

Program Review

2023-24 Program Checklists



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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TITLE I, PART A: IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

Item	Description	Evidence	Notes
1.1	<p>Ranking and Allocating <i>Title I, Part A funds are used for eligible schools and follow the ranking and allocating rules.</i> <i>[ESSA Section 1113(a)(b)]</i></p> <p>Resources: Ranking & Allocating Title I, Part A Funds Spreadsheet used to calculate Ranking & Allocating Compliance.</p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Expenditure reports from the prior year for <i>each</i> school served, showing only Title I expenditures. Label each expenditure report by school.</p> <p>The reports must show:</p> <ul style="list-style-type: none"> Total Title I, Part A funds <i>budgeted</i> for each school. Total Title I, Part A <i>expenditures</i> for each school. <p>Examples:</p> <ul style="list-style-type: none"> Expenditure Report 	
1.2	<p>Title I, Part A Set-Asides <i>Title I, Part A required set-asides are budgeted and tracked.</i></p> <ul style="list-style-type: none"> Parent Engagement (1%, if over \$500,000 allocation). <i>[Section 1116(a)(3)]</i> Private schools (if applicable). <i>[Section 1117(a)(4)]</i> Homeless students. <i>[Section 1113 & Section 1115]</i> <p>Resources:</p> <ul style="list-style-type: none"> Title I, Part A Program Guide Title I, Part A & ESSA Fiscal Handbook <p>Risk Level: 2</p>	<p>LEA and School Level</p> <p><i>Provide evidence for the prior school year that demonstrates expenditures are budgeted and tracked for the following set-asides:</i></p> <p><input type="checkbox"/> A. Homeless students (<i>required for all LEAs</i>).</p> <p>o B. Parent Engagement (1%, if allocation over \$500,000), including the previous year’s PFE carryover.</p> <p>LEA distributes at a minimum 90% (not less) of the 1% PFE funds to schools with priority given to high-need schools.</p> <p><input type="checkbox"/> C. Private schools (if applicable).</p> <p><i>Evidence may include:</i></p> <ul style="list-style-type: none"> Internal tracking document for each set-aside Expenditure report separated by set-aside. Chart of accounts if the set-asides are not labeled by name in the expenditure report. 	
1.3	<p>One Percent Parent and Family Engagement Funds <i>The LEA makes sure parents have the opportunity to give feedback in decisions regarding the one</i></p>	<p>LEA Level</p> <p><input type="checkbox"/> A. LEA total allocation is less than \$500,000 – this is not applicable.</p>	

	<p><i>percent parent and family engagement funds</i> (applies only to LEAs that receive an allocation of \$500,000 or greater). [Section 1116(a)(3)]</p> <p>Risk Level: 2</p>	<p><input type="checkbox"/> B. Provide evidence that families have opportunities to provide input on decisions about the one percent funds for parent and family engagement activities.</p> <p><i>Evidence may include the following:</i></p> <ul style="list-style-type: none"> • Dated meeting announcement and agenda, clearly label with Title I agenda items. <p><i>Example: One Percent Input</i></p> <p>Note: <i>If in the meeting the LEA provides food, sign-in sheets are necessary for fiscal purposes.</i></p>	
1.4	<p>Parents Right-to-Know Timely Notice of Limited State Certification and Licensure</p> <p><i>The LEA notifies parents when a teacher at a Title I, Part A school has taught for four (4) or more consecutive weeks by, a teacher with a limited state substitute teaching certificate, i.e., Emergency Substitute or Intern Substitute Teacher (WAC 181-79A-231). Sec. 1112(e)(1)(B)(ii)</i></p> <p>Resources:</p> <ul style="list-style-type: none"> • Title I, Part A Staff Qualifications OSPI (www.k12.wa.us) • Key Notification Newsletter Template <p>Risk Level: 1</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. N/A – Provide a comment if the LEA has no teachers with limited certificates in the current school year.</p> <p>OR</p> <p><input type="checkbox"/> B. Upload an example letter of a teacher with limited substitute teaching certificates (Emergency Substitute or Intern Substitute Teacher) assigned to teach in Title I, Part A program (school wide or targeted) during the current school year.</p>	
1.5	<p>LEA Parent Family Engagement Policy & Evaluation</p> <p><i>LEA policy must describe how it will meet the requirements. ESEA Sec 1116(a)(2)</i></p> <p>Resources:</p> <ul style="list-style-type: none"> • LEA and School Side-by-Side Required Policy Components. 	<p>LEA Level</p> <p>LEAs with more than one school</p> <p><input type="checkbox"/> A. Upload a dated copy of current board approved LEA parent and family engagement (PFE) policy. The policy must describe how the LEA will implement the requirements for each component.</p>	

	<ul style="list-style-type: none"> • Link to survey templates <p>Risk Level: 2</p>	<p><input type="checkbox"/> B. Upload evaluation results that provide evidence of the effectiveness of the PFE program.</p> <p>OR</p> <p><input type="checkbox"/> A. Upload a WSSDA Policy 4130 and provide a description of how the LEA will implement the requirements for each component.</p> <p><input type="checkbox"/> B. Upload evaluation results that provide evidence of the effectiveness of the PFE program.</p> <p>LEAs with one school</p> <p><input type="checkbox"/> A. Upload a dated copy of current board approved combined LEA /School PFE policy. Combined policy must describe how the LEA will implement the requirements for each component. Include evaluation results that provide evidence of the effectiveness of the PFE program.</p>	
<p>1.6</p>	<p>School Parent Family Engagement (PFE) Policy/Plan <i>Each Title I school has a parent and family engagement policy/plan, agreed on by parents, which describes how the elements are implemented. [Section. 1116(b)]</i></p> <p>Resources:</p> <ul style="list-style-type: none"> • LEA and School Side-by-Side Required Policy Components. • Link to survey templates <p>Risk Level: 2</p>	<p>School Level LEAs with enrollment of 5,000 students and under: <i>Provide evidence for two (2) Targeted Assistance (TAS) or Schoolwide Program (SWP) schools with highest Per Pupil Allocation (PPA). If both programs, one of each.</i> LEAs with enrollment of 5,001 students and over: <i>Provide evidence for two (2) TAS and two (2) SWP with the highest PPE. If one program model type, provide evidence for three (3) schools with the highest Per Pupil Allocation.</i></p> <p>LEA with more than one school</p> <p><input type="checkbox"/> A. Upload a dated copy of current board approved school parent and family engagement (PFE) policy. The policy must describe how the school will implement the requirements for each component.</p> <p><input type="checkbox"/> B. Upload evaluation results that provide evidence of the effectiveness of the PFE program.</p>	

		<p>OR</p> <p>LEAs with one school</p> <p><input type="checkbox"/> A. Item 1.5 meets compliance for both 1.5 and 1.6.</p> <p>Examples: PFE Plan or Policy</p>	
1.7	<p>Schoolwide Program</p> <p><i>Each Title I, Part A schoolwide school has a schoolwide plan that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)).</i></p> <p>Resources:</p> <ul style="list-style-type: none"> • Comprehensive Needs Assessment (CNA) Toolkit • 2023-24 Consolidated School Improvement Plan Final.docx (live.com) <p>Risk Level: 3</p>	<p>School Level</p> <p>LEAs with enrollment of 5,000 students and under: Provide evidence for two (2) SWP schools with highest PPE.</p> <p>LEAs with enrollment of 5,001 students and over: Provide evidence for three (3) SWP with the highest PPE.</p> <p><input type="checkbox"/> A. Copy of current, dated schoolwide or SIP Plan that includes the <i>elements</i> below:</p> <ol style="list-style-type: none"> 1. Comprehensive Needs Assessment summary. 2. Well-Rounded Educational Strategies. <ul style="list-style-type: none"> • <i>Combines the elements from previous versions of Schoolwide templates: Schoolwide Reform Strategies & Activities to Ensure Mastery.</i> 3. Consolidation of Funds Matrix. This component <i>includes</i> the matrix showing the funds combined, and activities that meet the “intent and purpose” of the funding. <p>Examples: <i>Coming Soon</i></p>	
1.8	<p>Schoolwide Program Evaluation</p> <p><i>The schoolwide program progress is annually evaluated, and revised, as necessary.</i></p> <p><i>[Section 1114(b)(3); CFR 200.26(c)]</i></p> <p>Risk Level: 2</p>	<p>School Level</p> <p>LEAs with enrollment of 5,000 students and under: Provide evidence for two (2) SWP schools with highest PPE.</p> <p>LEAs with enrollment of 5,001 students and over: Provide evidence for three (3) SWP with the highest Per Pupil Allocation.</p>	

		<p><input type="checkbox"/> A. Upload a summary of the annual evaluation (<i>prior or current school year</i>) that includes the following:</p> <ol style="list-style-type: none"> 1. Date, name of school, and who participates in the process. 2. Types of evaluation data used, such as periodic and summative student assessment data, and staff and parent/guardian surveys used to evaluate the strengths and weaknesses of the program's impact. 3. Evaluation of the implementation. The following questions are examples to guide program evaluation: <ul style="list-style-type: none"> • Has the Title I, Part A program been effective? • What has worked well in the Title I, Part A program? • What has not worked well in the Title I, Part A program? • How should the Title I, Part A program be refined? <p><i>Examples:</i> SWP Evaluation Example 1 SWP Evaluation Example 2</p>	
<p>1.9</p>	<p>Targeted Assistance Program (TAS) Protocols and Identification of Students <i>Each targeted assistance program meets the following criteria. [Section 1115 (b)(2)(A)-(G)]</i></p> <p><i>Each targeted assistance model shall identify eligible children for services through the rank order list. [Section 1112(b)(9); Sec 1115]</i></p> <p><i>Resources:</i> OSPI Targeted Assistance Programs and Templates</p> <p>Risk Level: 2</p>	<p>School Level LEAs with enrollment of 5,000 students and under: <i>Provide evidence for two (2) TAS schools with highest PPE.</i> LEAs with enrollment of 5,001 students and over: <i>Provide evidence for three (3) TAS with the highest PPE.</i></p> <p><input type="checkbox"/> A. Principal and/or staff provide a written summary of the targeted assistance program protocols that includes a written assessment of the decision-making process and a plan with entrance and exit procedures. <i>Upload TAS Protocols Summary:</i></p> <ul style="list-style-type: none"> • The School Improvement Plan (SIP) or Needs Assessment 	

		<p>where identified areas of improvement are listed.</p> <ul style="list-style-type: none"> • A current rank order list of identified students. • Intervention practices and strategies. • Coordination of resources with regular education and transition supports (i.e., PreK to Kinder, Elementary to Middle, etc.) • Parent and Family Engagement strategies. • Professional development opportunities. <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>TAS protocols and SIP consolidated plan coming soon</i> • Rank Order and Entrance Exit Procedures 	
<p>1.10</p>	<p>Targeted Assistance Program Evaluation <i>The targeted assistance program is reviewed on an ongoing basis. [Section 1115(b)(2)(G)(iii)]</i></p> <p><i>Resources:</i></p> <ul style="list-style-type: none"> • 2023–24 Consolidated School Improvement Plan Final.docx (live.com) <p>Risk Level: 2</p>	<p>School Level LEAs with enrollment of 5,000 students and under: Provide evidence for two (2) TAS schools with highest PPE. LEAs with enrollment of 5,001 students and over: Provide evidence for three (3) TAS with the highest PPE.</p> <p><input type="checkbox"/> A. summary of the annual evaluation (prior or current school year) with the following elements:</p> <ol style="list-style-type: none"> 1. Date, name of school, and who participates in the process. 2. Types of evaluation data used, such as periodic and summative student assessment data, and staff and parent/guardian surveys used to evaluate the strengths and weaknesses of the program’s impact. 3. Evaluation of the implementation. 	

