



Department  
of Education

John R. Kasich, Governor  
Stan W. Heffner, Superintendent of Public Instruction

March 9, 2012

Clear Fork Valley Local  
Matthew Dill, Superintendent  
92 Hines Avenue  
Bellville, OH 44813-1232

Dear Superintendent Dill:

Please convey my appreciation to the program coordinator(s) and your staff for their assistance during the Federal program reviews conducted on February 8, 2012.

The enclosed follow up Checklist (and Addendum) convey(s) the status of the programs reviewed. Based on the results of the PACTS onsite review no written response from the district is required.

The PACTS Onsite Review is an examination of the school districts implementation of federal education grants. The review ensures district compliance with statutory and regulatory requirements with a focus on improving student academic achievement.

We look forward to working with the district as you continue to provide Federal Title services. For further assistance please contact the Office of Federal Programs at 614.466.4161.

Sincerely,

A handwritten signature in blue ink that reads "Ann Bohman". The signature is fluid and cursive.

Ann Bohman  
Consultant  
Office of Federal Programs

cc: Enclosure



**Federal Program Onsite Focused Review-Cohort 3-FY2012**

<b>LEA:</b>	<b>Clear Fork Valley Local</b>	<b>IRN:</b>	<b>049411</b>
<b>Date:</b>	<b>2/8/2012</b>	<b>County:</b>	<b>Richland</b>
<b>Grants Reviewed: I x II-A x II-D x <input type="checkbox"/> III <input type="checkbox"/> IV-A <input type="checkbox"/> VII-B <input type="checkbox"/></b>			
<b>Site(s) Visited:</b>	<b>Bulter and Bellville Elementary Schools</b>		
<b>Superintendent /Phone :</b>	<b>Matthew Dill 419-886-3855</b>		
<b>Mailing Address:</b>	<b>92 Hines Avenue, Bellville, OH 44813</b>		
<b>E-mail Address :</b>	<b>dillm@clearfork.k12.oh.us</b>		
<b>District Web Site :</b>	<b>www.clearfork.k12.oh.us</b>		
<b>CCIP Contact /Phone :</b>	<b>Larry Lifer, Treasurer 419-886-3855</b>		
<b>LEA Participants:</b>	<b>Jeremy Miller, Principal of Bellville, Irene Cooperrider, Title I teacher and Cindy Ridenour, Reading Recovery teacher at Bellville Elementary School, Janet Coole, Reading Recovery/Title I teacher at Bulter Elementary School</b>		
<b>ODE Consultant(s):</b>	<b>Ann Bohman</b>		

- The local educational agency (LEA) is responsible for meeting all the legal requirements of the Elementary and Secondary Education Act (ESEA), No Child Left Behind (NCLB) Act of 2001, Public Law 107-110.
- The Program Audit and Compliance Tracking System (PACTS) assures this compliance. It is multi-tiered and includes data quality reviews, telephone surveys, self evaluations, and onsite reviews.
- **Cohort 3 LEAs** (refer to the Comprehensive Continuous Improvement Plan (CCIP) Doc Library under Compliance, Consolidated Funding Application Grants, LEA Cohort Year) must **complete the PACTS Self Evaluation on or before June 30**. LEAs scheduled for an onsite review are requested to complete the PACTS Self Evaluation prior to the visit by the Ohio Department of Education (ODE). The PACTS Self Evaluation Web site is accessible through the Ohio Department of Education SAFE Account. A sample of the PACTS Self Evaluation document is located in the CCIP Doc Library, under Compliance, Consolidated Funding Application.
- The onsite review is to observe first-hand what is happening in the LEA—seeing how programs are implemented, reviewing program documentation, visiting buildings, etc. This onsite review document is to be used to assist LEAs in preparing for the onsite review. Refer to the PACTS Self Evaluation and the examples of acceptable documentation listed below for appropriate compliance documentation when preparing for the onsite review checklist.
- If you have questions or need further assistance, please call 614-466-4161 to speak with your consultant in the Office of Federal Programs at ODE.

✓ = **Examples of acceptable documentation**

**Title I Improving the Academic Achievement of the Disadvantaged**

Item	Compliant	In Process	N.A.
<b>1. Parents Right-to-Know (NCLB, 1111)</b>			
a. At the beginning of each school year, the local educational agency (LEA) notified parents in all Title I-served schools that they may request information regarding the professional qualifications of the student’s classroom teachers, 1111 (h).	<b>X</b>		
✓ <i>Samples of parent notification for each Title I building</i>			

