

012529 - Focus North High School FY 2023 Consolidated ESEA Self Survey

Instructions: (Completed)

Group Name |

Self Survey:

Question 1

Reference: Purpose:

All districts that do not have an on-site or desk review are required to complete the self-survey. Districts that are participating in follow-up desk reviews are also required to complete a self survey. **Self-surveys are due by June 30th.** Districts that fail to complete the self-survey by the annual deadline receive risk factor points for consideration of the next year's tiered monitoring analysis.

Question 2

Reference: Completion of Survey

The self-survey is simply that, a tool for districts to use to assure that all required documentation for their Consolidated ESEA grants are maintained annually. To complete the self-survey, districts should upon the opening of the self-survey, review the required items in each section and begin the process of organizing the districts required evidence for each of the items that pertain to the district. It is recommended that each district determine which method they prefer to use to maintain their records for each item. However, it is the responsibility of the district to gather and maintain these records for a minimum of 7 years. Records can be maintained either digitally or physically in files or a combination of both. However, they must be kept in a way so that they are readily available for any future inquiries or audits of the programs contained within this survey.

Question 3

To complete the self-survey, review each item in the survey and check off those items listed once you have gathered them for your records. There is no expectation, nor should the district, upload any of the records within this system during a self-survey. Also, it is not required that any comments be added to this system. The required items of evidence for the self-survey must be solely maintained by the district. The Ohio Department of Education will only maintain the records showing completion of the self-survey within our system for future inquiries and audits.



Question 4

* Required

Reference: Assurance

The district has reviewed each item and has on-hand the required documentations specified for each item in this survey for any future requests of documentation that may arise.

The district assures that all required documents have been secured for any future requests.

Title I-A Improving Basic Program (Completed)

Group Name |

Local Education Plan



Question 1

* Required

Reference: Stakeholder Involvement in Development of Plan Section 1112(a)(1)

Section 1112 (a)(1)(A) - The local educational agency involved stakeholders in the development of the plan consisting of meaningful, consultation with teachers, principals, other school leaders, paraprofessionals, school support personnel, parents, community members, and others pertinent to programs associated with the programs included in this plan.

- The response to Questions 1 and 2 in One Needs Assessment in Section Shared Leadership, demonstrates stakeholder involvement in the development of the plan including all stakeholder groups, including parents.
- District has evidence of stakeholder involvement in development of plan such as sign-in sheets, list of committee members, notes, surveys, etc. from stakeholder involvement opportunities.



Question 2

* Required

Reference: Public Comment Period Section 8306(a)(7)

The local educational agency afforded a reasonable opportunity for public comment on the plan and application and considered such comment prior to submission of the application.

- There is evidence that a public comment period was provided, such as, during a public board meeting or posting on district webpage with public comment options. The evidence demonstrates that the public was informed of the opportunity to provide comments and provided time respond.

Group Name |

Parents Right to Know ESEA Section 1112(e)



Question 3

* Required

Reference: Teachers' Professional Qualifications ESEA Section 1112(e)(1)(A)

At the beginning of each school year, evidence of annual notice to parents that they may request information regarding professional qualifications of their students' teachers and paraprofessionals. **Sample Parents Right to Know**

- Parents Right to Know Notice provided to parents (letter, notice in handbook, webpage notice)



Question 4

* Required

Reference: Section: 1112(e)(1)(B)(ii) Non-Licensed Teacher

Evidence of timely notification to each individual parent of a student in a Title I school taught by a teacher for 4 or more consecutive weeks who does not meet state certification requirements. Sample **Timely Notice**

- Timely Notice for any Non-Properly Licensed Teacher that has taught for more than 4 weeks.
- N/A District assures that all professional staff have the proper credentials.



Question 5

* Required

Reference: Section: 1112(e)(2)(A)(B) (C) Student Participation in State Assessments

Evidence of timely notification to parents in a Title I school that the parent may request policies regarding student participation in state mandated assessments as well as disseminating through public means information on each assessment required by the state.

- Timely Notice of District Policy on Student Participation in State Assessments. District policy on student participation in state assessments.
- Evidence of public dissemination of District Assessment Information.
- Description for how the district disseminates this information if not obvious by evidence provided.