		<p>The following questions are examples to guide program evaluation:</p> <ul style="list-style-type: none"> • Has the Title I, Part A program been effective? • What has worked well in the Title I, Part A program? • What has not worked well in the Title I, Part A program? • How should the Title I, Part A program be refined? <p><i>Examples:</i></p> <ul style="list-style-type: none"> • TAS Evaluation Example 1 • TAS Evaluation Example 2 	
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TITLE I, PART C: MIGRANT EDUCATION

Item	Description	Evidence	Notes
3.1	<p>Identified Needs</p> <p><i>The LEA has addressed the special educational needs of migratory children (including preschool and Priority for Service) as identified in the State Service Delivery Plan and local needs assessment. Sec 1304(b)(1) and (d).</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Submit a narrative description that notes the procedures the local program followed to identify the academic and support needs of migrant students (PK–12 and OSY).</p> <p><input type="checkbox"/> B. Provide the percentage of migrant students served with MEP funds who met the Measurable Performance Outcomes in ELA, Math, School Readiness, and OSY/Graduation during the 2022–2023 regular school year.</p> <p><input type="checkbox"/> C. Provide a copy of the most recently completed Fidelity of Strategy Implementation.</p> <p>Building Level</p> <p><input type="checkbox"/> D. Provide sample documentation demonstrating school building administrators, teachers, and classified staff receive regular listings of eligible migrant students, including PFS. Describe how staff are informed of the services eligible migratory students may receive from the Migrant Education Program that is in</p>	

		alignment with the approved grant application for 2023–2024	
3.2	<p>Attendance <i>The LEA has policies or procedures in place to address the attendance patterns of migrant students. RCW 28A.225.010(d); WAC 392-401-030.</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Provide a current listing of migrant students with 20 or more days absent.</p> <p><input type="checkbox"/> B. Provide a copy of LEA policy or procedures regarding attendance and extended absence agreements ensuring the absence will not have an adverse impact on the student’s educational progress.</p> <p><input type="checkbox"/> C. Sample copy of a completed extended absence agreement (if applicable).</p> <p><input type="checkbox"/> D. Submit a description of a plan and process the LEA implements for returning students to ensure the absence did not have an adverse impact on their education including identifying, reengaging, and supporting migratory students (if applicable).</p>	
3.3	<p>Professional Learning <i>All LEA employees, including staff who provide ancillary support, have received professional development to enhance their ability to understand and appropriately respond to the needs of migratory students. Sec 1304(c)(7)(B).</i></p> <p>Risk Level: 2</p>	<p>LEA and Building Level</p> <p><input type="checkbox"/> A. Note the date(s) in which training to all school personnel occurred that focused on understanding the migratory student lifestyle and migratory patterns of the local educational agency and strategies to address the identified needs.</p> <p><input type="checkbox"/> B. Provide a professional learning calendar that reflects the items the LEA indicated it would provide in the approved grant application.</p> <p><input type="checkbox"/> C. Provide a copy of sign-in sheets (for professional development provided within the LEA).</p> <p><input type="checkbox"/> D. Provide a sample copy of the participant evaluation and examples of ways the school building’s staff have adjusted their services to migratory students.</p>	
3.4	<p>I/R Time and Flexibility <i>The Title I Part C Migrant Education Program LEA recruiter</i></p>	<p>LEA Level</p>	

	<p><i>has sufficient time and flexibility to conduct identification and recruitment activities throughout the LEA boundaries. 34 CFR 200.89(c).</i></p> <p>Risk Level: 4</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A. Evidence that the Identification and Recruitment Plan with projected FTE for each recruiter, has been submitted to OSPI’s ID&R Program Supervisor e.g., email screenshot with date of submission. <input type="checkbox"/> B. Copy of recruiter log demonstrating recruitment activities outside of the school building and beyond the traditional school hours. <input type="checkbox"/> C. Copy of MSIS Certificate of Eligibility (COE) Generation report. <input type="checkbox"/> D. Copy of MSIS Data Reporting Activities noting the number of COEs revalidated. <input type="checkbox"/> E. Copy of letter sent by the Migrant Student Data, Recruitment, and Support office of its most recent COE Re-interview results. <input type="checkbox"/> F. Confirmation from MSDRS that the recruiter(s) have participated in annual required training. 	
<p>3.5</p>	<p>Records Clerk Time and Flexibility</p> <p><i>The LEA’s program records clerk is provided sufficient time to report the services migrant students have received into the migrant student database system (MSIS). Sec 1308 (b)(2)(A).</i></p> <p>Risk Level: 4</p>	<p>LEA Level</p> <ul style="list-style-type: none"> <input type="checkbox"/> A. Copy of MSIS District Reporting Summary. <input type="checkbox"/> B. Copy of each records clerk schedule <u>and FTE</u> demonstrating the timeline for collection of data and system reporting. <input type="checkbox"/> C. Confirmation from MSDRS that the records clerk(s) have participated in annual required training. 	
<p>3.6</p>	<p>MGS and/or MSA Activities</p> <p><i>The LEA’s Migrant Education Program Graduation Specialist and/or Student Advocate ensure services provided meet the identified needs of migrant students, including dropout, in alignment with state developed job descriptions. Sec 1304(b)(1).</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p>Graduation Specialist</p> <ul style="list-style-type: none"> <input type="checkbox"/> A. Provide copy of activity sheet reflecting efforts to address the seven activities noted in approved grant application including dropouts out-of-school youth, priority for service migratory students. <input type="checkbox"/> B. Provide the percentage rate of migrant students served by the MGS during the 2022-2023 school year (if applicable) who graduated or promoted to the next grade level. <p>LEA Level</p>	

		<p>Student Advocate</p> <p><input type="checkbox"/> C. Documentation of selection process and log activity sheet demonstrating staff is meeting the identified needs of migrant students including Priority for Service, dropouts, out-of-school youth, migratory students</p>	
3.7	<p>Parent Advisory Council <i>The LEA consults with the Parent Advisory Council (PAC) in the planning and operation of the local program. Sec 1304(c)(3).</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Listing of Core Parent Advisory Council (PAC) members and a copy of meeting minutes with date indicating when member selection occurred.</p> <p><input type="checkbox"/> B. Copies of Certificate of Eligibility indicating the parent’s child(ren) are eligible for the program at the time of election/appointment to the Core PAC.</p> <p><input type="checkbox"/> C. Copy of minutes/notes of meeting where program planning took place.</p>	
3.8	<p>Academic Services <i>Activities charged are allowable. Uniform Guidance CFR 200.29</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Submit a sample of schedule of MEP-funded staff who provide academic support and the listing of migratory students served noting content area that is in alignment with approved grant application.</p>	
3.9	<p>High School Graduation <i>The LEA provides wrap around support for migratory secondary-age students with multi-tiered systems of support. State Service Delivery Plan 2021–2024</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Provide the percentage of migratory students on course to graduate within their expected year of graduation.</p> <p><input type="checkbox"/> B. Provide the percentage of migratory students Grades 9–12 receiving MEP program services.</p> <p><input type="checkbox"/> C. Describe the multi-tiered systems of support provided to high school migratory students to ensure their migratory lifestyle does not adversely impact their credit accrual toward graduation requirements.</p>	
3.10	<p>Out-of-School Youth <i>The LEA provides outreach to Out-of-School Youth (OSY) and dropouts, ages 16–21, to increase participation in MEP services and advocacy to other available</i></p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Provide a listing of migratory students identified as out-of-school (ages 16–21) and drop out.</p> <p><input type="checkbox"/> B. Describe the process used to identify OSY students and</p>	

	resources. State Service Delivery Plan 2021–2024 Risk Level: 3	the needs and provide services to OSY and dropout migratory students. <input type="checkbox"/> C. Provide MSIS Supplemental Services Report for OSY and Dropouts.	
3.11	Health Supports <i>The LEA provides and/or partners with available Federal, State, and local programs for supplemental health and social services to all eligible migratory children with identified health or social needs. State Service Delivery Plan 2021-2024.</i> Risk Level: 2	LEA Level <input type="checkbox"/> A. Describe the process used to identify the supplemental health needs of migratory students, including OSY and dropout migratory students. <input type="checkbox"/> B. Provide a listing of the partnerships the LEA has established for health or social needs supports.	

TITLE II, PART A: TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS

Item	Description	Evidence	Notes
6.1	<p>Consultation</p> <p><i>The LEA must use meaningful consultation with required stakeholders to continuously improve and update Title II, Part A supported activities. Required stakeholders must include:</i></p> <ul style="list-style-type: none"> • <i>Parents/Families;</i> • <i>Teachers;</i> • <i>Principals and other school leaders;</i> • <i>Paraeducators;</i> • <i>Community members;</i> • <i>Charter School Leaders if the chart school is operating within the LEA’s geographical boundaries</i> <p><i>Activities must be coordinated with other related strategies or programs in the LEA. Meaningful consultation must include:</i></p> <ul style="list-style-type: none"> • <i>Seeking the advice regarding both how to best improve the</i> 	<p>LEA Level</p> <p><input type="checkbox"/> A. Documentation showing that each of the required stakeholder roles (Parents/Families, Teachers, Principals and Other School Leaders, Paraeducators, Community Members, Charter School Leaders) provided feedback as part of the consultation process.</p> <p><input type="checkbox"/> B. Dated consultation (minutes, notes, survey results, etc.) showing stakeholders considered (a) how to improve the LEA’s Title II, Part A activities, and (b) coordination of the LEA’s Title II, Part A activities with other strategies, programs, and activities being conducted in the community.</p>	