<p>b. The LEA provides timely notice to parents of students in Title I- served schools if the child has been assigned to be taught, or has been taught for four or more consecutive weeks, by a teacher who is not Highly Qualified (as defined by NCLB) and provides information on the level of achievement of the parent’s child in each of the state academic assessments, 1111 (h).</p> <ul style="list-style-type: none"> <li>✓ Samples of notification</li> <li>✓ Samples of achievement information</li> </ul>			x
<b>2. Parent Notification for LEP Students (NCLB, 1112)</b>			
<p>a. The LEA provides notification to parents of Limited English Proficient (LEP) students participating in Title I-funded LEP programs that supplement locally funded LEP programs, to the extent practicable, in a language the parents can understand, 1112(g). For complete list of requirements, please see item 6 in Title III LEP/Immigrant Students-- Parent Notification for LEP students (NCLB 3116).</p> <ul style="list-style-type: none"> <li>✓ Samples of parent notification</li> </ul>			x
<b>3. Parental Involvement (NCLB, 1118)</b>			
<p>a. There is a <b>LEA policy</b>, which is <b>reviewed annually</b> with input from parents, 1118 (a). If the LEA already has a district-wide parental involvement policy that applies to <b>all parents</b>, the district may amend that existing policy, if necessary, to meet the requirements of section 1118 (b)(3).</p> <ul style="list-style-type: none"> <li>✓ LEA parent involvement policy</li> <li>✓ Evidence of annual review date</li> </ul>	1/2012		
<p>b. The <b>school policy/plan</b> is <b>updated periodically</b> with input from parents, and includes requirements of subsections c through f, 1118 (b). If the school already has a parental involvement policy/plan that applies to <b>all parents</b>, the school may amend that existing policy/plan, if necessary, to meet the requirements of section 1118(b).</p> <ul style="list-style-type: none"> <li>✓ Parent involvement policy/plan (not required to be board adopted)</li> <li>✓ Date of most recent review</li> </ul>		Received 2/5/12	
<p>c. The LEA reserves no less than <b>1%</b> of its Title I allocation (if over \$500,000) for parental involvement activities, including promoting family literacy and parenting skills; 95% of the 1% is distributed to the schools, 1118 (a).</p> <ul style="list-style-type: none"> <li>✓ CCIP Title I Set-Aside and Budget pages</li> <li>✓ LEA involves parents of Title I students regarding how funds are allocated for parental involvement activities.</li> </ul>			x
<p>d. An <b>annual meeting</b> is convened to inform parents of their school’s participation in Title I and to explain Title I requirements and the right of parents to be involved, 1118 (c).</p> <ul style="list-style-type: none"> <li>✓ Examples of evidence: meeting agendas, sign-in sheets, newsletter, Web site announcements</li> </ul>	10/24/2012		
<p>e. As a component of the school-level parent involvement policy/plan, each Title I-served school jointly develops with parents a <b>school-parent compact</b>, 1118 (d).</p> <ul style="list-style-type: none"> <li>✓ School-Parent Compact (signatures optional, not required)</li> </ul>	x		
<p>f. Assistance, materials, and training have been provided to parents to help build capacity for their involvement, 1118 (e).</p> <ul style="list-style-type: none"> <li>✓ Coordination and support for parental involvement, programs and activities. Examples include copies of materials, training agendas, etc.</li> </ul>	x		
<b>4. Qualifications for Teachers and Paraprofessionals (NCLB, 1119). ODE Highly Qualified Teacher Contact: Wesley Williams (614-728-1726)</b>			
<p>a. The LEA has determined and ensured that <b>all teachers in core subjects</b> are <b>Highly Qualified (HQ)</b>, 1119 (a).</p> <ul style="list-style-type: none"> <li>✓ District met HQT measurable objective</li> <li>✓ CCIP Title I Set-Aside page for HQT</li> <li>✓ Completed ODE HQ worksheets</li> <li>✓ Professional development plans for those not Highly Qualified</li> <li>✓ CCIP HQT Component</li> </ul>	x		

<p>b. All of the teachers in programs supported by Title I funds hired since the beginning of the 2002-2003 school year were highly qualified at the time of hire, 1119(a)(1). The LEA ensures that new Title I hires meet highly qualified standards.</p> <p>✓ <i>Personnel records and evidence of documentation to validate Title I teacher certification and HQT status</i></p>	<p><b>X</b></p>		
<p>c. The LEA has a plan in place to help teachers who are not highly qualified to become so as quickly as possible.</p> <p>✓ <i>CCIP HQT Component</i> ✓ <i>What progress has the LEA made in carrying out the plan?</i></p>			<p><b>X</b></p>
<p>d. The LEA ensures, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers, 1112(c)(1)(L).</p> <p>✓ <i>CCIP HQT Component</i></p>			<p><b>X</b></p>
<p>e. All <b>new instructional paraprofessionals</b> in programs supported by Title I hired after NCLB enactment, January 8, 2002, are Qualified, 1119 (c).</p> <p>✓ <i>Personnel records</i> ✓ <i>Plan for meeting the Qualified criteria</i></p>			<p><b>X</b></p>
<p>f. The LEA assures that <b>existing instructional paraprofessionals</b> currently working in a Title I program satisfy the same requirements as newly hired paraprofessionals, 1119 (d).</p> <p>✓ <i>Plan for meeting the Qualified criteria</i></p>			<p><b>X</b></p>
<p>g. Instructional Paraprofessionals must be under the <b>direct supervision</b> of a licensed/certificated <b>teacher</b>, 1119 (g).</p> <p>✓ <i>Paraprofessional schedule</i></p>			<p><b>X</b></p>
<p>h. The <b>principal</b> of a <b>Title I school attests, annually</b>, in writing, to meeting the Highly Qualified teacher and instructional paraprofessional requirements, 1119 (i).</p> <p>✓ <i>Written attestation is maintained at the school and LEA office and is available to the public upon request.</i></p>	<p><b>X</b> <b>2 received</b></p>		
<p><b>5. Eligible School Attendance Areas (NCLB, 1113)</b></p>			
<p>a. Low-income and enrollment documentation is available and matches the CCIP Building Eligibility page, 1113 (a).</p> <p>✓ <i>CCIP Building Eligibility and School Allocation pages</i> ✓ <i>Free and reduced-price meal application forms, or Educational Monetary Assistance Distribution (EMAD) information, or National School Lunch Program claim. Must use same month as enrollment records.</i> ✓ <i>Official enrollment counts (usually October EMIS Report)</i></p>	<p><b>X</b></p>		
<p><b>6. Schoolwide Program Criteria (NCLB, 1114)</b></p>			
<p>a. <b>School</b> completes a year of planning in consultation with the district and the district or state support team for Schoolwide plans/programs, including documentation that indicates development/revision and implementation of a schoolwide plan that meets the <b>10 component requirements: (1) a comprehensive needs assessment</b> of the entire school based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in NCLB, 1111(b)(1); <b>(2) schoolwide reform strategies</b> based on scientific research that strengthen the core academic program, increase the amount and quality of learning time, and include strategies to address the needs of low-achieving students; <b>(3) instruction by Highly Qualified teachers</b>, as defined by federal law; <b>(4) high quality, on-going professional development</b> based on scientifically-based research for teachers, principals, instructional paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff, in accordance with NCLB, 1119; <b>(5) strategies to attract Highly Qualified teachers to high-need schools;</b> <b>(6) strategies to increase parental involvement</b>, such as family literacy services, in accordance with NCLB, 1118; <b>(7) plans for assisting preschool children in the transition</b> from early childhood</p>			<p><b>X</b></p>