Question 6

* Required

Reference: Section: 1112(e)(3)(A)(B)(C)(D)(4) Parent Notification of Child Participation in Language Instruction Program

Evidence of notifications regarding service and parental participation, in a timely manner (30 days after the beginning of the school year, or within two weeks of the child being placed in the language instruction program) and in an understandable and uniform format, to parents of an identified Limited English Proficient student eligible for Title I participation. **Parent Notification Resource**

- Parent notifications letter.
- Evidence that letters were sent within 30 days of beginning of school such as date of letter.
- Description of district process to assure this occurs within 30 days.

- Letter available in a language other than English

Group Name |

Schoolwide Programs ESEA Section 1114



Question 12



Required

Reference: Section: 1114 34 CFR 200.26(c) Annual Evaluation of Schoolwide Program

Schoolwide programs are annually evaluated using data from state annual assessments and other indicators of academic achievement in determining the effectiveness of the program and revised, as necessary, based on the results of the evaluation for continuous improvement.

- Evidence of Annual Evaluation of SW Plan with stakeholder involvement such as through agendas, minutes/notes and list of planning team members.



Question 13



Required

Schoolwide Programs use evidence-based interventions and improvement strategies described in the SW building plans.

- Interventions and improvement strategies implemented are evidence-based and there is evidence of evaluation for effectiveness through meeting notes, data files, etc. 1.) Add List of intervention and/or improvement strategies on Evidence-based spreadsheet and 2) add the evidence or the plan for evaluating effectiveness of selected intervention/improvement strategies. Complete Title I tab on evidence-based spreadsheet in evidence-based section.
- There is evidence that Title I programs in buildings/district meet the purpose of Title I Part A, and are implemented, and aligned with building needs assessment and SW plan.



Question 14



Required

Reference: Properly Licensed Staff section 1112 C(6)

All staff in SW buildings meet state certification requirements.

- All staff in a Title I Schoolwide buildings are properly licensed/certified for their positions. District SW building staff lists/personnel records upon request.
- All Instructional Paraprofessionals meet ESEA requirements and are under the direct supervision of a licensed/certified teacher. District ESEA Qualifications upon request for selected staff.

Group Name |

Parent and Family Engagement ESEA Section 1116



Question 21



Required

Reference: Section 1116(a)(2) Parent Engagement Policy

The district jointly develops and annually reviews a written parent and family engagement policy that is distributed to parents and establishes the district's expectations for parental involvement.

- District Parent Engagement Policy with most recent review date.
- Evidence of Annual Review of District Parent Involvement Policy such as agenda, sign-in sheets, meeting notes, etc.



Question 23



Required

Reference: Section 1116(b)(1) Building Parent Involvement Policy/Plan

Each Title I school jointly develops with, and distributes to, parents and family members of participating children a written and family engagement policy (school plan) that is made available to the local community and updated periodically.

- Individual Title I School/s parent engagement plan/s with the most recent reviewed date. (For TA buildings supplemental parent engagement activities for targeted assistance students and their parents.)
- There is evidence of parent involvement in the development of building parent engagement plan/s such as agendas, meeting notes, sign-in sheets, parent surveys, etc.
- There is evidence of distribution of parent engagement plan/s to parents through district website, student handbook, newsletters, etc.



Question 24

* Required

Reference: Section 1116(C)(1) Title I Annual Meeting

Each Title I school convenes an annual Title I meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I and to explain Title I requirements and the rights of parents to be involved.

- Title I Annual Meeting was provided. Evidence may include meeting agenda, sign-in sheets, and copy of materials presented.
- There is evidence of parent notice for Title I Annual Meeting such as newsletters, flyer, brochure, website announcement, etc.



Question 25

* Required

Reference: Section 1116(C)(3)(4) Parent Involvement in Planning

Each Title I-served school involves parents in an organized, ongoing and timely way in the planning, review, and improvement of Title I programs, including the school's parent and family engagement policy (plan) and the schoolwide program plan (if applicable).

- There is evidence of parent involvement in the planning for the Title I program and/or SW Plan
- Each Title I Served School provides parents of participating children timely notification about programs under Title I, a description and explanation of curriculum at each school, the forms of assessments and achievement levels of the academic standards and opportunities for regular meetings to discuss and participate in decisions related to their child's educational program. Examples of parent notices and parent meetings such as student handbooks, school website, conference schedules, etc.



