Board of Education.

Purchase from Board members or companies in which the Board member or a member of the immediate family has a controlling interest is prohibited.

Purchases, except through sealed bid, from school system employees or companies in which the school system employee or a member of their immediate family has a controlling interest is prohibited. If the sealed bid of any employee is to be considered for a school system purchase, the employee must have no involvement in developing the specifications for the bid nor any involvement in the evaluation of the bid.

Written Bids, Requests for Proposals, Oral Phone Quotes, State of Georgia Contracts, General Services Administration Contracts, Georgia Department of Education Regional Educational Service Agency Contracts and applicable bids by local County Governmental Agencies shall be used when appropriate to purchase goods and services.

Purchases must be incurred during the approved budget period.

### **Selection Criteria**

- All purchases shall be based upon acquisition of goods and services at the lowest cost while being suited to meet the School System's need.
- Alternative competitive products and services may be used when a particular brand or model is specified, provided items quoted are fully compatible and of equal or better quality.
- The lowest bid or price shall not be the sole determining factor in the selection process.
- The school system reserves the right to award purchases on an individual item or combined item basis, whichever is in its best interest, and considered reasonable based on several factors.
- Domestic Preferences - To the extent practicable must provide a preference for the purchase of goods and materials produced in the United States.
  - Domestic Preferences for Procurements 200.322
    - "To the greatest extent practicable" must provide a preference for the purchase of goods and materials produced in the U.S.
    - Must include this section in all subawards, contracts and purchase orders.

### **Bids, Telephone Pricing Limits, Contracts and Web-Site Posting Requirements**

Acquisitions of goods and services and any contracts with the Board shall be subject to the following limits except in emergency situations, a potential work stoppage, or when a service, or item may be obtained from only one source of supply.

- Purchases for supplies, materials or services shall be made from existing bids, and/or stated vendor discounts when feasible and in the best interest of the District for the current school year.
- ~~Micro-purchases:~~ Purchases for supplies, materials or services budgeted with an aggregate total estimated value of \$5000.00 or less shall be made with the least expense to the System.
- Small purchases: Purchases of items or services budgeted with a total estimated value of \$5,000.00-\$250,000 shall be made from two or more bids/quotes and shall be approved by the Board.
- When a service or item may be obtained from only one source of supply (non-competitive proposal), the authorized designee may make such purchase, provided a reasonable and diligent search has been made for other possible sources. Sole sourcing is allowed when:
  - The aggregate dollar amount does not exceed the micro-purchase threshold.
  - The item is available only from a single source.
  - The public emergency for the requirement will not permit a delay resulting from publicizing competitive solicitation.
  - The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to written requirements from non-federal entity.
  - After soliciting a number of sources, competition is determined inadequate.
- Formal procurement methods-Sealed bids and Proposals: For the purchase of supplies, materials or services that exceed the small purchase threshold that require architectural and/or engineering services, or are deemed advisable by the Board and/or its authorized designee, in the construction, renovation and/or remodeling of any school property, all information, drawings, and/or specifications shall be presented to the Board for its approval prior to the District seeking any bids. The Board shall thereafter cause all information, drawings, and/or specifications to be posted on the Board's website together with an opening and closing date for sealed bids to be received by the Board for its consideration and approval. All sealed bids will be received by the Superintendent's Office and will be opened and the contract awarded at a regular or called Board of Education meeting or otherwise at a time and place determined in advance by the Board.
  - Exception to sealed bids:
    - i. Fuel bids
    - ii. Computer Hardware and Service - Contracts for the fiscal year may be made by the Board of Education with a single supplier; however, all purchases in excess of \$5000.00 must be approved by the Board.

### **Consultants, Contracts, Purchased Services for Federal Program Funds**

Dodge County School District uses the following guidelines for consultants, contracts or purchased services paid from Title & IDEA Program funds. Contracts are required for all consultants and purchased services. Agreements are entered into between Dodge County School District and the consultant. Each contract contains the following:

- Contracts are generated by the Federal Programs Director
- Specific duties are specifically spelled out for each contract.
- The Contractor must sign and submit a Contractor Affidavit prior to providing the services.
- The contract includes the number of hours to work and the rate of pay.
- Principals must submit the tutoring time logs, if applicable, based on the payroll deadlines from the Payroll Department.

Each contract is signed by the following: Contractor and Federal Programs Director. Any contracts, including multiple year contracts, may be voided or altered if federal funds are no longer available.

- The process for entering into a contract (object code 300). Contracts should be detailed enough to specify:
  - Service(s) being purchased/provided.
  - When service must be delivered (date)
  - Names entering into contract, contract rate (total fee/per hour)
  - Timeframe of contract
  - Method of payment
  - Where services will be provided (location), signatures/date.
  - Any other relevant information
- Every procurement action over \$250,000 should have a cost or price analysis. A cost analysis is evaluating the separate cost elements that make up the total price (including profit). Price analysis is evaluating the total price.
- Multiple year contracts will include the opt-out clause to clearly state “if federal funds are no longer available the contract will be void”.

### **Verification of Work**

The Federal Programs Director provides oversight in ensuring that all contractors' work is complete. Artifacts, daily sign in sheets, and completion of all workshops are kept on file in the Federal Programs office. The Federal Programs Director signs off on all invoices/ contracts prior to the issuance of payment for services. These contracts must be maintained and kept in the District office.

### **METHODS OF CONDUCTING TECHNICAL EVALUATIONS FOR PROPOSALS AND SELECTING RECIPIENTS**

The Board shall be responsible for the expenditure of all school funds. The Superintendent and staff are authorized to establish a procedure for the procurement of supplies, equipment and services for the school system. This procedure shall provide for the consistent accountability of funds. All purchases made through the school system shall be made according to the established procedure.

Dodge County School District shall ensure that the process of procuring goods and services is fair and equitable by taking the following measures:

- Incorporating a clear and accurate description of the technical requirements for the material, product, or service to be procured. The description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use.
- Avoid providing detailed product specifications.
- When it is impractical or uneconomical to make

The federal programs/IDEA director meets with district leaders to discuss services and products for procurement. Established needs guide the process. Research is conducted to determine appropriate services and/or products. Criteria can include such things as: Product Quality, Cost Effectiveness, Product Service support, Evidence/Research based Success.

Financial Departments are audited annually by the Georgia Department of Audits.

### **Suspension and Debarment**

Federal and state requirements indicate that non-federal entities are prohibited from contracting with or making sub-awards under covered transactions to parties that are suspended or debarred, or whose principal agents are suspended or debarred. Covered transactions include those procurement contracts for good and services awarded under a non-procurement transaction that are expected to equal or exceed \$25,000. The Dodge County School District utilizes the system for Award Management at

[www.sam.gov](http://www.sam.gov) to search vendors to verify that they are not suspended or debarred. Moreover, the LEA maintains documentation of the search in the Finance Office. The Finance Office will also examine the total cost for vendors on a monthly basis. If the totals expended in the given fiscal year exceed \$25,000, the Finance Office will conduct a search using SAM and maintain time-stamped documentation of said search. Contracts with consultants/vendors will be required to contain specific language on suspension and debarment.

### **Transferability**

Dodge County Schools does not transfer Title IIA or Title IVA funds into Title IA. In the event of transferability, Dodge County Schools will:

- Indicate in the CLIP the funds have been transferred to Title I.
- Sending program budget is completed and approved.
- Title I budget is adjusted for 1% PFE, Private School Proportionate Share, and Indirect Cost.
- Title I Director in collaboration with the finance department and sending program review expenditures to determine which ones would be coded for Title I or the sending programs.
- Drawdown for the sending program is completed in the DE0147 for that program.
- Title I drawdown is completed in the DE0147 for Title I
- Completion Report: The actual expenditures for both Title I and Title II or Title IV (the transferred-in amount) will be reported on the Title I completion report by function and object. Since the transfer-in amount was combined with the Title I itemized budget, the expenditures for both programs will be reported on Title I.

### **CONFLICT OF INTEREST**

The employees and consultants of the District have the responsibility of administering the affairs of the District honestly and prudently, and of exercising their best care, skill, and judgment for the sole benefit of the District. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not use their positions with the school system or knowledge gained therefrom for their personal benefit. The interests of the organization must be the first priority in all decisions and actions.

### **Gifts, Rebates, Personal Gain**

School district employees are prohibited from accepting directly or indirectly from any person, company, firm or corporation, any rebate, gift, money, or anything of value whatsoever, except where given for the use and benefit of the Dodge County Public Schools. School system employees are prohibited from soliciting from any person, company, firm or corporation the right/privilege to purchase goods or services for personal use at prices offered to the School System through sealed bids, quotes, or otherwise.

Conflicts of interest may arise in the relations of directors, officers, and management employees with any of the following third parties:

1. Persons and firms supplying goods and services.
2. Persons and firms from whom the District leases property and equipment.
4. Competing or affinity organizations.
5. Donors and other supporters.
6. Agencies, organizations and associations which affect the operations of the District.
7. Family members, friends, and other employees.

A conflicting interest may be defined as an interest, direct or indirect, with any persons or firms mentioned above. Such an interest might arise through:

1. Owning stock or holding debt or other proprietary interests in any third party dealing with the District.
2. Holding office, serving on the board, participating in management, or being otherwise employed (or formerly employed) with any third party dealing with the District.
3. Receiving remuneration for services with respect to individual transactions involving the District.
4. Using time, personnel, equipment, supplies, or goodwill for other than District/Program-approved activities, programs, and purposes.

5. Receiving personal gifts or loans from third parties dealing or competing with the District. Receipt of any gift is disapproved except gifts of a value less than \$25, which could not be refused without discourtesy. No personal gift of money should ever be accepted.

The areas of conflicting interest listed above, and the relations in those areas which may give rise to conflict, as listed above, are not exhaustive. Conflicts might arise in other areas or through other relations. It is assumed that the directors, officers, and management employees will recognize such areas and relations by analogy. The fact that one of the interests described above does not necessarily mean that a conflict exists, or that the conflict, if it exists, is material enough to be of practical importance, or if material, that upon full disclosure of all relevant facts and circumstances it is necessarily adverse to the interests of the District.

However, any of the interests described above shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the board, officers, and management employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures.

Transactions with parties with whom a conflicting interest exists may be undertaken only if all of the following are observed:

1. The conflicting interest is fully disclosed;
2. The person with the conflict of interest is excluded from the discussion and approval of such transaction;
3. A competitive bid or comparable valuation exists; and
4. The District has determined that the transaction is in the best interest of the organization.

Disclosure in the organization should be made to the Superintendent or Federal Programs Director.

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. Violation of these standards should be reported to the Superintendent or his/her designee and if appropriate, local authorities. Any misconduct could result in suspension, loss of employment, and any other consequences that are applicable by law. All teachers receive training on conflict of interest as a part of the new teacher orientation and in personnel handbooks provided at the beginning of each school year. School administrators collect signed handbook agreements each year.

The Superintendent and/or School Board shall determine whether a conflict exists and in the case of an existing conflict, whether the contemplated transaction may be authorized as just, fair, and reasonable to the District. The decision of the Superintendent and/or School Board on these matters will rest in their sole discretion, and their concern must be the welfare of the District and the advancement of its purpose. Disciplinary actions are listed for staff in personnel handbooks.

## **PERSONAL COMPENSATION/TIME AND EFFORT PROCEDURES**

Federal law requires all employees who are paid with federal funds to document the time and effort spent within the program. Employees whose salary is supported by only one Federal program or cost objective may provide time-and-effort documentation on a semiannual basis. Periodic certification of individuals paid with 100% of Title funds will therefore be completed on a semi-annual basis in accordance with federal guidelines and will be completed "after-the- fact." If an employee is split-funded (paid by more than one program) but works on one cost objective allowable by both programs, he/she may complete a periodic certification as outlined above. The federal programs administrative assistant, under the direction of the Federal Programs Director, will prepare periodic certification statements for each employee paid 100% with federal funds. The Federal Programs Director will obtain signatures, or forms will be sent to principals at each site with directions requesting that the form be signed according to the appropriate timeline outlined below.