<p>programs to local elementary school programs; <b>(8) measures to include teachers</b> in the decisions regarding the use of Ohio Achievement and Graduation Tests and other assessments to improve the achievement of individual students and the overall instructional program (i.e., using data to inform instruction); academic assessments described in NCLB, 1111(b)(3) to provide information on, and to improve, the achievement of individual students and the overall instructional program; <b>(9)</b> activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by NCLB, 1111(b)(1) are provided with effective, <b>timely additional assistance</b>; <b>(10) coordination and integration</b> of federal, state, and local services and programs, including all titles in NCLB, violence prevention, nutrition, and housing programs, Head Start, adult education, vocational and technical education, and job training , 1114 (b).</p> <ul style="list-style-type: none"> <li>✓ <i>CCIP Planning Tool- building level Schoolwide Component or hard copy of Schoolwide Plan if it is not in the CCIP</i></li> <li>✓ <i>Evidence of annual evaluation/review</i></li> </ul>			
<b>7. Targeted Assistance Schools (NCLB, 1115)</b>			
<p>a. Eligible students are students identified as failing, or most at risk of failing, to meet the State’s student academic achievement standards on the basis of multiple, educationally related, objective criteria, except that children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. Homeless children are eligible for Title I regardless of their attendance in a Title I-served building, 1115 (b).</p> <ul style="list-style-type: none"> <li>✓ <i>Eligibility lists</i></li> <li>✓ <i>Eligibility criteria</i></li> </ul>	<p><b>x</b></p>		

<p>b. Documentation supports the <b>component requirements</b>. A Targeted Assistance <b>School Program: (1) coordinates and supports</b> the regular education program, which may include assisting preschool children in the transition from early childhood programs like Head Start, Even Start, Early Reading First, or preschools run by state or district funds; <b>(2) incorporates Title I planning into existing school planning</b>; building completes a <b>needs assessment</b> of the entire school that is based on the achievement of children in relation to state academic content and achievement standards; <b>(3) uses Title I resources</b> to help participating children meet the state student academic standards expected for all children in reading and mathematics; <b>(4) uses effective methods and instructional strategies</b> that are based on scientific research that give primary consideration to providing extended time (such as extended school year, before-and after-school programs, and summer programs), helps in providing an accelerated, high quality curriculum, and minimizes removing children from the regular classroom during regular school hours for Title I instruction; <b>(5) provides instruction by highly qualified teachers</b> as defined by NCLB; <b>(6) coordinates and integrates</b> federal, state, and local services, including programs supported under NCLB, violence prevention, nutrition, and housing programs, Head Start, adult education, vocational and technical education, and job training; <b>(7) provides strategies to increase parental involvement</b> requirements; <b>(8) provides sufficient professional development</b> opportunities with Title I and other resources, if possible, for teachers, principals, paraprofessionals, other appropriate pupil services staff, and parents, especially to enable non-Highly Qualified teachers and paraprofessionals to become Highly Qualified according to the federal definition, 1115 (c).</p> <ul style="list-style-type: none"> <li>✓ Meeting agendas</li> <li>✓ Interagency agreements</li> <li>✓ Building plan</li> <li>✓ Copy of review of student results</li> <li>✓ Documentation of reviewed research and alignment with planned activities</li> <li>✓ Qualifications of Title I assigned teacher</li> <li>✓ Communication to agencies</li> <li>✓ Expenditure for parental involvement</li> <li>✓ Details in district or building CCIP Planning Tool</li> <li>✓ Expenditures to ensure high quality professional development</li> </ul>	<p>x</p>		
<p><b>8. Identification of Schools in Title I School Improvement Status (NCLB, 1116) (AYP number: 614/995-0098)</b></p>			
<p>a. LEA identifies schools in Title I School Improvement status before the beginning of each school year, 1116 (b).</p> <ul style="list-style-type: none"> <li>✓ Accountability workbook</li> <li>✓ CCIP Title I Building Eligibility Page</li> </ul>			<p>x</p>
<p>b. LEA promptly notifies parents and explains in detail what School Improvement identification means in a language they can understand, 1116 (b).</p> <ul style="list-style-type: none"> <li>✓ Parent notification and Local Report Cards</li> </ul>			<p>x</p>
<p>c. Access to required information on district implementation of Public School Choice and SES is provided on the district Web site, 200.39 (c) of 34 CFR Part 200.</p> <ul style="list-style-type: none"> <li>✓ District Web site if available</li> </ul>			<p>x</p>
<p>d. There is evidence that a three-year <b>School Improvement Plan</b> exists which complies with requirements and timelines, 1116 (b)</p> <ul style="list-style-type: none"> <li>✓ Written School Improvement Plan and/or CCIP Planning Tool- building level School Improvement Component</li> </ul>			<p>x</p>
<p>e. LEA spends not less than <b>10% of the Title I building allocation on professional development</b> for school improvement, 1116 (b). This percentage may be included as part of the district improvement set-aside amount if the district is in district improvement status.</p> <ul style="list-style-type: none"> <li>✓ CCIP Title I Budget page and expenditures</li> </ul>			<p>x</p>

