



Dade County Schools

FY27 Federal Program Handbook

Mr. Josh Ingle, Superintendent



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SECTION 1: LEA MONITORING OF SCHOOLS AND PROGRAMS

Persons responsible for work with Federal Programs

Jeremy Roerdink – Director of Federal Programs

Title I-A

Title II-A

Title IV-A

Neglected and Delinquent – no facilities in the district

McKinney Vento - Homeless Liaison

ESSR Funds

Migrant Education – currently no migrant students

LeighAnn Beesley - Coordinator of ESOL

Chris Davis – Coordinator of Academics / Testing

Susan Reyes – Director of Special Programs

Kristin Barrett – School Social Worker

Parent and Family Engagement Coordinator

Foster Care / Foster Care Point of Contact

Loran Grasham – Director of Finance

Bonnie Harris – Director of Human Resources

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Established Cycle of Monitoring for Federal Programs

All federal programs are carefully monitored each year to ensure that the district is compliant with federal and state regulations and accurate records are maintained. The yearly monitoring includes careful review of documentation for the following Title Programs: Title I, Part A Improving the Academic Achievement, Title II-A, Improving Teacher Quality, Title IV-A Student Support and Academic Enrichment, Title I-A Neglected and Delinquent and Homeless Education, and ESSR.

The implementation, monitoring, and evaluation of the federal programs is an ongoing process. The timeline listed below provides an overview of activities that occur to ensure the successful implementation of the federal programs.

DISTRICT TIMELINE FOR MONITORING FEDERAL PROGRAMS

JULY – SEPTEMBER
Complete end-of-year evaluation for all federally funded activities as outlined in the CLIP (including the Equity Plan) from the prior year. Due July 1.
Review and reconcile time logs from March - June by July 31st.
Reconcile all federal programs expenditures for the previous fiscal year.
Request final drawdowns from the previous year.
Finalize and Submit CLIP including the following documents: Due July 1. ● Comprehensive Needs Assessment ● District's Improvement Plan ● District's Parent Involvement Plan ● Foster Care Transportation Plan
Evaluate Title II-A programming from the year before and complete the evaluation of the Effectiveness Plan.
Use the CNA and DIP to write the current year's Effectiveness Plan for Title II-A. Due July 1.

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Provide technical assistance to principals of Title I schools regarding the following:

- Title I Compliance and Updates
- Finalizing Plans (SIP, Parent Involvement Plan, and Compacts)
- Title I Budgets
- Family Engagement

Send out occupational surveys to all students via the OLR (Online Registration) email requiring new and existing students to take the survey. Review and submit checked occupational surveys to GaDOE for review. Ensure that this is part of the back to school OLR email to ensure that these forms are completed. Send checked occupational surveys to GaDOE as they are received throughout the school year.

Meet with Homeless Liaison concerning the homeless program and the needs of students. Discuss the Title I-A Budget - Homeless Set Aside.

Monitor CNA, SIP, and Title I Budgets

- Review CNAs, SIPs, and budgets from schools by September 30th prior to the submission of the Title I-A budget to GaDOE.
- Review documentation from stakeholder meetings, survey data, and End-of-Year Evaluation from previous school year.
- Analyze each school's Title I School Allocation Budget and Parent Involvement Budget with the CNA and SIP/SWP to ensure alignment across all three documents.

Monitor Family Engagement Program

- Collect and review the Parent Involvement Plans and Compacts from the schools. Use the checklists provided by GaDOE to ensure that all components are in the Parent Involvement Plan and Compact.

Work on Federal Programs Budgets for submission by September 30th. Use checklists provided by GaDOE for each grant that provides a checklist.

Review and process requisitions and supporting documentation as they are submitted to the program director.

- Use the approved budgets to ensure requisitions align with the approved budget.
- Request supporting documentation when necessary.

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Review and process professional learning requests and supporting documentation as they are submitted to the program director.

- Use the approved budgets to ensure professional learning requests align with the approved budget.
- Request supporting documentation when necessary.

Review and process invoices for purchases and expense statements for professional learning.

Provide technical assistance and support to schools and programs via phone calls, electronically, email, and on-site visits as necessary.

OCTOBER – DECEMBER

Review and reconcile expenditure reports provided by the finance department.

If applicable, meet with private school officials of participating private schools to review plan, FRM data, multiple criteria selection, and budget. *Note: there are currently no participating private schools.*

Monitor implementation of action steps in the school improvement plans and expenditures to date by having on-site visits at schools.

Review and reconcile time logs for July - September (by October 31st).

Monitor Family Engagement Program: Collect Parent Involvement documentation by October 31st and review the following documentation:

- Checklists
- Notification of School Designation
- Evidence of Stakeholder Input
- Final Copy of Parent Involvement Plan
- Final Copy of Compact
- Sampling of Compacts submitted
- Distribution of Plans
- Annual Title I Meeting Documentation



Send checked occupational surveys to GaDOE as they are received throughout the school year.

Review and process requisitions and supporting documentation as they are submitted through Etrieve.

- Use the approved budgets to ensure requisitions align with the approved budget.
- Request supporting documentation when necessary.

Review and process professional learning requests and supporting documentation as they are submitted through Etrieve.

- Use the approved budgets to ensure professional learning requests align with the approved budget.
- Request supporting documentation when necessary.

Review and process invoices for purchases and expense statements for professional learning.

Provide technical assistance and support to schools and programs via phone calls, electronically, email, and on-site visits as necessary.

Invite private school officials to attend a consultation meeting to be held in late October and hosted at the Dade County Board of Education

- Title I - schools that submit DE1111 forms and have students that attend their schools and live in the geographical boundaries of the district
- Title II and Title IV - schools that are within the geographical boundaries of the district
- IDEA - families of qualifying students

Complete Comparability when provided by GaDOE. (December or January)

Request a minimum of one drawdown during this quarter.

JANUARY -- MARCH

Review and reconcile time logs for October - December (by January 31st).



Monitor implementation of action steps in the school improvement plan and expenditures to date by having on-site visits at schools. Review mid-year data with principals.

Send checked occupational surveys to GaDOE as they are received throughout the school year.

Review and process requisitions and supporting documentation as they are submitted through Etrieve.

- Use the approved budgets to ensure requisitions align with the approved budget.
- Request supporting documentation when necessary.

Review and process professional learning requests and supporting documentation as they are submitted to Google Drive.

- Use the approved budgets to ensure professional learning requests align with the approved budget.
- Request supporting documentation when necessary.

Review and process invoices for purchases and expense statements for professional learning.

Provide technical assistance and support to schools and programs via phone calls, electronically, email, and on-site visits as necessary.

Meet with the Homeless Liaison to review needs.

Request a minimum of one drawdown per quarter.

Complete Comparability when provided by GaDOE. (December or January)

Review documentation for building parent capacity (1st semester).

- Building Parent Capacity - documentation of activities
- Building Staff Capacity in working with parents - documentation of activities
- Flyers, website postings, notifications
- Resource Room (optional)

APRIL -- JUNE

Review and reconcile time logs for January - March (by April 30th).

Send checked occupational surveys to GaDOE as they are received throughout the school year.

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Review and process requisitions and supporting documentation as they are submitted through Etrieve.

- Use the approved budgets to ensure requisitions align with the approved budget.
- Request supporting documentation when necessary.

Review and process professional learning requests and supporting documentation as they are submitted to Etrieve.

- Use the approved budgets to ensure professional learning requests align with the approved budget.
- Request supporting documentation when necessary.

Review and process invoices for purchases and expense statements for professional learning.

Review documentation for building parent capacity (2nd semester). *Note: documentation may be requested earlier in a monitoring year.*

- Building Parent Capacity - documentation of activities
- Building Staff Capacity in working with parents - documentation of activities
- Flyers, website postings, notifications
- Resource Room (optional)

Send out surveys for parent involvement/family engagement and professional learning in March.

Begin working on the Comprehensive Needs Assessment. Review available data (CCRPI, MAP benchmark data, TKES/LKES data, discipline data, attendance data).

Conduct stakeholder meetings for CLIP (CNA, DIP, Family Engagement, and Foster Care Transportation) - include all stakeholder groups as outlined in the state's CLIP found within SLDS.

Provide technical assistance to principals:

- End-of-Year Evaluation
- Stakeholder Meetings

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- Comprehensive Needs Assessment
- School Improvement Plan

Provide technical assistance and support to schools and programs via phone calls, electronically, email, and on-site visits as necessary.

Conduct on-site inventory checks (by June 30th of each school year). *Note: Inventory checks will be conducted prior to a monitoring in a monitoring year as announced by the director.*

Update the federal programs portions of the Student's Code of Conduct (student handbook).

If applicable, meet with private school officials of participating private schools to discuss the data and development of the program (instructional, professional development, and parent involvement) *Note: there are currently no participating private schools.*

Submit requisitions and handle invoices.

Conduct self-monitoring of federal programs.

Evaluate the Parent Involvement/Family Engagement Plan.

Collect and review periodic certification forms at least once per year (by June 30th) for federal programs that request this at least annually.

List of Documentation to verify Monitoring of Federal Programs

The following documents will be kept on file to verify that all federal programs are being monitored:

- Checklists for Requisitions, Parent Involvement, and Contracted Services
- Purchase Orders with supporting Documentation (quotes, evidence of Evidence-Based Interventions, Professional Learning forms if applicable, and Parent Action plans if applicable)
- On-site Technical Assistance Meeting Documentation (Agendas, sign-in sheets, minutes)
- Evidence of reviewing Expenditure Reports for federal grants
- Agendas for Monitoring District Improvement Plan

Process for Working with the Schools

The Director of Academics / Testing and the Director of Special Programs work closely with school-level administrators and staff to ensure quality-based programming to support student

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achievement and well-being.

Technical Assistance:

The Director of Federal Programs provides technical assistance to school-level administrators in procedures for Title I-A, Title II-A, ESSR, and Title IV-A. The Director of Academics/Testing provides technical assistance to school-level administrators on school improvement and English learners. The Director of Special Programs provides technical assistance to school leaders and lead special education teachers on special education.

Technical Assistance is provided via whole group meetings, on-site visits, phone calls, emails, and other modes of communication through. Timelines are provided to principals for Family & School Partnerships. Notifications are provided via email with reminders, new information, and specific expectations for upcoming deadlines.

The Director of Federal Programs provides ongoing assistance for Title I schools on budgeting, requisitions/purchase orders, and professional learning.

The Director of Special Programs works closely with personnel in the Special Education Department, Special Education Lead Teachers and principals at the schools to ensure that required documentation and student IEPs are in order and are being implemented. Technical assistance is provided via on-site visits, phone calls, email, and department meetings.

On-site Monitoring of Programs:

The Director of Academics / Testing along with the Director of Federal Programs visits Title I schools to check the implementation of school improvement plans. Meetings provide an opportunity for the director and the principals to discuss data and progress on the schoolwide program plan action steps.

The Director of Special Programs conducts on-site visits to meet with special education lead teachers and principals and to visit classrooms to ensure quality instruction and implementation of processes are in place.

Identifying Issues within the District:

When issues arise regarding compliance documentation, CNA/SIP, parent involvement, or requisitions; the director responsible provides additional support and guidance to ensure that documentation meets compliance and internal procedures. If the documentation cannot be corrected, the staff member provides a written statement of what occurred and how it will be corrected in the future.

Follow-Up/Verification of Implementation of Required Corrective Actions Identified by the LEA:

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The culture in the Dade County central office is one of support. With that in mind, directors work with principals to ensure that documentation is correct. Ongoing monitoring of all Federal Programs is performed throughout the year. Staff members are made aware of any changes to laws and regulations by the director, chief, or liaison responsible for each federal program. The Director of Federal Programs, Director of Academics / Testing and Director of Special Programs provide technical assistance and support to avoid the need for formal corrective actions. When a problem is identified, support is given, and opportunities are provided for resubmission of documentation. Follow-up is made by the corresponding director to ensure that the problem has been corrected. Follow-up may be done through an on-site monitoring visit, email, or a phone call. Verification is done by reviewing the documentation that has been submitted.

Data Review

The Dade County School District conducts a thorough Comprehensive Needs Assessment where data collected is reviewed and analyzed. Data reviewed may include CCRPI, Georgia Milestones, Benchmarks, Discipline, Attendance, and TKES/LKES data. In addition, perception data collected from stakeholder meetings and surveys is also considered. Data trends are carefully considered during this process. In turn, each school completes its own Comprehensive Needs Assessment and uses the information to develop a School Improvement Plan for the upcoming school year. Data review and analysis are a part of the normal meeting structure, culture, and professional learning of the district and each independent school.