- First semester: signed and dated the first week of return in January
- Second semester: signed and dated after the last day of post planning
- In the event that an employee is added to the budget after carryover funds are applied, a periodic

certification will be signed as soon as possible after the budget has been updated, verifying that the teacher has served in the described capacity from the beginning of the year until the date of signature.

### **Permanent Schedules**

If paraprofessionals' salaries are funded with Title funds, a permanent schedule is required to be submitted along with periodic certifications (showing paraprofessionals are under the direct supervision of a highly qualified teacher). If an employee is paid 100% with Title funds, is compensated for two allowable cost objectives (e.g., half day teacher, half day instructional coach), and works on a fixed schedule, he or she must submit a signed schedule with principal's authorizing signature on a monthly basis (first day of each month for previous month) to document time and effort spent within the program.

### **Timesheets**

Employees who provide supplemental services during off-contract hours must complete monthly timesheets, which must be signed by the principal or supervisor having direct knowledge of duties performed/time worked. If an employee is paid with Title funds, the Federal Programs Director must approve (sign) timesheets, which are then forwarded to the Federal Programs Administrative Assistant for proper fund coding and submission to the payroll department. (Timesheets are due on the 15th of each month.)

School levels will also keep record of the substitutes hired to cover teachers that attend professional development. The documentation will be submitted to the central office each month and recorded.

### **Time Logs**

Employees performing multiple cost objectives must complete a monthly personnel activity report (PAR). That is, those employees who are paid from more than one program and whose schedule changes from day to day must complete a monthly PAR or time log that records the amount of time spent on Title-program-allowable duties and the amount of time spent on duties funded by other programs. The percentage of time spent on federal program duties must align with the percentage of salary paid by the federal program. Split-funded personnel are instructed to monitor their own time throughout the month and submit time logs to the Federal Programs Director at the end of each month. The FPD approves the monthly time log via a signature and date. If the discrepancy between time log duties and percentage of salary funded for allowable duties is greater than 10%, the federal program budget must be amended to reflect actual time spent. Time log reconciliation and adjustments must be completed by the end of the fiscal year.

All time and effort forms are returned to the Federal Programs Director for review and signature. The Federal Programs Director or her administrative assistant will copy and file forms for Title records after their completion.

Dodge County Schools employees may receive hazard pay 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 from a supervisor related to the aforementioned conditions.

## **MANAGING EQUIPMENT AND REAL PROPERTY**

### **Acquisition of Equipment**

Federal Programs inventory is maintained in a database program on a district level that identifies the item, serial number, vendor, date of purchase, who holds title, cost, source of funding including the Federal Award Identification Number (FAIN), location, use of equipment, condition, and disposition data including date of disposition. The principal or designee will add each piece of equipment to the inventory list within 5 days of receiving the equipment. Equipment purchased with Federal Programs funds are marked with a label that when scanned/entered into the database program the name of the funding program and the fiscal year in which the equipment was purchased is specified.

### **Requisition of Equipment**

All equipment requisitions must have prior approval from the building principal and director of the program from which the equipment will be acquired. The technology director is consulted prior to the submission of requisitions for any technology equipment.

### **Equipment Inventory**

All schools are required to maintain an active inventory log of all items purchased with Federal funds. Each school (principal/principal's designee) is responsible for completing an annual physical inventory. Once the inventory is complete, it is signed off at school level and then turned into the Federal Programs Office. Equipment is maintained at the school level and is overseen by administrators. Items that would not be included on the physical inventory listing are books, classroom libraries, classroom/office supplies, workbooks, maps, charts, globes, CD's, and DVD's. Items that must be included are printers, computers, digital cameras, laptops, fax machines, smartboards, projectors, and other technology devices. The principal or designee will verify that an on-site physical inventory has been conducted each year in May. One copy of the inventory will be maintained at the building level and the other copy will be submitted to the central office. Inventory will be reviewed at the central office in relation to completion reports and budgets each year.

### **Offsite Use of Equipment**

No federal programs equipment is permitted to leave the school campus without permission from an administrator and must be returned promptly.

### **Equipment for Private Schools**

Dodge County Schools currently have no participating private schools. In the event that private schools participate in the future, they will be required to follow the same guidelines in place for all Dodge County Schools.

### **Maintenance and Guidelines for Care and Use of Dodge School System Computers**

All Dodge School System computers are the property of Dodge School System and are intended for the educational mission of the DSS Board of Education. Dodge School System computers should NOT be considered "Personal Computers". Dodge School System computers and network resources should NOT be used for personal gain or entertainment. The use of Dodge School System computers and networks are governed by the policies of Dodge School System Board of Education.

- Computers will be assigned utilizing inventory control as determined by the Principal or building supervisor in accordance with System inventory controls.
- Dodge School System computers and laptops are for the use of Dodge School System employees while under contract. Laptops are NOT to be taken home during the summer.
- Dodge School System employees are responsible for the care of the computer(s) he/she has been assigned and are a part of the employee's duties and responsibilities.
- Portable devices (laptops, digital cameras, camcorders) should be secured by lock and key when not in use.
- Software beyond the pre-installed software necessary for the educational mission of Dodge School System, should NOT be installed, downloaded or transferred to a PSD computer without the approval of the technology director.

Additional responsibilities for laptops:

Laptop computers by their very nature require a higher standard of care and responsibility on the part of the employee that it is entrusted.

- Laptops, if taken from the facilities of Dodge School System, must be covered by the employee's auto and homeowner's insurance policies.
- Dodge School System employees will be responsible for the cost of repair or replacement of a laptop in the event of damage or loss while it is in their assignment.
- Laptops should be transported in padded carrying bags designed for the protection of laptops. Laptops should be securely strapped in the bags and fully closed to avoid accidentally dropping the laptop.
- Never place anything on top of the laptop, even in the bags. The screens are very fragile and very expensive to replace.
- Avoid extreme temperatures (left in a car).

- The utmost care must be taken to assure that PSD laptops can function properly for their intended educational use.
- The laptop is placed on a flat secure surface.
- No wires are hooked to the laptop that could be accidentally tripped over which could pull the laptop and cause it to fall.
- Nothing is on the keyboard or screen when closing the laptop.
- Nothing is dropped or spilled onto the laptop.

#### Additional responsibilities for Networks

The health of Dodge School System networks and servers is an essential aspect of the educational mission of Dodge School System.

- NO peer to peer file sharing software
- NO streaming media without an educational purpose
- NO frivolous or large emails (ie. emailing 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; and
5. using school property without the approval of the local board of education/governing board.

#### **TA Schools Use of Title I Equipment – Procedures**

Equipment purchased with federal Title I funding for Dodge School System 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 in reading/mathematics 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 TA 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 System 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. Procedures are disseminated to Title I staff through the Federal Programs manual that can be accessed on the district website.

#### **Method for Documenting Use in Building**

All Title I schools are required to label all Title I equipment and add it to the inventory list within five days after receiving it. When feasible, all Title I equipment is to remain in the Title I teacher/ Lead Teachers classrooms. All Title I equipment placed in the media center must be kept in a separate area, labeled, and a check-out ledger must be maintained. All equipment purchased with Title I funds are inventoried annually. A report is filed in the Title I office. Inventory includes the dates of the inventory, person conducting the inventory, serial numbers when appropriate, location of inventory, status of the inventory and additional information as needed.

#### **Dodge School System Equipment Disposition Procedure**

When equipment is no longer operable, it will be recycled or disposed of if found to be disposable by Federal Program Director. A system Disposal Form must be completed and a copy sent to the Federal Programs Director prior to the disposal of any equipment. Inventory records should be updated within five days to reflect the disposition of any items, printed, and maintained at the school level. The Technology Department works with schools to dispose of and recycle all equipment. There is no obligation to GADOE if equipment is less than \$5000 and more than 3 years old. Equipment >\$5000 or more may be retained or sold and GaDOE (awarding agency) has rights to state's share at \$500 or 10% of sales. At the close of any federal program or in the event that any federal program no longer needs any piece of equipment, it may be transferred to another federal program for use. This must be

documented and kept on file. The documentation must include the previous program and the program that it is being moved to for further use. The item will then become a part of that program's inventory.

### **Safeguarded Statement**

Dodge County Schools will ensure funds, property and other assets are safeguarded against loss from unauthorized use, theft, or disposition.

In the event that any equipment or technology is stolen, the following procedure must be followed:

1. File an incident report with the School Resource Officer (SRO).
2. Attach the incident report to a Disposal Form and send to the Federal Program Director's office.
3. Make corrections to the district's inventory.
4. Send the updated inventory to the Federal Programs Director office and district inventory coordinator. The principal must sign and date the inventory spreadsheet to indicate any changes.

In the event of loss or damage:

1. Equipment will be reported as lost, or returned to the correct department in damaged form.
2. Equipment will be assessed to see if it is repairable or replaceable by federal programs office.
3. Make corrections to the district's inventory.
  - a. Send the updated inventory to the Federal Programs Director office and district inventory coordinator. The principal must sign and date the inventory spreadsheet to indicate any changes.

### **CASH MANAGEMENT AND DRAWDOWN PROCEDURES**

Each month the Finance Director analyzes the expenditures for the current month and prior month. After comparing expenditures with the revenues, funds are requested based on the outcome of this analysis. The Finance Director also analyzes the expenditures remaining to be spent. If funds need to be expended in order to meet the requirements of the grant, the federal program director is notified. The finance director administers the drawdowns. After budget approval of all federal programs by GaDOE, the Dodge County School District requests drawdowns of federal funds based on actual rather than anticipated expenditures; thus, a reimbursement method is applied and advance payments are not requested. The Finance Director prepares the drawdown report to include payroll expenditures, contracted services, and other purchases in a timely manner to avoid extensive time elapsing. The Program Director reviews the report, notes in writing any revisions needed, and returns the signed report to the Director of Finance for correction. Once any discrepancies are resolved, the Finance Director submits the request to the Administrative Assistant. The Administrative Assistant requests the drawdown electronically from the Georgia Department of Education (2 CFR §200.302(b)(6) and 2 CFR §200.305) when approved by the GaDOE, funds are electronically transferred to the system's designated bank account.

Funds are drawn down based on actual program expenditures. It is the responsibility of the Federal Program Director and the Finance Director to work together to review all program expenditures prior to fulfilling drawdown requests, although funds may not be drawn down monthly. It is the primary responsibility of the program director to review all program expenditures before funds are drawn down from GAORS. Moreover, the following practices are observed:

- All program budgets must be reconciled regularly to ensure that all expenditures charged to a given program are allowable.
- The Finance Director should perform a periodic review of the general ledger.
- There is no cash involved as all drawn downs are directly deposited into the district's general fund account.
- All reporting documentation related to drawdowns are maintained by the Finance Director and may be reviewed upon request.
- Title VI, Part B (21<sup>st</sup> Century Community Learning Centers) is a reimbursable grant. Thus, expenditures are uploaded to the assigned Fiscal Analyst prior to the reimbursement for all program expenses related to this grant.

## **Reporting Procedures**

Copy of the completion report for the previous fiscal year will be kept on file in the Federal Programs office and 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. The Federal Programs Director will run budget summary and detailed expenditure reports for all 400,402, 403, and 430 funds. The Federal Programs Director gives budget summary updates to each administrator/school at the monthly Principal's meeting.