	<p><i>LEA's activities to meet the purpose of Title II, Part A</i></p> <ul style="list-style-type: none"> <i>The coordination of the LEA's activities with other strategies and programs being conducted in the community using approved methods (e.g., Surveys; Panels; Interviews; Continuous Improvement Teams). Sec. 2103(b)(2)(D), Section 2102(b)(3)(A)</i> <p>Risk Level: 1</p>		
<p>6.2</p>	<p>Salary/Stipend Documentation</p> <p><i>In order to support the activities outlined in SEC. 2103 (b)(3), Title II, Part A funds can be used for stipends, extra hours outside of contracted time, pay differentials, retention bonuses, and salaries/benefits. All of these items are coded under the salaries column in the budget.</i></p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p><i>If funds were budgeted this school year under Salaries-Certificated, Salaries-Classified, and/or Benefits & Payroll Taxes, provide documentation showing how funds were used.</i></p> <p><input type="checkbox"/> A. If funds were approved to provide a stipend for teachers such as mentors, mentees, or leading training, provide the name of the person receiving the stipend and what the stipend was for.</p> <p><input type="checkbox"/> B. If funds were approved to provide extra hours, include a sign-in sheet with the title of the training, date and time of the training, staff member's printed name and signature.</p> <p><input type="checkbox"/> C. If funds were approved for pay differentials or retention bonuses, provide documentation for the justification of the bonus or pay differential.</p> <p><input type="checkbox"/> D. If funds were used for all or part of an employee's salary include the job description with clear connection between FTE that Title II, Part A funds were used for and FTE spent on approved Title II, Part A activities.</p>	

TITLE III / TBIP: ENGLISH LEARNERS, TITLE III NATIVE

AMERICANS, AND IMMIGRANTS

Item	Description	Evidence	Notes
7.1	<p>Identification and Notification Procedures for MLs <i>LEA procedural document (identification, screening, reporting data to CEDARS, notification to parents, communication to registrars), evidence of training of responsible staff, and evidence of maintenance of comprehensive ML subfile within student cumulative file.</i></p> <p>Risk Level: 4</p>	<p>LEA Level Identification Procedures Document</p> <p><input type="checkbox"/> A. LEA provides comprehensive procedural document or the section from ML Program Planning template that outlines the procedures for:</p> <ul style="list-style-type: none"> • Identification • Screening • Reporting data to CEDARS • Family notification • Communication to registrars and those responsible for student ML cumulative file updating • Monitoring the PENR • Handling parent request to waive services <p>Training of Staff</p> <p><input type="checkbox"/> B. LEA provides evidence of training/updating staff who register students, manage and report data to SIS and CEDARS, and manage and update student ML subfile file within student cumulative file.</p> <p>Student Cumulative Files</p> <p><input type="checkbox"/> C. OSPI provides list of students at or before LEA Introductory Meeting. LEA submits <u>one electronic file per student</u> which contains:</p> <ul style="list-style-type: none"> • Required coversheet (template provided) • Home Language Survey (HLS) • Official screener score sheet • Initial Parent Notification letter • Most recent three years of annual score reports (as applicable) • Most recent three years of parent notification continuation (as applicable) • Parent notification of transition from services (as applicable) • Parent request for waiver of 	

		<p>services (as applicable)</p> <p>Newly Identified MLs</p> <p><input type="checkbox"/> D. LEA submits list (such as spreadsheet) of all eligible ML students identified in current school year to include:</p> <ul style="list-style-type: none"> • SSID • Name • Date of enrollment • Date screener was administered • Date initial notification letter sent 	
7.2	<p>Staff Qualifications</p> <p><i>Qualifications of teachers who design, oversee, and provide designated English Language Development (ELD) services and qualifications of paraeducators who assist teachers in providing ELD services.</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. LEA submits list (spreadsheet or OSPI provided Teacher Qualification template) of all teachers providing <u>designated ELD</u> (including teachers outside of endorsement area, conditional cert, life time cert, working towards endorsement). List to include:</p> <ul style="list-style-type: none"> • Teacher name • Endorsement • Certification number • Teaching assignment • Co-planning partners (as applicable) • FTE per funding source(s) for salary (Basic Ed, TBIP, Title III, other-specify) <p><input type="checkbox"/> B. LEA submits list (spreadsheet or OSPI provided Paraeducator Qualifications template) of paraeducators who assist in providing ELD services. List to include:</p> <ul style="list-style-type: none"> • Paraeducator name • Supervising teacher name • Paraeducator Certificates (as applicable) • Description of training for paraeducators 	
7.3	<p>English Language Development Services</p> <p><i>Descriptions AND evidence that ELD services (designated ELD and meaningful access to content) are being provided for all eligible ML students.</i></p>	<p>LEA Level</p> <p>Annual School Board Approval of TBIP</p> <p><input type="checkbox"/> A. LEA submits document(s) from school board indicating clearly where the ML services program (TBIP) for the current school year has been</p>	

	<p>Risk Level: 4</p>	<p>approved. If Board has not met to approve current school year as of submission date, LEA submits evidence from previous school year.</p> <p>Evidence of Implementation of ELD Services</p> <p><input type="checkbox"/> B. OSPI provides list of specific schools at or before the Introductory Meeting for which detailed evidence will be submitted. LEA submits one electronic file per building containing (Teachers Annotated Schedule Template):</p> <ul style="list-style-type: none"> • For all teachers within the identified specific buildings who provide <u>designated ELD</u> (both endorsed and gen ed), annotated schedules (example) <u>clearly indicating</u> how teacher provides designated ELD (ELD instructional times with students, collaboration time with gen ed teachers, and collaboration/oversight/training time with paras) • Description and evidence (images of visuals, strategies used, unit/lesson plan indicating targeted strategies, etc.) of <u>meaningful access to content</u> provided across the building. <p>Student Schedules</p> <p><input type="checkbox"/> C. LEA submits one electronic file for each student from 7.1C which includes:</p> <ul style="list-style-type: none"> • Annotated student schedules (template) which clearly indicate how and when student receives ELD services. (If delivered within content, highlight which content area/time block) • Description of ELD <p>Use of Paraeducators</p> <p><input type="checkbox"/> D. LEA submits description of the expectations and responsibilities of paraeducators (within the identified specific buildings) when providing supplemental ELD services (may use OSPI provided template). Descriptions to include each of the following:</p> <ul style="list-style-type: none"> • Annotated schedule (example) • Resources used • How instruction is planned and by whom • How students are grouped (as applicable) • How responsibilities and expectations are communicated to paraeducators and by whom 	
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		<ul style="list-style-type: none"> • How paraeducators are trained (detailed explanations) <p>Pre-Referral Process for MLs with Disabilities</p> <p><input type="checkbox"/> E. LEA submits document(s) which specify the pre-referral process utilized across the LEA and includes list and description of tools and data used to distinguish language acquisition/development from true disability.</p> <p>Services for MLs with Disabilities</p> <p><input type="checkbox"/> F. OSPI will provide a list of specific students at or before the Introductory Meeting. LEA submits evidence to include:</p> <ul style="list-style-type: none"> • Student schedule and indication of how and when student receives ELD services and Special Education services. • Evidence of language specialists as members of IEP Team (such as signed attendance list with roles at IEP meetings) <p>LEAs with > 16% of MLs Identified as having Disabilities (over-identification)</p> <p><input type="checkbox"/> G. LEA submits descriptions and evidence of steps planned and/or taken to reduce and correct inappropriate identification of MLs as having a disability. Descriptions and evidence to include:</p> <ul style="list-style-type: none"> • Evidence of analysis of the data • Actions plans to reduce over-identification and correct processes which lead to over-identification. (See Action Plan Template) 	
7.4	<p>Professional Learning</p> <p><i>Evidence of provided professional learning and implementation into classroom practices. Must include WIDA ELD Standards Framework training and implementation.</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. LEA submits one file per PL delivered over the past 1–2 years to include:</p> <ul style="list-style-type: none"> • Cover sheet (OSPI provided template) • Agenda • Materials/handouts provided to participants • Slide deck • Number of participants by role • Evidence of participation (sign-in sheet) • Implementation evidence (walk-through notes, coaching cycle notes, pictures of classroom 	

		evidence)	
7.5	<p>Use of TBIP Funds <i>Evidence of how TBIP funds are used supplementally to support the basic ed required services for MLs.</i></p> <p>Risk Level: 3</p>	<p>LEA Level Staffing <input type="checkbox"/> A. LEA submits staffing section of ML Program Planning template or staffing section of TBIP grant application (Program Demographics form).</p> <p>TBIP Funded Staff and Job Descriptions <input type="checkbox"/> B. LEA submits list (spreadsheet or OSPI provided template) of all staff paid out of TBIP to include: <ul style="list-style-type: none"> • Name • Role • Description of job duties • FTE paid out of TBIP </p> <p>6500 TBIP Expenditures <input type="checkbox"/> C. LEA submits 6500 2-month recap</p> <p>Fiscal Approval Process <input type="checkbox"/> D. LEA uploads document(s) which indicate(s): <ul style="list-style-type: none"> • Process by which proposed TBIP expenditures are approved • Name and role of individual responsible for ensuring only allowable expenditures are approved • How district ensures that TBIP funding is supplemental to basic education and is not supplanting. </p>	
7.6	<p>Program Evaluation <i>LEA annual program evaluation</i></p> <p>Risk Level: 3</p>	<p>LEA Level Annual Analysis of Program Data <input type="checkbox"/> A. LEA submits five year summary of ML outcome data to include: <ul style="list-style-type: none"> • Five years of ML exit rate • Five years of graduation rate • Five years of ELA, Math met standard rate (for MLs two years exited) • Five years of 9th grade on track data </p> <p>Evidence of analysis of data (may use OSPI Program Evaluation or district-created template) to include: <ul style="list-style-type: none"> • Identification of trends/patterns noted in five-year data • Action plans/steps to address improvements needed • List of Participants (by role) in </p>	

		<p>annual program evaluation process</p> <p>Evidence of Feedback Elicited from Students, Families and Staff</p> <p><input type="checkbox"/> B. LEA submits evidence of feedback/input from students, families, and staff specific to program data analysis and plans for improvement.</p>	
7.7	<p>Family and Community Engagement <i>District process for family and community engagement.</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. LEA submits evidence of family and community engagement to include each of the following:</p> <ul style="list-style-type: none"> • Activities that engage families in learning about how to support their student's academic progress • Announcements in relevant languages and multiple formats (e.g. emails, flyers, calls, texts, radio announcements). • Documentation of activities with sign-in sheets for attendance 	
7.8	<p>Monitoring of Exited MLs <i>Process and evidence for monitoring and supporting exited MLs for academic grade-level achievement.</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p>Description of Process</p> <p><input type="checkbox"/> A. LEA submits a narrative/description of process used to determine which former/exited MLs need assistance in reaching grade-level performance in academic/content areas.</p> <p>Evidence of Analysis of Academic Data</p> <p><input type="checkbox"/> B. LEA submits document (such as spreadsheet) indicating:</p> <ul style="list-style-type: none"> • List of all students who exited within past two years • Supports provided for exited students by content area • Indication of when supports are provided • Indication of who provides supports 	
7.9	<p>Title III Funded Language and Literacy Services for Eligible American Indian/Alaska Native (AI/AN) Students <i>LEA procedural document (identification, determination of at-risk status, notification and permission to screen, services,</i></p>	<p>LEA Level</p> <p>Identification Procedures Document</p> <p><input type="checkbox"/> A. LEA provides comprehensive procedural document that outlines the procedures for:</p> <ul style="list-style-type: none"> • Identification of AI/AN students 	