<p>f. Documentation exists, if applicable, for <b>Public School Choice</b> and/or <b>Supplemental Educational Services</b>, for each of the items listed below, 1116 (b); Federal Register, Oct. 29, 2008, Part III, 34 CFR Part 200; U.S. Department of Education Non-Regulatory Guidance, Jan. 14, 2009.</p> <ul style="list-style-type: none"> <li>✓ <i>LEA's PSC and SES procedures, selection and placement processes, LEA cooperative agreements or letters requesting cooperative agreements and responses</i></li> <li>✓ <i>Evidence of parent notification of PSC and/or SES</i></li> <li>✓ <i>Documentation of fiscal obligations, including verification in the CCIP Log of the funding sources being reserved in place of Title I funds to meet the required 20% set-aside equivalent of the Title I allocation for PSC and/or SES.</i></li> <li>✓ <i>Evidence of submission of Effectiveness Reports</i></li> <li>✓ <i>SES Provider Contract with LEA</i></li> <li>✓ <i>Sample POs for SES state approved provider services</i></li> </ul>			<p><b>X</b></p>
<p><b>9. District Improvement Plan (NCLB, 1116)</b></p>			
<p>a. LEA develops or revises the three-year <b>District Improvement Plan</b> within three months of initial identification, 1116 (c).</p> <ul style="list-style-type: none"> <li>✓ <i>District Improvement Component in CCIP Planning Tool</i></li> </ul>			<p><b>X</b></p>
<p>b. LEA <b>10%</b> set-aside of the <b>Title I district allocation</b> for District Improvement (DI) <b>Professional Development</b> since the district is in Improvement (DI) status, Section 1116. This percent requirement may include funds reserved for professional development for schools in school improvement status but may NOT include funds reserved for HQT professional development under Section 1119.</p> <ul style="list-style-type: none"> <li>✓ <i>CCIP Title I Set-Aside Page and Title I Budget</i></li> </ul>			<p><b>X</b></p>
<p><b>10. Participation by Private School Children and Teachers (NCLB, 1120)</b></p>			
<p>a. Nonpublic <b>schools</b> are provided with the opportunity to participate equitably in activities, 1120 (a). (See Doc Library, under CCIP, Nonpublic School Services.)</p> <ul style="list-style-type: none"> <li>✓ <i>Evidence of nonpublic consultation (NS3 Enrollment, Participation Form and Consultation Guide)</i></li> <li>✓ <i>Documentation of nonpublic meetings, including agendas, meeting notes, attendance, etc.</i></li> <li>✓ <i>Nonpublic needs assessment</i></li> <li>✓ <i>Nonpublic students' low income verification</i></li> <li>✓ <i>Nonpublic student academic eligibility criteria and ranking lists</i></li> <li>✓ <i>Nonpublic parental involvement activities, trainings, materials</i></li> <li>✓ <i>School-Parent Compacts for Title I served students</i></li> <li>✓ <i>Financial records</i></li> <li>✓ <i>Records of equitable services</i></li> <li>✓ <i>Title I teacher certification/licensure; HQT documentation</i></li> <li>✓ <i>Professional development for Title I teachers (and for nonpublic teachers if there is a nonpublic HQT set aside on the CCIP Title I Set Aside page).</i></li> <li>✓ <i>Documentation of Title I program evaluation</i></li> <li>✓ <i>CCIP Funding Application nonpublic participation pages</i></li> <li>✓ <i>Documentation of nonpublic program activities</i></li> <li>✓ <i>Public Control of Funds-LEA administers funds for secular activities &amp; holds title to purchased materials, equipment &amp; property</i></li> <li>✓ <i>CCIP Assurances</i></li> </ul>			<p><b>X</b></p>
<p><b>11. Fiscal Requirements: Comparability (NCLB 1120A)</b></p>			
<p>a. The LEA has <b>written procedures</b> in place for demonstrating comparability on an annual basis.</p> <ul style="list-style-type: none"> <li>✓ <i>Written procedures are in place for demonstrating comparability on an annual basis, including timeline, identification of office for making comparability calculations, the measure and process used to determine whether schools are comparable, and how and when the LEA makes adjustments in schools that are not comparable (Refer to CCIP Doc Library under Financial Information-Comparability-Title I or log into the SAFE Account and go to the Comparability Website Application).</i></li> </ul>	<p><b>X</b></p>		



b. Demonstrating comparability is an <b>ANNUAL</b> requirement. ✓ <i>Completed comparability report.</i> ✓ <i>Source documentation</i>	<b>x</b>		
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### Title II-A Improving Teacher Quality

Item	Compliant	In Process	N.A.
<b>1. Local Plan Contents (NCLB, 2122)</b>			
a. Funds are targeted to <b>schools</b> that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for School Improvement under NCLB, Title I, 1116 (b), and comply with state standards regarding class size (K-12 district-wide: 25 students to one teacher; K-4 district-wide: 25 students to one teacher), 2122 (b), Ohio Administrative Code (OAC) 3301-35-03 (A)(3) ✓ <i>CCIP Title II-A Budget Details page, Assurances pages</i> ✓ <i>Use of funds</i> ✓ <i>Financial records</i> ✓ <i>Board meeting minutes</i>	<b>x</b>		
b. LEA has a description of how teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in planning Title II-A funded activities, 2122 (b). ✓ <i>Brief description of planning process and persons involved</i>	<b>x</b>		
c. LEA has a description of results of the needs assessment from NCLB, 2122 (c), according to Section 2122 (b). ✓ <i>Local needs assessment that considers professional development and hiring needs to improve student achievement</i> ✓ <i>CCIP Needs Assessment/District Agency Plan</i>	<b>x</b>		
d. LEA has a professional development plan, 2122 (b). ✓ <i>Plan addresses how to provide training to enable teachers to teach and address the needs of students with different learning styles, improve student behavior in the classroom and identify early and appropriate interventions, involve parents in their child's education, understand and use data and assessments to improve classroom practice</i> ✓ <i>CCIP Planning Tool goals/strategies reflect district needs based on scientific research</i>	<b>Teacher initiated merit pay program</b>		
<b>2. Needs Assessment (NCLB, 2122)</b>			
a. A needs assessment was conducted with the involvement of teachers, including teachers participating in II-A programs, 2122(c). ✓ <i>CCIP Assurance pages</i>	<b>x</b>		
b. The district conducted an assessment of local needs for professional development and hiring, 2122 (c). ✓ <i>Professional development needs assessment that considers student achievement, barriers to student success and teacher retention</i>	<b>x</b>		
<b>3. Use of Funds (NCLB, 2123)</b>			
a. All teachers paid with Title II-A funds for the purpose of class size reduction are highly qualified, 2123 (a). ✓ <i>Personnel records/HQT status</i>	<b>x</b>		
<b>4. Supplement, not Supplant (NCLB, 2123)</b>			
a. Supplement, not Supplant, 2123 (b): federal funds do not replace local and state funds or pay for requirements. ✓ <i>CCIP Assurances/Financial Records</i> ✓ <i>Complies with State Operating Standard OAC 3301-35-05</i>	<b>x</b>		