## **PROFESSIONAL LEARNING**

The Dodge County School System operates the Professional Learning Program as a system and site based program. Professional learning activities are prioritized by the Dodge County Curriculum Department, Federal Programs Director, and Special Education Director. Each school also schedules specific Professional learning depending on specific needs. At the end of the academic year, a survey will be given to all staff to identify areas that Professional Learning would be beneficial. The district will schedule PL opportunities for those identified areas, as well as school-site scheduling.

Each school's School Improvement Plan, as well as the System's Strategic Plan, provides priorities for the school/system program of Professional Learning. The needs of all staff are identified and assessed through the system's needs assessment administered in the spring or through the teacher and leader evaluation systems (TKES/LKES). Data is analyzed to identify the system level and school level strengths and weaknesses.

Training that is common to all schools or centered on a common topic is coordinated at the system level. Training in instructional technology, data analysis, SLDS, CPR, and special education services are examples of some of this type of training. Coordination of training opportunities such as these listed provides a consistent approach as well as meeting the unique needs of individual schools.

Professional learning activities are dependent upon state and federal funding. Additional funds for Professional Learning are requested through the local school system and federal programs. Title II A funds are used for improving teacher quality to provide training to ensure teachers and paraprofessionals are "highly qualified". Local funds, Title I funds, Special Education funds, and Program Improvement funds are also used to fully implement the comprehensive system program for continued Professional Learning. State and federal funds shall not be used to pay stipends for School Board members or school council members who are not employed by Dodge County Schools.

## **PROFESSIONAL LEARNING PROCEDURES**

A needs assessment which focuses on the system/school goals is given to all schools in the spring of the year. Several schools may also administer their own survey with teachers. The results of the assessment are tabulated and presented to the system level leadership team. From these results, system initiatives and school initiatives are planned. The schools submit prioritized yearly professional learning plans to the system-level professional learning coordinator and from these an activity list is developed and maintained.

Professional Learning funds shall be used for activities that enhance the skills and knowledge of all school system personnel, school board members and school council members, which are directly related to improving student achievement. Every decision concerning professional learning will be made with improving student achievement as the goal. Title IIa funds are available to classroom teachers and school level administrators.

Professional learning funds shall only be expended for one or more of the following items:

1. Additional compensation for teachers to serve as mentor teachers.

2. Teachers and school level administrators participate in professional learning activities, i.e. substitute teacher salaries and employee benefits.
3. Travel for professional learning purposes. (for teachers and school-level admin)
4. Professional and technical service fees and expenses for instructors and consultants.
5. Training materials and supplies.
6. Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers
7. Reimbursement for expenditures of persons who successfully complete approved conferences, workshops/courses, GACE testing, etc.

**PROFESSIONAL TRAVEL PROCEDURES**

Dodge County Schools use the State of Georgia Travel Policy set forth by the State Accounting Office as a guide on rates and allowable expenses. It is the employee’s responsibility to be knowledgeable of the travel regulations and procedures so that information may be submitted accurately.

1. Participants complete the professional leave form at least 10 days before the training that is requested.
2. The form is submitted to the school administrator and district professional learning coordinator on line where final approval is granted.
3. If the request is made by a staff member with no personal or sick days available, the professional learning request will be denied.
4. Requisition forms will be completed if there is a fee to be paid. The purchasing clerk will begin the registration process with a purchase order.
5. Expenses will be reimbursed according to Dodge County Procedures, using the Statewide Travel policy as a guide.
6. Dodge County certified staff will be encouraged to serve as instructors and consultants as often as possible. The train the trainer method is utilized whenever possible.
7. All professional learning will require redelivery to department, grade level, and/or school. Documentation must be submitted to the office of curriculum and professional learning.

**How to fill out an Employee Expense Statement.**

This form must be completed on-line and then printed. For more detailed instructions for travel compensation, please refer to the SOA Travel Policy and Procedures manual.

1. Fill out the employee information at the top of the expense statement. You should complete all parts, ex., Headquarters, Auto License #.
2. The date, departure time and arrival time must be completed for each day you are claiming travel. Identify the location of departure and arrival for each date.
3. One month per expense statement.
4. **Agenda must be attached to expense statement**

**Mileage-** Mileage allowance is calculated from work location to workshop/conference and return. The amount is based on the state policy. Parking fees at conference sites are reimbursable, but require a receipt.

**Meals-** Meals are reimbursed at the same rate at the state reimbursement rate for all in-state travel (See 4.3 of the State Travel Policy). For meals allowances on multi-day reimbursement, the following is applied:

Day of Departure			Time of Departure/Arrival	Day of Return		
B	L	D	12:00 am-6:30 am	-	-	-
-	L	D	6:31 am-11:00 am	B	-	-

-	-	D	11:01 am- 1:30 pm	B	-	-
-	-	D	1:31 pm-5:30 pm	B	L	-
-	-	-	5:31 pm-7:30 pm	B	L	D
-	-	-	7:30 pm-11:59 pm	B	L	D

**Lodging-** Lodging expenses may be reimbursed. You are required to attach your hotel receipt to your expense statement. The receipt must include the name of the person being reimbursed. When registering for lodging the employee should claim exemption from the local hotel excise tax. **A form can be obtained from the DCBOE.** The fund code that the reimbursement is being paid from **must** be included in the appropriate area. Lodging is reimbursed at the same rate at the state reimbursement rate according to area of stay, and will be monitored and adjusted to reflect any changes in the state policy. **The only two instances when the per diem rates are not applied are when conference rates are used and noted on the receipt, or if the lodging rate falls within the per diem rate and the conference rate at the destination/location/conference.** There must be documentation of the following for full reimbursement:

1. **the charged conference rate is noted and labeled on the receipt of payment; OR**
2. **the charged rate falls within the per diem rate and the conference rate with the conference rate provided by the staff member on hotel/motel letterhead; OR**
3. **the charged rate falls at or below the per diem rate assigned by the State Office of Accounting.**

**Check with the administrator authorizing the travel to ensure funds are available.**

**Timeline for Approval and Payment-** All expense statements should be submitted to the Accounts Payable Department **within 45 days of the time the expense incurred.** When this time frame is followed, expense checks should be printed within 10 days. Expense statements received after 45 days may be declined for payment.

**\*If an expense statement is not completed correctly, it must be returned to the employee.**

All travel expenses must be considered necessary, reasonable, allowable and consistent with the written travel policy and federal program through which it is funded. Policies and procedures are applied consistently to local and federal dollars. Professional learning activities and travel require preapproval for allowability of participant and activity and should be identified as reasonable and necessary to the federal program.

Appropriate supporting documentation includes an agenda and, if applicable, a sign-in sheet. For travel related to a professional learning activity, employees will submit all required supporting documentation with a travel form.

**STIPEND PROCEDURES –**

Stipends for classified staff, certified staff, administrators, and/or Other School Leaders, etc. completing Professional Development (2213 - 116)

**Allowability Documentation:** Documentation that connects the name of the staff member, position, site/school, date(s) of absence, title of professional development activity, evidence of staff member's attendance during off contract hours, amount of stipend to be paid and evidence of allowability of the

professional development activity attended. • LEA Policy for payment of stipends (must comply w/ SBOE Board Rule 160-3-3.04) and includes compensation for work on allowable activities as determined by Dodge County Schools.

**1. DCSS Stipend Procedures:**

- a. Complete Professional Learning additional compensation contract with contract hours included.
- b. After approval from Federal Programs Directors, stipends will be submitted and charged to the appropriate federal program according to the activity. Activities must be aligned to a district, school, or individual plan and considered allowable according to federal program policies.
- c. Off-Contract hour stipend rate is \$30 per contact hour for certified staff.

**2. Stipends may be awarded only if the following conditions exist:**

- There is evidence that the knowledge, skills, practices, and dispositions gained from the professional learning activity are aligned to an approved individual plan, or a school or LEA initiative and/or product, and/or specific goals; and
- 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.
- State and federal funds designated for professional learning shall not be used to pay stipends to school board members or to school council members who are not employees of the LEA.

**SUPPLEMENT VS SUPPLANT IN ALLOCATING FUNDS-**

**Title I, Part A**

For Title I School allocation, Supplement Not Supplant is now tested at the allocation level through the Resource Allocation Methodology Plan (RAMP). Dodge County School System is not required to have a RAM/P since all schools in the district are Title I schools.

**Other Federal Programs**

Federal Programs expenditures are supplemental to schools' budgets. Personnel are in addition to the number required to meet maximum class size as determined by GADOE. Federal Programs funds are only used to supplement and, to the extent practical, increase the level of funds that would, in the absence of Federal Programs funds, be made available from non-federal sources for the education of students participating in Federal Programs. Federal Program funds are not used to take the place (supplant) of local, state, or other federal funding. Conversations regarding supplement vs. supplant are held quite often throughout the year. The programs/activities provide supplemental services to programs that are required by federal, state, and local law. Federal Programs funds do not support programs that were paid with state or local funds unless there has been evidence of precipitous decline. The Board of Education approved the precipitous decline documentation. Federal Programs are not supporting any programs that are being supported in non-Title schools with state or local funds. All principals are made aware of the supplement not supplant issue during the training that takes place during the summer month before school starts. Principals review all requests from Federal Programs staff for all budgetary requests. The Federal Programs Director reviews budget requests to ensure that supplanting is not taking place. When determining whether or not an expenditure would create a presumption of supplanting, the district considers these questions:

- Is the program or activity being funded required under state, local, or another federal law? If it is, then it is supplanting.
- Were state or local funds used in the past year to pay for the program or activity? If they were, it is supplanting.

**FRAUD, WASTE, ABUSE, AND CORRUPTION PROCEDURES**

**Purpose**

The Dodge County School System provides all employees, clients, vendors, and individuals with confidential channels to report suspicious activities. The Dodge County School System shall not tolerate fraud, waste, abuse or corruption of any kind and has an established system for the reporting and investigating of suspicious activities. These procedures include, but are not limited to the following programs: Title I , Part A; School Improvement 1003(a); Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV-A Student Support and Academic Enrichment; Title IV-B, 21<sup>st</sup> CCLC; Title V, Part B Rural and Low Income; Title VI, Part B, Special Education, Title X, and Part C-McKinney-Vento Act.

### **Definitions**

**“Fraud”** means the intentional deception perpetrated by an individual or individuals, or an organization or organizations, either internal or external to Dodge County Schools that could result in a tangible or intangible benefit to themselves, others, or the locality or could cause detriment to others or the locality. Fraud includes a false representation of a matter of fact, whether by words or by conduct, by false or misleading statements, or by concealment of that which should have been disclosed, which deceives and is intended to deceive.

**“Waste”** means the intentional or unintentional, thoughtless or careless expenditure, consumption, mismanagement, use or squandering of resources owned or operated by the locality to the detriment or potential detriment of the locality. Waste also includes incurring unnecessary costs because of inefficient or ineffective practices, systems, or controls.

**“Abuse”** means the excessive or improper use of something, or the employment of something in a manner contrary to the natural or legal rules for its use; the intentional destruction, diversion, manipulation, misapplication, maltreatment, or misuse of resources owned or operated by the locality: or extravagant or excessive use so as to abuse one’s position or authority.

**“Corruption”** includes dishonest proceedings, bribery, debasement, alteration, or perversion of integrity. Corruption threatens equal access, quantity and quality of education.