	<p><i>reporting data to SIS and CEDARS, notification to families, communication to registrars), and evidence of maintenance of comprehensive Title III subfile within student cumulative file.</i></p> <p>Risk Level: 4</p>	<ul style="list-style-type: none"> • Determination of academic at-risk status (determining academic at-risk status as pre-requisite for screening is unique to AI/AN students) • Family notification and permission to screen (obtaining permission to screen for Title III-funded services is unique to AI/AN students) • Screening process • Reporting data to SIS and CEDARS • Family notification of eligibility • Communication to registrars and those responsible for student cumulative file updating • Monitoring the Possible Eligible, Not Reported (PENR) • Handling parent request to waive services <p>Evidence of Analysis of Academic At-Risk Status</p> <p><input type="checkbox"/> B. LEA submits list (spreadsheet or OSPI provided template) of ALL AI/AN students. List provides:</p> <ul style="list-style-type: none"> • Evidence of analysis for academic risk • Indication of which students were screened and qualified for Title III-funded supplementary language and literacy support services. <p>Eligible AI/AN Student Cumulative Files</p> <p><input type="checkbox"/> C. OSPI provides list of students at or before LEA Introductory Meeting. LEA submits one electronic file per student which contains:</p> <ul style="list-style-type: none"> • Required coversheet (template provided) • Initial letter to families regarding screening (Unique to AI/AN students) • Screener score sheet • Initial parent notification letter • Most recent three years of annual score reports (as applicable) • Most recent three years of parent notification of continuation of services (as applicable) • Notification to families of 	
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		<p>transition from services (as applicable)</p> <ul style="list-style-type: none"> • Documentation of family request to waive services (as applicable) <p>Evidence of Title III-Funded Supplementary Language and Literacy Services Which Align to ONE Expectations</p> <p><input type="checkbox"/> D. Evidence of Title III-funded services indicated in the Title III portion of Consolidate Grant Application or Title III Consortium Application. Must include at least one of the following:</p> <ul style="list-style-type: none"> • Unit/lesson plans indicating language and literacy focus when using Since Time Immemorial (STI) or NW Native American Reading Curriculum • Professional learning on implementing language and literacy focus of STI or Tribal History curriculum • Family nights with evidence of integration of language and literacy supports when using STI • Literacy activities in preparation for Canoe Journey or other Tribal-specific gatherings • Other (must submit evidence of ONE approval) 	
7.10	<p>Use of Title III Funds to Supplement ML Program <i>Description and evidence of use of Title III funds to supplement ML program.</i></p> <p>Risk Level: 4</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. LEA submits a cover sheet (OSPI provided template) indicating how Title funds are used to supplement ML program. Options include:</p> <ul style="list-style-type: none"> • Staffing (coaches, PD Specialists, extended day/year staff) • Instructional resources • Family Engagement (required) • Professional Learning (required) • Extended Day/Extended Year <p><i>For each area selected in coversheet, provide descriptions AND evidence of use of funds.</i></p>	
7.11	<p>Immigrant Grant <i>For LEAs receiving Immigrant Grant, evidence of use of funds and services provided.</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p>Immigrant Grant Fiscal Process to Support Allowable Activities</p> <p><input type="checkbox"/> A. LEA submits evidence which may include:</p> <ul style="list-style-type: none"> • Invoices • Time and Effort forms <p>Description of Services Provided</p>	

		<input type="checkbox"/> B. LEA submits narrative description of schedule and services provided	
7.12	<p>Dual Language and Heritage Language Grants <i>For LEAs with Dual Language and/or Heritage Language Grants, evidence of use of funds and implementation of structure.</i></p> <p>Risk Level: 2</p>	<p>LEA Level Dual and Heritage Language Advisory Board</p> <p><input type="checkbox"/> A. LEA submits on file containing:</p> <ul style="list-style-type: none"> • Dated meeting agendas • Summary of meeting notes • List of participants by role and school community represented <p>Dual and Heritage Language Framework</p> <p><input type="checkbox"/> B. LEA submits document outlining the process to implement, grow, and monitor the dual language and/or heritage language program. May submit OSPI provided template for the framework</p>	

RURAL EDUCATION: TITLE V, PART B

If your LEA exercised REAP Alternative Fund Use Authority with Title II, Part A or Title IV, Part A, complete this program checklist and any applicable elements of the Title II, Part A or Title IV, Part A checklists. If your LEA received an RLIS grant, complete this program checklist.

Item	Description	Evidence	Notes
9.1	<p>Identified Needs</p> <p><i>The LEA uses funds to address the unique needs of their LEA, which may (1) lack the personnel and resources needed to compete effectively for Federal competitive grants; and (2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes. Sec 5202, Sec 5224</i></p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Describe the activities performed during the 2023–24 school year (as proposed in the approved EGMS Consolidated Grant Application) through the REAP Alternative Fund Use Authority or the Rural and Low-Income Schools grant.</p> <p><input type="checkbox"/> B. Describe how the performed activities addressed the unique needs of the LEA.</p> <p><input type="checkbox"/> C. Describe how the performed activities effect student progress towards meeting or exceeding the challenging state academic standards.</p>	
9.2	<p>Rural Education Initiative</p> <p><i>The LEA may use applicable funding to carry out activities authorized under any of the following provisions: REAP – Title I, Part A; Title II, Part A; Title III; Title IV, Parts A or B; (Sec 5211) RLIS –</i></p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Provide evidence that demonstrates activities performed as identified in the approved application. Examples of evidence may include: Purchase Requests, Invoices, Time and</p>	

Item	Description	Evidence	Notes
	<p><i>Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Parental Involvement Activities. Sec 5222</i></p> <p>Risk Level: 1</p>	Effort Reports, Professional Development Agendas, Contracts, etc.	

HOMELESS: TITLE IX MCKINNEY-VENTO HOMELESS EDUCATION

Item	Description	Evidence	Notes
10.1	<p>LEA Policy <i>The LEA has developed, reviewed, and revised policies to remove barriers to the enrollment and retention of homeless children and youths in schools.</i></p> <p><i>McKinney-Vento Sections: 722(g)(1)(I), 722(g)(7)(A,B,C), 722(g)(7)(J)(i), 722(q)(3)(A)(i,ii), 722(q)(3)(C), 722(g)(3)(D)(i,ii)</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. One copy of the LEA's adopted, comprehensive policy related to serving the educational needs of homeless children and youth in accordance with the McKinney-Vento Act. Evidence must include the most current (2019) WSSDA sample policy 3115 or equivalent.</p>	
10.2	<p>Dispute Resolution <i>When a dispute arises regarding the enrollment of a homeless child or youth, the LEA follows Washington State's homeless enrollment dispute process according to the McKinney-Vento Act. McKinney-Vento Section 722(q)(3)(E)(i,ii,iii,iv)</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. A copy of the most current OSPI Homeless Dispute Resolution Process: http://www.k12.wa.us/HomelessEd/Resources.aspx (dated 2021)</p>	
10.3	<p>Transportation <i>The LEA ensures 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.</i> <i>McKinney-Vento Section 722(g)(1)(J)(iii)(I, II)</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Completed forms, written agreements, transportation request forms, in lieu agreements, etc., to show evidence of coordinated transportation services. Includes type of transportation service provided, any arrangements or agreements with neighboring LEAs, start and stop dates, etc.</p>	
10.4	<p>LEA Liaison <i>The LEA has a designated homeless liaison, who is able to</i></p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Name/title of liaison</p>	

	<p>carry out the duties described in the McKinney-Vento Act and who has participated in PD and other technical assistance activities as determined appropriate by OSPI, to assist with identification, enrollment, attendance, and academic success of homeless children and youth. McKinney-Vento Section 722(g)(7)(J)(ii) and 722(g)(7)(J)(l)(iv)</p> <p>Risk Level: 3</p>	<p><input type="checkbox"/> B. Liaison FTE is provided, and capacity is sufficient to fulfill all liaison duties outlined in the McKinney-Vento Act. (Evidence may include a written statement describing the staff time specifically dedicated to fulfilling liaison duties as described in law; or a completed attestation regarding the fulfillment of McKinney -Vento liaison duties and information related to the liaison FTE. Sample available on OSPI Homeless Education website under the "resources" link: Statement of Attestation)</p>	
10.5	<p>Identification of Students The LEA's homeless liaison ensures that homeless children and youth are identified and enrolled by school personnel and through coordination activities with other entities and agencies. McKinney-Vento Section 722(g)(6)(A)(i)</p> <p>The LEA ensures that the liaison for homeless education children and youths has participated in PD and other technical assistance activities as determined appropriate by OSPI. McKinney-Vento Section 722(g)(1)(J)(l)(iv)</p> <p>The LEA liaison for homeless children and youth shall ensure that school personnel receive PD and other support. McKinney-Vento Section 722(g)(6)(A)(ix)</p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Evidence that LEA has adopted a student housing questionnaire that is disseminated to all families in the LEA at least annually (provide completed forms).</p> <p><input type="checkbox"/> B. Evidence that LEA liaison has attended OSPI (or similar) training regarding the rights of homeless students and the appropriate identification of homeless students.</p> <p><input type="checkbox"/> C. Evidence that LEA staff participates in training provided by the LEA homeless liaison or other trained staff regarding compliance with McKinney- Vento, rights of homeless students, etc. (Evidence may include sample materials used in LEA-level McKinney-Vento training, sign-in sheets, certificates of attendance, agendas, etc.)</p> <p><input type="checkbox"/> D. Evidence that building staff members including building points of contact receive routine McKinney-Vento training, and homeless students are actively identified and immediately served. Evidence may include training logs, sign - in sheets, sample materials, building level intake materials, housing questionnaires, parent information, etc.</p>	
10.6	<p>Enrollment, Intake, and Access The LEA's homeless liaison ensures that homeless children and youths enroll in and have a full and equal opportunity to succeed in, schools in the LEA; and homeless families receive referrals for services, and parents/guardians are informed of educational and related opportunities for students as well as meaningful opportunities for parental involvement.</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Evidence of completed intake forms (separate from housing questionnaire) specific to homeless students (form used to determine homeless student's needs, provide referrals for services such as medical, dental, housing, and mental health, and inform parents and</p>	