Process for Working with Special Programs

Homeless: The Director of Federal Programs works with the Homeless Liaison to ascertain the needs of homeless students in preparation for the homeless set aside in the Title I-A budget. The director and liaison communicate throughout the course of the year to ensure the needs of these students are being met. The homeless liaison in turn works with the counselors at the schools to determine if homeless students need tutoring or supplies. The homeless liaison submits requisitions for supplies or requests for tutoring services to the Director of Federal Programs when needs are identified.

Migrant: The Dade County School District uses the Occupational Survey provided by MEP to identify migrant students. This survey is provided to parents of all students at the beginning of the school year and to students who enroll later in the year via our online portal. The director ensures that the occupational survey is made aware to all parents via social media and Infinite Campus Messages. The director ensures that this is part of the new student online registration process and when new students arrive during the school year, these forms are completed online. The director reviews and submits checked occupational surveys to GaDOE for review. *The Dade County School District does not currently have migrant students.* In the event there are migrant students identified, they are referred to the designated MEP office for contact and assessment of need.

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Should migrant students be identified through the occupational survey process, the Director of Federal Programs will work with the consortium to ensure adequate programming for migrant students. Migrant students are evaluated academically like other students in the school system to determine academic needs. Migrant students are Title I eligible and receive appropriate Title I services. Migrant parents are invited to be involved in school parent activities and the student services department works with migrant families when referred by the school. All documents are sent to parents in their native language using a translator or translation software (google translate) when practicable. In the event the district identifies migrant students, the services of Abraham Baldwin College (ABAC) will be utilized to provide services through the MEP Consortium to ensure their needs are met.

The district has a system-wide student information system and centralized online registration. Data clerks serving in this department process registration and student data which expedites the timely transfer of all student records. Training is provided to data clerks in the processing of interstate and intrastate transfer of records to include the transfer of school and health records when students move from one school to another. In the event that it becomes necessary, the district will use MSIX to secure information and exchange documents.

Special Education: Please refer to the IDEA Procedures Manual for Special Education guidance regarding this program.

Identification of High Risk Schools

Data review and analysis are a part of the normal meeting structure, culture, and professional learning of the district and each independent school. Schools whose trends show a decline in CCRPI or Georgia Milestones scores are carefully monitored and discussions are held with the Curriculum Director, Superintendent, and Director of Federal Programs to work on identified deficits.

When schools are identified by the state department, measures are taken to follow guidance from the Georgia Department of Education (GaDOE) and ensure revision and implementation of action steps within their school improvement plan. If funds are available, the director or point person assigned to the project ensures that all laws and federal programs guidance are adhered to and that internal controls within the district are followed. This director also ensures that more intensive support is provided to the school.

The district will work with the GaDOE to provide additional training, support, and resources based on the reason the school was designated as a TSI school and overall school improvement. Data will be collected at the school-level, a root cause analysis and needs assessment will be conducted, and goals with action steps will be outlined. A faculty meeting will be held to ensure that all teachers have an opportunity to be part of the school-level data gathering and analysis process. District-level support will include developing, revising, implementing, and coordinating the school improvement plan to reflect the components for a Title I schoolwide plan and to include the action steps correlating to the reason the school became a TSI school.

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Professional development will be a key component for improvement and will be provided by the district. Planning and monitoring of professional learning will focus on students' instructional needs and be aligned with ESSA to ensure that professional learning opportunities are sustained, job-embedded, collaborative, and data-driven.

Corrective Actions for the LEA from GaDOE

Cross-Functional Monitoring: Once the district receives the monitoring report containing the required corrective actions, the Director of Federal Programs will develop corrective actions with the assistance of the representative(s) of each affected program. Once the corrective actions have been submitted and approved by the GADOE, the new processes and procedures will be implemented effective immediately. All stakeholders involved in the corrective action will be informed of the finding, the corrective action, and the new procedures to be implemented in order to ensure federal compliance. The Director of Federal Programs or the Director of Special Education is responsible for determining that the new processes and procedures are implemented for their corresponding programs.

Audits: Each year upon conclusion of the financial and compliance audit, a post audit conference is held by the auditors with the Superintendent and Director of Finance. Any issues noted within the audit are discussed. From this point, the Director of Finance notifies the applicable staff of any findings/comments noted in that employee's area. Should a corrective action plan be required, the Director of Finance will develop such a plan, have the superintendent approve and transmit the plan to the proper authority. The audit report is presented to the school board at a regular scheduled meeting by the Superintendent and the Director of Finance.



SECTION 2: Consolidated LEA Improvement Plan

Procedures for Creation, Review, and Approval

Dade County Schools designated administrators are responsible for conducting an annual review of the Consolidated LEA Improvement Plan (CLIP) components, at which time revisions are made. The Dade County School System is committed to cultivating and sustaining partnerships with parents and community stakeholders, and encourages their participation in the development, implementation, review and evaluation of its CLIP and all of the components therein. Parents of Dade County Schools students are provided multiple opportunities to be involved in the development and revision of the system's CLIP. These opportunities include access to the components of the CLIP during various meetings, and at spring district-based Federal Programs CLIP planning meetings.

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

- August through July - The newly approved CLIP is made available on the district website. A feedback request is also provided on the web.
- August through July – The newly approved CLIP is made available to parents in a parent information notebook at the front office of each school. A printed feedback form is provided in each notebook.
- February-April – The current CLIP is made available during school Title I Planning Meetings and opportunities are provided on paper and online for feedback. Survey responses will be collected as part of the annual Comprehensive Needs Assessment.
- April-June – Changes are made to the CLIP based on feedback obtained from multiple means and stakeholders.
- May-June – The CLIP is uploaded for GaDOE approval. Due July 1.

Resolution for Unapproved CLIP

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

Selection of Evidenced-Based Action Steps in the CLIP

Evidenced-based action steps are addressed in the system's Consolidated LEA Improvement Plan. The system has adapted the GaDOE's Systems of Continuous Improvement and the

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following improvement planning steps: Examine Progress; Identify Needs; Create Goals and Select Evidenced Based Interventions; Plan Implementation; Implement the Plan.

Schoolwide Improvement Plans

Creating, Reviewing, and Approving Schoolwide Plans

School Improvement/Schoolwide Plans are updated each summer for the following school year. Each school leadership team conducts a meeting at which representatives from each grade level, content area, and department, as well as school administration and parents meet to develop a plan. They proceed through a complete review of school data to determine areas of strength and need and determine the prioritized needs of the school. Using these identified needs, the school leadership team decides on instructional strategies, parental involvement initiatives, and professional development activities that will meet the academic needs of the students. Assistance is also provided to schools in their use of school improvement funds to accomplish initiatives in their school improvement and schoolwide plans. System leaders also support schools in developing, revising, implementing and coordinating school improvement and schoolwide plans during administrative meetings. During the meetings, data is analyzed to identify and develop solutions to challenges related to instructional strategies, parent involvement, professional learning, and budgets. Additionally, system leaders conduct progress checks to evaluate the extent to which improvement plan goals are being met. Parents are sent information inviting them to participate in the revision process at annual Title I Planning meetings held at each school during the spring. Once revisions are made, the plan is placed on the system and each school's website. Paper copies are also available in the office at each school. All plans are reviewed using the School Improvement Plan Checklist.

Selection of Evidenced-Based Action Steps

Definition

The term “evidence-based,” when used with respect to a state, local educational agency, or school activity, means an activity, strategy, or intervention that

- demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:
 - strong evidence from at least one well-designed and well-implemented experimental study;
 - moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or

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- promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention

Implications

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

Resolution for Unapproved Schoolwide Plans

Schoolwide improvement plans are maintained in SLDS. This provides access to all appropriate stakeholders and allows for opportunities to collaborate. If the plan is in need of revision, comments are placed on the plan. Once all comments have been resolved satisfactorily, the plan is accepted by the Federal Program Directors and given to the superintendent for final approval.

SECTION 3: SERVICES TO ELIGIBLE PRIVATE SCHOOL CHILDREN

All private schools are invited to participate in our federal programs on an annual basis by the Federal Programs Director. Documentation is maintained to support the invitation and the private schools' decisions. There are currently no private schools that choose to participate with the Dade County School District's federal programs. If a private school should choose to participate in the future, all federal and state laws will be followed. The timeline provided by GaDOE will be used as guidance.

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Federal Programs

- Title I-A: Invite school officials for schools submitting a DE1111 form (This includes private schools regardless of location who have students that are residents within the Dade County School District's boundaries)
- Title II-A and Title IV-A: Invite school officials for schools within the Dade County School District's boundaries.
- IDEA: Invite parents of children who attend a private school and reside within the Dade County School District's boundaries regardless of where the school may be located.
- Title I-C, Migrant - The agency that operates the local MEP project must comply with notifying the private school.

Timeline (Title I-A, Title II-A, Title IV-A)/On-going Consultation

Private schools submit DE1111 forms to the district within 30 days of the first day of school (commonly all forms are received by October 15th)

Early October - invite school officials to a consultation meeting using ES4PS in SLDS

Late October / Early November - host a consultation meeting for private schools' officials

Timeline for Participating Schools (Title I-A, Title II-A, Title IV-A)

January – March:

- Have individual consultation meetings with school officials to prepare a draft of a plan which includes goals, action steps, assessments, and criteria for evaluating the plan (instructional, professional learning, and parent involvement)
- Obtain poverty data
- Federal Program Director will check non-profit status

March - June

- Finalize the plan to include goals, action steps, assessments, and criteria for evaluating the plan (instructional, professional learning, and parent involvement)
- Review addresses of private school students to ensure that they are within the Dade County School District
- Estimate funding and discuss school use of funds as it correlates with the private school's plan with school officials
- Determine the multiple, educationally related, objective criteria to be used to select eligible students to be served (educationally needy students who reside in Title I attendance areas) and develop a spreadsheet for these purposes, rank the students beginning with those who are most in need of academic support and may be at-risk for failing, determine who may receive services and what those services will be
- Have private schools conduct a needs assessment for Title II-A purposes and consult with the school officials to prepare a professional learning plan

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July - September

- Prepare federal programs budgets to include set asides and line items for private schools
- Review the school's plans and the professional learning plans
- Alert schools when funding is available and action steps requiring funding may begin

September - November

- Meet with school officials to discuss progress on the plans and to provide support or answer questions as needed

IDEA

Refer to the Special Education Procedures Manual for guidance.

Budgeting and Carryover

The Director of Federal Programs will ensure that the private school is allocated its proportionate share within the budget for each applicable federal program. A consultation meeting will be held with school officials if funds are not fully expended and a decision will be made whether or not carryover will be added to the next year's budget. There must be an extenuating circumstance for carryover to be budgeted.



SECTION 4: MAINTENANCE OF EFFORT AND COMPARABILITY, ASSESSMENT SECURITY

Maintenance of Effort Procedures

GADOE compares the fiscal effort of the preceding year to the second preceding fiscal year and makes the maintenance of effort determination available to the system through a marked “met” or “unmet” on the consolidated application. Documentation for MOE is only required for districts that do not meet the required maintenance of effort.

Comparability

Preliminary comparability is checked by the Director of Federal Programs by using the CPI report and the FTE report from October in the current year. Discussions are held with the Director of Special Programs, Director of Academics / Testing, School Principals, and the Superintendent to ensure accuracy. The comparability report is generated by the state department and commonly posted in December each year. The director reviews the report and signs off if the district meets the comparability requirements. If the requirements are not met then the following takes place:

- A review is done for errors and corrections are reported if necessary
- The superintendent is notified if corrections are not necessary
- The Director of Federal Programs will work with the Superintendent if additional personnel is necessary to meet comparability.

The Dade County School District currently utilizes the RAM/P as BEST PRACTICE to help ensure comparability.

Assessment Security

Dade County School District Testing Plan School Year

Testing Coordinator: Chris Davis

Dade 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. Dade 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. Dade 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 Dade County School District Board of Education.