### **Examples of Fraud, Waste, Abuse and Corruption (Not all-inclusive)**

- Personal use of district-owned vehicles
- Long distance personal phone calls
- Personal use of district owned supplies or equipment
- Violations of system and/or state procurement policy
- Excessive or unnecessary purchases
- Falsification of official documents (timesheets, leave reports, travel vouchers, etc.)
- Contract fraud
- Serious abuse of time
- Inappropriate expenditures
- Embezzlement
- Theft or misuse of school funds or property
- Neglect of duty
- Bribery

### **Statement of Administrative Regulations:**

Any and all reports of suspicious activity and/or suspected fraud, waste, abuse, or corruption, shall be investigated. The Dodge County School System shall not tolerate fraud, waste, abuse, or corruption of any kind, and any reported cases of suspected fraud, waste, abuse, and corruption will be thoroughly investigated to determine if disciplinary, financial recovery, and or criminal action should be taken.

### **Confidentiality**

All reports of suspected fraud, waste, abuse, or corruption must be handled under the strictest confidentiality. Only those directly involved in the investigation should be given information. Informants may remain anonymous but should be encouraged to cooperate with the investigators and should provide as much detail and evidence of alleged fraudulent acts as possible.

### **Procedures and Responsibilities**

1. Anyone suspecting fraud, waste, abuse, or corruption whether it pertains to local, state, or federal programs, shall report his or her concerns to the Superintendent or Superintendent's designee of the Dodge County Board of Education at 720 College Street, Eastman, GA 31023..
2. Any employee with the Dodge County Board of Education (part-time staff, full-time staff and contractors) who receives a report of suspected fraudulent activity MUST report this information within the next business day. The employee should contact the Superintendent or Superintendent's designee at (478) 374-3783. Employees have the responsibility to report suspected fraud, waste, or abuse. All reports can be made in confidence.
3. The Dodge County Board of Education or its designees shall conduct investigations of employees, providers, contractors, or vendors against which reports of suspicious activity are made. All investigations shall be thorough and complete in nature and shall occur in a prompt manner after the report is received.
4. If necessary, the person reporting the fraudulent activity will be contacted for additional information.
5. Periodic communication through meetings should emphasize the responsibilities and channels for reporting suspected fraud, waste, abuse, or corruption.
6. A hard copy of these Fraud, Waste, Abuse and Corruption Administrative Regulations shall be available at all schools and facilities and on the Dodge County Schools website ([www.dodge.k12.ga.us](http://www.dodge.k12.ga.us).)
7. A report shall be made to the Chairman of the Dodge County Board of Education if fraud, waste, abuse, or corruption is suspected of or by the Superintendent.
8. Each employee shall review the document and will sign attesting that he or she has indeed received this information and understands its contents.

## **INDIVIDUAL FEDERAL PROGRAMS- ESEA**

### **6. Title I, Part A – Within District Allocation Procedures**

#### **Schoolwide Program Plan Development**

Schoolwide Plans are updated each school year. Each school leadership team conducts a meeting at which all school personnel from each grade level, content area, and department is invited to assist in the update and revision of the school improvement plan. As the school year comes towards an end, additional meetings are held to invite parents and other community stakeholders to provide input on the revision of school level improvement plans as well as school- parent compacts. Assistance is also provided to schools on their use of Title funds to accomplish identified goals as they develop school improvement plans, parental and family engagement policies, and school-parent compacts in their respective schools. To further provide technical assistance to the schools, the LEA provides respective schools with suggestions for improving the presentation of data in schoolwide plans, including defining instructional strategies, parental involvement initiatives, professional learning needs, as needed. Any schools which request additional assistance is also provided samples of required documents, plans, policies, and receive additional guidance in on site meetings.

#### **Process for Plan, Policy, and Document Development and Revision:**

Sign in sheets and agendas are required and collected from the annual meeting and other meetings. Schoolwide program checklists are used to verify that the required components are included in each plan, which includes strategies for whole school reform. School administrators are asked to provide documentation of schoolwide plan revision, school compact revision, and parent and family engagement policy revision according to the schedule/timeline provided prior to the start of the school year. Missing items or those in need of revision are identified on the Schoolwide Plan checklist and then rechecked when the revised plan is submitted. By the established deadline identified in the LEA Checklist of Federal Program Implementation and/or FY24 Schedule for Program Monitoring and Policy/Plan Revisions, schools provide the initial draft of school compacts, parent and family engagement policies, and Schoolwide Plans to the Federal Programs Director or designee. Personnel review all required documents using provided GaDOE checklists for required components of each document. If there are any items that need to be revisited or revised, the Federal Programs Director

meets with the school administrators to discuss the program and/or document's strengths and weaknesses and identify a timeline for correcting those items.

All Dodge County School System schools are Schoolwide Title I schools with the exception of the alternative school. The driving reason for this decision is to allow all children and all parents an opportunity to have equal access to all related Title I assistance. The process to become a schoolwide school is listed below.

### **Targeted Assistance Program Plan Development**

Dodge County School System has one Targeted Assistance School. In all schools selected to receive Title I, Part A funds under the Elementary and Secondary Education Act of 1965 (ESEA) Section 1113(c) that are ineligible for a schoolwide program or that choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children identified as having the greatest need for special assistance. The following are adhered to in the system's targeted assistance plan:

- Restrict Title I, Part A resources to help eligible, participating meet the same Georgia Standards that are expected of all students.
- Ensure that planning for students served under this part is incorporated into existing school planning
- Use effective methods and instructional strategies that are based on scientifically based research that:
  - strengthen the core academic component of the school
  - give primary consideration to providing or increasing extended learning time, such as an extended school year, before-and after-school, and summer programs and opportunities

Eligible children are identified by the school as failing, or most at-risk of failing, to meet the GaDOE's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the System and supplemented by the school. Selection is based on the scores of more than one test. The program has an academic component. Targeted assistance schools are required to separately identify Title I students. These schools must meet similar requirements of schoolwide programs, such as emphasizing accelerated curricula, scheduling extended learning time, using effective methods and instructional strategies that are scientifically research based, providing adequate professional development, and coordinating the Title I activities with other school reform activities. Students must be ranked using a multiple criteria selection process.

### **Description of the Method by Which Children with the Greatest Need are Selected**

- a. Children, who are economically disadvantaged, children with disabilities, migrant children, homeless children, or limited English proficient children, are eligible for services under this part on the same basis as other children selected to receive services under this part. In general, the following children are eligible for services:
  - A child, who at any time in the two years preceding the year for which the determination is made, participated in a Head Start, Bright from the Start, or Early Reading First program, or in preschool services under Title I.
  - A child, who at any given time in the two years preceding the year for which the determination is made, received services under Title I, Part C, Education of Migratory Children.
  - A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children.
  - A child who is homeless and attending any school served by the local educational agency.

The System would make a concerted effort to minimize removal of students from regular classrooms during the day. The needs of each individual student would be considered.

### **Required Set Asides**

### **Procedures for Calculating Parent and Family Engagement Set-aside**

Local educational agencies with Title I, Part A allocation of \$500,000 or less must carry out the provisions of Section 1116 but are not required to reserve any specific amount from their Title I, Part A allocation to do so. Districts receiving Title I, Part A allocations of \$500,000 or more, however, must dedicate at least 1 percent of Title I, Part A funds for parent and family engagement activities within their initial Title I, Part A budgets. This amount is determined by multiplying the total Title I, Part A allocation by 0.01. Any funds set-aside for Parent and Family Engagement that are not used must be carried over the following year and used only on Parent and Family Engagement. A spreadsheet is used to determine the amount required, the amount spent, and the amount carried over. Principals have the option of expending the 1% in Parent and Family Engagement funds or submitting them back to the system level. Dodge School District invites all parents to participate in the planning of the parent involvement budget. This is conducted at the spring planning meeting and again at the annual Title I meeting. Parents have decided to have a Parent Involvement Coordinator work with each school. Parents are also given the opportunity to provide input on workshops needed to build capacity.

**Equitable Services for Private Schools:** Dodge School System currently has no Private Schools that have chosen to participate in the Title I program. If the Dodge School System ever has any Private School to choose to participate in, all Title I regulations for private school participation will be followed. The Proportionate Share worksheet would be attached to the Consolidated Application to ensure that all are included in the Equitable Services Set Aside.

**Homeless Children and Youth:** Title I schools are required to set aside funds within their budgets to meet the needs of homeless children and youth. Dodge County School System has the Competitive Homeless Grant. DCSS uses one of the four possible methods provided and allowed by the GaDOE to calculate Homeless Set-Aside.

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

All Dodge School System Schools are Title I schools. Dodge School System used the funds provided by the Homeless Grant to hire a Homeless Assistant to help the Homeless Liaison (System Social Worker). The System Social Worker, who is also the Homeless Liaison, and the Homeless Assistant work, consult and train school personnel including: counselors, clerks, teachers, principals, and bus drivers to identify children in homeless situations. A home survey is also used to identify homeless students. The Homeless Liaison and Homeless Assistant are consulted if a student is found to need transportation to a school of origin and one of them will make arrangements through the transportation department. Needs assessments are conducted by the school counselors when a child is identified as homeless. The Homeless Assistant is contacted and she will provide the needed supplies. The Homeless Grant also provides tutoring services for identified homeless students that need it. All Dodge School System schools are Title I schools and we have the Homeless Grant. Therefore, Dodge School System has asked for a lesser amount to be set aside of the Title I budget.

**Neglected and Delinquent Children:** Currently, there are no neglected and delinquent facilities operational in Dodge County. The Annual Survey of Local Institutions for Neglected and Delinquent Children is completed each year.

#### **Procedures for Determining Allocations**

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

Per pupil amounts are allocated to schools in rank order of poverty based on the number of children from low-income families who reside in eligible attendance areas (children eligible for free/reduced price meals under the Richard B. Russell National School Lunch Act). Low-income is determined by the number of free or reduced lunches at a school using the previous year's October FTE count. Higher ranking schools receive the same amount or more than the school ranked below those schools. The per pupil allocation is always large enough to provide a reasonable assurance that each school can operate its Title I program of sufficient quality.

Typically, carryover funds are allocated in one of two ways: (1) to schools by increasing the per pupil amount maintaining rank order, basing that amount on the total number of children from low-income families in each area or (2) the funds are allocated back to all the schools on an equal basis and give each school an opportunity to spend the funds. Either way, schools must submit a written description of the expenditure requests. If private schools participate, set asides are recalculated for private school per pupil amounts. Equitable services are also recalculated depending on an allocation of funds for System level activities. During the past five years, requests for carryover waivers for amounts over 15% have not been requested.

Monthly budget sheets are monitored regularly throughout the year and calculations are made from these near the end of the school year to determine that no more than 15% will be carried into the following year. All private school funds must be spent in the distributed year. There is no carryover except for extreme circumstances. Title I, Part A funds are used to fund all schools in Dodge School System as Schoolwide Schools using the consolidated funds spreadsheet. Rank order by highest to lowest ranked poverty Schools. Dodge School System uses Grade Span Grouping and serves these schools in rank order according to their grade span.

### **Pre-Kindergarten Programs**

The System does not reserve Title I funds for pre-kindergarten programs at this time. Policies and procedures will be put in place if the System determines that this is a need in the future.

The Federal Programs office does provide scientifically-based preschool information for parents at the parent resource areas. This information is updated annually and serves as a means for connecting parents with information their children will need to know before entering kindergarten.

### **7. Title I, Part A Notice to Parents of Participating ELs**

The Dodge County School System (DCSS) is required to inform parents of an English learner identified for participation in language acquisition programs no later than 30 days after the beginning of the school year.

*The district must inform parents of the following:*

- The reasons for the identification of their child as an English learner and the need for placement in a language acquisition program.
- The child's level of English proficiency including how the level was assessed and the status of the child's academic achievement.
- The methods of instruction used in the program that the child is or will be participating in and the methods of instruction used in other available programs including how such programs differ in content, instructional goals, and the use of English and a native language in instruction.
- How the program will meet the educational strengths and needs of their child.
- How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
- The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners and the expected rate of graduation from high school (including four-year adjusted cohort graduation rate and extended-year adjusted cohort graduation rates for such program) if funds are used for children in high school.
- For students with disabilities, how the program meets the objectives of the individualized education program of the child.