	<p><i>McKinney-Vento Section 722(g)(6)(A)(i)-(vi), and SSB 6074, WA State Laws of 2074, ch. 272</i></p> <p>Risk Level: 3</p>	<p>unaccompanied youth of available LEA services and supports).</p>	
10.7	<p>Unaccompanied Homeless Youth: Higher Education/FAFSA <i>Each LEA liaison for homeless children and youth shall ensure that unaccompanied youths are enrolled in school, have opportunities to meet the same challenging state academic standards as other students, are informed of their status as independent students per the Higher Education Act of 7965, and that the youths obtain assistance from the LEA liaison to receive verification of such status for purposes of the FAFSA (Free Application for Federal Student Aid) McKinney-Vento Section 722(g)(6)(A)(x)(I, II, III)</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Evidence of verification letters to show independent student status for purposes of FAFSA completion. <i>Evidence to include copies of letters provided to high school students seeking support in accessing higher education, or template if no currently identified independent students. If so, you must upload a statement that there are no currently identified students.</i></p>	
10.8	<p>Early Childhood <i>The LEA's homeless liaison ensures that homeless families, children, and youths receive educational services for which they are eligible, including Head Start and Even Start programs and preschool programs administered by the LEA.</i> <i>McKinney-Vento Section 722(g)(6)(A)(iii)</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Evidence of coordination between the LEA's McKinney-Vento program and the LEA's preschool program(s). Evidence may include proof of preschool staff training, copies of homeless education parent resources, completed housing questionnaires.</p> <p><input type="checkbox"/> B. Evidence that young homeless children are enrolled in preschool programs administered by the LEA. Evidence may include enrollment forms, referral logs, documentation of coordination of LEA early learning programs and community preschool supports, or referrals for special services for young homeless children under Title I, Part C. If no young children experiencing homelessness have been identified, please state that by uploading a comment.</p> <p><input type="checkbox"/> C. Evidence that the LEA's Child Find notice includes language specific to homeless students. (Sample can be found on the OSPI Homeless Education website.)</p>	
10.9	<p>Community Collaboration <i>The LEA shall coordinate the identification and provision of services with local social service agencies and other agencies or programs providing services to</i></p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Evidence that the LEA has coordinated services through ongoing and regular contact with community agencies and entities, e.g., service</p>	

	<p><i>homeless children and youth and their families, including those funded under the Runaway and Homeless Youth Act, other local education agencies, state and local housing agencies, and others.</i></p> <p><i>McKinney-Vento Section 722(g)(5)(A)(B)(C)</i></p> <p>Risk Level: 3</p>	<p>groups, social service agencies, faith communities, etc. Evidence must demonstrate coordination beyond routine community donations to schools such as food baskets, coats, etc. Evidence may include presentations provided to community groups, logs, meeting minutes, correspondence, agendas, etc., to show that the LEA actively works with and informs community organizations regarding the identification and support of homeless children and youth.</p>	
10.10	<p>Posting of Rights and Parent Information</p> <p><i>The LEA's homeless liaison ensures that public notice of the educational rights of homeless children and youth is disseminated where such children and youths receive services (schools and community).</i></p> <p><i>McKinney-Vento Section 722(g)(6)(A)(vi); SSB 6074, WA state Laws of 2074, ch. 272</i></p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Evidence of NCHE posters in all LEA buildings and in the community, brochures, homeless student rights posted on LEA website, etc. Evidence should also appear throughout the community where homeless people are likely to see them. e.g., public libraries, shelters, soup kitchens, etc. They can be ordered on the OSPI website.</p> <p><input type="checkbox"/> B. Evidence of the NCHE parent brochure readily available in all school buildings. The NCHE parent brochure titled, "What You Need to Know to Help Your Child in School" can be ordered on the OSPI website.</p> <p><input type="checkbox"/> C. Evidence of any additional McKinney-Vento parent information regarding services and supports for students experiencing homelessness (to be disseminated beginning of school year and upon enrollment).</p>	

CAREER & TECHNICAL EDUCATION (CTE)

Item	Description	Evidence	Notes
12.1	<p>State CTE Approval/Frameworks</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. List of all CTE courses currently offered by a program area including</p>	

	<p>The LEA improves the academic and technical skills of students participating in career and technical education programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure a well-rounded education (Perkins V – Sec. 133 (b)(4)).</p> <p>The LEA supports integration of academic skills into CTE programs and programs of study (Perkins V – Sec. 135 (b)(3)).</p> <p>The LEA provides access to at least one CTE equivalency course (CTE High School Course equivalencies – RCW 28A.230.097).</p> <p>The LEA meets state approval requirements through course and program approval. (Career and Technical Education – Plans – Standards – RCW 28A.700.010 – Career and technical education—Plans—Standards—Technical assistance—Leadership development).</p> <p>Risk Level: 3</p>	<p>application ID, proof of state approval, identification of any courses offered as state and/or local equivalencies identifying the type of academic credit offered, and Industry Recognized Credential (IRC) or dual credit for all preparatory courses. (See OSPI CTE PRS 12.1 Optional Resource.)</p> <p>NOTE: The course approval ID number does not show approval of the course, only that the application has been submitted.</p>	
12.2	<p>Community and Educational Partnerships and Program Evaluation</p> <p>The LEA ensures that parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business (including small business) and industry, labor organizations, parents and students, representatives of</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Signed copies of current Program Evaluations for each CTE program offered in the district.</p> <p>NOTE: <i>At minimum, CTE Director and Advisory Chair signatures are required.</i></p>	

	<p>Indian Tribes and Tribal organizations, representatives of special populations (as defined in Perkins V), and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs (Perkins V – Sec. 134 (d)).</p> <p>The LEA develops and implements evaluations of the activities carried out with funds (Perkins V – Sec. 135 (b)(6)). The LEA evaluates annually, using the district’s local adjusted levels of performance and CTE activities in its program (RCW 28A.700.010 and RCW 28A.150.500 - Educational agencies offering vocational education programs – local advisory committees).</p> <p>Risk Level: 2</p>		
<p>12.3</p>	<p>Special Populations</p> <p>The LEA provides activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency; prepare students for non-traditional fields; provide equal access for special populations to CTE courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations (Perkins V – Sec. 134 (b)(5)).</p> <p>Special populations defined in Perkins V (Sec. 3 (48)) include:</p> <ul style="list-style-type: none"> • Individuals with disabilities; 	<p>LEA Level</p> <p><input type="checkbox"/> A. Evidence of how the district is addressing barriers to enrollment (assurance of equal access) in CTE courses, for special populations (as defined under Perkins V). Evidence must include one of the following:</p> <ul style="list-style-type: none"> • Photographic evidence of modifications, ensuring ADA accommodations are met • Instructional aids and devices • Examples of modified curriculum (I.e., English Learners) • Samples of targeted communication to students or families • Copies of Special Education transition plans • Samples of targeted career guidance 	

	<ul style="list-style-type: none"> • Individuals from economically disadvantaged families, including low-income youth; • Individuals preparing for non-traditional fields; • English learners; • Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act; • Youth who are in, or have aged out of, the foster care system; and • Youth with a parent who is a member of the armed forces or is on active duty. <p>The LEA incorporates strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations (Perkins V – Sec. 134 (C) (2)(E)(i)).</p> <p>Risk Level: 3</p>	<ul style="list-style-type: none"> • Documentation of internship or work experience, or targeted professional development <input type="checkbox"/> B. Evidence of support offered to CTE students. Evidence must include one of the following: <ul style="list-style-type: none"> • Tutorial services • Language assistance • Section 504 plans • Individualized Education Program (IEP) • Achievement evaluations for special populations (Limited English Proficiency, students in foster care, individuals preparing for non-traditional fields, etc.) • Documentation of specialized instructional support personnel or paraprofessionals 	
12.4	<p>CTE Personnel</p> <p>The LEA supports the recruitment, preparation, retention, and training (including professional development) of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable state certification and licensure requirements. This recruitment, preparation, and retention includes individuals from groups underrepresented in the teaching profession (Perkins V – Sec. 135 (b)(2)(c)).</p> <p>CTE courses are taught by properly CTE certified instructors. Conditionally certified teachers complete a written training plan</p>	<p>LEA Level</p> <ul style="list-style-type: none"> <input type="checkbox"/> A. District reviews and verifies that all teacher certifications match the courses taught by that instructor. <input type="checkbox"/> B. For courses taught by staff with Conditional Certifications: documentation that the Superintendent or CTE Director along with the local advisory committee determined the conditional certified educator is competent and qualified for the assignment. Evidence may include re-posting position annually evidencing recruitment of qualified instructors and confirming through the advisory committee minutes the re-approval or approval of the hiring of conditionally certified staff member(s) for the position(s). 	

	<p>developed in coordination with the CTE administrator and the CTE advisory committee (WAC 181-77-014).</p> <p>Risk Level: 3</p>	<p><input type="checkbox"/> C. Proof of a written training plan for any conditionally certified instructor approved by the local advisory board for the program area the instructor is assigned.</p> <p>NOTE: <i>Professional Growth Plans do not meet the requirements as evidence.</i></p>	
12.5	<p>Leadership, Employability, and Extended Learning Opportunities</p> <p>The LEA provides students with leadership skill development opportunities available at the local, state, national, and international level, accessed through extended learning opportunities as defined as learning activities that extend beyond the scheduled school day and/or school year (CTE State Program Standards).</p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. List of Career and Technical Student Organizations (CTSOs) and equivalency leadership programs available in each school, identified by course program area and assigned instructor. (See <i>OSPI CTE PRS 12.5(A) Optional Resource</i>)</p> <p><input type="checkbox"/> B. For each CTSO: A copy of 2022–23 official membership rosters, official charter letter or paid invoice, and a locally aligned Program of Work (POW) on the CTSO Leadership Equivalency template. For any equivalent leadership program: the completed program of work on the required OSPI Equivalency Leadership template.</p>	

EQUITABLE SERVICES TO PRIVATE SCHOOLS: PRIVATE SCHOOL PARTICIPATION IN FEDERAL PROGRAMS

Item	Description	Evidence	Notes
13.1	<p>ESEA Consultation</p> <p><i>The LEA has complied with the requirements for timely and meaningful consultation with private school officials for all federal programs requested by private schools. ESEA 8501(1) and 1117(a)(b)</i></p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Provide a brief description of the LEA’s process to contact and assist private schools in completing their intent to participate in the Private Participation in Federal Programs application in the EDS tool.</p> <p><input type="checkbox"/> B. Provide a brief description of the initial and ongoing consultation process, and include evidence such as letters, agendas, meeting notes, sign-in sheets, etc.</p>	
13.2	<p>Complaint Process</p>	<p>LEA Level</p>	