Consequences for Violations Related to Assessment Security

Any employee who suspects a breach in assessment security must immediately report the breach to their immediate supervisor. Failure to report suspected breaches in assessment security can have negative implications upon an employee. In addition, any investigation that results in a determination of guilt

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related to violations of assessment security can result in loss of employment and a report filed with the Georgia Professional Standards Commission, which may result in loss of a teacher's certificate.

Reporting of Accountability Evidence - School/District Report Card:

The testing coordinator will also work with technology to ensure that the appropriate link for the school report card has been posted on both the district and school websites.

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 usually 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 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 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. Please sign, date and fax the packing slip back to Chris Davis's office.

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.
 - 1. Use the Student Assessment in Georgia Schools (PSC document) to discuss the testing ethics and consequences of violations.
 - 2. Use the Examiner "Must Do" page from the GaDOE's Student Assessment Handbook.
 - 3. School Coordinators are trained in using the Dade County School District Incident Sheet, Access Log for Secured Test Storage Area, and Transcribing or Scribing Answer Document Form.
- b) School Coordinators are responsible for ensuring proper coding of test documents.

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 payback 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

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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.

1. 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.

2. Students should not take the test outside and should not be permitted to talk about testing during the drill or incident.

3. If the school's safety plan permits for the testing group(s) to be kept together and under direct supervision, please do so.

4. Not the time of the evacuation so you can figure out how much time students have to complete the testing session.

5. 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.

6. 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.

7. 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.

1. Keep tests secure if students must be evacuated.

2. Students should not take the test outside of the classroom and should not be permitted to talk about testing during the event.

3. If the school's safety plan permits for the testing group(s) to be kept together and under direct supervision, please do so.

4. Not the time of the evacuation so you can figure out how much time students have to complete the testing session.

5. 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.

6. 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.

7. Materials should be inventoried per normal processes and verified prior to resuming testing.

c) Power Outage (Pencil/Paper)

1. If it is feasible to continue testing, that is permissible.

2. 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.

3. Be sure to note the time of the event so that you can figure out how much time students have to complete the testing sessions.

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4. When the school can resume testing, do so as quickly as possible, allowing students the remainder of the allotted time to finish the test.
5. 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.
6. Materials should be inventoried per normal processes and verified prior to resuming testing.

d) Power Outage (Online Testing)

1. Please follow all instructions that address loss of connectivity/power in the online testing manuals.
2. It may be necessary to contact the support line for the testing contractor.
3. When the school can resume testing, do so as quickly as possible, allowing students the remainder of the allotted time to finish the test.
4. 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.

1. Remove ill students from the testing environment as quickly and quietly as possible.
2. 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.
3. Students will be allowed to complete testing once relocation has occurred.
4. If relocation is not possible, remove students from the room while it is being cleaned and secure all testing materials – or pause online testing.
5. Students should be kept under supervision, not allowing them to discuss the test.
6. Resume testing as soon as it is feasible, 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.
 1. If a health/restroom related need develops that is urgent, a student may be escorted to the restroom/clinic and their materials secured.
 2. If the event is of short duration, the student may return to testing and receive 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.
 3. 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.
 4. 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. Proctors are only required if 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.

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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 for each individual test booklet, the date, and number of test booklets received.
- b) Before testing documents are returned to the 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

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

No later than 30 calendar days after the beginning of the school year (or within the first two weeks of an EL being placed in a program), the Title I Department will notify parents of English Learners if their child is participating in a supplementary language program. The notification will be provided in a language parents can understand. Initial letters will be mailed home to the parents of students receiving supplemental services. Subsequent letters will be generated by the student's ESOL teacher and sent home with the student. Currently, there are no ELs participating in supplementary language programs at Dade County Schools.

Procedures for Checking EL ACCESS Participation Rate:

The Director of Academics coordinates with the ESOL Coordinator to ensure identified students participate in ACCESS Testing. The Director of Federal Programs will be responsible for collecting the justification reasons if the percentage falls below 95%.

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SECTION 5: INTERNAL CONTROLS

This section contains the following:

- Internal Controls
- Allowability
- Segregation of Duties
- Procurement Procedures & Technical Evaluation of Proposals
- Conflict of Interest
- Time and Effort
- Stipend Policy
- Travel Policy
- Suspension and Debarment

Internal Controls - Overview

Internal Control Procedures are in place regarding (a) effectiveness and efficiency of operations, (b) reliability of reporting, (c) compliance with applicable laws and regulations, and (d) the ability to meet the objectives for federal awards in regard to recording transactions, accountability over assets, and transaction compliance.

The greatest protection of funds comes from effective internal control. Effective internal control comes from the presence of effective supervision, which will provide the necessary reasonable assurance that the conditions of control are adequate.

The Dade County School district sets the tone at the top by creating a controlled environment.

The internal controls attempt to accomplish the following: safeguard assets, ensure the accuracy and reliability of accounting data, promote operational efficiency, and encourage adherence to prescribed managerial policies and procedures.

The system continues to monitor the segregation of duties and provide an environment where no one person can complete a transaction with the system.

Each year our internal controls are monitored by the state auditors when they perform our state financial audit.

Reliability of reporting for internal and external use:

Multiple people create and review reports for internal and external use providing much of our internal control. School bookkeepers and principals review bank statements and trial balance reports on at least a monthly basis. After review at the school level the district level bookkeeper then reviews and signs off on a balanced bank statement. System level financial personnel create reports for the Superintendent

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and Board of Education to review in a line with state, federal, and local policies/requirements. Required reports are submitted to the state Department of Education. These reports are created by system financial personnel, reviewed and signed off by the Superintendent and/or his designee. Any other necessary external report would be handled in a similar fashion with multiple people reviewing it to better ensure its reliability.

Compliance with applicable laws, regulations, and guidance:

Compliance with applicable laws, regulations, and guidance is a system requirement and managed in several ways. The Board of Education has policies that reference and are consistent with many of the state and federal laws or regulations. These board policies are required to be followed by all employees.

Internal controls are in place to guide our district in collecting and analyzing district and school level data. Sharing data with stakeholders provides a comprehensive analysis of our strengths and weaknesses. Data is shared throughout the year through multiple platforms are helpful to stakeholders who are not in the education field.

To ensure compliance with state and federal guidelines, the federal programs director attends the annual Federal Programs conference and/or training to stay advised of updates and changes. The appropriate federal programs director must determine allowability, approve federal programs requisitions, and review expenditure reports and employee payroll. The finance director also receives regular policy updates and attends training to ensure DCS is in compliance.

Reference: 2 CFR Part 200

Allowability

The director of the grants ensures that all line items in each federal grant's budget are allowable and allocable for the correlating grant and guidelines. Requisitions are reviewed by the director administering the grant and must be approved through the requisition software Etrieve.

The director of the program ensures that the request aligns with the correlating budget for the federal grant and is allowable, allocable, reasonable, and necessary. The Director of Federal Programs ensures that each requisition submitted for Title I-A, Title II-A, and Title IV-A aligns with the district's or school's improvement plan and supports an action step that is supported by an evidence-based intervention.

For Title I-A, Title II-A, and Title IV-A, requisitions are submitted at the school level through Etrieve which is approved by the Principal and submitted electronically to the Director of Federal Programs.

Personnel requesting participation in a professional learning activity must complete the district Professional Leave Request in Etrieve (**APPENDIX A**) and align it to one of the district-wide, strategic goals. Travel and registration fees are included on the Professional Leave Request. Participants can select their roles in Section 1 of the leave request which allows the Principal and the director administering the grant to ensure that their participation is allowable under the corresponding federal grant. For professional learning requests for Title I-A, Title II-A, or Title IV-A the person making the request must submit PL Supporting Documentation to be approved as an expenditure through one of the

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federal grants. This documentation should provide adequate evidence for the Director of Federal Programs to determine allowability.

The Dade County School District does not use federal grant funds for recruitment purposes. However, if the district sees this as a need in the future per the Comprehensive Needs Assessment, it shall be added to the District Improvement Plan (CLIP) and Title II-A funds can be used for this purpose.

Memberships are only allowable for directors of programs with entities that directly correlate and support the federal program supervised by the director (e.g. GCEL).

Supplies for professional learning opportunities may be requested using the district's requisition form. The requisition must align with a pre-approved PL activity.

Reference: CFR 200.403(g); CFR 200.302(b)(7); CFR 200.403(c)

Segregation of Duties

The assignment of duties to staff members who have access to the Financial Management System is done with the intent of limiting their ability to cause and conceal errors or irregularities. Working within certain limitations, including staff size, incompatible functions are not assigned to any staff member. Details of incompatible staff assignments are specifically addressed for focal points, such as accounts payable and receiving. Continued monitoring and oversight must take place daily to ensure secure business operations.

Reference: GAO-14-704G, 10.03, 10.12-10.14

Segregation of Duties (CFR 200.303(a))

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

Under the supervision of the Superintendent, the Finance Director will carry out the following duties:

- Prepare monthly and annual financial statements for inspection by the Board of Education.
- Establish accounting procedures to ensure that proper internal controls are maintained for the district business office.
- Manage cash flow and investment of available funds.
- Assist the Superintendent in preparation of financial data for the tax digest, state allotments, and other financial areas related to the operating budget.
- Reviews all bank accounts and prepares initial reconciliations for approval. Then it is reviewed and signed off on.
- Oversee the reconciliation of all accounts.
- Supervise operation of the finance office to include payables and payroll.
- Compile annual budget for board approval and submit it to the Georgia Department of Education.

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- Coordinate accounting procedures to ensure that central office and local school administrators follow proper procedures in the budgeting, record keeping, and expending of program funds for which they are responsible.
- Oversee, approve and post monthly and year-end adjustments, run and balance reports.
- Oversee and assist with the preparation and submission of year end and interim financial reports to the Georgia Department of Education.
- Manage funds for SPLOST, Capital Projects and Debt Service.
- Ensures a yearly audit is completed and submitted to the Department of Audits and Accounts.
- Compile data for audit, work with state auditors during audit that is part of financial statements.
- Perform other duties as assigned by the Superintendent.
- Assist in the implementation of accounting procedures by maintaining accurate records and internal controls throughout the system and ensuring compliance with all applicable regulatory requirements.
- Perform day to day accounting necessities to ensure proper accounts for operation.
- Close books at month and year end.
- Compile data for audit, work with state auditors during audit,
- Perform payroll accruals and reversals.
- Oversees internal audits.
- Assist with any duties required for annual audit preparation.
- Create and issue 1099's.
- Provides grant administrators a review of current expenditures broken down by object code.
- Ensures accuracy and integrity in all purchasing and reporting.
- Maintains Capital assets and yearly inventory.
- Request federal and state grant reimbursements and ensure drawdowns are based on actual expenditures and minimizes the time between the transfer of funds.
- Submit annual completion reports on all federal and state grants.
- Review and reconcile all receipts.
- Review SNP comparison receipts.
- Compile data for audit and work with state auditors during audit.
- Calculates indirect costs for Federal Programs if/when necessary.
- Prepare quarterly tax reporting.

Human Resources

Under the supervision of the Finance Director, Human Resources will carry out the following duties:

- Process monthly payroll with Finance Dept. and signed off by the Superintendent.
- Prepare payroll reimbursement calculations for review/approval.
- Prepare monthly and yearly reporting for approval.
- Calculate sick leave for retirement.
- Assist with budget preparation.

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- Records Management
- Oversees verification of employment
- Compile data for audit, work with state auditors during audit,

Accounts Payable Clerk

- Prepare invoices and upload into Etrieve for approval.
- Pay invoices as they become due and are approved.
- Verifies and enters vendors into the accounting software.
- Compile data for audit, work with state auditors during audit

Federal Program Director

Under the direction of the Superintendent, the Federal Program Directors will carry out the following duties:

- Coordinate, monitor, and provide technical assistance to schools for federal programs
- Monitor all purchases to ensure that expenditures are allocable, reasonable, and necessary. Ensuring all system policies for purchasing, expending funds, and inventorying equipment are followed to avoid fraud, waste, abuse, and corruption. No items will be purchased without prior approval, and all items purchased must be a part of the approved budget. All expenditures should be incurred during the approved budget period of the current fiscal year.
- Approve each purchase requisition/order, travel expense statement and professional learning (PL) leave that is funded through federal funds. Meet with the Finance Director and request financial reports to ensure alignment and balance on a as needed basis with a minimum of three to four meetings to review financial accountability and conduct drawdowns.
- Ensure system and school inventories are maintained electronically and kept up to date.
- Complete a physical inventory check at each facility each year. Reports are run from object codes 615 and 616 to verify if each item is included in each school's and the central office's inventory.
- Ensure each employee is trained on his/her responsibility regarding fraud and the channels to report it if suspected annually via the district compliance modules.
- Monitor each object code by encumbering the money, balancing each object code, and matching invoices to the posted encumbered monies.
- Maintains accurate records and internal controls ensuring compliance with all applicable regulatory requirements and accuracy of fund balances (object codes).
- Assists the bookkeeper with processing purchase requisitions, travel expense statements, and registration payments. All funding requests are first verified for available funds and then charged to system accounts and approved for final payment of invoices.
- Reviews financial information for potential budget variances and ensures fund balances are accurate.
- Maintains a wide variety of financial records to ensure compliance and the availability of documentation.