### Title II-D Technology

Item	Compliant	In Process	N.A.
<b>1. Technology Plan ( NCLB, 2414)</b>			
a. New or updated technology plan is consistent with objectives of the statewide educational technology plan described in NCLB, 2413, 2414 (a).	<b>x</b>		





✓ <i>Copy of technology plan submitted to the state</i>			
<b>2. Technology Application Contents (NCLB, 2414)</b>			
a. Description of how technology is being used, 2414 (b) (1-12) ✓ <i>CCIP strategies/activities/fiscal resources</i> ✓ <i>District Technology Plan</i> ✓ <i>Timeline of integrating technology</i> ✓ <i>Evaluation design</i> ✓ <i>Policies and documented practices, Web site, e-mail, radio, television</i>	<b>x</b>		
<b>3. Professional Development (NCLB, 2416)</b>			
a. Provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction, and in using technologies to create new learning environments, 2416 (a). ✓ <i>Professional development agendas and course offerings</i> ✓ <i>LPDC Plan</i>	<b>x</b>		
b. Use not less than 25% funds for ongoing, sustained professional development activities directly related to technology, 2416 (a). ✓ <i>CCIP budget</i> ✓ <i>Financial records</i>	<b>x</b>		
<b>4. Other Allowable Activities (NCLB, 2416)</b>			
a. Use funds to carry out other activities consistent with NCLB, 2416 (b) (1-10). ✓ <i>CCIP Title II-D Budget and Budget Details pages</i>	<b>x</b>		
<b>5. Internet Safety (NCLB, 2441)</b>			
a. The LEA has an internet safety policy for minors that includes protections as outlined in NCLB, 2441 (a)(1)(2). ✓ <i>Copy of the policy</i>	<b>x</b>		
b. The LEA certifies compliance annually, 2441(b). ✓ <i>CCIP Assurances pages</i>	<b>x</b>		

**Title III Limited English Proficient and Immigrant Students**

Item	Compliant	In Process	N.A.
<b>1. High Quality Professional Development (NCLB, 3115)</b>			
a. The LEA provides high quality professional development to classroom teachers, principals, administrators, and other school or community-based organizational personnel that is: designed to improve the instruction and assessment of LEP students; designed to enhance the ability of teachers to understand and use curricula, assessment measures and instruction strategies for LEP children; based on scientific research demonstrating the effectiveness of professional development; of sufficient intensity and duration to have a positive and lasting impact on teacher performance in classroom (excluding activities such as one-day or short term workshops and conferences unless the activity is a component of an established comprehensive professional development program for an individual teacher), 3115 (c). ✓ <i>Details in CCIP Planning Tool pages, Budget Details pages</i> ✓ <i>Description and evaluation summaries of professional development activities</i> Questions: <ul style="list-style-type: none"> <li>• Is there documentation of ongoing, research based district professional development activities to improve skills and expertise of staff who work with LEP students?</li> <li>• How many staff members have participated/will participate?</li> <li>• Are mainstream classroom teachers included in the professional development activities?</li> <li>• Are the non-teaching/administrative staff included in the professional development?</li> </ul>		<b>x</b>	
<b>2. Supplement, Not Supplant ( NCLB, 3115)</b>			
a. The LEA uses federal funds to supplement the level of state and local funds that, in the absence of such availability, would have			<b>x</b>

<p>been expended for programs for LEP and immigrant students and in no case supplant such funds, 3115 (g).</p> <ul style="list-style-type: none"> <li>✓ <i>CCIP Assurances pages</i></li> <li>✓ <i>Financial records</i></li> </ul> <p>Questions:</p> <ul style="list-style-type: none"> <li>• What basic services and expenses for LEP students are funded with district funds?</li> <li>• What evidence is there to show that Title III funds are used for supplementary services?</li> </ul>			
<b>3. Contents of Plan (NCLB, 3116)</b>			
<p>a. Describe the programs and activities proposed to be developed, implemented, and administered under Title I, 3116 (b).</p> <ul style="list-style-type: none"> <li>✓ <i>Details in CCIP Planning Tool goals, strategies; Budget Details pages</i></li> </ul> <p>Questions:</p> <ul style="list-style-type: none"> <li>• What evidence is there that the district identifies all LEP students, and annually assesses their progress in attaining English language proficiency?</li> <li>• How is district staff informed of LEP students' performance on statewide achievement tests in terms of AYP?</li> <li>• What are the specific strategies used by the district to improve LEP students' performance on statewide achievement tests?</li> </ul>			<b>X</b>
<b>4. Parental and Community Participation in LEP Programs (NCLB, 3116)</b>			
<p>a. Description of how entity will promote parental and community participation in LEP programs, 3116 (b).</p> <ul style="list-style-type: none"> <li>✓ <i>Copies of documents sent to parents (e.g., letters, consent forms)</i></li> </ul> <p>Questions:</p> <ul style="list-style-type: none"> <li>• What evidence is there that the LEA promotes parental and community participation in LEP programs?</li> <li>• What evidence is there that the LEA provides information to parents in a language and form that they can understand? (For example, does the district provide written information in languages other than English? Does the district provide bilingual interpreters to assist with school-parent communications?)</li> </ul>			<b>X</b>
<b>5. Teacher English fluency (NCLB, 3116)</b>			
<p>a. Certification that all teachers in any language instruction educational program for limited English proficient are fluent in English, 3116 (c).</p> <ul style="list-style-type: none"> <li>✓ <i>Teacher certification</i></li> </ul>			<b>X</b>
<b>6. Parent Notification (NCLB, 3116)</b>			
<p>a. Assurance that the district is complying with NCLB, 3302 parent notification: within 30 days of the start of the school year (or within two weeks of placement if not identified prior to the beginning of school), notify parents of limited English proficiency students participating in LEP programs. Parents will be informed of reasons for child's identification and placement; child's level of English proficiency, how assessed, and status of child's academic achievement; type of language acquisition program and method of instruction used in child's program; how the program will meet the educational strengths and needs of the child; how the program will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation; program exit requirements, expected rate of transition and expected rate of graduation; if applicable, and the LEP student has been appropriately identified as having a learning disability; how the program meets the child's individual education plan (IEP), 3116 (d).</p> <ul style="list-style-type: none"> <li>✓ <i>CCIP Assurances pages</i></li> <li>✓ <i>Copies of parent notifications</i></li> </ul> <p>Questions:</p> <ul style="list-style-type: none"> <li>• What evidence is there that parent notifications indicated above are sent to parents?</li> <li>• What evidence is there that the parent notifications are provided in a</li> </ul>			<b>X</b>