	<p><i>The LEA has explained the complaint process to private school officials. ESEA 8501(c)(6), 8503, and 1117(b)(2)</i></p> <p>Risk Level: 1</p>	<p><input type="checkbox"/> A. Evidence the <i>OSPI Complaint Procedures for Private Schools Participating in Federal Programs</i> has been explained to private school officials (e.g., agenda, email).</p> <p><input type="checkbox"/> B. Copy of the <i>OSPI Complaint Procedures for Private Schools Participating in Federal Programs</i> that is distributed to private schools.</p>	
13.3	<p>Professional Development (PD)</p> <p><i>The LEA has provided opportunities for teachers of participating private schools to participate, on an equitable basis, in PD activities. ESEA 8501 and 1117(a)(1)(B)</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Private school teachers participated in PD activities based on the private school’s plans (e.g., contracts, registrations, sign-in sheets).</p> <p><i>Provide evidence for each program where PD is provided:</i></p> <p><input type="checkbox"/> B. Title I, Part A</p> <p><input type="checkbox"/> C. Title I, Part C</p> <p><input type="checkbox"/> D. Title II, Part A</p> <p><input type="checkbox"/> E. Title III</p> <p><input type="checkbox"/> F. Perkins/CTE</p>	
13.4	<p>Identification of Eligible Students</p> <p><i>The LEA has a process in place to identify eligible private school students. ESEA 8501(c) and 1117(b)</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Title I, Part A–Documentation that demonstrates how the LEA determines eligibility of potential Title I students, to include address verification and low-income method.</p> <p><input type="checkbox"/> B. Title I, Part A: Sample of the educationally-related criteria used to identify eligible students (e.g., multiple assessments, teacher input, summary sheet, etc.).</p> <p><input type="checkbox"/> C. Title I, Part C: Copy of Certificate of Eligibility.</p> <p><input type="checkbox"/> D. Title III: One copy of the English Language Proficiency Test with date administered.</p>	
13.5	<p>Services for Private School Students</p> <p><i>The LEA provides services to private school students that are secular, neutral, and non-ideological and delivered in an equitable manner based on</i></p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Activities are tied to the needs of the private school students (e.g., needs assessment, student schedule or plan).</p> <p><i>Evidence provided for each served program:</i></p>	

	<p><i>educational needs. ESEA 8501(c) and 1117(a)(3)</i></p> <p>Risk Level: 2</p>	<input type="checkbox"/> B. Title I, Part A <input type="checkbox"/> C. Title I, Part C <input type="checkbox"/> D. Title III <input type="checkbox"/> E. Perkins/CTE	
13.6	<p>Equitable and Timely Services <i>The LEA provides services to private school students that supplements students' regular instruction and is provided in a timely manner. ESEA 8501 and 1117(a)(3)</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <input type="checkbox"/> A. Services to private school students began at the same time as public school students (e.g., contract or teacher schedule). <p><i>Evidence provided for each served program:</i></p> <input type="checkbox"/> B. Title I, Part A <input type="checkbox"/> C. Title I, Part C <input type="checkbox"/> D. Title III <input type="checkbox"/> E. Perkins/CTE	
13.7	<p>Service Delivery Documentation <i>Services provided to private school students were secular, neutral, and non-ideological and were provided by employees of the LEA or contracted by the LEA. ESEA 8501(c)(d) and 1117(d)</i></p> <p>Risk Level: 1</p>	<p>LEA Level</p> <input type="checkbox"/> A. Third party contract and invoice for one individual providing services to private school students, including a description of the type of services provided, if applicable. <input type="checkbox"/> B. One month time and effort for one LEA employee providing services to private school students, including a description of the type of services provided, if applicable.	
13.8	<p>LEA Supervision <i>Instructional services were regularly observed and under the supervision of the LEA. ESEA 8501(d) and 1117(d)</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <input type="checkbox"/> Briefly describe the supervision process and provide evidence such as a schedule or meeting minutes.	
13.9	<p>Evaluations <i>The LEA ensures that students are academically assessed, and results of the assessments are used to improve these services to private school students. ESEA 8501(c) and 1117(b)</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <input type="checkbox"/> A. Describe the process to evaluate the effectiveness of student services. Please include an appropriate standard, or achievement level, by which to measure student progress; the assessment used; the amount of student growth seen; and how the student data is used to improve or adjust services to meet students' educational needs.	

		<p><i>Evidence provided for each served program:</i></p> <input type="checkbox"/> B. Title I, Part A <input type="checkbox"/> C. Title I, Part C <input type="checkbox"/> D. Title III <input type="checkbox"/> E. Title IV, Part A <input type="checkbox"/> F. Perkins/CTE	
13.10	<p>Services and Materials <i>The LEA ensures services or other benefits, including materials, and equipment are secular, neutral, and non-ideological. ESEA 8501(a)(2) and 1117(a)(2)</i></p> <p>Risk Level: 1</p>	<p>LEA Level <input type="checkbox"/> Assurance that services or other benefits that include equipment/materials are only used for secular, neutral, and non-ideological purposes (e.g., written statement).</p>	
13.11	<p>Title I, Part A–Parent Involvement</p> <p>For LEAs with Allocations of \$500,000 or Greater <i>The LEA has provided parent involvement opportunities for parents and families of participating private school students on an equitable basis. ESEA 1116, 1117(a)(1)(B)</i></p> <p>Risk Level: 1</p>	<p>LEA Level <input type="checkbox"/> A. Assurance the consultation process included communication to identify opportunities for parents and families of Title I-served private school students (e.g., written statement). <input type="checkbox"/> B. Provide evidence that private school parents participated in parent involvement activities (e.g., workshop agendas, workshop announcement, sign-in sheets, emails). Include district-level participation and one-on-one meetings with parents of Title I-served private school students, if applicable.</p>	
13.12	<p>Equitable Services with Private Schools Located Outside of LEA <i>The LEA has a process in place to ensure eligible private school students receive services even if the students attend a private school located in another LEA. ESEA 1117</i></p> <p><i>Resources:</i> Private Schools Participation</p> <p>Risk Level: 2</p>	<p>LEA Level <input type="checkbox"/> A. <i>If applicable</i>, provide evidence of communication with out-of-district private schools that have indicated they want to participate in Title I equitable services <i>and</i> may have eligible district students. (Evidence can include emails, letters, meeting notes.)</p> <p><i>Example:</i> Equitable Services Communication and Process Example 1.</p>	

CIVIL RIGHTS

For resources and sample materials for each item on the Civil Rights checklist, visit:

<https://www.k12.wa.us/policy-funding/equity-and-civil-rights/consolidated-program-review-civil-rights>.

Program Review monitors a LEA’s implementation of selected critical requirements under state or federal law – it is not an audit or an investigation. A determination of “Implemented” indicates that the reviewer did not identify noncompliance issues related to the specific item number during the review. An “Exemplar” or “Implemented” determination does not guarantee that the LEA has complied with all requirements under state and federal law.

Item	Description	Evidence	Notes
14.1	<p>Staff Training on Nondiscrimination <i>The LEA has provided training to all administrators and certificated and classroom personnel regarding their responsibilities under civil rights laws and to raise awareness of and eliminate bias based on sex, race, creed, religion, color, national origin, veteran or military status, sexual orientation, gender expression, gender identity, disability, and the use of a trained dog guide or service animal.</i></p> <p>Resources and Technical Assistance for 14.1</p> <p>Legal authority: RCW 28A.640.010 and 28A.642.010; WAC 392-190-020.</p> <p>Risk Score: 3</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. A copy of training materials or a summary of topics included in the training on employees’ responsibilities under state civil rights laws. The training materials or summary of topics must include, at a minimum, the following topics:</p> <ol style="list-style-type: none"> 1. Protected classes under Washington state law, 2. Employee responsibilities to report and respond to discrimination, and 3. The LEA’s discrimination complaint procedures. <p>Example of acceptable evidence: OSPI’s Model Staff Training Slide Deck.</p> <p><input type="checkbox"/> B. Sign-in sheets documenting attendance or other attestation that all administrators and certificated and classroom personnel have received the training on their responsibilities under state civil rights laws.</p>	
14.2	<p>Gender-Inclusive Schools <i>The LEA has a gender-inclusive schools (or transgender students) policy and procedure that, at a minimum, incorporates all the elements of the WSSDA model Gender-Inclusive Schools policy and procedure (3211 and 3211P) and is consistent with the requirements in state law (chapter</i></p>	<p>LEA Level</p> <p><input type="checkbox"/> A. LEA’s gender-inclusive schools policy and procedure (WSSDA’s 3211 and 3211P, or equivalent).</p> <p><input type="checkbox"/> B. Name and job title of the Gender-Inclusive Schools Coordinator.</p> <p><input type="checkbox"/> C. Evidence that the Gender-Inclusive Schools Coordinator has attended (in person or online) at least one OSPI training on harassment,</p>	

	<p>392-190 WAC, revised December 2014) and guidelines (revised 2012).</p> <p><i>The LEA has a primary contact regarding the gender-inclusive schools policy. The primary contact has attended at least one OSPI training regarding harassment, intimidation, and bullying, and gender-inclusive schools.</i></p> <p><i>The LEA shares this policy and procedure with students, parents, volunteers, and employees.</i></p> <p>Resources and Technical Assistance for 14.2</p> <p>Legal authority: Title IX, 34 C.F.R. Sec. 106; RCW 28A.642.020 and 28A.642.080.</p> <p>Risk Level: 3</p>	<p>intimidation, and bullying (HIB), and gender-inclusive schools. Evidence should include a certificate or attestation showing attendance of OSPI training on HIB and gender-inclusive schools, including the date of training.</p> <p><input type="checkbox"/> D. Evidence that the LEA shares its gender-inclusive schools policy and procedure with students, parents, volunteers, and employees (e.g., published in student and employee handbooks).</p>	
<p>14.3</p>	<p>Section 504</p> <p><i>The LEA identifies, evaluates, and places students with disabilities in compliance with Section 504 and has implemented the legal standards under the ADA Amendments Act of 2008 (such as changes regarding major life activities, mitigating measures, etc.).</i></p> <p><i>The LEA receives parental consent before all initial evaluations and initial placements under Section 504.</i></p> <p><i>The LEA ensures that evaluation and placement decisions are made by a group of persons, including persons who are knowledgeable about the student, the meaning of</i></p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Submit the below Section 504 documentation for one student at an elementary school, middle/junior high school, high school, online or ALE program, and alternative school (where applicable). Include at least one student with a health condition (e.g., diabetes, allergies, etc.).</p> <ol style="list-style-type: none"> 1. Parent consent for initial evaluation. 2. Evaluation documentation. 3. Parent consent for initial placement. 4. Section 504 plans. 5. Evidence of manifestation determination meetings (if applicable). 	