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- Reviews purchase requisitions, travel expense statements, and registration payments for compliance and accuracy.
- Manages the Consolidated Application budgets.
- When applicable, assists auditors by providing supporting documentation and/or information on internal processes (including financial documents, professional learning documentation, equipment inventory, and all Title IA cross functional monitoring documents)
- Grants final approval on all professional learning to ensure that all activities are research-based.
- When applicable, assists auditors by providing supporting documentation and/or information on internal processes (including financial documents, professional learning documentation, and all Title III, Migrant, Immigrant, Homeless cross functional monitoring documents).

Procurement Standards Policy and Procedures - CFR

200.318(a)

Methods for Conducting Technical Evaluations of Proposals and Selecting Recipients - CFR 200.319 (d); CFR 200.320

The purpose of the policies and procedures for purchasing shall be to enhance the educational program through efficient and effective procurement of products and services that best meet the needs of the Dade County School System while maintaining sufficient controls over the use of public tax funds.

Purchasing practices shall conform to federal, state, and local laws, policies, and procedures and to ethical business standards. Bid documents shall be retained for the length of time specified in the Records Retention Schedule. Purchases must be authorized by the Superintendent or his/her designee and encumbered by the Requisition/Purchase Order system when possible.

The Dade 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 a clear and accurate description of the technical requirements, a “brand name or equivalent” description will be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers will be clearly stated.

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- Identify all requirements which the offers must fulfill and all other factors to be used in evaluating bids or proposals.
- DCSD will follow the procurement guidelines set forth by ESSA concerning the \$10,000 threshold.

Ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school system will not preclude potential bidders from qualifying during the solicitation period.

The Board delegates authority to the Superintendent or his designee to purchase items. All contracts for and purchases of supplies, materials, equipment, and certain contractual services that exceed \$10,000 shall be based, when possible, on a reasonable number of competitive quotes and must be presented to the Dade County Board of Education for approval before final acceptance.

Reference: DCBOE policy DJED reviewed 5/13/19; 2 CFR 200.404

In an emergency situation, the superintendent may by-pass the bid process and purchase supplies/services required for the day-to-day operation of the school system. These purchases will be presented at the next regularly scheduled board meeting for approval.

All purchases made by the Dade County Board of Education shall be in accordance with policies of the State Board of Education, the laws of the State of Georgia, and all federal regulations and laws. The District does not require formal bids except as required by certain state and federal law. All such state and federal requirements are expected to be followed. Otherwise, informal quotes are acceptable.

Bids or quotes involving an expenditure of \$10,000 or more must be presented to the Board for approval before final acceptance.

The Superintendent should ensure that bids are solicited for all purchases exceeding \$75,000 in accordance with state and federal requirements. This applies to items having a unit cost of more than \$75,000, or to single purchase orders with a total volume costing more than \$75,000. All potential solicited quotes ranging from \$25,000 to \$75,000 must be approved by the Superintendent before any vendor is contacted for a quote.

Invitations to bid shall be appropriately advertised, and specifications will be provided to all merchants, firms, and general contractors who indicate an interest in bidding. All bids from suppliers and general contractors should be addressed to the Dade County Board of Education, plainly marked with the name of the bid on the envelope. In all cases not prohibited by state law or regulations, the Superintendent or designee is authorized to open the bids prior to the Board meeting. This will allow time to ensure that all bids and specifications are in order, and will save time during the Board meeting. The Superintendent will make an award or no award recommendation at a board meeting. The Superintendent should submit tabulations of the bids to the Board for review and determination of which bid to accept.

The following purchases may be purchased with the approval of the Superintendent or designee(s):
Items listed and priced in the current and active Federal Government Services Administration contracts,
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State of Georgia or other state government contracts, and other local government agency bid contracts. Negotiation with temporary staffing agencies and types of group insurance shall be the authority of the Superintendent or his/her designee(s) keeping in mind the same sound fiscal principles of competitive bidding.

In an emergency situation, the superintendent may by-pass the bid process and purchase supplies/services required for the day-to-day operation of the school system. These purchases will be presented at the next regularly scheduled board meeting for approval.

The Board of Education reserves the right to reject any or all quotes or bids and to consider factors other than costs such as warranty, the time required to deliver, quality of service or product, or convenient access to the product or service. Previous unsatisfactory experiences with a vendor may be cause for rejection. The intent is to select the best quote or bid. The “best quote or bid” may or may not be the lowest quote or bid.

Purchases and Requisition Process:

1. Each district budget is developed and reviewed by the Director of the specific federal program.
2. The Principal or his designee sends a Request for Federal Program Expenditures (RFPE – **APPENDIX B**) and a purchase requisition (**APPENDIX C**) to the Director of the specific federal program of the items needed at his/her school. The purchase requisition is generated in the Etrieve program.
3. The Director then reviews the requisition to ensure it is allowable and documented in the school improvement plan, and that it is allowable and necessary.
4. The Director reviews the Requisition Form, to ensure it is complete with:
 - vendor information including phone number (and fax number if applicable)
 - description of the items being requested
 - ship to information including the address for the school
 - funding source must be marked to specify the applicable federal program (ex. Title I, Title II, Title III)
5. The program director then signs off on the requisition through the automated system (Etrieve), after verifying the materials being requested are part of the SWP, and forwards the requisition to the Superintendent for review.
6. The Superintendent forwards the requisition to the Purchase Order Clerk.
7. The Purchase Order Clerk assigns a P.O. number, logs the purchase order (P.O.) and orders the merchandise. The appropriate documentation to support the expenditure for all federal programs is maintained in the accounts payable office.
8. When the merchandise arrives, the school or department then signs verifying the merchandise is accounted for and returns the receiving copy of the P.O. and invoice to Accounts Payable for payment. Both the receiving copy of the P.O. and the invoice should be signed and dated.

The Etrieve automated requisition system managed through the district finance department helps to ensure separation of duties and corresponding approvals in order to prevent errors and fraud.

The Dade County Board of Education shall take advantage of programs funded by the federal government as it deems appropriate and in the best interest of the Dade County School District. The Superintendent or his/her designee shall be authorized to submit grant applications for federal programs

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approved by the Board and to establish and maintain a system for administering federal funds awarded to the District.

The Superintendent or his/her designee shall develop procedures to ensure that the following requirements are met:

1. The financial management system establishes control over, and accountability for, all funds, property, and other assets acquired through federal funds. Safeguards are in place to assure that all assets are used solely for authorized purposes.
2. All program expenditures, including travel costs, are reviewed to ensure that federal funds are expended only for allowable activities and in accordance with applicable cost principles.
3. Procurement activities are conducted in compliance with federal procurement standards, including written standards covering conflict of interest for employees engaged in the selection, award, and administration of contracts supported by federal funds. No employee, officer, or agent of the District may participate in the selection, award, or administration of a contract supported by federal funds if he or she has a real or apparent conflict of interest.
4. Internal controls over federal funds awarded to the District are established and maintained in compliance with state and federal laws, regulations, and the terms and conditions of the federal award.

Reference: DCBOE policy DFC reviewed 7/25/2017

Micro-Purchases (Purchases up to \$10,000) A Micro-Purchase is a purchase of supplies or services using normal acquisition procedures, the aggregate amount does not exceed \$10,000. The district distributes micro-purchases equitably among qualified suppliers.

Small Purchases (Purchases \$10,001 up to \$250,000) Small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the Simplified Acquisition Threshold (\$250,000). If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources. Such price or rate quotations must be documented in writing. Bids or quotes involving an expenditure of \$10,000 or more must be presented to the Board for approval before final acceptance.

Per Board Policy DJED, The Superintendent should ensure that bids are solicited for all purchases exceeding \$75,000 in accordance with state and federal requirements

One of the following methods must be used, when purchasing with federal funds in the amount of \$250,000 or more: sealed bids; competitive proposals; or non-competitive proposals (sole source).

Sealed Bids

Bids are publicly solicited and a firm fixed price contract is awarded to the responsible bidder whose bid conforms to all the material terms and conditions of the invitations for bids.

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

The invitation for bid must be solicited from an adequate number of known suppliers and provide them with sufficient response time prior to the date set for opening the bids. These bids must be publicly advertised. Bids will include specifications including pertinent attachments and must define the items or services necessary for the bidder to properly respond. All bids will be opened at the time and place prescribed in the invitation for bids. The bids must be opened publicly. A firm fixed price contract award will be made in writing to the lowest responsive and reasonable bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is the lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of. Any and all bids may be rejected if there is sound documented reason.

Competitive Proposals

A competitive proposal is normally used with more than one source submitting an offer, and sealed bids are not appropriate. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Proposals must be solicited from an adequate number of qualified sources. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered, be made principally on the basis of price.

Noncompetitive Proposals (Sole Sourcing)

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

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

Gifts/Bequests

It shall be the policy of the Dade County Board of Education that the Board or the Superintendent (or designee) may accept or deny donations, monetary gifts, and/or bequests from any source. Donations accepted for a specific purpose or project will be used specifically for the intended purpose.

The acceptance of gifts or donations on behalf of a school or of the school system shall be carried out according to the following provisions:

- Any gifts or donations presented to an individual school and/or the total school system which obligate the system to future operating or upkeep costs must be approved by the Board of Education. All other gifts or donations may be approved by the Superintendent or designee.
- Materials donated to a school media center shall be recorded as gifts, and such gifts shall be maintained as a part of the media collection. Upon acceptance, the gifts or donations become

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the property of the school system and are subject to the laws, rules, and regulations which govern the school system.

- In accepting any donations as items or services to the athletic program of the school system, the Superintendent or designee shall establish a valuation of the donation and may request from the donor a valuation or an accounting of actual costs incurred regarding the donation. The Superintendent or designee also may set a valuation for donations to other programs as appropriate or required for accounting purposes.

The Superintendent is authorized to develop and implement additional administrative regulations to govern the acceptance of gifts, donations, grants, or bequests to the school system.

Contract Administration

The district awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. The district considers such matters as contractor integrity and business ethics, compliance with public policy, ability to complete the project on time in accordance with specifications, record of past performance, and the contractor's financial and technical resources. The district follows all guidelines provided by the Department of Labor and maintains compliance and verification on an annual basis.

The district may check references where possible and engage in practical activities such as checking with the local Better Business Bureau and the Secretary of State's office to ensure there are no outstanding complaints against the contractor.

The district will award a contract to a contractor who has the appropriate experience, expertise, qualifications, and any required certifications, necessary to perform the work. Contractors should also have financial resources to sustain the project while the initial work is being completed and during each service period until he or she submits invoices for payment to the district as work is completed. Contractors should have the proper equipment necessary to complete the contracted work.

The Dade County Board of Education recognizes that the purpose of entering into agreements for services does not necessarily lend itself to the annual competitive bidding process, as does the purchase of equipment, goods, and materials. Therefore, the Superintendent or his designee shall have the authority to negotiate with agents or suppliers of such services to extend the services being provided for an additional year by the same providers without the necessity of going through a bidding process.

Cost/Price Analysis for Federal Procurements in Excess of \$250,000

The district will make independent estimates of the goods and services being procured before receiving bids or proposals to get an estimate of how the goods and services are valued in the current market. To accomplish this, after bids and proposals are received, but before awarding a contract or if a contract is modified, the district will conduct either a price analysis or cost analysis, depending on the type of contract, in connection with every procurement with federal funds in excess of \$250,000.