Question 26

* Required

Reference: Section 1116(d) Parent Compacts

Each Title I-served school jointly develops with parents a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement and how the school and parents will build a partnership to achieve this end.

- School parent compacts are distributed annually to parents and include the following: 1.) Describes the schools responsibility to provide high-quality curriculum and a supportive and effective learning environment for their child. 2) Describes how the building provides parent communications about their child's progress, 3.) Provides annual conferences with review of compact to parents. 4.) Explains how parents may have access to staff and volunteering opportunities, and their child's classroom, and 5) Describes how parents may receive regular communications in a language parents can easily understand.



Question 27

* Required

Reference: Section 1116(E) Parent Activities

Each Title I school has evidence of the involvement, training and assistance for parents to ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement.

- Examples of programs and activities, trainings, agendas, materials, sign-in sheets, and/or communications that provide information on how parents can understand and help their child with the state's learning standards, work with their child at home, and how to educate teachers on how to reach out and work with parents, etc.

Group Name |

Coordination Requirements ESEA Section 1119



Question 33

* Required

Reference: Section 1119 (a-c) Coordination Requirements

Demonstrate how the LEA's activities coordinate between the LEA and a Head Start agency and if feasible, other early childhood agencies.

- Copies of agreement with local headstart and early childhood agencies

- ☑ Evidence of procedures for receiving student records, stakeholder input, meetings with agencies, teachers and parents, agendas, minutes, sign-in sheets and joint professional development.

Group Name |

Uniform Guidance (2CFR Part 200)



Question 34



Required

Reference: Section: Uniform Guidance (2CFR Part 200) Internal Controls

Fiscal Records demonstrate that the district conforms with Uniform Guidance and the requirements of each grant.

- ☑ Fiscal Reports and Records provided in Uniform Administrative Requirements....section and building allocation section

Title I School Improvement Sub A ESEA Section 1003 (Completed)

Group Name |

Comprehensive Support and Improvement ESEA Section 1111(d)(B)



Question 1



Required

Reference: Needs Assessment

Each identified building has developed a comprehensive needs assessment that identifies priority needs for school improvement.

- ☑ There is a comprehensive needs assessment completed for each identified building in the CCIP Planning Tool.
- ☑ There is evidence of school specific needs identified - Provide district/building notes, agendas for ONA.
- ☑ There is evidence of stakeholder involvement in the process - Provide sign-in sheets for ONA meetings.



Question 2



Required

Reference: Comprehensive Improvement Plan

Each identified building has completed a comprehensive support and improvement plan to improve student outcomes by addressing identified indicators and providing evidence-based improvement strategies and interventions.

- ☑ The Building has completed a Comprehensive Improvement Plan and addressed all required history log notes in the planning tool from plan reviewers to assure that all required criteria is included in plan.
- ☑ Provide evidence of intervention and improvement strategy/ies implementation in the building such as schedules, specific activities, Building Team Meetings, etc
- ☑ Intervention and improvement strategies are Evidence-Based. Complete School Improvement Tab on Evidence-Based spreadsheet.



Question 3



Required

Reference: LEA Monitors Building Progress

LEA monitors and provides supports to identified buildings with implementation of plan and student outcomes.

- ☑ Provide meeting notes such as DLT, BLT, and TBT meetings or other activities that demonstrate LEA support.
- ☑ Description of LEA support for identified buildings.
- ☑ Show evidence that building and district adult implementation measures data is routinely evaluated
- ☑ Show evidence that building and district student progress measure data is routinely evaluated



Question 4



Required

Reference: Fiscal Requirements

The LEA distributes funds accordingly to each identified building as prescribed in Title I Non-Competitive School Quality Improvement Grant Application

- Provide building level budget and expenditure reports such as a BUDSUM or other fiscal document that demonstrates amounts budgeted and expended to date

Question 5 * Required

The LEA assures that funds expended at each building are allowable under the fund, meet the intent and purpose of the fund and align with the building improvement plan.