	<p><i>the evaluation data, and placement options.</i></p> <p><i>The LEA provides all necessary accommodations, related aids, and services for students with disabilities, including students with health conditions who may also be served by a health plan.</i></p> <p>Resources and Technical Assistance for 14.3</p> <p>Legal authority: Section 504, 34 C.F.R. Part 104; RCW 28A.642.010.</p> <p>Risk Level: 3</p>		
14.4	<p>Language Access (Interpretation and Translation Services)</p> <p><i>The LEA communicates with all limited-English proficient parents (LEP) in a language they can understand, which includes providing qualified and competent adult interpreters to communicate with LEP parents and translating vital documents when a significant percentage of the population in a school or LEA needs the information in a language other than English.</i></p> <p><i>If there is a small number of parents with particular language needs, or if a school or LEA is unable to translate a document because of undue expense, the LEA still otherwise provides the information to parents in a language they can understand (i.e., through oral interpretation).</i></p> <p><i>The LEA ensures that interpreters and translators have knowledge in both languages of any specialized terms or concepts to be used in</i></p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Evidence or a description of the process the LEA uses to identify LEP parents, including a home language survey or questions about home language on a student enrollment form.</p> <p><i>If the LEA does not have identified limited-English proficient (LEP) parents, please Add Comment to these items stating grounds for N/A.</i></p> <p><input type="checkbox"/> B. A description of the process the LEA uses to ensure that interpretation and translation services are provided to communicate vital information with limited-English proficient (LEP) parents, including at least the following:</p> <ol style="list-style-type: none"> 1. How the LEA determines when interpretation services are needed (e.g., how services are requested and the types of situations where interpretation services are routinely provided). 2. How the LEA determines which documents need to be translated (e.g., how translations are requested and what types of 	

	<p><i>the communication at issue and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.</i></p> <p>Resources and Technical Assistance for 14.4</p> <p>Legal authority: Title VI, 34 C.F.R. Sec.100.3; <i>Lau v. Nichols</i>, 414 U.S. 563 (1974); RCW 28A.642.010.</p> <p>Risk Level: 3</p>	<p>documents are typically translated).</p> <ol style="list-style-type: none"> 3. How the LEA determines which language(s) to translate documents into. 4. How the LEA ensures its staff know how to access interpreters or translators to communicate with LEP parents. <p><input type="checkbox"/> C. A description of the process the LEA uses to ensure that interpreters and translators, including LEA or school employees who perform this role, are qualified and competent to serve in the role of an interpreter or to translate documents, including:</p> <ol style="list-style-type: none"> 1. Having knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and 2. Having training on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality. 	
<p>14.5</p>	<p>English Language Development Services</p> <p><i>For LEAs that receive Title III or TBIP funding, OSPI reviews this documentation under Title III/TBIP (CPR Checklist 7) – no additional documentation is required for this item.</i></p> <p><i>The LEA provides English language development (ELD) services to English Learners (EL) – national origin minority students with limited-English proficiency.</i></p> <p><i>The LEA has a process to identify, assess, and place EL students, which includes a home language survey and provisions for testing students on the state language proficiency assessment.</i></p>	<p>LEA Level</p> <p><i>Submit evidence for the below items even if the LEA has not identified any English Learners.</i></p> <p><input type="checkbox"/> A. Evidence that the LEA identifies the language background of each student upon enrollment (including the first language learned, the language the student uses most often, and the language used in the home). Evidence should include a home language survey or student enrollment form with the required questions.</p> <p><input type="checkbox"/> B. Assessment and placement procedures for ELD services, including testing on the state language proficiency assessment and criteria for determining eligibility and exit.</p> <p><i>If LEA has identified EL students:</i></p>	

	<p><i>The LEA's ELD services are based on a sound educational theory and have been implemented effectively, including qualified staff and adequate resources and facilities.</i></p> <p><i>The LEA evaluates the program's effectiveness and makes modifications as needed.</i></p> <p><u>Resources and Technical Assistance for 14.5</u></p> <p>Legal authority: Title VI, 34 C.F.R. Sec.100.3; <i>Lau v. Nichols</i>, 414 U.S. 563 (1974); <i>Castañeda v. Pickard</i>, 648 F.2d 989 (5th Cir. 1981); Chapter 28A.642 RCW and 392-190 WAC.</p> <p>Risk Level: 3</p>	<p><input type="checkbox"/> C. A roster of eligible EL students, indicating language proficiency level and the type and amount of ELD services provided for each student.</p> <p><input type="checkbox"/> D. A list of all teachers who design, oversee, and evaluate ELD services. For each teacher listed, provide their qualifications to provide EL services, such as EL/ESL endorsement or ongoing training relating to the delivery of ELD services.</p> <p><input type="checkbox"/> E. A list of all paraeducators who assist in providing ELD services. For each paraeducator listed, provide evidence that they instruct under the direct supervision of a qualified teacher and receive ongoing training relating to the delivery of ELD services.</p> <p><input type="checkbox"/> F. Evidence of evaluation of the effectiveness of the LEA's ELD services (e.g., progress made in language acquisition and academic achievement, feedback from teachers and parents, meeting minutes, etc.).</p> <p><i>If LEA has identified EL students, submit the below documentation from two students at an elementary school, middle/junior high school, high school, ALE or online program, and alternative school, where applicable.</i></p> <p><input type="checkbox"/> G. Student files with completed home language survey, placement test, and annual language proficiency assessment score sheets.</p>	
14.6	<p>Equity in Course and Program Enrollment</p> <p><i>To ensure the LEA does not discriminate in the counseling and guidance of students, the LEA at least annually reviews disaggregated course and program enrollment data to identify disproportionalities based on sex, race, EL status, and disability (special education and Section 504).</i></p>	<p>LEA Level</p> <p><input type="checkbox"/> A. A description of the process the LEA uses to annually review disaggregated course and program enrollment data at each building to identify and address disproportionalities based on sex, race, EL status, special education status, and Section 504 status. At a minimum, the description must include:</p>	

	<p><i>The review should include honors and advanced placement courses, career and technical education, highly capable programs, online programs, specialized programs, and other similar courses and programs that not all students participate in.</i></p> <p><i>If the review identifies a substantial disproportionality, the LEA takes prompt action to ensure it is not the result of discrimination.</i></p> <p>Resources and Technical Assistance for 14.6</p> <p>Legal authority: Title IX, 34 C.F.R. Sec.106.36; Section 504, 34 C.F.R. Sec.104.34; Title VI, 34 C.F.R. Sec.100.3; RCW 28A.640.020 and 28A.642.010; WAC 392-190-010.</p> <p>Risk Level: 3</p>	<ol style="list-style-type: none"> 1. When the review occurs. 2. Who is involved in the reviews. 3. How the reviews are documented. 4. Which course and programs are reviewed. 5. How the LEA or building determines whether disproportionalities exist. <p><i>For 14.6.B and 14.6.C., select any two elementary schools, two middle/junior high schools, two high schools, and two online or ALE programs (where applicable).</i></p> <p><input type="checkbox"/> B. Evidence of implementation of the LEA's process to annually review disaggregated course and program enrollment data for the 2022–23 or 2023–24 school year. Evidence must include at least the following:</p> <ol style="list-style-type: none"> 1. Disaggregated course and program enrollment data reviewed. 2. A narrative, report, or meeting minutes that demonstrate how the LEA or building analyzed the data to identify disproportionalities. 3. A list of any identified substantial disproportionalities. <p><input type="checkbox"/> C. If the LEA or building team identified substantial disproportionalities, evidence that the LEA or building team is addressing each substantial disproportionality to ensure it is not the result of discrimination. Evidence must include the following:</p> <ol style="list-style-type: none"> 1. A narrative, report, or meeting minutes that demonstrate the LEA or building's analysis to determine the causes of disproportionalities (i.e., root cause analysis). 2. The LEA or building's plan to address each disproportionality to ensure it is not the result of discrimination (e.g., reviews of counseling practices, identification 	
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		<p>and selection of students, recruitment materials and strategies, and course scheduling). <i>Please submit evidence for the same schools previously selected in 14.6.B. If no disparities were identified, please Add Comment to this item stating grounds for N/A.</i></p>	
<p>14.7</p>	<p>Equity in Student Discipline <i>To ensure the LEA does not discriminate in the administration of student discipline, the LEA at least annually reviews disaggregated discipline data to identify disproportionalities based on sex, race, EL-status, and disability (special education and Section 504).</i></p> <p><i>At a minimum, the review should include suspensions (both in-school, short-term, and long-term), expulsions, and emergency removals (emergency expulsions).</i></p> <p><i>If the review identifies a substantial disproportionality, the LEA takes prompt action to ensure it is not the result of discrimination.</i></p> <p>Resources and technical assistance for 14.7</p> <p>Legal authority: Title VI, 35 C.F.R. Sec.100.3; Section 504, 34 C.F.R. Sec.104.4; Title IX; 34 C.F.R. Sec.106.31; RCW 28A.640.010; RCW 28A.642.010; and WAC 392-190-048.</p> <p>Risk Level: 3</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. A description of the process the LEA uses to annually review disaggregated student discipline data at each building to identify and address disproportionalities based on sex, race, EL status, special education status, and Section 504 status. At a minimum, the description must include:</p> <ol style="list-style-type: none"> 1. When the review occurs. 2. Who is involved in the reviews. 3. How the reviews are documented. 4. What data is reviewed. 5. How the LEA or building determines whether disproportionalities exist. <p><i>For 14.7.B and 14.7.C., select any two elementary schools, two middle/junior high schools, two high schools, and two online or ALE programs (where applicable).</i></p> <p><input type="checkbox"/> B. Evidence of implementation of the LEA's process to annually review student discipline data at each building for the 2022–23 or 2023–24 school year. Evidence must include at least the following:</p> <ol style="list-style-type: none"> 1. Disaggregated student discipline data reviewed. 2. A narrative, report, or meeting minutes that demonstrate how the LEA or building analyzed the data to identify disproportionalities. 3. A list of identified substantial disproportionalities. 	