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Cost Analysis Non-Competitive Contracts

The cost analysis involves a review of proposed costs by expense category, which includes an analysis of whether the costs are allowable, allocable, reasonable, and necessary to carry out the contracted services. The cost analysis must be used for all non-competitive contracts, including sole source. When performing a cost analysis, the appropriate director along with the CFO negotiates a profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

Price Analysis Competitive Contracts

The price analysis determines if the lump sum price is fair and reasonable based on current market value for comparable products or services. In general, the price analysis can only be used with competitive contracts and is usually used with fixed price contracts. Total cost must be reasonable in comparison to current market value for comparable products and services.

Reference: 2 CFR 180.220; 2 CFR 200.318; 2 CFR 200.219; 2 CFR 200.220; 2 CFR 200.323; O.C.G.A. 36-91-20 and 36-91-21; DCBOE policy DJE; DCBOE policy DJED

Supplement VS Supplant

Federal funds are only used to supplement and, to the extent practical, increase the level of funds that would be made available from non-federal sources for the education of students participating in programs.

For Title I, Part A, the district ensures that equitable resources are provided to schools with consideration given to grade bands. Federal funds are supplemental to what is allocated to the schools. The Resource Allocation Methodology Plan (RAMP) is not required, but is used as best practice to determine equitability of services provided. Allowability is reviewed to determine if federal funds may be used.

For Title II, Part A, Title IV, Part A, and IDEA, federal funds are not used to take the place (supplant) of local, state, or other federal funding and are not provided to children when the same services are provided for children with non-federal funds.

- The programs/activities provide supplemental services to programs that are required by federal, state, and local law. If it is required by state, local, or another federal law; the grant funds cannot be used.

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- Funds do not support programs that were previously paid with state or local funds in prior years.
- Funds are not supporting any program(s) that are being supported in non-Title schools with state or local funds.

Reference: ESSA Title I Sec. 1118, 1306, 1411, 1601; ESSA Title II Sec. 2212, ESSA Title III Sec. 3115; ESSA Title IV Sec. 4110

Contract Performance

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

The district maintains:

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

Vendor Selection

Vendor will be selected on the following criteria:

- the purchase price
- the reputation of the vendor and the vendor's goods or services
- the quality of the vendor's goods or services
- the extent to which the goods or services meet the district's needs
- the vendor's past relationship with the district
- the impact on the ability of the district to comply with laws and rules relating to historically underutilized businesses
- the total long-term cost to the district to acquire the vendor's goods and services
- the vendor's response time and compatibility of goods/products purchased already in the district

Domestic Preference for Procurements 200.322

Dade County School District follows the guidance in CFR 200.322 for domestic preference. To the greatest extent possible, DCSD will provide a preference for the purchase of goods and materials produced in the United States. The following clause is in all purchase orders/requisitions: "By accepting this purchase order you are certifying good status with the U.S. Department of Labor and have not been suspended or debarred."

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Capital Expense Funds

In addition to the indicated allowability, purchasing procedures, and inventory requirements, capital purchases (purchases coded to 7XX object code for an item(s) \$10,000 or more) must receive prior written approval of the federal awarding agency or the appropriate pass-through entity. Purchases meeting or exceeding the local DCBOEE capital assets capitalization threshold guidelines must be handled according to the current guidelines. If the asset does not meet the criteria to be capitalized it will be entered as a direct charge for that accounting period. Any purchases over \$10K also requires school board approval.

Reference: 2 CFR 200.439

Settlement of Issues Arising Out of Procurement

The district is responsible for the settlement of all contractual and administrative issues arising out of procurements made with federal funds. These issues include, but are not limited to, source evaluation (analyzing information in order to assess their credibility), protests, disputes, and claims. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction. The appropriate program director, the CFO, and/or the Superintendent are responsible for handling and coordinating the settlement of any contractual and administrative issues arising out of procurements.

Reference: 2 CFR 200.318(k)

Protest Procedures to Resolve Disputes

The district will exhaust all efforts to resolve disputes relating to procurements made with federal funds. The protester must exhaust all administrative remedies with the district before pursuing a protest with a federal agency. The appropriate program director, the CFO, and/or the Superintendent are responsible for handling and coordinating any disputes relating to procurement.

Reference: 2 CFR 200.318(k)

Conflict of Interest (CFR 200.318(c))

Any employee, officer, or agent of DCS must not have an interest as defined below in the Dade County Board Policy in awarding a firm in which they have a financial interest in an award.

A conflict of interest arises when the following has a financial or other interest in the firm selected for award:

- employee, officer, or agent;
- any member of the person's immediate family;
- that person's partner; and
- an organization which employs, or is about to employ, any of the above or has a financial interest in the firm selected for award.

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.

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DCS employees, officers or agents shall neither solicit nor accept gratuities, favors, or anything of monetary value from suppliers, contractors, potential contractors or suppliers, or parties to sub-agreements.

Best practices to inform about conflicts of interest include:

- A process for training on the policy
- A process for dissemination of the policy
- A process for collecting signed certification that employees received and under the conflict policy

The chain of command for reporting potential conflicts are as follows: Principal, then Director of Federal Programs, followed by the Superintendent.

Penalties for violation of the standards of code of conduct of DCSBOE may be:

- Reprimand by Board of Education;
- Dismissal by Board of Education;
- Any legal action necessary.

Reference: DCBOE policy BHA revised 7/25/2017

Method of Collection, Transmission, and Storage of Information - CFR 200.336

When practical, DCS collects, transmits, and stores information about Federal Grants in formats that are easily viewed (open-file, non licensed, and machine-readable formats) but not easily modified in an effort to safeguard against the alteration of records which gives assurances that records remain in a format that is readable by a computer system.

Compensation - Personal Services (CFR 200.430(a))

Time and Effort, Stipends, Supplements, and Fringe Benefits

Time and effort records are kept for all personnel who are federally funded either in whole or part. The director of each grant maintains time and effort documentation for federal programs monitoring.

Periodic Certification for Fully Federally Funded Salaried Positions

Periodic certification forms will be completed for personnel whose positions are supported entirely by funds from federal programs having a single cost objective. Principals or supervisors will certify that 100% of the person's job duties were related to activities in compliance with the

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specific program by signing the periodic certification. Periodic certification forms are submitted and reviewed by the director of the grant a minimum of once per year.

Time Logs for Split Funded Personnel

Personnel who are split funded with different job titles and paid in part by federal programs or who have multiple cost objectives are required to keep a time log. Time logs are reviewed a minimum of once per quarter after the fact. In the Dade County School District, actual time worked is documented which may exceed the eight-hour work day; this time is used to make-up or bank time for inclement weather days, unscheduled work days, and unexpected event days. The total percentage of work on the time log may not exceed 100%.

Substitutes

A substitute may be paid for with federal funds if the person they are substituting for is paid for with federal funds or if the employee is attending a federally funded allowable and pre-approved professional learning activity. The amount of pay for a substitute for professional learning is the same amount of pay that same substitute would receive for a non-federally funded purpose.

Directors may opt to keep documentation for substitutes in an effort to easily reconcile expenditures. If personnel is split-funded, a copy of the employee's schedule must be attached to the Time and Effort Documentation and the substitute must be paid the correct percentage from each fund source. The time and effort document must be signed by the principal. (See Appendix E).

At this time, we do not allow academic coaches to get substitutes for short-term absences. If an academic coach were to be absent for an extended amount of the time, the principal may request a substitute by contacting the Director of Federal Programs. The substitute's name is added to the periodic certification form that is completed at least annually and signed by the supervisor after the fact.

Stipends - Stipend Policy

Stipends are provided to individuals participating in professional learning activities outside of scope of the individual's contracted time. The request for stipends must be made in advance and approved by the director of the federal grant using the stipend request. Stipend pay must be consistent across the district for "like activities" regardless of the fund source. The director of the federal grant determines if the activity is allowable by checking with the correlating plan from which the federal funds are being requested. After the professional learning activity, a request for payment is submitted to the director of the federal grant with sign-in sheets verifying participation. Supporting documentation indicating implementation of what was

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learned, agendas, minutes, handouts, or presentation materials may be requested. The current stipend rate is \$200 per day or \$25 per hour.

Reference: SBOE Rule 160-3-3-.04

DCS Policy: GAD

Supplements

Supplements are provided to individuals providing oversight of a program (e.g. Lead Mentor) or professional learning outside of scope of the individual's contracted time. A plan must be submitted and approved by the director of the grant with the rate of pay noted prior to the professional learning activity. The director of the federal grant determines if the activity is allowable by checking with the correlating plan from which the federal funds are being requested. The rate of pay is determined by the number of hours and types of activities involved in the professional activity. Generally the rate of pay for persons providing professional learning, the rate of pay will not exceed \$50/hour. Periodic certifications for personnel receiving supplements are completed after the fact and must have an authorizing signature. Supporting documentation must accompany the periodic certifications including an agenda, sign-in sheets, minutes, and additional supporting documents (PowerPoint and/or handouts).

Reference: CFR 220.430

Fringe Benefits

DCS provides for the cost of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment and worker compensation insurance and pension plan costs.

Director of Federal Programs and Director of Finance meet at the beginning of the fiscal year and during each drawdown to determine and ensure fringe benefits provided to employees are accurate and reasonable.

Reference: CFR 200.431

Travel Costs Policy- 2 CFR 200.475

Travel costs must be reasonable and consistent with the following written travel policy or follow the Georgia SAO Travel Policy located [here](#).

Travel expenses may be reimbursed for pre-approved professional learning activities that align with the District Improvement Plan or School Improvement Plans and are allowable and reasonable with those acting on behalf of DCS. Federally funded travel costs must also be reasonable and consistent with DCS's non-federal written travel reimbursement policies.

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The director of the federal grant must approve the professional learning activity prior to the activity in Etrieve. After the PD, there must be verification of attendance provided to the Federal Programs Direction which may come in the form of a signed verification of attendance form, a sign-in sheet, an email verifying attendance, a certificate, or a copy of the agenda. Once the forms are provided, the accounts payable clerk will issue payment through the computer based software, Etrieve. Travel costs include transportation/mileage, lodging, subsistence, and related travel costs (e.g. parking).

Mileage allowance is the state of Georgia rate of mileage from work location to workshop/conference and return. This rate is subject to change. Employees are first expected to check with the district office to see if one of the three county vehicles can be reserved.

Parking fees are reimbursable with a receipt if necessary for the purpose of the pre-approved professional learning activity.

Meals may be reimbursed at the state of Georgia in-state per diem rates. High cost areas are allowable if they correlate with the high cost counties as outlined by the state. Meals that are included with the professional learning activity are not reimbursed.

Lodging expenses may be reimbursed. Employees traveling overnight are responsible for ensuring the most reasonable lodging rates are obtained. To accomplish this, employees should make reservations in advance, inquire about the government rate available or the conference lodging rate, utilize minimum rate accommodations, and present Hotel/Motel Occupancy Tax Exempt Forms at check-in. Lodging requests should be submitted to the director of the grant for which funds are being used with enough time to allow it to be processed and for Accounts Payable to provide a check. The check along with the Hotel/Motel Occupancy Tax Exempt Forms should be provided upon check-in. A receipt for lodging should be submitted to Accounts Payable through Etrieve upon return.

Travel Expenses for Federal Programs Personnel: Federal programs personnel who are authorized to travel within the system or outside of the system on official district business as part of their assigned duties shall be reimbursed for actual mileage at the current rate provided by the state as long as the duties are allowable and reasonable for the federal grant(s).

Reference: CFR 200.474.a

Suspension and Debarment

The district will not contract with any person or company that is debarred or suspended from receiving federal funds. The program director will complete one of the following:

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1. Verify the status at the System for Award Management website before any procurement transaction is paid with federal funds. Any contract or subcontract equal to or exceeding \$25,000 is checked against the System for Award Management (SAM) for suspension or debarment. Evidence, in the form of a date/time stamped print screen, will be provided. If the vendor is not registered with SAM they are required to complete a suspension and debarment certification attesting they are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency; have not within a three-year period preceding the application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property; Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of the certification; and have not within a three-year period preceding this application had one or more public transactions (Federal, state, or local) terminated for cause or default. (See Appendix D). All evidence and documentation will be saved and filed within the Financial Department.
2. Dade County Schools chooses to place a statement/clause on all purchase orders. The following statement is included on all Purchase Orders: "Dade County School District follows the guidance in CFR 200.322 for domestic preference. By accepting this purchase order you are certifying good status with the U.S Department of Labor and have not been suspended or disbarred." By companies accepting a PO, they agree/certify this statement is true. (2 CFR 200.322)

Reference: 34 CFR 85.110

Employee Health and Welfare Costs Policy (200.437)

DCS allows the use of Federal Funds for costs incurred for items related to improving working conditions, building employer -employee relations, employee health, and employee performance.