<ul style="list-style-type: none"> <li>language or form that the parents are likely to understand?</li> <li>Rights of the parent: <ul style="list-style-type: none"> <li>To remove the child from the program;</li> <li>To decline enrollment in the program or other program options available;</li> <li>Obtain assistance in selecting from among available programs.</li> </ul> </li> <li>Questions: <ul style="list-style-type: none"> <li>What evidence is there that parents are given notice of the above rights?</li> <li>How are parents' decisions regarding their rights documented?</li> </ul> </li> </ul>			
<b>7. Title III Consortia:</b>			
<ul style="list-style-type: none"> <li>✓ Letter of authorization from member districts</li> <li>✓ Consortium Request Form</li> </ul> Questions: <ul style="list-style-type: none"> <li>Have members of the consortium met to jointly develop the Title III plan of the consortium?</li> <li>Are activities planned that meet the needs of the member LEAs in a cost effective manner? For example, are there common professional development activities for staff of member LEAs?</li> <li>Do representatives of the member LEAs meet on a regular basis to evaluate the effectiveness of the consortium plan and to make modifications when necessary?</li> <li>Are staff personnel, who work with LEP students in the member LEAs, provided the opportunity to provide input in the consortium program design?</li> </ul>			<b>x</b>
<b>ODE Title III Contacts: Dan Fleck (614/466-9827); Abdinur Mohamud (614-466-9823)</b>			

**Participation by Private School Children and Teachers, NCLB, 9501  
Title I-C, II-A, II-D, III-A, IV-A**

<b>Participation by Private School Children and Teachers, Title I-C, II-A, II-D, III-A, IV-A (NCLB, 9501)</b>			
a. Nonpublic <b>schools</b> are provided with the opportunity to participate on an equitable basis and in a timely manner, 9501 (a)(b)(c). <i>(See Doc Library, under CCIP, Nonpublic School Services.)</i> <ul style="list-style-type: none"> <li>✓ Evidence of nonpublic consultation (NS3 Enrollment, Participation Form and Consultation Guide)</li> <li>✓ CCIP Assurances</li> <li>✓ Documentation of nonpublic program activities</li> <li>✓ Documentation of nonpublic meetings, including agendas, meeting notes, attendance, etc.</li> <li>✓ CCIP Funding Application nonpublic participation pages</li> <li>✓ Title IV: If the nonpublic school participates in programs separate from the LEA, the LEA gathers information about the nonpublic programs and their effectiveness.</li> </ul>			<b>x</b>
b. Public Control of funds, 9501 (d) <ul style="list-style-type: none"> <li>✓ Administered by public agency</li> <li>✓ Services provided by employees of a public agency or through contract by the public agency with an individual, association, agency, organization, or other entity</li> <li>✓ Independent of the private school and of any religious organization</li> <li>✓ Commingling of funds prohibited</li> </ul>			<b>x</b>

**Title VI-B Rural and Low-Income School Program**

Item	Compliant	In Process	N.A.
<b>1. Local Uses of Funds (NCLB, 6222)</b>			
a. Program activities are implemented according to the approved			<b>x</b>

CCIP application, 6222 (a). ✓ <i>CCIP Application Title VI-B Budget and Budget Details pages</i>			
<b>2. Application (NCLB, 6223)</b>			
a. CCIP Consolidated Application includes information on specific measurable goals and objectives to be achieved through the activities carried out through the grant, which may include specific educational goals and objectives relating to--increased student academic achievement; decreased student dropout rates; or other appropriate factors the SEA may choose to measure, 6223 (b). ✓ <i>CCIP District Agency Plan</i>			<b>x</b>
<b>3. Accountability (NCLB, 6224)</b>			
a. Determination Regarding Continuing Participation is based on Adequate Yearly Progress: After the third year, the district must make Adequate Yearly Progress as described in Section 1111(B)(2) of Title I in order to continue to participate. If the school district fails to make AYP, the school district may be permitted to continue to participate only if these funds are used to carry out the requirements of Section 1116 (Title I School Improvement), 6224 (e) ✓ <i>District AYP Status for REAP Districts</i> ✓ <i>CCIP Application Title VI-B Budget and Budget Details pages</i>			<b>x</b>
<b>3. Supplement, not supplant (NCLB, 6232)</b>			
a. Funds are used to supplement, and not supplant, any other Federal, State, or local education funds, 6232. ✓ <i>CCIP Assurances pages</i> ✓ <i>LEA budget and financial records</i>			<b>x</b>
<b>ODE Title VI-B REAP Contact: Ed Peltz (614-466-4161)</b>			