*Information pertaining to parental rights that includes written guidance:*

- Detailing the options that parents have to request that their child be immediately

- removed from such program upon request.
- Detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction if available.
- Assisting parents in selecting among various programs and methods of instruction if more than one program or method is offered by the district.

Additionally, for English learners identified during the school year, the district must notify the parents during the first two weeks of the child being placed in a language acquisition program. Students may not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

The notice and information provided to parents must be in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. Additionally, the method of delivery must be secure to protect student information.

**Initial Notification to Parents of English Learners:**

The following process is followed for the initial notification at the beginning of the school year to parents of participating English learners:

The ESOL Coordinator runs a report of participating English learners from the student information system.

The spreadsheet includes:

- Last name
- First name
- School
- Grade
- Enrollment date
- Address

The ESOL Director completes the Title I Parent Notification of Student Eligibility for Supplemental Language Support Services letter for participating students. The following fields are entered:

- Date
- Student name
- Test used to determine English skills with score
- Graduation rate for students that receive additional supports (if applicable)
- Score that qualifies a child to be placed in the ESOL program

The ESOL Director sends the dated letter to ensure that parents are notified within the first 30 days of school.

A copy of the letter and the dissemination date is maintained by the Federal Programs Department for documentation purposes.

**Notification to Parents of English Learners Identified During the School Year:**

The following process is followed for notification to parents of participating English learners identified during the school year:

The school secretary notifies the ESOL Coordinator when a potential English learner has completed the registration process for enrollment in the district.

The ESOL Coordinator reviews the student enrollment information.

The ESOL Coordinator administers the World-Class Instructional Design and Assessment (WIDA) online screener.

- The WIDA screener determines eligibility for the ESOL program.
- If a student qualifies for language support services, the ESOL Coordinator submits the Title I Parent Notification of Student Eligibility for Supplemental Language Support Services letter.

The ESOL Coordinator completes the Title I Parent Notification of Student Eligibility for Supplemental Language Support Services letter for participating students. The following fields are entered:

- Date
- Student name

- Test used to determine English skills with score
- Graduation rate for students that receive additional supports (if applicable)
- Score that qualifies a child to be placed in the ESOL program

**Notification to Parents in an Understandable Format:**

The Title I Parent Notification of Student Eligibility for Supplemental Language Support Services is sent to parents of participating students in English as well as their primary language.

**Monitoring of Distribution of Parent Notifications for Participating English**

**Learners:**

The ESOL Coordinator monitors the distribution of the Title I Parent Notification of Student Eligibility for Supplemental Language Support Services. The record of student enrollment, identification of services, and the dissemination date of notifications are reviewed on an ongoing basis by the ESOL Coordinator.

**8. Title I Part A – Parent and Family Engagement**

The Dodge School District Board of Education believes that the public schools belong to the people who create them and that student educational goals should reflect the goals of the community. We affirm and assure the rights of parents to participate in the development of the goals and objectives of the public schools and encourage engagement in all areas of their children’s educational experiences.

**Parent Engagement**

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

**System Level Title I Parent & Family Engagement Involvement Policy Overview**

Dodge School System has an on-going commitment to our Title I parents. Parental engagement is defined as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. Our goal is to ensure that our Title I parents and their children receive extraordinary services and assistance that will lead to improved academic achievement. The System recognizes that parents are an integral part of a child’s success in school, starting with the concept of being the child’s first teacher. As a conduit for their children’s success, the System will assist parents of all socioeconomic levels in the solidifying their ongoing commitment to their child’s success. It has become evident that a parent can be the foremost factor in ensuring that their children accomplish and excel in the goals they set. Studies (A New Wave of Evidence: The impact of School, Family and Community connections on Student Achievement, 2002) have shown that students with involved parents, no matter what their income or background, are more likely to:

- Earn high grades and test scores and enroll in higher level programs;
- Pass their classes, earn credits and be promoted;
- Attend school regularly; and
- Graduate and go on to postsecondary education

The goal of Dodge County School System is that parents of Title I children will be actively involved in the development and review of the Title I Parent & Family Engagement Plan. The System provides coordination, technical assistance, and other necessary support in the planning and implementation of parent involvement activities. The System encourages parent involvement and supports the partnership between home, school, and community by providing information about curricular expectations, student performance, and providing training and materials for parents to help their children.

### **Parent and Family Engagement Policies**

District and School Parent and Family Engagement Policies are reviewed and revised annually with parents and other stakeholders (teachers, principals, administrators, and other school personnel). The district will hold a meeting for review of the District and School Parent Engagement Policies. All parents, teachers, administrators, and other school personnel will be invited to the meeting to provide input. Parent notices will be sent home from the school. Parents that cannot attend the meeting will be given the opportunity to obtain a copy from Central office or school and submit input before the final revisions are approved. The Parent Involvement Coordinator will be responsible for collecting the required information (agenda, meeting notes, and sign in sheets). The district will hold the meeting in the spring/summer to revise plans for the next school year. The LEA Parent and Family Engagement Policy checklist will be applied to district and school plans. Revision dates will be clearly marked on each plan. Plans include activities/workshops that have been identified and requested through the previous year's annual parent involvement survey. School improvement and parent involvement plans are posted on the website and paper copies are available at each school. Each school in the Dodge School District holds an annual Title I meeting. These meetings give parents the opportunity to review and provide feedback on system-wide student data, parent activities, District and School Parent Engagement Policies, Schoolwide Title I Plans, District Comprehensive Needs Plans, District and School Improvement Plans, and Student-Parent School Compacts. Parents are notified about this opportunity through advertisements in local media, school-level flyers, and social media web sites and by using the system One Call Now calling system and the system web site. The school district uses the comments provided by parents during the annual review/revision of documents at administrative meetings, parent meetings, and Parent Advisory Council. After the school system review/revision process, District and School Parent and Family Engagement Policies are made available to parents on the district website and on Title I schools' websites. Copies are also available in Parent Resource Areas. Parents are also given the opportunity to provide feedback about Title I programs by completing annual parent surveys. These comments are used by the District and Title I schools when planning parenting programs.

### **Revision of Parent and Family Engagement Policies**

It is the goal of the Federal Programs Director and Parent Involvement Coordinator to ensure that the Parental and Family Engagement Policy is updated annually simultaneously, along with the revision and update of the Comprehensive LEA Improvement Plan (CLIP). Thus, these documents are discussed together at stakeholder meetings. In addition to these opportunities for revision, District Parent and Family Engagement Policy and School Parent Engagement Policies are available for input during monthly Parent Advisory Council Meetings. The Parent and Family Engagement Policy is evaluated using the GaDOE provided checklist.

### **Parent Resources**

All schools have parent resources. A variety of materials and resources are available to parents for use at the school for checkout, or as handouts. Books, tapes, videos, DVDs, and a variety of other materials have been purchased for the parents. Many purchases are based upon parent requests on the parent involvement surveys (i.e., helping with homework, information regarding bullying). Schools are required to notify parents of the availability of the resources which are located in each school's media center. This is typically achieved through a flyer and/or websites and includes information on the types of resources available.

### **Parent Notification and Communication in an Understandable and Uniform Format**

When parents mark on the enrollment form that they need correspondence in another language, to the extent practical, efforts are made to provide either written support or support through an interpreter. A translator is available and can be used to translate documents. Furthermore, all parent communication is written in a format so that the content is easily understandable.

### **Teacher and Paraprofessional Qualifications - Parents Right to Know**

Parents are informed of their "Right to Know" the professional qualifications of their children's teacher(s) and paraprofessionals. This information will be sent home to every parent within 30 calendar days from

the start of school or upon enrollment. The notification will contain the month/year of dissemination, the name of our district and school.

In compliance with the requirements of the Every Students Succeeds Act, parents may request the following information:

1. Whether the student's teacher -
  - Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
  - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived: and
  - Is teaching in the field of discipline of the certification of the teacher
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications

The information is available in each school's Student Handbook, which is signed by the parents and/or guardians and is also included in the Title I, Part A Parent Handbook. The Title I, Part A Parent Handbook is given to the parents of every Dodge County student in a language that is understandable. It is also updated each year on the district website.

### **Professionally Qualified Teachers -Parent 20 Day Notification**

If a student has been assigned to or has been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification/licensure requirements at the grade level and subject area in which the teacher has been assigned. Principals will provide parents notification in written form within 10 business days following the four consecutive weeks. The notice will include:

- Day/month/year of notification.
- Name of the teacher who has not met professional qualification requirements.
- Name of the LEA and/or school/program and the point of contact, by position.
- Statement that the teacher has not met state certification Or LEA charter/strategic waiver professional qualification requirements for the grade level(s) and/or subject area(s) in which the teacher is assigned.
- Grade level and/or subject area must be identified.

### **School - Parent Compact**

All Title I schools are required to have parent compacts. It is the responsibility of the PIC in coordination with the Principal to make sure that all compacts are reviewed and revised annually. The review and revision will occur in the fall of the year at the annual Title I meeting. The revision date will be clearly marked on each compact. An invitation will be sent home to all parents in the school and meeting dates will be given in school newsletters and through the school's website. The PIC at each school will be responsible for setting up the meetings and collecting the required Information (agenda, meeting notes, and sign in sheets). Parent compacts will include responsibilities for the teacher, parent, students and administrators. Each participant must have a separate signature and date line. Compacts will be distributed to all parties involved for signatures in the fall of the year. Copies of the signed parent compacts are kept on file at the school.

### **Parent Capacity**

Information is provided to school personnel and parents on how to build parent capacity through presentations made during meetings, through response to parent needs on surveys, through information received from the GADOE Parent Engagement department, and through student handbooks, newsletters/flyers.

Principals are required to consider and plan for capacity by reflecting on the following questions regarding the six types of parent involvement:

1. What strategies/materials have been offered to parents on parenting?
2. What tips/advice has been offered to parents about communicating with the school?
3. How have parents been encouraged to volunteer at the school?
4. What information has been distributed to parents about helping their children learn at home?
5. How have parents been involved in the decision-making:

- a. For their child?
  - b. For the school?
6. Describe your school's collaboration with the community as a type of involvement. Each principal was required to answer the questions, which were compiled and are as follows:

### **Six Types of Parent Involvement –Compiled**

1. What strategies/materials have been offered to parents on parenting?  
Parent Resources Center, monthly activities on items requested on survey (SMMS), booklets pamphlets (i.e. homework help), How to be a Good Parent, How to Help with Homework, How to Know-Too Sick for School, Monthly Newsletter (Positive Parenting) 1-2-3 Magic Parenting, Math Classes for Parents, Books, DVD's (Bullying), Parent meetings for orientation/math nights; Workshops on Reading, Parent Nights, books available for checkout, brochures, handouts, Home School Connection newsletter
2. What tips/advice have been offered to parents about communicating with the school:  
Letters are sent home encouraging parents to contact teacher, principal, or counselor to schedule conferences, view information on website, communicating by phone or e-mail, Suggestion Box in office, PTO/PTA, Agenda, Early AM/extended hours, Home Visits, mail, Parent Classes from CASA
3. How have parents been encouraged to volunteer at the school?  
PTO /PTA meetings, Newsletter, Website, Clubs, Carnivals, Athletic events, Car Pick-up line, complete surveys, notes from teachers and counselors, personal invitations, opportunities to volunteer in classrooms, media center, cafeteria, chaperoning, assist with assemblies, tutoring, festivals, and room parents
4. What information has been distributed to parents about helping their children learn at home?  
Newsletter, Website-school & Individual, Special Programs like Make It-Take It, Teacher websites (flash cards, assignment, homework, directions for math, vocabulary...) assessing CRCT on-line assessments and educational websites, test taking tips, study guides and tips, teacher websites
5. How have parents been involved in the decision making  
For their child?  
RTI meetings, IEP meetings, conferences with teachers, Parent Advisory Committee, School Council, Personal Advisements, surveys  
For the school?  
Committee, School Council, PTO/PTA, Title I Parent Involvement, PTO/PTA meetings, Title I advisory and annual meetings
6. Describe your school's collaboration with the community as a type of involvement.  
Volunteers, McDonald's, Relay for Life, Dodge County Development Authority, Dodge County Board of Health, Dodge Family Connection Coalition – Each of these provide opportunities for other adults and entities to share in the education process; some by volunteering personally and others through donation of their organizations' time or talent, as well as material or monetary resources.