Participant Support Costs - CFR 200.456

Participant Support Costs are allowable, however, DCS will ensure that participant support costs will not be paid to sub-recipients, consultants, project personnel, or staff members responsible for managing the federal award.

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Participant support costs are meant to help employees take part in activities funded by federal programs.

What Participant Costs Can Pay For

Participant support costs may be provided to individuals such as parents, students, community members, or other attendees who are not staff. These costs can include:

- Stipends or small allowances for participation
- Travel or per diem (meals, lodging) to attend a workshop, training, or event
- Registration fees for approved activities
- Temporary dependent care so participants can attend

These supports are only given when they directly help participants take part in activities that build skills, knowledge, or capacity.

Consistency Across Federal Awards

DCS ensures consistency in the treatment of participant support costs across all federal awards by:

1. Applying uniform written procedures to determine participant eligibility and allowable cost categories.
2. Requiring prior written approval when necessary.
3. Documenting participant costs consistently in financial records and monitoring expenditures to ensure compliance.
4. Providing ongoing staff training as necessary on federal cost principles and internal procedures.



Appendix A



Request for Leave

Professional Leave Information

Professional learning is defined as learning opportunities that are aligned with the approved Comprehensive School Improvement Plan (CSIP) of a school or school system.

Code: GAD 160-3-3.04 PROFESSIONAL LEARNING

Professional Learning Unit (PLU) Credits

- Professional Learning Unit (PLU) is a unit of credit based on 10 contact hours of formal instruction or its equivalent (preparation phase) and on verification that the intent of the formal instruction has been implemented on the job (on-the-job performance phase) or on mastery verification conducted during the preparation phase.
- The minimum for one PLU activity shall be 10 contact hours. Training activities for more than one PLU shall be in multiples of 10 contact hours. Partial PLUs or fractions of PLUs may not be awarded. No more than eight contact hours of instruction shall be conducted per day with a maximum of four PLUs earned per week.
- PLU's shall be earned by an individual only in the following four categories:
 1. Fields(s) of Certification
 2. School System/Individual Improvement Plan
 3. Annual Personnel Evaluation
 4. State/Federal Requirements
- Professional leave is taken at the direction of the school site Administrator/Central Office/Board of Education for school business. A copy of this form must be attached to the Employee Expense Statement if reimbursement is requested.
- It is the participant's responsibility to submit this form to the next appropriate staff/administrator for approval routing in order for the Professional Learning Department to receive the form 10 days prior to the date of the training.
- If prepayment for registration is required, submit registration documentation and forms to the appropriate central office staff member and business services member at least four weeks prior to the activity.

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Employee Information

Employee Name

Employee ID

Request Number

School

Position/Category

Trip Information

Title of Training/Purpose of Leave

Training/Leave Type

City/Location

State

Leave Date

Leave Time

Return Date

Return Time

MM/DD/YYYY

MM/DD/YYYY

Full Work Days Away

Hours Away

Substitute Needed

Comments

Strategic Goals

Description

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Estimated Travel Expenses

Mileage

0.00

Lodging

\$ 0.00

Meals

\$ 0.00

Registration

\$ 0.00

Total Cost

\$ 0.00

Source of Funding

Source of Funding

Select

Bookkeeper Use Only

Account Code

Add Account

Remove Account

Expenses

Accounting Use Only

Vendor #

Vendor Name

✓
Submit To

📎
Attachments

↓
Download

🖨️
Print

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APPENDIX B

Please check to indicate the school for which you are purchasing: Date: Click or tap to enter a date.

- ☐ Dade County School District
- ☐ Dade County Elementary School ☐ Dade Middle School
- ☐ Davis Elementary School ☐ Dade County High School

1. Type of expenditure: *(May mark more than one type to include all costs involved with purchase.)*

√	Type of Expenditure	Description	Costs
☐	Professional Learning Workshop	Name of Workshop and Location:	
☐	Substitutes for teacher absence	# subs _____ X \$ _____ per day X # of days _____	
☐	Substitutes for teacher training release time	# subs _____ X \$ _____ per day X # of days _____	
☐	Materials and Supplies	Brief Description:	
☐	Travel	(Mileage, lodging, meals or per diem, taxi, airfare, and incidentals) ☐ Yes ☐ No	
☐	Consultant Fee	Name of Consultant:	
☐	Parent Involvement Training	Brief Description:	
☐	Parent Involvement Supplies	Brief Description:	

2. Please provide list of teachers attending workshop if applicable:

3. Is the expenditure identified in the CLIP / School Improvement Plan? ☐ Yes ☐ NO. What specific need does it address?

4. Has the expenditure been approved by the Superintendent / Director of Federal Programs? ☒ Yes
☐ No

5. Please check the funding source for the expenditures.

☐ Title I ☐ Title II ☐ Title IV ☐ Special Education ☐ Other:

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For Central Office Use Only
Approved ☐ Yes ☐ No
Approved/Denied by: _____
Account Code: _____



Request submitted by: Dade & Davis Elementary

Director Signature: _____

**All requests must have Evidence Based Research, please attach.

**Purchases over \$10,000.00 must have 3 quotes with justification if lowest quote not chosen.

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APPENDIX C



Purchase Requisition

Request Information

Date	Requisition Type	
08/20/2024		
Request Number	Purchase Order Number	Order Description
5380		
Comments		

Billing Information

School		
Address Line 1		
Address Line 2		
City	State	Zip
ATTN		
Contact		

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Shipping Information

School

Address Line 1

Address Line 2

City

State

Zip

ATTN

Contact

Vendor Information

Vendor Lookup

Vendor Name

Vendor Number

Address Line 1

Address Line 2

Country

City

State

Zip

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ATTN

Contact

Phone

Fax

Email

Delivery Type

Product Information

Quantity	Unit Type	Item #	Description	Unit Price	Total	Fixed Asset
0				\$ 0.00	\$ 0.00	
Add Product		Remove Product			\$ 0.00	

Account Information

Account Number	Total
	\$ 0.00
Add Account	\$ 0.00
Remove Account	



SECTION 5.2: Inventory – Equipment Management & Real Property - 2 CFR 200.313(d)

- Inventory - Equipment Management
- Off Site Use of Equipment
- Documenting Use In Building
- Process for Disseminating Inventory Procedures
- Disposition Procedure
 - Safeguards Related to Loss, Damage, and/or Theft
- Use of Title I Equipment with Compensation
- Use of Equipment
 - Use of Title I Equipment – Targeted Assistance Schools
 - Equipment Use for Private Schools

Equipment and Real Property

INVENTORY - Equipment Management

While recent federal budgets have not included equipment to be purchased with federal funds, if we use federal funds to purchase equipment, such items will be added to a federal inventory database. The Accounts Payable Clerk is responsible for maintaining the federal programs inventory. Only items purchased in FY25 and prior years with a single cost value of \$5,000 and items purchased in FY26 and the future with a single cost value of \$10,000 or more will be inventoried. Inventory is documented in a database that is updated each time equipment is purchased.

All federal program property will be identified by serial numbers on the inventory listing and the funding source (Title I, Title II, Title III, Title VIB, MV, Sp. Ed., Migrant, SIG, Perkins, ESSR) and the fiscal year the equipment was purchased. The database includes a description of the item, serial number, and vendor name, date of purchase, Federal Award Identification Number (FAIN) beginning in FY2015 for funding (Title I, Title II, MV, Title III, Title VI, Sp. Ed., Migrant, SIG, and Perkins, ESSR), cost, school, equipment location, use, and current condition. In the event equipment needs to be repaired or replaced, a notation is placed on the inventory stating where the equipment is taken for repair or an equipment disposition form is attached to the inventory.

School personnel must annually verify the location and condition of the equipment for 5 years since the date of purchase. Each item must be checked/noted on the inventory record specifically for condition and location for 5 years since the date of purchase.

Technology personnel help determine the condition of equipment. When a piece of equipment needs to be disposed of, disposal forms are completed and kept on file. Disposal occurs according to the Dade

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County School District disposal procedures. Hard and electronic copies of the inventories are filed with the Finance Office. The Accounts Payable Clerk conducts onsite monitoring of inventory annually.

Off-site Use of Equipment

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

Method for Documenting Use in Building

Any equipment purchased with Title I, Part A funds must be reasonable and necessary to implement a properly designed program for participants. However, under some circumstances, equipment purchased as part of a properly designed Part A program may, without constituting an improper expenditure, be used on a less than full-time basis. That equipment could be made available for other educational uses without interfering with its use in the Part A program. Equipment could be used on other projects or programs currently or previously supported by the Federal Government, “providing such use will not interfere with the work on the projects or programs for which it was originally acquired.”

LEAs should be judicious in applying these standards. The use of Title I equipment in Targeted Assistance Program schools in non-Title I activities on a part-time basis must be done in a manner that protects the integrity of the equipment as a Title I expenditure. Accordingly, the LEA must ensure and document that

- The Title I equipment is part of a project that has been properly designed to meet the special educational needs of educationally deprived children.
- The equipment purchased with Title I funds is reasonable and necessary to operate the LEA’s Title I project without regard to any use in non-Title I activities;
- The project has been designed to make maximum appropriate use of the equipment for Title I purposes; and
- The use of the equipment in non-Title I activities does not decrease the quality or effectiveness of the Title I services provided to Title I children with the equipment, increase the cost of using the equipment for providing those services, or result in exclusion of Title I children who otherwise would have been able to use the equipment.

In the absence of evidence to the contrary, it will be presumed that these standards have been met and that use of Title I activities is proper if that use does not exceed 10 percent of the time the equipment is used in Title I activities, provided the equipment is not needed in the Title I program. Permissive use of the equipment for one period of the day is allowable, if it is not needed by Title I. Before and after school use is acceptable if Title I does not need the equipment. Care should be taken that the equipment is properly supervised, that use will not affect the integrity of the equipment that the Title I program is not compromised, and that users will assume all responsibility for any and all damage to the equipment

All schools are required to label all federal programs equipment with labels supplied by our accounts payable/inventory clerk. When feasible, all Title I equipment is to remain in the Title I teacher classrooms. All Title I equipment placed in the media center must be kept in a separate area, labeled, and a checkout ledger must be maintained.

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All equipment purchased with federal funds are inventoried annually. A report is filed in the Federal Programs 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. Equipment should be labeled with the Federal program funding area and fiscal year.

Process for Disseminating Inventory - Equipment Management Procedures

Federal Program Directors are responsible for ensuring that principals and teachers are knowledgeable about allowable procedures for the use of federal program equipment and established procedures for maintaining an accurate inventory of equipment. These procedures will be shared annually during an administrative meetings should federal funds be used to purchase equipment requiring inventory. In addition, the Federal Programs Handbook, containing these procedures, will be shared with all personnel.

Dade County School District Equipment Disposition Procedure

Technology Equipment Disposal:

When a computer or other electronic device is no longer operational, it will be placed on a surplus property listing, approved by the board and then recycled or disposed of.

The technology department will be responsible for disposal of equipment that is out of date or no longer operational. The following procedure will be utilized in technology equipment disposition:

- A Technology Disposal Form should be completed and sent to the appropriate federal programs director if equipment was purchased with federal funds. If equipment was purchased with state or local funds, the technology specialists will prepare the disposal form.
- The federal inventory spreadsheet will need to be corrected, printed, signed, and dated by the principal and technology director.
- A copy will be sent to the Finance office and the federal programs director.
- Equipment costing <\$5,000 at the time of purchase and more than three years old can be retained, sold, or disposed of, with no obligation to GaDOE. Equipment costing \$5,000 or more at the time of purchase may be retained or sold with the awarding agency (GaDOE) having rights to the states share at \$500 or 10 percent of sales.

At the time designated by the technology directors, outdated technology is brought to a predetermined location to be recycled. Atlanta Recycling works with Dade County Schools to dispose of and recycle the equipment.

The technology directors will be responsible for the removal of all data from computers.

Safeguards Related to Loss, Damage, or Theft of Equipment

In the event Federal Programs equipment or technology is stolen the following procedure will be followed:

1. File an incident report with the SRO
2. Attach the incident report to the Technology Disposal Form and send it to the Inventory clerk's office.
3. Make corrections to the Federal Programs inventory.