- Provide building level budget and expenditure reports such as a BUDSUM or other fiscal document that demonstrates amounts budgeted and expended to date

Title II-A Supporting Effective Instruction (Completed)

Group Name | **Local Uses of Funds ESEA Section 2103(b)**

Question 3 * Required

Reference: Class Size Reduction Teacher Effectiveness Determination

Section 2103(b)(3)(D)- LEA's may use its Title II, Part A funds to reduce class size by recruiting and hiring effective teachers. Provide evidence of the criteria the district used to determine that the staff member hired for class size reduction is an effective teacher and describe steps the district takes to assure that the class size reduction teacher remains effective in the position.

- Evidence district used to determine effectiveness of class size reduction teacher/s prior to assignment.
- Description of how the district is monitoring the class-size reduction teacher(s) to assure that the teacher(s) remains effective.

Group Name | **Professional Development Plan ESEA Section 2104(b)**

Question 5 * Required

Reference: Professional Development Plan

Provide supporting evidence of professional development district plan on supporting the needs of teachers and principals to address achievement gaps; provide student data, teacher survey input; effective teacher data and any other data to meet equity requirements.

- Provide the District Professional Development Plan.
- Description for how it supports the district needs assessment and improvement plan.

Group Name | **Allowable Activities ESEA Section 2103(b)**

Question 6 * Required

Reference: Job Embedded Professional Development: Improving Instruction

Providing high-quality, personalized, sustained and job embedded professional development that is evidence-based for teachers, instructional leadership teams, principals, or other school leaders focused on improving instruction. ESEA Section 2103(b)(3)(E)(F)(G)(H)(M)

- Evidence of activity under this part

Question 7 * Required

Reference: Evidence Based PD Strategy: Improving Instruction

Activities provided under this fund are evidence-based. The district evaluates effectiveness of such activities and programs provided with these funds.

- Add activity to Evidence-based spreadsheet in Evidence-Based Strategy section on Title IIA tab to support the use of Title II-A with these activities.
- N/A (Item selected in application, but activity not implemented)

Question 8 * Required

Reference: Job-Embedded Professional Development: Whole Child Supports

Developing and implementing whole child programs and activities to meet the non-academic needs of all students. Professional Development for Well Rounded Programs, Supporting Trauma / Mental Health, Training on Sexual Abuse, Family and Community Engagement Please refer to budget details page for descriptions of allowable activities. ESEA Section 2104(b)(3)(I)(J)(K)(L)(O)

Evidence of activity under this part

Question 9 * Required

Reference: Evidence-Based Professional Development:Whole Child Supports

Activities provided under this fund are evidence-based. The district evaluates effectiveness of such activities and programs provided with these funds.

Add activity to Evidence-based spreadsheet in Evidence-Based Strategy section on Title IIA tab to support the use of Title II-A with these activities.

N/A (Item selected in application, but activity not implemented)

Question 10 * Required

Reference: Professional Development Activities to Promote Educator and School Leader Growth, Recruitment, Retention and Support

Initiatives to recruit, hire, retain, support and evaluate teachers, principals and other school leaders. Please refer to answer choices for specific activities. ESEA Section(b)(3) (A)(B)(C)(N)

Evidence of activity under this part

Question 11 * Required

Reference: Evidence-based Activities: Educator and School Leader Growth, Retention and Support

Activities provided under this fund are evidence-based. The district evaluates effectiveness of such activities and programs provided with these funds.

Add activity to Evidence-based spreadsheet in Evidence-Based Strategy section on Title IIA tab to support the use of Title II-A with these activities.

N/A (Item selected in application, but activity not implemented)

Group Name | Fiscal Records

Question 12 * Required

Reference: Supplement, Not Supplant ESEA Title II Part C General Provisions Section 2301

Funds made available under this part shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.

Fiscal Records in Uniform Administrative Requirements.... section for Title IIA.

Question 13 * Required

Reference: Purpose and Intent and Fund ESEA Section 2101

The programs and activities carried out through this fund are in accordance with the purpose of this title and address the learning needs of students, including Students with Disabilities, English learners, and gifted and talented students.

Fiscal Records in Uniform Administrative Requirements.... section for Title IIA.

Title III Language Instruction for English Learners (Completed)

Group Name | Language Instruction for English Learners ESEA Section 3101

Question 1 * Required

Reference: Consortium Members

LEAs in Title III consortia comply with the same requirements as other Title III grantees. Therefore, consortium members and fiscal agent must have on hand the required documentation for the below indicated sections of Title III compliance.