### **Parental Involvement Coordination and Implementation Procedures**

Schools are required to maintain the following documentation that ensures the six requirements of parental involvement are offered:

- Meeting agendas and sign-in sheets
- Newsletter articles
- Letters to parents
- Parenting classes

The Title I department begins work in May of each year by reviewing the evaluations of each event. Based on the evaluations and the end of year survey, the committee will plan events and activities designed to remove barriers for parents. Parents are notified via email, One Call Now (calling system),

regular mail, phone calls, schools/System website, and flyers in student book bags. Information is also given out during the Annual Title I Meeting and parent workshops.

### **Annual Title I Meeting**

Dodge County Schools have their Annual Title I meeting in the fall of the year. It is the responsibility of the Parent Involvement Coordinator (PIC) in coordination with the Principal to arrange meeting times and invite all stakeholders to the meeting. The PIC will be responsible for collecting and submitting documentation of the required Title I annual meeting, including a copy of the sign in sheet and agenda to the Title I Director. Meetings are also announced via letter to parents, websites, call system, radio announcements, and marquees at each school.

### **School Improvement Plans/ Schoolwide Plans**

School Improvement Plans and Schoolwide Plans are updated each school year. Each school's leadership team updates the plans using representatives from each grade level, content area, and department, as well as parents, and other community stakeholders. It is through this process that the LEA oversees the development of school improvement plans.

System leaders also support schools in developing, revising, implementing and coordinating school improvement and schoolwide plans during monthly Administrative and Curriculum Team meetings. During the meetings, data is analyzed to identify and develop solutions to challenges related to instructional strategies, parent involvement, professional learning, and budgets. Additionally, system leaders attend monthly leadership team meetings. Parents are also sent information inviting them to participate in the revision process at an annual Parent Advisory Council meeting via mail, email, telephone, flyers, website, and newsletters. Once revisions are made, the plan is placed on the website. Hard copies are also available at the schools.

### **Parents' Involvement in Planning, Revision, and Implementation**

Parents are informed by written notification that they have the right to participate and become involved in the decision-making process at Title I schools. Although School Councils or School Governance Teams have been established, all parents are invited to participate and to provide input into deciding on activities, School Improvement Planning, Schoolwide Plan revisions, Parent Involvement Plans, and the Comprehensive LEA Improvement Plan. These processes are in place to ensure parents play an active role in improving student academic achievement.

### **Parental Involvement Activities - Planning, Revision, and Implementation Steps:**

- **Conduct Annual Survey at Each School:** The annual surveys serve as the means for parents to become involved in planning parental involvement activities. Surveys are conducted in May to assist in making the determination of the activities for the year. They are distributed to parents via mail, email, telephone, flyers, website, and newsletters.
- **School Improvement Plan Planning, Revision, and Implementation -Steps:** School Improvement Plans are updated annually. Parents are a required component in planning, revision, and the implementation process. Parents are sent information inviting them to participate via mail, email, telephone, flyers, website, and newsletters. Once revisions are made, the plan is placed on the website. Hard copies are also available at the schools. **Maintain:** This documentation will include sign-in sheets, agendas, and emails to and from parents.
- **Schoolwide Plans Planning, Revision, and Implementation – Steps:** Schoolwide Plans are updated annually. Parents are a required component in planning, revision, and implementation process. Parents are sent information inviting them to participate via mail, email, telephone, flyers, website, and newsletters. Once revisions are made, the plan is placed on the website. Hard copies are also available at the schools. **Maintain:** This documentation will include sign-in sheets, agendas, and emails to and from parents.
- **LEA Comprehensive Improvement Plan – Steps:** The LEA Comprehensive Improvement Plans is updated annually. Parents are a required component in planning, revision, and implementation process. Parents are sent information inviting them to participate via mail, email, telephone, flyers, website, and newsletters. Parents are selected to participate during the process of revising the plan. Parent input is requested via meetings, via mail, email, telephone, flyers,

website, and newsletters. **Maintain:** This documentation will include sign-in sheets, agendas, meeting minutes, and emails to and from parents.

### **Distribution of Completed Plans**

Dodge School District posts the following plans on each school website located at [www.dodge.k12.ga.us](http://www.dodge.k12.ga.us). Plans include District and School Improvement Plans, Parent and Family Engagement policies, Title I schoolwide plans, Student-Parent School compacts, parents' right to know, complaint procedures, Fraud, Waste, Abuse, and Corruption Procedures. Websites, social media pages, and information in first day packets inform parents about the availability of these plans. Parental input into the content of each plan is solicited during multiple meetings throughout the school year, especially in the yearly stakeholder meeting held each spring.

## **9. School Improvement 1003(a)**

### **School Improvement (1003a) Procedures**

#### **Monitoring of School Improvement**

All Dodge County Schools are Title I schools with the exceptions of Dodge Achievement Center. This allows all children and all parents an opportunity to have equal access to all related Title I assistance. The LEA will utilize The LEA to build capacity and support the school improvement process in all schools. All schools within an LEA will be involved in school improvement efforts through the work of the LEA, the RESA, and GaDOE. The LEA will work with schools to implement practices that have proven effective with improving schools. The LEA, along with the GaDOE, will establish clear expectations for personnel as they systematically support continuous improvement in all schools.

#### **Review and Approval of School Improvement and Schoolwide Plans**

School Improvement and Schoolwide Plans are updated annually. During school leadership meetings; instructional strategies, parental involvement initiatives, and professional development activities are planned after a careful analysis of various data. Assistance is also provided to schools in their use of school improvement funds to accomplish initiatives in their school improvement and schoolwide plans. It is through this process that the LEA oversees the development of school improvement plans.

#### **Professional Development, Analyzing Data, Technical Support and Assistance**

System leaders support schools in developing, revising, implementing and coordinating school improvement and schoolwide plans periodically throughout the year. During the meetings, data is analyzed to identify and develop solutions to challenges related to instructional strategies, parent involvement, professional learning, and budgets.

#### **Monitoring of Use of Funds**

The Federal Programs Director will meet with each school periodically to review and provide recommendations for budgeting decisions.

## **10. School Improvement 1003(g) SIG – N/A**

## **11. Services for Homeless Children and Youth**

### **Services for Homeless Children and Youth**

Dodge School System Homeless Liaison, Jodi Brewer, meets, at minimum, yearly with school personnel to discuss the requirements of the McKinney-Vento Homeless Education Act. Among the topics discussed are the transportation requirement for schools of origin and the definition of and services for students identified as homeless. The homeless liaison supervises and works very closely with the school guidance counselors and transportation director to assure students receive the services they need. She provides new or additional posters and assures these are placed where parents can readily see them. In September of 2008 a committee reviewed and revised Dodge School System's policy and procedures for homeless students.

### **Program Procedures**

- The System is responsible for identifying a homeless liaison and ensuring that all staff is aware of who he/she is. This position is housed in the Title I Department.
- Homeless students will be identified based on the definition prescribed by McKinney-Vento Homeless Assistance Act and via a numeric code in the System's student information system. All staff in the System to include bus drivers, principals, central staff, etc. will be trained in the identification and recruitment of homeless students.
- Homeless liaison will provide annual training for all System level and school staff having contact with homeless students.
- All principals will receive annual training on the identification and needs of homeless students.
- All schools will display flyers, brochures, and posters that identify the Homeless Liaison contact information
- Services for homeless students (tutoring, etc.) will be evaluated based on student academic achievement.
- Follow BOE policy

## **12. Services for Neglected and Delinquent Children**

There are no Neglected and Delinquent Facilities operational in the Dodge School System at this time: However, in the event there are, the Federal Programs Director will work directly with the facilities to ensure that students are receiving the services needed. Funds will be set aside in the Title I budget for those students. Meeting minutes, agendas, collaborative planning, emails, phone logs will be maintained by the principal and Title I Director. Any equipment will be inventoried annually. All staff will be trained annually on Neglected and Delinquent information.

## **13. Prevention and Intervention Programs for Children who are Neglected, Delinquent, or At-risk (Title I, Part D Sub-part 2 Grantees)**

The System does not have any operational N&D facilities at this time.

## **14. Services for Children in Foster Care**

## **15. Title IV, Part A – Student Support and Academic Enrichment**

## **16. Title V, Part B – Rural and Low-Income Schools Program**

The Rural Education Initiative is designed to assist rural school districts in using Federal resources more effectively to improve the quality of instruction and student academic achievement. It consists of two separate programs – the Small, Rural School Achievement (SRSA) program and the Rural and Low-Income Schools (RLIS) program.

Dodge County schools are eligible for RLIS. The RLIS program is an initiative that provides grant funds to rural LEAs that serve concentrations of children from low-income families. An LEA is eligible to receive funds under the RLIS program if:

1. 20-percent or more of the children aged 5 to 17 served by the LEA are from families with incomes below the poverty line.
2. All schools served by the LEA have a school locale code of 32, 33, 41, 42, or 43, as determined by the Secretary of Education

An eligible LEA 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.
4. Activities authorized under Title IV, Part A.
5. Parental involvement activities.

## **Carryover Funds**

Eligible LEAs may obligate Title V, Part B funds during the federal fiscal year for which the funds were appropriated and during the succeeding federal fiscal year. The Tydings period gives the eligible LEAs 27 months to obligate their funds 2 C.F.R. Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under (Education Department General Administrative Regulations [EDGAR] at 34 C.F.R. 76.709 [b]), (Rural Education Achievement Program [REAP] Guidance, 6/13/03, III C-8). It is the expectation of the US ED that Title V, Part A, REI funding be expended during the year in which it is allocated. While there are no provisions for the reallocation of Title V, Part B funds, LEAs with carryover funds in excess of 25-percent of their allocation will be monitored. Technical assistance will be provided to LEAs with an excessive amount of carryover funds.

### **17. Title II, Part A – Supporting Effective Instruction**

The goal of the Title II, Part A program is to increase student achievement consistent with challenging state academic standards; to improve the quality and effectiveness of teachers and principals; to increase the number of teachers and principals who are effective in improving student academic achievement in schools; and to provide low-income and minority students greater access to effective teachers and principals.

#### **Title II, Part A Effectiveness Plan**

The Federal Programs Directors draft a Title IIA Effectiveness Plan to assess planned budget expenditures, which are aligned to needs identified in school and district improvement plans. The Title IIA director utilizes the template located on the GADOE Title II, Part A Resources website page. The Effectiveness Plan must be submitted prior to budget approval and is uploaded as an attachment to the ConAp. The plan is revised if a budget amendment is submitted due to a change in needs and/or a significant change in budgeted strategies. Assessment of effectiveness is an ongoing process and is supported by frequent communication between the Federal Programs Directors, school administrators, and staff. Before budget completion, the Federal Programs Directors will finalize the previous year's effectiveness plan to determine if previous interventions should be continued or if funds should be used to support different interventions.