**\*Title VII-B McKinney-Vento Homeless Education Program**

**\*All districts are required to complete this section.**

**Implement a coordinated system for ensuring the education of homeless children and youth**

Item	Compliant	In Process	N.A.
<b>1. Homeless Education in Non-Title I Schools (NCLB, 1113)</b>			
a. LEA provides comparable Title I, Part A services to homeless students attending non-Title I schools, 1113(c),(3)(A) ✓ <i>Documentation of Title I services to homeless children in non-Title I schools</i>			<b>x</b>
<b>2. LEA has a written description of the process ensuring that (722 f and g):</b>			
a. homeless children have equal access to the same public preschool programs, administered by the state agency, as provided to other children in the state; b. homeless youth and youth separated from the public schools are identified and accorded equal access to appropriate secondary education and support services; c. homeless children and youth who meet the relevant eligibility criteria are able to participate in federal, state, or local before- and after-school; care programs; d. if feasible, homeless children and youth are given the option to remain in their school of origin; and e. parents and agencies serving homeless families are contacted to ensure the needs of homeless children and youth are being met. ✓ <i>Examples of contacts with parents and agencies serving homeless families</i> ✓ <i>Examples of the enrollment of homeless children and youth in preschool; secondary education; support services; federal, state, local before- and after-school programs; care programs; and schools of origin</i>		<b>x</b>	

<b>3. Local Educational Agency Requirements</b>			
<b>Section Indicator (722 g)</b>			
a. LEA implements a coordinated system for ensuring homeless children and youth are 1) advised of the choice of schools; 2) immediately enrolled; and 3) promptly provided necessary services including transportation, to allow homeless children and youth to exercise their choices of schools. ✓ <i>CCIP assurances</i> ✓ <i>Evidence of communications disseminated/posted</i>		X	
<b>4. Board Policy (722 g)</b>			
a. LEA reviews and revises any policies that may act as barriers to the enrollment of homeless children and youth in schools. ✓ <i>Board policy</i>		X	
<b>5. Local Educational Agency Liaison (722 g)</b>			
a. LEA designates an appropriate staff person, who may also be a coordinator for other federal programs, as a LEA liaison for homeless children and youth to carry out the duties outlined in 722 (g)(6). ✓ <i>CCIP address book</i> ✓ <i>Evidence of liaison activities addressing required duties such as awareness activities; evidence of public notice of educational rights of homeless children and youth in schools, shelters, and community agencies; number of students identified and enrolled; distribution of parent brochure; etc.</i>	X		
<b>6. Compliance with Information Requests (722 g)</b>			
a. LEA submits requested information to the State Coordinator. ✓ <i>Copy of last year's "Education for Homeless Children and Youth Program Data Collection Form" and/or EMIS data report</i>	X		
<b>7. Awareness (722 g)</b>			
a. LEA provides programs for school personnel (including principals, attendance officers, teachers, enrollment personnel, and pupil services personnel) to heighten the awareness of such personnel of the specific needs of homeless children and youth. ✓ <i>Meeting agendas</i> ✓ <i>Notices distributed/posted</i>	<b>June 1st, 2012 a meeting will be held</b>		
<b>8. Dispute Resolution (722 g)</b>			
a. LEA procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth. ✓ <i>Dispute resolution process</i> ✓ <i>List of disputes addressed, if applicable</i>			X
<b>ODE Homeless Contact: Tom Dannis (614-466-4161)</b>			

### Fiduciary

Item	Compliant	In Process	NA
<b>1. Fiscal Requirements: Equipment (EDGAR 74.34)</b>			
a. Records are maintained accurately for equipment acquired with federal funds and include the following requirements: <ul style="list-style-type: none"> <li>Description of the equipment</li> <li>Identification number</li> <li>Funding source of equipment including the fund code</li> <li>Acquisition date</li> <li>Percent of federal participation in the cost of the equipment</li> <li>Location and condition of the equipment and the date reported</li> <li>Unit acquisition cost</li> <li>Ultimate disposition data including disposal date and method used</li> </ul>	X		

to determine current fair market value (if over \$5000 contact your ODE consultant)			
b. A Physical inventory of equipment is taken and the results reconciled with the equipment records at least once every two years.	<b>x</b>		
<b>2. Fiscal: Procurement Procedures (EDGAR 74.44)</b>			
a. LEA establishes written procurement procedures. These procedures must provide for, as a minimum: <ul style="list-style-type: none"> <li>• LEA avoids purchasing unnecessary items;</li> <li>• Where appropriate, an analysis is made of lease and purchase alternatives to determine which would be the most economical and practical;</li> <li>• Solicitations meet all the requirements of 74.44 (a)(3) including such things as: a clear and accurate description of the technical requirements; features which do not unduly restrict competition; requirements which the bidder/offer or must fulfill; minimum acceptable standards; etc.</li> </ul>	<b>x</b>		
b. Positive efforts are made to utilize small businesses, minority-owned firms, and women's enterprises.	<b>x</b>		
c. The type of procuring instrument used is determined by the LEA but must be appropriate for the particular procurement.	<b>x</b>		
d. Contracts are made only with responsible contractors who possess the potential ability to perform successfully.	<b>x</b>		
e. Some form of cost and price analysis is made and documented in the procurement files in connection with every procurement action. (74.45)	<b>x</b>		
f. Procurement records and files for purchase in excess of the small purchase threshold (\$25,000) include: (74.46) <ul style="list-style-type: none"> <li>• Basis for contractor selection;</li> <li>• Justification for lack of competition when competitive bids or offers are not obtained;</li> <li>• Basis for award cost or price.</li> </ul>	<b>x</b>		
g. A system for contract administration is maintained to ensure contractor conformance with the terms, conditions, and specifications of the contract. All contracts must meet the provisions of 74.48. Contracts in excess of the small purchase threshold (\$25,000) meet the additional provisions of 74.48.	<b>x</b>		
<b>3. Time Distribution Documentation (OMB Circular A-87) - Questions regarding this guidance can be directed to the Office of Federal and State Grants Management at (614) 752-1483.</b>			
a. Where employees are expected to work solely on a single federal award or cost objective <sup>1</sup> , charges for their salaries and wages are supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications are prepared at least semi annually and are signed by the employee or supervisory official having firsthand knowledge of the work performed by the employee.	<b>x</b>		