- Meeting notes, minutes, agreements/contracts, etc., demonstrating participation in the consortium

 Question 2 * Required

Reference: Section: EOA 20 U.S. Code § 1703(f); ESSA §3115(f)(1), §3116(a-b); 1990 OCR Memorandum LEA Program

The LEA has a local program plan or handbook describing its effective EL program(s) and activities undertaken by the LEA to assist English learners.

- Provide EL program handbook/manual or a written description of the program(s) and activities for ELs
- Provide List of EL program staff with position descriptions, including names, titles, workload, grade and assignments, and duties
- Provide evidence demonstrating increase in student's English proficiency and academic achievement (No student identifiable information may be included please.)

 Question 3 * Required

Reference: Section: ESEA §3111(b)(2)(A) Assessments

The LEA adheres to Ohio's standardized procedures for identifying English learners (Language Usage Survey and the Ohio English Language Proficiency Screener (OELPS)).

- Provide Copies of completed Language Usage Surveys for the current school year
- Provide OELPS Results for the current school year, if available

 Question 4 * Required

Reference: Section: ESEA §1111(b)(2)(G); §3111(b)(2)(A) OELPS Parent Notice

LEAs administer annually the Ohio English Language Proficiency Assessment (OELPA) to all English learners. Parents are notified of student status and progress. Students who assert proficiency on the OELPA are exited from EL program

- OELPA results for the LEA's English learners.
- Provide a copy of the notifications to parents/guardians of OELPA results.

 Question 5 * Required

Reference: Section: 1991 OCR Memorandum; Title VI of the Civil Rights Act; EEOA Student Access to Programs

No student is denied access to any course of activity because of his/her language or cultural background. ELs and immigrant youth have access to grade-level curricula and have equal opportunities to participate in all programs, including pre-kindergarten, magnet, gifted and talented, career and technical education, arts, and athletics programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies.

- Provide examples of other communications to ELs and their parents/guardians that is in an understandable format and explains the available programs and activities in the district/school.
- Examples or list of EL-specific learning materials used, such as supplementary textbook materials and educational software, that support ELs' access to age-appropriate grade-level content
- Provide evidence of professional development provided for content area teachers on effective instruction strategies for ELs

 Question 6 * Required

Reference: Section: Title VI of the Civil Rights Act; EEOA Monitoring of Exited Students

LEAs have a process for monitoring the academic progress of former ELs for at least two years after exiting to ensure that 1) students have not been prematurely exited; 2) any academic deficits they incurred resulting from the EL program have been remedied; and 3) they are meaningfully participating in the

educational programs comparable to their peers who were never EL students.

- Monitoring forms or provide a description of monitoring process.
- Provide a description of LEA's protocol for re-identifying a student as an EL once exited from the program.

Question 8 * Required

Reference: Section: ESEA §3115(g) Supplement, Not Supplant

Federal funds shall be used to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

- Fiscal records provided document the use of federal, state, and local funds for the EL program and related activities. Provide fiscal records in Uniform Administrative Requirements.... Section for Title III.
- LEA Leaders can explain how the EL program satisfies obligations to English learners and how the Title I II funds are used to supplement the core program and services in the district.

Question 9 * Required

Reference: Section: ESEA §1112(e)(3)(A-B) Parents Right to Know - Assessment Notification Within 30 Calendar Days

Within 30 calendar days of the start of the school year (or within two weeks of placement in the EL program if not identified prior to the beginning of school year), the LEA notifies parents of their child's identification as an English and eligibility for participation in the language instruction educational program in an understandable and uniform format.

- Provide the notification in English sent by the LEA to parents for students newly identified during the current fiscal year.
- Provide a copy of a notification in a language(s) other than English sent by the LEA to parents or
- Provide an explanation of how the LEA ensured the information was understood by limited English proficiency parents.

Question 10 * Required

Reference: Section: ESEA §1112(c)(6), ORC 3319.074, and ESSA §3116© Teacher's Credentials

Teachers in the EL program are properly certified or licensed and are fluent in English and other language(s) used for instruction, including written and oral communication skills.