The Title II, Part A LEA Effectiveness Plan must explicitly address:

1. Goal/Need
2. Identification of the Title II, Part A funded strategy(ies)
3. Allowability
4. The data to be collected to determine effectiveness
5. The position of the person responsible for collecting the data and coordinating the review and analysis of the data
6. The timeline for collecting data and completing the review and analysis of the data
7. Effectiveness & Next Steps

#### **Required Use of Funds**

LEAs are required to budget Title II, Part A funds to support the following:

1. TSI or CSI Schools Professional learning needs of teachers and school administrators at each TSI or CSI schools unless the LEA can document the professional learning needs for one or more of these schools are adequately funded through other sources.
2. Private Schools: Private Schools located within the geographic boundaries of the LEA, in accordance with Title IX, Part E. (Dodge County has no private schools within the geographic boundaries of the LEA.)

**18. Title III, Part A – Language Instruction for English Learners (EL) and Immigrant (IMM) Students**  
Dodge County Schools currently does not receive any Title III funds.

### **19. Title I, Part C – Education of Migratory Children (MEP) Services**

Dodge County School district uses the occupational survey provided by the MEP coordinator to identify migrant students. A system liaison from the Migrant Educational Program (MEP) makes contact with each migrant family to determine case-by-case eligibility and needs. Migrant students are evaluated academically the same as other students in the system to determine academic needs. All migrant

students are eligible for Title I services, and receive appropriate Title I services. In addition, a referral is made to student services to indicate that additional services may be needed from that department. Additionally, specific activities to address the needs of migratory families are provided. Such activities shall include informing children and families of, or helping such children and families gain access to other education, health, nutrition and social services. A migratory Parent Advisory Council (PAC) program is provided in conjunction with other Parent Involvement Programs. Parent outreach is provided in a language that is understood by the family if at all possible. A translator is used for translation when needed. Parents are presented information on ESOL, special education, gifted, and other educational programs. Information on health, nutrition and social services is presented using materials from the migrant educational agency. Presenters from local agencies such as, the Health Department, DFACS, and County Extension office may be involved.

MEP staff participate in local school district professional development opportunities as needed and are connected to the state MPOs.

## **20. Individuals with Disabilities Education Act (IDEA) – Fiscal Indicators**

Please see the Special Education Procedures Manual for more detailed information.

### **COMPLAINT PROCEDURES**

Board Policy GAE describes the complaint and grievances procedures for certified personnel. Parents/school communication is described in student handbooks and on the website. Parents are expected to address complaints or grievances beginning at the school level with the teacher first and then the administration. Central office personnel should be contacted next should parents feel the issues have not been resolved. If still unsatisfied, the superintendent should be contacted. Parents have the right to speak to the Board of Education through public participation at a Board of Education meeting. Conferences forms/notes/minutes are kept on file as documentation of the issues. Complaint procedures are described and a form for documenting complaints is located in the administrative handbook. The complaint procedures describe grounds for complaints, federal programs for which complaints can be filed, filing and investigation of a complaint, as well as rights to appeal. The GADOE address to which complaints should be filed is included in the procedure.

#### **Complaint Procedures under the ESSA/ESEA –**

##### **A. Grounds for a Complaint**

Any individual, organization or agency (“complainant”) may file a complaint with the Dodge School System Board of Education if that individual, organization or agency believes and alleges a violation of a Federal statute or regulation that applies to a program under ESSA. 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.

##### **B. Federal Programs for Which Complaints Can Be Filed**

1. Title I, Part A: Improving Academic Achievement of the Disadvantaged
2. School Improvement 1003(a)
3. Title I, Part C: Education of Migratory Children
4. Title I, Part D: Programs for Neglected or Delinquent Children
5. Title II, Part A: Supporting Effective Instruction
6. Title III, Part A: Language Instruction for English Learners and Immigrant Students
7. Title IV, Part A: Student Support and Academic Enrichment
8. Title IV, Part B: 21st Century Community Learning Centers
9. Title V, Part B: Rural Education Achievement Program
10. Title IX, Part A: McKinney-Vento Homeless Assistance Act
11. IDEA
12. ESSER Grants

C. Filing a Complaint- A formal complaint must be filed in writing to the Dodge School System superintendent or his/her designee.

The complaint must include the following:

1. A statement that the LEA has violated a requirement of a Federal statute or regulation that applies to an applicable program;

2. The date on which the violation occurred;
3. The facts on which the statement is based and the specific requirement allegedly violated (include citation to the Federal statute or regulation);
4. A list of names and telephone numbers of individuals who can provide additional information;
5. Copies of all applicable documents supporting the complainant's position; and
6. The address of the complaint.

D. Investigation of Complaint- Within ten (10) days of receipt of the complaint, the Superintendent or his/her designee will issue a Letter of Acknowledgement to the complainant that contains the following information:

1. The date the Department received the complaint;
2. How the complainant may provide additional information;
3. A statement of the ways in which the Department may investigate or address the complaint; and
4. Any other pertinent information.

If additional information or an investigation is necessary, the Superintendent will have sixty (60) days from receipt of the information or completion of the investigation to issue a Letter of Findings. If the Letter of Findings indicates that a violation has been found, corrective action will be required and timelines for completion will be included. Either the 30-day or the 60-day timelines outlined above may be extended, if exceptional circumstances exist. The Letter of Findings will be sent directly to the complainant.

#### E. Right of Appeal

If the complaint cannot be resolved at the local level, the complainant has the right to request review of the decision by the Georgia Department of Education. The appeal must be accompanied by a copy of the Superintendent's decision and include a complete statement of the reasons supporting the appeal.

The complaint must be addressed to:

Georgia Department of Education, Office of Legal Services  
 205 Jesse Hill Jr. Drive SE  
 2052 Twin Tower East  
 Atlanta, GA 30334

### **INDIVIDUAL FEDERAL PROGRAMS- Cares, CRRSA, ARP**

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.

1. Section 18003 of Division B of the CARES Act-Coronavirus Aid, Relief & Economic Security (CARES) Act
2. 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.
3. Section 313 of the Coronavirus Response & Relief Supplemental Appropriations (CRRSA) Act
4. Section 2001 of the ARP Act-American Rescue Plan (ARP) Act- Section 2001
5. The LEA must reserve at least 20 percent of funds to address learning loss by implementing evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.
6. 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).

7. Maintenance of Equity: The ARP contains LEA maintenance of equity requirements for FYs 2022 and 2023.

### **LEA Safe Return to In-Person Instruction Plan**

An LEA that receives ARP ESSER funds must publicly make 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. <https://www.dodge.k12.ga.us/departments/federal-programs>

### **21. CARES Act (ESSER I) Funding**

The Coronavirus Aid, Relief and Economic Security (CARES) Act signed into law by President Donald Trump on March 27, 2020 provides funding and flexibility for states to respond to the COVID-19 emergency in K-12 schools. The CARES Act includes Elementary and Secondary Schools Secondary Relief (ESSER I) funds. The purpose of the ESSER I funds is to concentrate in areas of the most need, where the academic and non-academic components for school districts had the greatest impact due to COVID-19 pandemic and local funds are limited to address these needs. The bill includes an Education Stabilization Fund, which provides \$13.5 billion in K-12 formula grants to states. This grant is distributed to states based on their share of ESEA Title I-A funds. State education agencies will then distribute at least 90% of funds to school districts and public charter schools based on their share of Title I-A funds. State agencies may choose to use a portion or all the remaining K-12 funds to respond to emergency needs as determined by the state agency. Funds to local districts can be used for coronavirus-response activities, such as planning for and coordinating during long-term school closures, purchasing educational technology to support online learning for all students, and additional activities authorized by federal elementary and secondary education laws. Each state received a share of the \$3 billion Governor's Education Relief Fund, which governors can use at their discretion to provide emergency support grants to K-12 schools, colleges and universities and childcare/early education providers. This includes discretionary grants related to entities (Section 18002) and formula and discretionary grants for elementary and secondary education (Section 18003). Under Section 18005 both formula and discretionary grants are subject to equitable services. 34 CFR Section 76 addresses equitable services under the CARES Act (GEER, ESSER Formula and ESSER SEA Reserve). An SEA may target ESSER SEA Reserve funds for a specific population of students, in which case an LEA (on behalf of public and private schools) would need to use the funds accordingly. States must meet the following requirements when accepting these funds: states must maintain support for elementary and secondary education and higher education (funding to institutions and need-based financial aid) in fiscal years 2020 and 2021 equal to their average support for the preceding three years. The secretary of education is given authority to waive this maintenance of effort provision if states have "experienced a precipitous decline in financial resources"; any entity that receives funds from the education stabilization fund must continue to pay its employees and contractors to the extent practicable during the period of any disruptions or closures related to coronavirus. States may request a waiver that relieves them of the requirement to identify new schools for comprehensive and targeted improvement, so long as any school with a school improvement designation for the 2019-2020 school year maintains that designation for 2020- 2021. States can also receive a waiver form including certain data points on their state school report cards.

The CARES Act does not allow for waivers from federal civil rights laws, such as IDEA. However, it does require the secretary of education to make a report to Congress within 30 days on any recommendations for waivers from IDEA provisions that Congress should consider. Local districts also receive additional flexibility on certain ESEA provisions. The bill allows districts to request waivers to carry over more than 15% of their Title I allotment beyond the current fiscal year and to allow any school receiving Title I funds to operate under a schoolwide program. Under the schoolwide approach, Title I dollars can be consolidated with state and local dollars to upgrade a school's entire education program. The CARES Act also authorizes waivers that allow local districts increased flexibility on the use of Title IV-A funds, including lifting the limit that no more than 15% of Title IV-A funds can be used to purchase technology

infrastructure. Although ESSER funds are distributed to districts using a proportional distribution to the FY 2019-2020 Title I, Part A allocations, they are not Title I, Part A funds and are therefore not subject to the Title I, Part A requirements. ESSER funds may be used to support any school in a district regardless of its Title I status. Further, although ESSER funds are not subject to the Title I, Part A supplanting prohibitions, meaning ESSER funds may take the place of State of Local funds for allowable activities, they are subject to equitable services and maintenance of effort requirements. ESSER is its own program intended to help with the COVID-19 response. As such, a LEA must submit a separate grant budget within the Consolidated Application to gain approval for use of the funds. Funding can be accessed through the grants management system and used for FY20 allowable costs dating back to March 13, 2020, the date the President declared the national emergency due to COVID-19, and funding will remain available for allowable costs through September 30, 2021. Like other Federal grants held by a district, the district's management, and expenditure of the ESSER funds will be subject to both fiscal and programmatic compliance monitoring by the GaDOE. In addition, ESSER funds are subject to audit requirements under the Single Audit Act and to review by the Government Accountability Office. The United States Department of Education's Office (or other entity) of the Inspector General may audit program implementation, as may any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority

## **22. CRRSA Act (ESSER II) Funding**

The Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act signed into law by President Donald Trump on December 27, 2020, provides an additional \$54.3 billion for an ESSER II fund. The intent of the additional funding is to support States and local school districts' efforts to safely reopen schools, address significant gaps in learning, and support measures of implementation that will continue to reduce the effects of COVID-19 on students and families. ESSER II follows the same distribution to states as ESSER which is based on their share of ESEA Title I-A funds. Section 313(b) of the CRRSA Act requires the Department to allocate the ESSER II Fund based on the proportion that each State received under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) in the most recent fiscal year. However, section 1122(c)(3) of the ESEA prohibits the Department from considering the Title I, Part A hold harmless provisions in ESEA section 1122 in calculating State or local allocations for any other program administered by the Secretary, including the ESSER II Fund. Therefore, to determine the ESSER II Fund allocations, the Department used the fiscal year 2020 State shares of Title I, Part A allocations without the application of the hold harmless provisions in ESEA section 1122. At least 90% of funds are distributed by the state agency to school districts and public charter schools based on their share of Title I-A funds. Additionally, as determined by the state agency, they may choose to use a portion or all the remaining K-12 funds to respond to emergency needs. Although the Title I-A formula is used as the methodology to distribute funds, these funds are not Title I-A and do not follow the requirements under Title I-A. The use of funds under ESSER to local districts continues under ESSER II SEC. 133 (d) for coronavirus-response activities. Planning for and coordinating activities that address learning loss, preparing schools for reopening, testing, repairing, upgrading projects to improve air quality in school buildings, and additional activities authorized by federal elementary and secondary education laws are continually permitted. Although ESSER II funds are similar to those of ESSER, there are significant contrast between the two programs to include, period of funds availability, equitable services to non-public schools, maintenance of effort, and a report on efforts to measure and address learning loss. Additionally, ESSER funds must be tracked separately from ESSER II funds. It is highly recommended to ensure all remaining ESSER funds are used before making use of ESSER II due to the shorter remaining period of availability. In the same manner as, other Federal grants held by a district, the district's management, and expenditure of the ESSER II funds will be subject to both fiscal and programmatic compliance monitoring by the GaDOE. In addition, ESSER II funds are subject to audit requirements under the Single Audit Act and to review by the Government Accountability Office. The United States Department of Education's Office (or other entity) of the Inspector General may audit program implementation, as may any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

## **23. ARP Act (ESSER III) Funding**

The American Rescue Plan (ARP) Act was signed into law by President Joe Biden on March 11, 2021, to speed up the United States recovery from the economic and health effects of the COVID-19 pandemic and the ongoing recession. It is with this same sense of urgency that State educational agencies (SEAs) and school districts should plan to expend these funds to safely reopen schools as expeditiously as possible this spring, sustain their healthy operations, and address the significant academic, social, emotional, and mental health needs of their students. ARP ESSER funds will allow SEAs to take additional steps to safely reopen schools for in person instruction and keep them open, and to address the disruptions to teaching and learning resulting from the pandemic. This includes using funds to enact appropriate measures to help schools to invest in mitigation strategies consistent with the Centers for Disease Control and Prevention's (CDC) Operational Strategy for K-12 Schools to the greatest extent practicable; address the many impacts of COVID-19 on students, including from interrupted instruction; implement strategies to meet students' social, emotional, mental health, and academic needs; offer crucial summer, afterschool, and other extended learning and enrichment programs; support early childhood education; invest in staff capacity; and avoid devastating layoffs at this critical moment, ensuring that all students have access to teachers, counselors, and other school personnel to support their needs. Although ESSER III funds are like those of ESSER I and II, there are significant contrast between the three programs to include, period of funds availability, equitable services to nonpublic schools, maintenance of effort, maintenance of equity, return to in-person instruction LEA plan, and a report on efforts to measure and address learning loss. Additionally, ESSER I and II funds must be tracked separately from ESSER III funds. It is highly recommended to ensure all remaining ESSER I funds are used before making use of ESSER II and III due to the shorter remaining period of availability. In the same manner as, other Federal grants held by a district, the district's management, and expenditure of the ESSER II funds will be subject to both fiscal and programmatic compliance monitoring by the GaDOE. In addition, ESSER III funds are subject to audit requirements under the Single Audit Act and to review by the Government Accountability Office. The United States Department of Education's Office (or other entity) of the Inspector General may audit program implementation, as may any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

#### **Administering the Formula Allocation ESSER-**

The staff of the Finance and Business Operations team at GaDOE calculated the allocations for LEAs. The FY20 Title I, Part A formula was used as required by statute. LEAs received a percentage of the ESSER formula funds at the same proportion they received of the FY20 Title I, Part A formula grant. Only LEAs receiving a FY20 Title I, Part A formula allocation received a FY20 ESSER formula grant. Georgia allocated \$411,452,867 to LEAs. The State Board of Education approved these allocations on May 4, 2020. ESSER II- In the same manner, the staff of the Finance and Business Operations team at GaDOE calculated the allocations for the LEAs. The FY20 Title I, Part A formula allocation received a percentage of the FY21 ESSER II formula grant. Georgia allocated \$1,702,883,356 to LEAs. The State Board of Education approved these allocations on January 14, 2021. ESSER III- Again, in the same manner, the staff of the Finance and Business Operations team at GaDOE calculated the allocations for LEAs. The FY20 Title I, Part A formula was used as required by statute. LEAs received a percentage of the ESSER formula funds at the same proportion they received of the FY20 Title I, Part A formula grant. Only LEAs receiving a FY20 Title I, Part A formula allocation received a FY21 ESSER III formula grant. Georgia allocated \$3,824,434,120 to LEAs. The State Board of Education approved these allocations on March 24, 2021. Administering the State Reserve The GaDOE staff identified and prioritized needs for the state reserve funds. A budget plan was developed which included needs-based grants to LEAs and non-LEAs in Georgia.

#### **FISCAL REQUIREMENTS**

Internal Controls FY20 and FY21: Fiscal requirements for federal programs apply to all federal awards provided to GaDOE from ED. This includes the grants responding to the 2020 COVID-19 pandemic: Elementary and Secondary School Emergency Relief Funds (ESSER) from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriation Act (CRRSA), the American Rescue Plan Act (ARP) and any amendments or continuations of these grants and this statute. LEAs must review their written internal controls and procedures and add clear references that these ESSER funds follow the same procedures as the other federal grants.

## **Budget Submission and Review**

Procedures and requirements found in the GaDOE Federal Programs Handbook for budget submission and review apply to the ESSER grants. These requirements apply to LEAs receiving grants and coordinating with private schools for provisioning of services under ESSER I and LEAs receiving grants under ESSER I, II, and III.

1. The ESSER Implementation Overview (Use of Funds) template must be uploaded to the Consolidated Application before the budget can be approved. The template provides a high-level plan for the funds as of the date of the budget submission.
2. The function and object codes used in the budget must match those of the GaDOE chart of accounts.
3. The LEA uses the text box for each line item to explain use or purpose. The LEA should include quantities.
4. Compliance under ESSER, equitable services proportionate share worksheet must be uploaded to the general attachments tab with budget submission.
5. The unrestricted indirect cost rate must not exceed the rate on the GAN.
6. There are no supplanting requirements for the ESSER grants.
7. There is no budget submission deadline.
8. Amendments can be made throughout the year as appropriate.

The budget review process will begin upon receipt of a Consolidated Application email notification. If there is a question regarding a budget item, the reviewer will contact the LEA liaison by email and/or phone. If applicable, a revision will be requested through the Consolidated Applications. Due to the number of grants simultaneously active, please allow 10-business days for a response for submitted ESSER budgets.

## **Educator Retention Bonuses**

Districts must submit budgets for the eligible job codes provided by the GaDOE. If the amount eligible to allocate is less than what the LEA will budget, districts may leave funds unbudgeted. GaDOE will contact the LEA to verify that funds will not be used, and GaDOE Grants Accounting will update GAORS. The availability for the Georgia Educator Retention Bonus ends June 30, 2021.

## **Procurement**

Each LEA has a unique, often board-approved, policy that they must follow for purchases for both private and public schools. This extends to cost, levels of approval, contracts and supporting documentation (like quotes), etc. There are practices relative to allowable vendors and adding vendors. LEAs should follow written procedures as described in the GaDOE Federal Programs Handbook.

## **Compensation**

Any compensation allowable under the ESSER grants, must be paid directly to the individual. This requires the individual to be set up as a vendor in the LEA finance system. LEAs should follow written procedures as described in the GaDOE Federal Programs Handbook.

***Authorizing Citation: §200.430(a)(1)***

## **Construction/Renovations**

As stated in the U.S. Department of Education's May 2021 FAQ, Construction is authorized under Title VII of the ESEA (Impact Aid) and therefore is an allowable use of GEER and ESSER funds under sections 18002(c)(3) and 18003(d)(1) of the CARES Act, sections 312(c)(3) and 313(d)(1) of the CRRSA Act, and section 2001(e)(2) of the ARP Act. The broad Impact Aid definition of "construction" includes new construction as well as remodeling, alterations, renovations, and repairs under which many activities related to COVID-19 would likely fall.

The U.S. Department of Education (or other entity that replaces the Department of Education) discourages subgrantees from using ESSER and GEER funds for new construction because this use of funds may limit a subgrantees ability to support other essential needs or initiatives. Remodeling, renovation, and new construction are often time-consuming, which may not be workable under the shorter

timelines associated with ESSER and GEER funds. These types of activities are also subject to a number of additional Federal requirements, as detailed below.

It is the responsibility of a subgrantee to assure that individual costs:

1) comply with the Cost Principles in 2 CFR Part 200, subpart E (e.g., the cost must be "necessary and reasonable" (2 CFR §§ 200.403-200.404));

2) meet the overall purpose of the CARES Act, CRRSA Act, or ARP Act programs, which is "to prevent, prepare for, and respond to" COVID-19; and

3) are consistent with the proper and efficient administration of those programs.

### **DODGE SCHOOL SYSTEM Complaint Form for Federal Programs**

*\*Please Print*

Name of (Complainant):	
Mailing Address:	
Phone Number (home):	Phone Number (work):
Person/department complaint is being filed against:	
Date on which violation occurred:	
Statement that the Dodge School System has violated a requirement of a Federal statute or regulation that applies to an applicable program (include citation to the Federal statute or regulation) (attach additional sheets if necessary):	
The facts on which the statement is based and the specific requirement allegedly violated (attach additional sheets if necessary):	
List the names and telephone numbers of individuals who can provide additional information	
Please attach/enclose copies of all applicable documents supporting your position.	

Signature of Complainant:	Date:
Mail or deliver this form to: <b>Dodge School System Superintendent</b> <b>Dodge School System</b> <b>720 College Street</b> <b>Eastman, Georgia 31023</b>	
Date Received:	
Date of Response to Claimant:	

**Dodge County Schools**  
**Title I School Checklist**

**School:** \_\_\_\_\_ **Principal:** \_\_\_\_\_

Federal program procedures to be completed Annually by each Title I school.

1. \_\_\_\_\_ Participate in the revision and update of the Comprehensive Needs Assessment, District Improvement Plan, School-Parent Compact, District Parent and Family Engagement Policy, and School Parent and Family Engagement Policy.
2. \_\_\_\_\_ Inform parents, teachers, staff, and members of the community of the school's status (i.e., Comprehensive School Improvement/CSI, Targeted School Improvement/TSI, or Promise School and Title I Schoolwide Programs) using multiple formats.
3. \_\_\_\_\_ Submit a copy of school level beginning of the year notices to the Federal Programs Director for monitoring files.
4. \_\_\_\_\_ Distribute Title I documents at Open House, Annual Title I Meeting, Parent Teacher Organization/PTO Meetings.
5. \_\_\_\_\_ Review School Improvement and Schoolwide Plans with stakeholders.
6. \_\_\_\_\_ Schedule Annual Title I Parent Meeting and other parental involvement activities.
7. \_\_\_\_\_ Submit School Parent and Family Engagement Policy. Be sure to include a revision date.
8. \_\_\_\_\_ Submit School Improvement Plan and Schoolwide Plan to the Federal Programs Office.
9. \_\_\_\_\_ Put School Improvement Plan on eboard.
10. \_\_\_\_\_ Update School Inventory annually.
11. \_\_\_\_\_ Administer parent survey, analyze results, and begin planning process for the upcoming school year.

Principal's Signature:	Date:
Federal Program Director's Signature:	Date:

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



**DODGE COUNTY SCHOOLS**