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4. Send the updated inventory to the federal program director. The principal must sign and date the inventory spreadsheet.
5. The Federal Programs Director will then report the results of the investigation to the appropriate GA DOE specialist for the affected program.

Use of Title I Equipment with Compensation

School systems have some options to increase flexibility in the use of Title I equipment in Targeted Assistance Program schools in non-Title I activities. The LEA may either assess a user fee or share costs through joint purchases. When a LEA purchases equipment with Part A funds, for example, it may share the cost with other Federal, State, or local programs that will also make use of the equipment on a proportional basis. When the LEA use of Title I equipment exceeds the time permitted for non-Title I use without compensation, a fee should be assessed. Care must be taken when determining a reasonable and fair assessment. The supplement not supplant provision of the regulations must be considered. This affects programmatic use of the equipment in that whatever is provided with state and local funds for children who do not participate in Title I must also be available to children who do participate in the Title I program. Then Title I can provide as much supplemental effort as is needed.

Additionally, an LEA may take into consideration, when it decides its equipment needs under Part A, whether other equipment--i.e., LEA-funded adult education equipment used at night--would be available for Part A use during the day.

USE OF EQUIPMENT

Use of Title I Equipment in Targeted Assistance Schools

Dade County School District currently does not have any Target Assistance schools. In the future, if need arises, the following procedures will be followed.

Equipment purchased with federal Title I funding for Dade County School District 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 district Title I department reserves the right to monitor equipment purchased with Title I funds even after the school becomes a non-participating Title I school.

Equipment Use for Private Schools

Private schools requesting equipment must facilitate the purchases through the school system. The same internal controls will be followed to create requisitions and inventory and maintain equipment. If equipment is designated for student use, it can only be used by eligible students as determined through a mutual agreement between the LEA and private school within federal program guidelines. The appropriate Federal Program Directors will work cooperatively with private school officials to ensure equipment is properly maintained and is safeguarded from theft, damage, loss, and abuse.

Updated and revised July 1, 2026



Technology Equipment Disposal Request

This form is used to dispose of technology equipment that is property of Dade County School District.

Computer: _____ Printer: _____ Other: _____

Description: _____

Make/Model: _____

Serial Number: _____

PSD Inventory Control #: _____

Original Funding Source if known: _____

Reason for Request: _____

Current Location: _____

If disposal includes multiple items, an EXCEL spreadsheet listing may be attached to this form.

To be completed by Technology Staff:

Condition: _____

Recommendation: _____ Relocation: _____ Dismantle: _____ Declare Surplus

Technology Director

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Federal Program Director

SECTION 5.3: Federal Payment - Cash Management & Drawdowns

- Federal Payment- Cash Management & Drawdowns
- Segregation of Duties

Federal Payment - Cash Management (CFR 200.302(b)(6)) (CFR 200.305) & Drawdown of Funds (CFR 200.305(b)(3))

Funds are drawn down based on actual program expenditures. It is the responsibility of the appropriate Federal Program Directors and the Finance Director to work cooperatively to review all expenditures at least three times per year after budget approval before funds are drawn down from GAORS. Moreover, the following practices are observed:

- The Finance Director administers drawdowns at least three times per year.
- All grants are divided by 12 months.
- Expenditures are reviewed at least three times per year and drawdowns are done on an as needed basis. The system draws down on an actual expenditure basis in order to insure federal expenditure compliance.
- The system SNP or A/P bookkeeper reconciles the bank statements.
- The Finance Director performs periodic review of the general ledger.
- There is no cash involved as all drawdowns are directly deposited into the Dade County Schools Fund bank account.
- All reporting documentation is kept in the Finance Department. It is available at all times for review.
- The Finance Director prepares at least three times per year a detailed expenditure report and YTD annual program revenues for the Federal Program Director to review before a DE147 (Drawdown Request) is prepared by the Finance Director.
- Federal Program Directors ensure that equipment/supplies are purchased and received during the period of performance of the grant award.
- The school system does not request advance payments for federal fund disbursements, only reimbursements.
- All reporting documentation is kept in the system's central office and is available for review upon request.

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At year end reconciliation for GAORS grants, a report is printed from the accounting software Federal Program Directors reviews and acknowledges that the completion report may be entered. After data is entered, the reports are given to the Finance Director for review and approval, who then submits it to the GaDOE. The original is kept on file in the system's central office and a copy is made for the Federal Program Directors' file for monitoring.

Segregation of Duties (CFR 200.303(a))

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

Under the supervision of the Superintendent, the Finance Directors will carry out the following duties:

- Prepare monthly and annual financial statements for inspection by the Board of Education.
- Establish accounting procedures to ensure that proper internal controls are maintained for the district business office
- Manage cash flow and investment of available funds.
- Assist the Superintendent in preparation of financial data for the tax digest, state allotments, and other financial areas.
- Open all bank accounts and reviews prior to reconciliation. Approves reconciliations of other staff members.
- Oversee the reconciliation of all accounts.
- Supervise operation of the finance office to include payables and payroll.
- Compile annual budget for board approval and submit to the Georgia Department of Education.
- Coordinate accounting procedures to ensure that central office and local school administrators follow proper procedures in the budgeting, record keeping, and expending of program funds for which they are responsible.
- Oversee, approve and post monthly and year-end adjustments, run and balance reports.
- Oversee and assist with the preparation and submission of year end and interim financial reports to the Georgia Department of Education.
- Manage funds for SPLOST, Capital Projects and Debt Service.
- Ensures a yearly audit is completed and submitted to the Department of Audits and Accounts.
- Compile data for audit, work with state auditors during audit, and prepare MD&A for audit report.
- Perform other duties as assigned by the Superintendent.

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- Assist in the implementation of accounting procedures by maintaining accurate records and internal controls throughout the system and ensuring compliance with all applicable regulatory requirements.
- Perform journal entries, budget adjustments, and bank reconciliations.
- Close books at month and year end.
- Compile data for audit, work with state auditors during audit,
- Perform payroll accruals and reversals.
- Oversees internal audits.
- Assist with any duties required for annual audit preparation.
- Complete 1099's.
- Request federal and state grant reimbursements.
- Submit annual completion reports on all federal and state grants.
- Process receipts.
- Record school lunchroom deposits.
- Compile data for audit and work with state auditors during audit.
- Ensure drawdowns are based on actual expenditures and minimize the time between the transfer of funds.

HR Directors

Under the supervision of the Finance Directors, the HR Directors will carry out the following duties:

- Process monthly payroll and reporting for all system employees.
- Invoice for any payroll reimbursements.
- Prepare year-end reporting, including W-2's.
- Calculate sick leave for retirement.
- Assist with budget preparation.
- Calculate salary adjustments
- Records Management
- Oversees verification of employment
- Prepare quarterly tax reporting.
- Compile data for audit, work with state auditors during audit,

Accounts Payable Clerk

- Prepare invoices.
- Pay invoices as they become due
- Enter vendors into the accounting software
- Compile data for audit, work with state auditors during audit

Federal Program Director

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Under the direction of the Superintendent, the Federal Program Directors will carry out the following duties:

- Coordinate, monitor, and provide technical assistance to schools for federal programs
- Monitor all purchases to ensure that expenditures are allocable, reasonable, and necessary. Ensuring all system policies for purchasing, expending funds, and inventorying equipment are followed to avoid fraud, waste, abuse, and corruption. No items will be purchased without prior approval, and all items purchased must be a part of the approved budget.
- Approve each purchase requisition/order, travel expense statement and professional learning (PL) leave that is funded through federal funds. Meet with the administrative assistant, HR Directors, and Finance Directors as needed and request financial reports to ensure alignment and balance on at least a monthly basis. Meet with and/or email principals or designees to ensure accuracy of school budgets.
- Ensure system and school inventories are maintained electronically and kept up to date.
- Complete a physical inventory check at each facility each year. Purchase Orders are pulled from object codes 615 and 616 to verify if each item is included in each school's and the central office's inventory.
- Ensure each employee is trained on his/her responsibility regarding fraud and the channels to report it if suspected annually.
- Monitor each object code by encumbering the money, balancing each object code, and matching invoices to the posted encumbered monies.
- Maintains accurate records and internal controls (e.g. ledgers) ensuring compliance with all applicable regulatory requirements and accuracy of fund balances (object codes).
- Assists the administrative assistant with processing purchase requisitions, verifying available funds for accounts charged to system accounts, and payment of invoices.
- Reviews financial information for potential budget variances and ensures fund balances are accurate.
- Maintains a wide variety of financial records to ensure compliance and the availability of documentation.
- Reviews purchase requisitions, travel expense statements, and registration payments for compliance and accuracy.
- Manages the Consolidated Application budgets.
- Assists auditors by providing supporting documentation and/or information on internal processes (including financial documents, professional learning documentation, equipment inventory, and all Title IA cross functional monitoring documents)
- Grants final approval on all professional learning is completed by the Assistant Superintendent for Teaching and Learning who ensures that all activities are research-based.
- Assists auditors by providing supporting documentation and/or information on internal processes (including financial documents, professional learning documentation, and all Title III, Migrant, Immigrant, Homeless cross functional monitoring documents).

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SECTION 6: RANK ORDER AND ALLOCATION PROCEDURES

Identifying Eligible Students

The Federal Programs Director is responsible for the accuracy of the Eligible Attendance Area determination worksheet and calculations. Enrollment data from the previous October's Free and Reduced Meal Report provided by School Nutrition FTE count is used to establish poverty data for the allocations.

Allocation of Funds and Rank Order

After receiving notification of the Title I, Part A grant amounts from GaDOE, reservations in the budget are set aside for required components such as administrative set aside, and if necessary, parent involvement, professional learning, private schools equitable services, and homeless students.

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). 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 a quality Title I program.

Title I, Part A funds are used to fund two elementary schools in Dade County as Schoolwide Schools. Dade County uses Grade Span Grouping and serves these schools in rank order, by highest to lowest poverty, according to their grade span.

Because all Title I Schools in the Dade County School District have Schoolwide Program Plans, all students are eligible to receive services funded by Title I, Part A.

Dade County Schools does not have any schools with targeted assistance (TA) programs. In the event that one of our schools has not been served in the past with Title I funds, that particular school will serve as a TA school for the first year. Dade County will have that school plan during that year to become a school wide school following the plan year requirements. Teachers, parents, administrators, and pupil services personnel will collaboratively establish eligibility criteria for serving the children most in need of services. Dade County Schools will utilize the Targeted Assistance Plan Checklist and the Multiple Selection Criteria Worksheet provided by GaDOE for district wide activities and for any private schools that elect to participate.

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Set Asides

Administrative Set Aside: A minimal allocation may be used if necessary for the administrative responsibilities associated with administering the grant is set aside to include a percentage of the director's salary and benefits, a percentage of the administrative assistant's salary and benefits, supplies needed, and expenses for conferences and meetings.

Professional Learning Set Aside: Funds may be added for district-wide professional learning activities that correlate with the District Improvement Plan or administration of the grant.

Reservation of Funds for Title I

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. Dade County School District does not participate in the Competitive Homeless Grant. Only Dade Elementary and Davis Elementary Schools are served as Title I schools. The Title II/III Director, who is also the Homeless Liaison consults and trains school personnel including: counselors, Parent Involvement Coordinators, as well as 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 is 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 Liaison is contacted and he/she will find resources to provide the needed supplies. Dade County Schools sets aside Title I monies for Homeless student needs. Local churches and the Dade Family First program provide supplies needed for Homeless students as well. These provisions are coordinated through our school counseling offices and social worker. Dade County Schools uses method 1 from the state department: *Identify homeless student needs and funds accordingly.*

Private Schools

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

Carryover

The Dade County School System will choose one of the following four methods when allocating carryover funds on an annual basis.

1. Allocating to all Title I schools in the LEA – increasing per-pupil allocation for **all** Title I schools while maintaining rank order
2. Allocating to Title I schools with the highest concentrations of poverty in the LEA – increasing per-pupil allocation to **some** schools (those with highest poverty) while maintaining rank order
3. Providing additional funds to any of the activities supported by reservations (required district set-asides and optional district set-asides)

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4. Combining Option 3 with either Option 1 or 2

Note: Carryover funds should not be divided equally between Title I schools.