- Copies of teacher credentials (licenses, endorsements, certifications, permits)
- Documentation of teachers' fluency in English and other languages
- Documentation of teachers' progress toward TESOL certification (licensure or endorsement)

Question 11 * Required

Reference: Evaluation Section: ESEA §3121(a)

Each LEA provides the Ohio Department of Education, at the conclusion of every second fiscal year (odd fiscal years) during which the Title III funds are received, with a report on the activities conducted and children served by the EL program, which will include the seven required criteria of §3121(a) and is used by the LEA to inform program improvement.

- Complete EL Program Evaluation
- Alignment of past EL program evaluation with use of Title III funds

Question 12 * Required

Reference: Purpose and Intent of Fund ESEA Section 3102

The programs and activities carried out through this fund are in accordance with the purpose of this title and to improve the English acquisition and academic achievement of English Learners.

- Fiscal Records and evidence provided

Title IV-A Student Supports and Academic Enrichment (Completed)

Student Supports and Academic Enrichments ESEA Section 4101 Subpart 1



Question 1

* Required

Reference: Needs Assessment: Consultation ESEA Section 4106(c)(1)

The LEA demonstrates meaningful and continued consultation with parents, teachers, principals, and other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV, Part A.

- Evidence of stakeholder groups/agencies involved in determining needs, the process used to gather input from outside stakeholders, and ongoing consultation with these groups. This may include meeting agendas, notes, invitations or e-mail correspondence.

Well-Rounded Education



Question 2

* Required

Reference: Well-Rounded Education ESEA 4107

Evidence of compliance with ESEA Section 4107 for well-rounded education activities approved on the LEA's application.

- Evidence of activities provided with these funds for well-rounded education (professional development trainings, staff schedules, fiscal records, documentation for evidence-based strategies as listed in the evidence based strategies file).
- Evidence of ongoing monitoring for effectiveness of programs, may include tools used to evaluate effectiveness of these programs (One Needs Assessment, Root Cause Analysis, District Assessment Data, School Climate Surveys, Title IV-A Application, and Planning Tool Student/Adult Implementation Measures).
- If applicable, evidence of coordination with other schools and community-based services and programs.
- If applicable, evidence of partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing well-rounded activities.

Effective Use of Technology



Question 4

* Required

Reference: Effective Use of Technology ESEA 4109

Evidence of compliance with ESEA 4109 for activities related to the effective use of technology as approved on the LEA's application.

- Evidence of activities for the effective use of technology (professional development trainings, staff schedules, fiscal records, documentation for evidence-based strategies as listed in the evidence based strategies file).
- Evidence of ongoing monitoring to evaluate the effectiveness of these programs. Tools used to evaluate effectiveness of these programs may be the One Needs Assessment, Root Cause Analysis, District Assessment Data, Surveys, Title IV-A Application, and Planning Tool Student/Adult Implementation Measures.

General Provisions



Question 5

* Required

Reference: ESEA 4110 Supplement, Not Supplant

Funds made available under this subpart support the programs and activities selected in the CCIP consolidated application and shall be used to supplement, and not supplant, non-federal funds that would be otherwise be used for activities authorized under this subpart.

- District fiscal records and source documentation for Title IV-A funds as required by the Uniform Administrative Requirements.



Question 6



Required

Reference: ESEA 4101 Purpose and Intent of Fund

The programs and activities carried out through this fund are in accordance with the purpose of this Title to improve the academic achievement of students.

- Fiscal Records and evidence of activities provided

Expanding Opportunities for Each Child (Completed)

Group Name |

Expanding Opportunities for Each Child ESEA Section 1003A



Question 3



Required

Reference: ESEA Section 1003A(c)3

A LEA receiving an award under this section may use funds to pay for allowable activities under this grant: Academic Courses Not Previously Available, Credit Recovery and Acceleration Courses, Post-Secondary Instruction, and Assessments, Career Pathways, Personalized Learning Experiences as selected in grant application.

- Provide evidence of activities provided with these funds for direct student services such as expanded course offerings, program/s, services, etc.



Question 4



Required

Reference: ESEA Section 1003A(c)(4), (d)(4)

LEAs receiving funds under this part shall provide such services to students enrolled in Priority and Focus buildings first and finally other low-achieving students enrolled in the LEA. Funds expended for this award are spent according to district prioritization and school allocations in grant application.