<p>b. Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages are supported by personnel activity reports or equivalent documentation<sup>2</sup> which meets the standards in subsection (5) unless a statistical sampling system (see subsection (6)) or other substitute system has been approved by the cognizant federal agency<sup>3</sup>. Such documentary support are required where employees work on: (1) More than one Federal award, (2) A Federal award and a non Federal award, (3) An indirect cost activity and a direct cost activity, (4) Two or more indirect activities which are allocated using different allocation bases, or (5) An unallowable activity and a direct or indirect cost activity.</p> <p><sup>1</sup> OMB Circular A-87 Attachment A (B)(11) defines a single cost objective as one “function, organizational subdivision, contract, grant or other activity for which cost data are needed and for which costs are incurred.”</p> <p><sup>2</sup>This also may be known as time and effort documentation</p> <p><sup>3</sup> There is no statistical sampling or substitute system approved in Ohio.</p>			
<p><b>4. State Audit and Corrective Action (OMB)</b></p>			
<p>a. If the LEA has findings from the last state audit of federal programs, it completes the corrective action in a timely fashion.</p> <ul style="list-style-type: none"> <li>• Copy of last state audit of federal programs</li> <li>• Copy of corrective action completed and submitted to auditor</li> </ul>	<p><b>x</b></p>		
<p><b>Fiduciary References: CCIP Doc Library under Financial Information:</b></p> <ul style="list-style-type: none"> <li>• Supplement/Supplant Requirements</li> <li>• Guidance-Financial: <ul style="list-style-type: none"> <li>▪ <a href="#">Financial Obligation Definition</a></li> <li>▪ <a href="#">Single Funding Source Certification</a></li> <li>▪ <a href="#">Supplemental Contracts for Managing School Funds</a></li> <li>▪ <a href="#">Time and Effort Forms</a></li> <li>▪ <a href="#">Time and Effort Guidance</a></li> <li>▪ <a href="#">Semi-Annual Certification under OBM Circular A-87</a></li> <li>▪ <a href="#">OMB Circular A-87 Cost Principals for State, Local and Indian Trail</a></li> <li>▪ <a href="#">American Recovery and Reinvestment Act of 2009 - Saving and Creating Jobs and Reforming Education</a></li> <li>▪ <a href="#">American Recovery and Reinvestment Act of 2009 - State Fiscal Stabilization Fund</a></li> <li>▪ <a href="#">American Recovery and Reinvestment Act of 2009 - Title I, Part A Recovery Funds for Grants to Local Education Agencies</a></li> <li>▪ <a href="#">American Recovery and Reinvestment Act of 2009 - IDEA Recovery Funds for Services to Children and Youths with Disabilities</a></li> <li>▪ <a href="#">Education Department General Administrative Rules (EDGAR)</a></li> <li>▪ <a href="#">Transferability Authority-USDE Guidance</a></li> <li>▪ <a href="#">USDOE Non-Regulatory Guidance Title I Fiscal Issues</a></li> </ul> </li> </ul>			

**Fiduciary Topics for District Review**

1. Single funding certification on file/split pay staff time and effort logs on file with the treasurer
2. FTE and payroll for Title I, Title IIA, and Title V (if used for class size reduction)
3. Title IIA verification of complying with state operating standard OAC 3301-35-05(A)(3) regarding class size:
  - K-12 District-wide ratio: 25 students to one teacher
  - K-4 District-wide ratio: 25 students to one teacher
3. Supplement, Not Supplant:
  - [Section 1114(a)(2)(B),Section 1120A(b), Section 1304(c)(2), Section 2113(f) and 2123(b),

Section 2413(b)(6), Section 4114(d)(4), Section 5144]:

Federal funds shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for authorized activities under Title I-A, Title I-C, Title II-A, Title II-D, Title IV-A and Title V-A.

- Section 1120A (b): The supplement not supplant provision in Title I prohibits the supplanting of non-federal funds.
  - Section 3115(g) of Title III: Federal funds made available under this subpart shall be used so as 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 limited English proficient children and immigrant children and youth and in no case to supplant such federal, state, and local public funds. A significant distinction between the supplement not supplant provision in Title III and in Title I is that the Title III provision prohibits supplanting of federal, as well as state and local, funds, whereas the Title I provision prohibits only the supplanting of state and local funds.
  - Section 300.202 (a) “Amounts provided to the LEA under IDEA-Part B of the Act – (3) Must be used to supplement State, local, and other Federal funds and not to supplant those funds.”
  - Section 613 of IDEA 2004 is very specific with regard to the prohibition on supplanting local funds and the district’s maintenance of effort requirements. However, it should be noted that IDEA 2004 allows up to fifty (50%) percent of the special education, Part B IDEA funds received in excess of the amount received for the prior year, to be used as local education funds (see the example provided in the box below), as long as the local funds are used for activities authorized by ESEA. **Please note that this allowance pertains ONLY to Part B funds and does not extend to ECSE funds.**
  - CCIP Doc Library References:
    - *Supplement/Supplant Requirements for Federal Funds*
    - *USDOE Non-Regulatory Guidance Title I Fiscal Issues*
    - *Individuals with Disabilities Act (IDEA)-Part B, ODE Guidance, IDEA*
4. Appropriate contracts for all purchased service agreements (ensure that regularly employed active district personnel do not have purchased service contracts)
  5. Comparability reports, written procedures and documentation completed and on file (supplement/supplant issue)-required annually
  6. Management and monitoring of carryover funds
  7. Budget expenditures, substantially approved dates, capital equipment inventory, FERs, PCR draw downs
  8. Building allocations, including required set-asides and appropriate expenditure of funds