SECTION 7: Professional Qualifications

- Right To Know
- Parent Notifications

Professional Qualifications of Teachers and Paraprofessionals

The Dade County School System seeks to hire qualified teachers, paraprofessionals and administrators. Vacancies are posted on www.teachgeorgia.org. A job description is included as well as job requirements. This ensures that the applicants have met the minimum qualifications to meet the required professional qualifications. Qualified applicants are then eligible to interview with principals. Principals make recommendations to the Superintendent, who in turn presents the candidate to the school board for approval. After board approval, candidates are fingerprinted and complete other paperwork.

Parents' Right to Know

At the start of school, and within 30 calendar days from the start of school or upon enrollment, every school principal must notify parents of their right to request the professional qualifications of their child's teachers and paraprofessionals using the District's template. This should be sent home in the student handbook and posted to the District webpage. Students enrolling after the beginning of school receive a letter of their rights via the student handbook they receive and via the district website.

Parents are informed of their rights to know the qualifications of their children's teacher. Before the beginning of each school year, the Federal Programs Director informs the principals of parents rights and also posts Parents Right to Know on the District Website. School principals are responsible for ensuring that the Parents Right to Know is included in the Students Handbook. If a school omits the notification from their student handbook, the Federal Programs Director will notify the principal that he/she is required to notify each parent of their Right to Know via email before the end of the first week of school. In this case, a copy of the notification letter will be provided to the Federal Programs Director.

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

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

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

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

Parent Notifications

Communication in an Understandable Format

Upon enrolling their child(ren) in the Dade County School System, every parent indicates their household's preferred communication language as a standard part of the registration process. To the extent practical or when a request is made, efforts are made to provide either written support or support through an interpreter when a parent indicates a language other than English. A district translator is available for meetings and translation of documents. Furthermore, all parent communication is written in a format so that the content is easily understandable.

20 Day Notification of Professional Qualifications

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

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understand. This applies to all teachers in all schools/programs.

Regular Education Teachers:

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

Special Education Teachers:

Special Education teachers who do not issue grades: 20 day notifications must be disseminated if the teacher does not hold special education certification.

Special Education teachers who do issue grades: 20 day notifications must be disseminated if the teacher does not hold special education certification and content certification or equivalent as aligned with ESSA in-field.

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

Upon placement, the Principal will contact the appropriate Federal Program Director, who in turn will indicate the need to send a 20-day notification to parents and review the requirements. Prior to the 20-day mark, a draft letter will be sent to the Federal Program Director for review. The Director will approve the content and have the letter translated, if necessary. Within ten business days following the four consecutive weeks, the notification will be sent to parents. Evidence of dissemination will be kept on file with the Director of Federal Programs.

Note: Dade County Schools is a Strategic Waiver System and waives certification as allowable by law.

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

Introduction

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

Definitions

- *Children and youth experiencing homelessness* means children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and lack a fixed, regular, and adequate nighttime residence, including children and youth who:
 - are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
 - are living in motels, hotels, campgrounds or trailer parks due to lack of alternative adequate accommodations;
 - are living in emergency or transitional shelters;
 - are abandoned in hospitals;
 - are awaiting foster care placement;

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- have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; and
 - are migratory and living in a situation described above.
- A child or youth shall be considered to be experiencing homelessness for as long as he or she is in a living situation described above and to the end of the school year in which the student moves into permanent housing.
- *Unaccompanied youth* means a youth not in the physical custody of a parent or guardian, who is experiencing homelessness as defined above. The more general term *youth* also includes unaccompanied youth.
- *School of origin* means the school the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled.
- *Liaison* is the staff person designated by a Local Education Agency (LEA) as the person responsible for carrying out the duties assigned to the liaison by the McKinney-Vento Act.
- *Immediate* means without delay.

Identification

In collaboration with school personnel and community organizations, the liaison or designee will identify children and youth experiencing homelessness in the district, both in and out of school, and maintain access to data regarding homeless students. The liaison or designee will train school personnel via district compliance modules on possible indicators of homelessness, sensitivity in identifying families and youth as experiencing homelessness, and procedures for forwarding information indicating homelessness to the liaison. The liaison will also instruct the central enrollment staff to offer homeless education information upon the enrollment and withdrawal of every student, and to forward information indicating homelessness to the liaison.

School Selection

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

Enrollment

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

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procedural requirements and the provision of services. In all cases, the goal will be to avoid any disruption in appropriate services.

Transportation

Transportation shall be provided to and from the school of origin for a child or youth experiencing homelessness. Transportation shall be provided for the entire time the child or youth has a right to attend that school, as defined above, including during pending disputes. Parents and unaccompanied youth must be informed of this right to transportation before they select a school for attendance. In addition to receiving transportation to and from the school of origin upon request, children and youth experiencing homelessness shall also be provided with other transportation services comparable to those offered to housed students.

Services

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

Disputes

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

Credit for Full or Partial Coursework

Students experiencing homelessness will be provided credit recovery options so as not to cause the loss of partial or incomplete credits. The following methods will be used:

- After school credit recovery
- Awarding of half and full units of credit where appropriate through before and/or after school programs
- Students will be administered an online screener or benchmark assessment to evaluate current progress
- Partial and/or full credit will be awarded based on the results of that screener / benchmark
- Guidance Counselors and/or Academic Coaches will coordinate with the Director of Academics to administer and score the assessment

Training of Personnel

The Homeless Liaison or designee annually conducts training and sensitivity/awareness activities to heighten the awareness of homeless and unaccompanied youth for Guidance Counselors. The liaison then assigns at least 1 counselor from each school as a point of contact to serve as a building liaison.

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Coordination

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

Notification to Stakeholders of the Homeless Liaison Contact

Posters related to the Homeless Program that include the name and contact information of the Homeless Liaison are posted at each school and at various community centers. This same information is also available for all faculty and staff on the system website. Posters can be found here: nche.ed.gov

Preschool

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

Protocols

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

1. Student is identified as potentially eligible for MVP services and is in one of the following circumstances.
 - a. Student is a new enrollee.
 - b. Student is currently enrolled in a Dade County School.
 - c. Student is residing in Dade County but has a school of origin in another school system.
2. School system staff (school counselor, social worker, registration staff or other school system personnel) gather information related to potential MVP eligibility and submit to district homeless liaison (DHL) for MVP status determination.
3. DHL determines MVP eligibility.
4. If the student is residing within the boundaries of Dade County and seeks to attend a Dade County public school, the DHL identifies the school placement of the student (school of origin for currently enrolled students or attendance zone school for new enrollees) and notifies applicable school staff including school nutrition Directors, school-based liaison, school administrator.
5. If the student does not reside within the boundaries of Dade County but seeks to remain in the school of origin in Dade County the School Selection Feasibility Committee will convene to determine the school the student will attend.
6. If the School Selection Feasibility Committee determines the best placement to be the school of origin the DHL will notify the appropriate school personnel.

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

Foster Care Transportation Plan

Planning

Real time coordination will occur between Case Managers, Education Support Monitor, Homeless Liaison, Foster Parents, and Court Appointed Special Advocates, regarding foster children entering and exiting care; changing placements; enrollment and withdrawal; and making best interest determinations. When transportation is an issue, those parties will collaborate to develop a transportation plan that meets the needs of the individual child.

Transportation Plan

Dade County Schools Social Worker acts as the Foster Care Point of Contact for Dade County Schools. The Foster Care Transportation Plan is located in the Federal Programs Director office at DCS central office, shared annually with the local DFACS agency, and uploaded as part of the system's CLIP.

Services for Neglected and Delinquent Children

The purpose of Title I, Part D is to improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet. The purpose is also to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment and to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

The Dade County School System currently has no centers or agencies in its geographical boundaries that serve neglected or delinquent students.

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SUMMARY: DADE CO. SCHOOLS

Statewide Standardized English Learner (EL) Exit and Reclassification Procedures

CLEAR EXIT – Kindergarten WIDA ACCESS score results

- Overall Composite Proficiency Level (CPL) ≥ 5 **and** Listening PL ≥ 5 **and** Speaking PL ≥ 5 **and** Reading PL ≥ 5 **and** Writing PL ≥ 4.5
- Students must meet all language domain criteria in kindergarten.
- The EL Reclassification process may not be used in kindergarten.

CLEAR EXIT – Grades 1-12 WIDA ACCESS score results

- Overall Composite Proficiency Level (CPL) ≥ 5
- *The EL Reclassification process is not required for EL students who meet the state's clear exit criterion.*

RECLASSIFICATION - Grades 1-12 WIDA ACCESS score results

Only available to LEAs who choose to reclassify EL students who scored between 4.3-4.9 and have reported this flexibility option on the *2023 State Reporting Form Gr. 1-12 EL Exit Criteria*.

- Overall Composite Proficiency Level (CPL) 4.3 – 4.9 (as established by LEA in written procedures)
- **And** secondary criteria when established by LEA in written procedures that **only** include objective language specific data, such as ELA and English language development data.
- **And** EL Reclassification team meeting decision as recorded on the dated completed *EL Reclassification* form which is maintained in student's permanent record.
- *EL Reclassification* form must clearly specify the team members and their rationale for reclassifying or for not reclassifying the student. Rationale may not include opinions, subjective data such as attendance or behavior, class grades, or mathematics data.

Alternate RECLASSIFICATION – Grades 1-12 WIDA Alternate ACCESS score results

- Overall Composite Proficiency Level (CPL) P2 **for two consecutive years** (2022 & 2023) **with** IEP team recommendation as recorded on the state's completed signed *IEP EL Reclassification Rubric* and as documented in the student's IEP meeting minutes, with ESOL language specialist on the team.
- Or any other Overall CPL (excluding P2) **for three consecutive years** (2021, 2022, 2023) **with** IEP team recommendation as recorded on the state's completed signed *IEP EL Reclassification Rubric* and as documented in the student's IEP meeting minutes, with ESOL language specialist on the team.

LESS THAN FOUR DOMAINS EXIT OR RECLASSIFICATION - Grades K-12 WIDA ACCESS or Alternate ACCESS score results

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- Exit or reclassification follows all the requirements listed on page 1 **after** the LEA receives the student's Designated Composite Proficiency Level from the state **in August** in the secure Assessment portal.

Additional Information:

- All EL students not meeting the requirements for exit are still eligible for EL status and ESOL language instruction services.
- LEAs must exit **all EL students** meeting the clear exit requirements in Grades K-12.
- LEAs that choose to reclassify students in the flexibility range CPL 4.3-4.9, must hold EL Reclassification meetings for **all EL students** scoring in that range and must document the reclassification team's decision on the state form and maintain it in the students' permanent record.
- LEAs must consider EL/SWDs for reclassification when they meet either one of the state's *Alternate ACCESS* criteria.
 - ESOL and other school staff may not make IEP Reclassification decisions without collaboration with the IEP team.
 - IEP Reclassification is only valid when an IEP Reclassification Rubric is completed and signed with both IEP and ESOL team input and when the decision is also recorded in IEP meeting minutes.
 - IEP reclassification meetings must occur after the current year's scores are received and before the next year's October FTE count day.
- The state EL Reclassification documents that must be used are posted on the [ESOL Language Program](#) webpage:
 1. EL Reclassification Form (April 2022 version) – to be used for students who were administered the WIDA ACCESS
 2. IEP Alternate EL Reclassification Rubric (April 2023) – to be used for students who were administered the WIDA *Alternate ACCESS*
- **DATE OF EL EXIT** must be June 30 of the school year in which the student met the exit criteria (per Data Collections' guidance). This date must be entered for all students who are reported as EL = '1' students.
- LEAs must report 1st year post-exit students as **EL = '1'** on October FTE, March FTE, and June Student Record data collections.

Check these out for more details!

- [EL Language Programs – State Guidance](#) document on the [ESOL Language Program](#) website
- EL Reclassification and parent notification forms in the [ESOL Form Bank](#).
- EL Exit Procedures Flowcharts and forms on the [ESOL Language Program](#) website



EL Exit Procedures

- Kindergarten EL Exit Flowchart
- Grades 1-12 EL Exit Flowchart
- **NEW!** SUMMARY: GaDOE EL Exit - Reclassification Procedures
- EL Reclassification Form (April 2022 Version)
- Alternate ACCESS Reclassification Rubric (April 2023 Version, WORD)
- Less-Than-Four-Domains Exit Procedures (April 2019)