- Description for how the district determined to use funds awarded with this grant and how low achieving buildings and students are prioritized for these services
- Provide building level fund fiscal reports showing budgeted allocations and expenditures sorted by building (OPU), Object, and Function such as a Budsums.

Properly Licensed Staff (Completed)

Group Name |

Certified Licensed Teachers, ESEA Qualified Instructional Paraprofessionals



Question 1



Required

Reference: Certified/Licensed Teachers, Qualified Instructional Paraprofessionals Section: 1112(c)(6), Section 2101(B), Section 3111(B), Section 4101, Section 5211(a)

The district ensures that all teachers and paraprofessionals working in a program supported with Federal funds are State of Ohio Properly Permitted/Licensed **Federally Funded Spreadsheet**

- Completed Federally Funded Personnel Excel file for each fund with all staff members paid with federal funds
- Personnel Records, if requested (permit/certification/license, transcripts, qualifications, job description)
- Teachers and paraprofessionals schedule of assignment
- Nonpublic Properly Licensed staff are included on federally funded spreadsheet or here.

Evidence-Based Intervention and Improvement Strategies (Completed)

Group Name |

Evidence-Based Strategies Section 8101(21)(A)(B)



Question 1



Required

Funds under this part are used to implement evidence-based activities, strategies, and interventions to strengthen interventions to improve outcomes for students. **Evidence-Based Spreadsheet**

- ☑ The district has identified for each program its evidence-based activity, strategy, or intervention for improvements using the four levels of evidence to address identified needs while considering its capacity to implement. Completed district's evidence-based spreadsheet of interventions, activities, and strategies supported with funds from this part.
- ☑ Description of the districts process to determine which activity, strategy or intervention to implement.
- ☑ The district has developed a plan for determining the effectiveness for strategies, interventions, and activities that fall under level 4 for evidence of effectiveness. Provide plan/s for items identified as a level 4 activity for determining effectiveness.
- ☑ The district routinely evaluates for effectiveness the strategies, activities, and interventions implemented with funds under this part. Provide district process for monitoring and evaluation. For Level 4 activities provide evidence of monitoring or evaluation.

Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Completed)

Group Name | **Uniform Guidance (2CFR Part 200)**

☑ Question 1 * Required

Reference: Internal Controls

Fiscal Year records, including Account History (ACTRPT) or payroll records and Budget Account Information (BUDLED) or transaction level financial report, are accurately maintained by the district for all federal funds received under the Consolidated Application and ESSER fund.

- ☑ Payroll Records: Account History (ACTRPT) or payroll report for current fiscal year - Sort the records by Fund then Staff names for each fund received under the ESEA Consolidated Application. Exclude IDEA reports for this review.

- ☑ Expenditure Reports: Detailed Budget Account Information (BUDLED) or transaction level financial report for current fiscal year for each fund received under the ESEA Consolidated Application along with ESSER. - Sort report by Fund first, then Function code and next Object code. (report only needs to include objects 400, 500, 600 and 800) **Exclude IDEA reports for this review.

☑ Question 2 * Required

LEA maintains direct oversight of use of all federal subgrants.

- ☑ Copy of LEA board or governing authority board minutes meeting with resolution and approval of Consolidated Funding Application and Five-Year Forecast or spending plan.

☑ Question 3 * Required

LEA policies and procedures prohibit related party transactions for employees, contractors, and service providers.

- ☑ Copy of board adopted conflict-of-interest policy(ies)
- ☑ Copy of statement of compliance signed by each board or governing authority member, treasurer, and superintendent

Group Name | **Inventory and Procurement**

☑ Question 4 * Required

Reference: Inventory Section 2 CFR Part D 200.313(d)(1)

An inventory, if applicable, is completed at least once every two years along with a control system to ensure adequate safeguards for preventing lost, damage, or theft, including date(s) performed. **Equipment and Inventory Guidance**

- ☑ Inventory of any supplies or equipment purchased with federal funds that have a high likelihood of being lost or stolen. Inventory should include fund purchased with, location of item, serial number, model number, tag number, and date of purchase. Items inventoried should be tagged and identified with fund purchased from.



Question 5

* Required

Reference: Procurement CFR Part D 200.318; 200.319; 200.320.

The district has documented procurement procedures for the acquisition of property or services. Procurement procedures conform to the procurement standards identified in CFR 200.317 through 200.327.

- District Procurement Policy with most recent review date
- Procurement policy includes prohibition of awarding contract to any party that is debarred, suspended, or otherwise excluded from or ineligible for participation in Federal assistance programs or activities.
- Procurement policy is up to date and includes prohibition against any employee, officer, or agent of SU BGRANTEE from participating in the selection, award, or administration of the contract if a real or apparent conflict of interest exists.
- Procurement procedures comply with the rules of EDGAR and Code of Federal Regulations.
- The district has a definition of equipment or follows the federal definition



Question 6

* Required

Reference: Disposition of Inventory CFR Part D 200.318; 200.319; 200.320.

The district has document disposition procedures for the disposal of property or services. Disposition procedures conform to the procurement and disposition standards identified in CFR 200.317 through 200.327.

- District maintains a Disposition Report for lost, obsolete or unusable equipment, if applicable

Group Name |

Time and Effort



Question 7

* Required

Reference: Time and Effort Section 2 CFR Part 200.430(i)(1)(viii)(A-C); (2); (3)

The district has created a system for establishing the work time and payment estimates for reasonable approximations of the activity actually performed, including a system of internal controls to ensure that the final amount charged to the Federal award is accurate, allowable, and properly allocated. Documentation includes work schedules to reconcile with expenditures reported and the total number of hours worked each day.

- Semi-Annual Certification for employees working on a single cost objective
- Time and effort logs for employees working on multiple cost objectives
- Provide Teacher and Paraprofessional Schedules, when requested
- Provide job descriptions, when requested

McKinney-Vento Homeless Assistance Act (Completed)

Group Name |

McKinney Vento Homeless Assistance Act Section 722



Question 1

* Required

Reference: Board Policy Section: 722(g)(7)(A)(B), 722(g)(3)(E)(I,ii,iii,iv)

District has an up-to-date homeless board policy for enrollment and dispute procedures. **Dispute Resolution Procedure**

- Provide District Homeless Board Policy with most recent review date.
- Enrollment forms. and description of procedures in place to facilitate immediate enrollment
- Description of procedures in place to facilitate immediate enrollment for students identified as homeless
- Provide evidence of procedures for removing barriers for fees, fines, and absences or
- Meeting agendas supporting review of district policy/procedures to remove barriers.
-

Provide a copy of the Dispute Procedure the district uses.

- Provide a copy of the Dispute Template (to be used in case of dispute)
- Provide a list of disputes addressed by the LEA



Question 2

* Required

Reference: Professional Development Section: 722(g)(1)(D)

The district provides awareness training/information to school personnel, annually.

- Evidence of Trainings for Staff through Certificates of Completion and/or Meeting Agendas with supporting documents
- Evidence of any specialized training provided to staff specific to needs of homeless youth such as FAFS A, HUD, Credit accrual, College Readiness, and or Trauma Informed Care.



Question 3

* Required

Reference: Notice of Rights of Homeless Children and Youth Section: 722(g)(6)(A)(v)

Public notice of education rights of homeless children and youth is disseminated to schools and community facilities and locations where services are provided

- Evidence of NCHE posters in all district buildings and in the community.



Question 4

* Required

Reference: Transportation Section: 722(g)(1)(J)(iii)(I,III)

District assures that transportation is provided at the request of the parent or guardian or in the case of an unaccompanied youth, the liaison, to and from the school of origin

- Evidence of Coordinated Transportation provided to homeless youth, such as forms, written agreements, transportation request forms, transportation logs. Should include type of transportation service provided, any arrangements or agreements with neighboring districts start and end dates, etc.
- Description of transportation provided for homeless students



Question 5

* Required

Reference: Referrals to Services Section: 722(g)(6)(A)(iii), 722(g)(2)(5)(A)(B)

District provides referrals as needed to health care services and coordinates services with community and service agencies

- Documentation/referral forms/provider lists to show evidence that homeless students are referred to medical, dental, mental and addiction health services and other services in the community as necessary. Evidence may include logs with referral dates and names of providers, sample referral forms, etc. (if no referrals have been made to date, indicate the process the district would use to refer homeless students to these services, how providers would be contacted, etc.)