		<p><input type="checkbox"/> C. If the LEA or building team identified substantial disproportionalities, evidence that the LEA or building team is addressing each substantial disproportionality to ensure it is not the result of discrimination. <i>(Please submit evidence for the same schools previously selected in 14.7.B. If no disparities were identified, please Add Comment to this item stating grounds for N/A)</i> Evidence must include the following:</p> <ol style="list-style-type: none"> 1. A narrative, report, or meeting minutes that demonstrate the LEA or building’s analysis to determine the causes of disproportionalities (<i>i.e.</i>, root cause analysis). 2. The LEA or building’s plan to address each disproportionality to ensure it is not the result of discrimination (e.g., reviews of student discipline policies, procedures, and practices, and implementation of evidence-based practices reasonably calculated to address the root causes of disproportionalities). 	
<p>14.8</p>	<p>Equity in Athletics: Accommodating Student Interests and Abilities (Three-Part Test) <i>Each building that offers an interscholastic athletic program equally accommodates the interests and abilities of male and female students as demonstrated in one of the following ways (“Three-Part Test”):</i></p> <ol style="list-style-type: none"> 1. <i>The ratio of male/female student enrollment is substantially proportionate to the ratio of male/female athletic participation,</i> 2. <i>The school has a history and continuing pattern of</i> 	<p>LEA Level <i>If your LEA operates, sponsors, or provides interscholastic athletics, submit evidence for this item.</i></p> <p><input type="checkbox"/> A. A complete copy of the student athletic interest survey instrument administered within the last three years, and date it was last administered.</p> <p><i>For 14.8.B and 14.8.C., select two middle/junior high schools and two high schools (where applicable).</i></p> <p><input type="checkbox"/> B. Student athletic interest survey results for each selected building, with a summary of student responses disaggregated by sex (use the OSPI's</p>	

	<p><i>program expansion for the underrepresented sex, or</i></p> <p>3. <i>The school’s current program fully and effectively accommodates the interests and abilities of the underrepresented sex as demonstrated by the athletic interest survey and other requests for specific sports.</i></p> <p><i>The LEA administers the OSPI student athletic interest survey at least once every three years at each building that offers interscholastic athletics.</i></p> <p><i>The LEA disaggregates and summarizes its survey results by sex and by building and considers these results when planning and developing which recreational and athletic activities to offer and when determining whether equal opportunities are available to members of both sexes.</i></p> <p>Resources and Technical Assistance for 14.8</p> <p>Legal authority: Title IX, 34 C.F.R. Sec. 106.41; RCW 28A.640.020; WAC 392-190-030, 392-190-035, 392-190-040, and 392-190-045.</p> <p>Risk Level: 3</p>	<p>Sample Summary Worksheet or equivalent), including at a minimum:</p> <ol style="list-style-type: none"> 1. The number of students surveyed. 2. The number of students enrolled (i.e., eligible to take the survey). 3. The top five sports requested, including the number of students who expressed interest in each sport. 4. The top reasons for non-participation. <p><input type="checkbox"/> C. A completed Three-Part Test analysis for each selected building, using OSPI’s Athletic Opportunities Tool. Please submit evidence for the same two middle/junior high schools and two high schools previously selected in 14.8.B.</p>	
14.9	<p>Equity in Athletics: Annual Athletic Evaluation and Outside Sources of Funding</p> <p><i>The LEA provides equal opportunities and benefits for male and female students to participate in athletics. Each building that offers an athletic program conducts an annual evaluation of its athletic program to ensure that the overall benefits and treatment of the boys’ and</i></p>	<p>LEA Level</p> <p><i>If your LEA operates, sponsors, or provides interscholastic, club, or intramural athletics, submit evidence for this item.</i></p> <p><input type="checkbox"/> A. A description of the LEA’s process for annually evaluating girls’ and boys’ athletic programs at each building to identify and address disparities based on each required factor.</p>	

<p>girls' athletic programs are comparable, considering the following factors:</p> <ul style="list-style-type: none"> • Accommodation of interests and abilities (addressed in Item 14.8) • Coaching and tutoring • Equipment and supplies • Scheduling • Facilities • Medical services and training • Publicity and awards • Travel and per diem <p>The LEA has a process in place to ensure that outside sources of athletics funding (i.e., fundraisers, donations, or booster club activities) do not result in disparities in benefits or treatment between the girls' and boys' programs.</p> <p>If fundraising or donations result in a disparity along gender lines, the LEA corrects the disparity, using its own funds if needed.</p> <p>Resources and Technical Assistance for 14.9</p> <p>Legal authority: Title IX, 34 C.F.R. Sec. 106.41; RCW 28A.640.020; WAC 392-190-030, 392-190-035, 392-190-040, and 392-190-045.</p> <p>Risk Level: 3</p>	<p>For 14.9.B and 14.9.C, select evidence for two middle/junior high schools and two high schools (where applicable).</p> <p><input type="checkbox"/> B. Evidence of implementation of annual athletic evaluations for each selected building for the 2022–23 or 2023–24 school year. Evidence must include dated and completed building-level worksheets and analysis, or equivalent.</p> <p><input type="checkbox"/> C. If the athletic evaluations identified disparities that favor one sex at any selected building, evidence that the LEA or building is taking effective steps to correct the disparity. Please submit evidence for the same two middle/junior high schools and two high schools previously selected in 14.9.B. If no disparities were identified, please Add Comment to this item stating grounds for N/A.</p> <p><input type="checkbox"/> D. A description of the LEA's process to ensure that outside sources of athletic funding—including fundraisers, donations, and booster club activities—do not result in disparities that favor one sex over another.</p>	
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FISCAL: FEDERAL FISCAL CROSS-CUTTING

Note: 2023–24 school year review of 2022–23 expenditures. Please upload the initial documentation requested in the checklist below prior to the preliminary review due date.

If you have any questions, please contact us:

- Deb Crawford (360) 789-6258 Debbie.Crawford@k12.wa.us
- Jamey Schoeneberg (360) 972-4025 Jamey.Schoeneberg@k12.wa.us
- Amy Harris (360) 688-0485 Amy.Harris@k12.wa.us

Item	Description	Evidence	Notes
15.1	<p>Grant Claims and Expenditures <i>Grants reimbursements must be supported by records that identify the federally funded expenditures are made within the period of performance and be supported by source documentation to determine allowability.</i></p> <p>2 CFR 200.302</p> <p>2 CFR 200.403</p> <p><i>Period of Performance: “Period of performance means the total estimated time interval between the start of an initial Federal award and the planned end date, which may include one or more funded portions, or budget periods. Identification of the period of performance in the Federal award per § 200.211(b)(5) does not commit the awarding agency to fund the award beyond the currently approved budget period.”</i></p> <p>2 CFR 200.1</p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Describe the LEA’s process, including the names/positions of key staff, for ensuring that grant claims are prepared timely, reconcile to the accounting records and the related costs were incurred during the period of performance.</p> <p><input type="checkbox"/> B. Provide the LEA’s chart of accounts with coding for subprograms, sub objects, and building codes. See example at: https://www.k12.wa.us/sites/default/files/public/consolidatedreview/Expense%20Account%20Codes%20Example.pdf.</p> <p><input type="checkbox"/> C. Provide <i>Expenditure Summary Reports by Program, Activity and Object</i> that will be used to reconcile to grant claims as well as the detailed expenditure reports.</p> <ul style="list-style-type: none"> • Separate 2022–23 school year reports for only those <i>Federal</i> programs in the CPR https://www.k12.wa.us/policy-funding/grants-grant-management/consolidated-program-review/fiscal-guidance. • If you are part of a Title III or Perkins Consortia, please include Expenditure Summary Reports for this program. • No state programs. • For WSIPC LEAs, refer to the report instructions and example: https://www.k12.wa.us/policy-funding/grants-grant-management/consolidated-program-review/fiscal-guidance 	

		<ul style="list-style-type: none"> • For non-WSIPC LEAs, review example and provide comparable data. <input type="checkbox"/> D. Reconcile and explain any variances between the grant claims and expenditure summary reports. <input type="checkbox"/> E. Provide <i>Expenditure Detail Reports</i> from which OSPI will request supporting documentation for selected transactions. <ul style="list-style-type: none"> • Separate 2022–23 school year reports for only those <i>Federal</i> programs in the CPR. • If you are part of a consortia, please include Expenditure Detail Reports for this program. • No State programs. • Do NOT include object 4 benefits. • Include all description fields to provide detailed information about each transaction. • For WSIPC LEAs, refer to the report instructions and example: https://www.k12.wa.us/sites/default/files/public/consolidatedreview/pubdocs/instructions-exampleforexpendituredetailreport.pdf. • For non-WSIPC LEAs, review example and provide comparable data. <input type="checkbox"/> F. Provide <i>Expenditure Summary and Expenditure Detail Reports</i> for ESSER II and III grants for the entire grant period through August 31, 2023, if applicable. <input type="checkbox"/> G. Evidence in response to OSPI request. <i>Only select after communication from OSPI requesting further information.</i> 	
15.2	<p>Accounts Payable Charges <i>Federal funds must be spent on only allowable activities in accordance with CFR Part 200 Subpart E – Cost Principles, other special terms or conditions of the</i></p>	<p>LEA Level</p> <ul style="list-style-type: none"> <input type="checkbox"/> A. Describe the LEA’s process, including the names/positions of key staff, for ensuring federal expenditures are allowable, comply with procurement requirements, and 	

	<p><i>grant award, and/or other pertinent state and federal guidelines.</i></p> <p><i>2 CFR Part 200, Subpart E</i></p> <p>Procurement <i>Federal purchases that require a competitive process must comply with the more restrictive of federal / state requirements and LEA policy.</i></p> <p><i>2 CFR 200.67</i> <i>2 CFR 200.317-.327</i></p> <p>Suspension and Debarment <i>Subrecipients and vendors must not be suspended or debarred.</i></p> <p><i>2 CFR Part 180</i> <i>2 CFR Part 3485</i></p> <p>Conflict of Interest <i>"The non-federal entity must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts."</i> <i>2 CFR 200.318 (c) (1)</i></p> <p>Risk Level: 1</p>	<p>ensures vendors and subrecipients are not suspended or debarred.</p> <p><input type="checkbox"/> B. Provide the LEA's procurement policies and procedures (such as the WSSDA policies 6220 & 6220P), including the procurement thresholds for using federal funds and the language relating to conflict of interest and suspension & debarment. (Note: Please provide the procurement policy in use during 2022–23.)</p> <p><input type="checkbox"/> C. If the LEA used the self-certification option to use a higher micro purchase threshold, provide documentation the LEA used to support they are a low-risk entity.</p> <p><input type="checkbox"/> D. Evidence in response to OSPI request. <i>Only select after communication from OSPI requesting further information.</i></p>	
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OSSI: OFFICE OF SYSTEM AND SCHOOL IMPROVEMENT COLLABORATIVE ACTION PLANNING

Item	Description	Evidence	Notes
16.1	<p>LEA Accountability Plan <i>LEA Accountability Plan focuses on access and opportunity for all students and includes evidence-based interventions addressing</i></p>	<p>LEA Level <i>LEA does not have a majority of schools identified as eligible to receive Tier 2, Tier 3, or Tier 3 Plus supports:</i></p>	

	<p><i>student academic learning and achievement as well as school quality and success measures. LEA describes how schools identified for comprehensive and targeted support will be supported, reviewed and what funding sources will be used in their support. (WA ESSA Plan p. 62-63)</i></p> <p><i>A description of how the local educational agency will carry out its responsibilities under section 1111(d) for schools receiving funds under this section, including how the local educational agency will – [...]</i></p> <p><i>(F) as appropriate, modify practices and policies to provide operational flexibility that enables full and effective implementation of the plans described in paragraphs (1) and (2) of section 1111(d) (ESEA 1003(e)(1))</i></p> <p>Risk Level: 2</p>	<p><input type="checkbox"/> A. N/A – LEA does not have a majority of schools identified as eligible to receive Tier 2, Tier 3, or Tier 3 Plus supports: <i>Please add comment noting LEA does not have a majority of schools identified.</i></p> <p><i>Majority of schools in LEA identified as eligible to receive Tier 2, Tier 3, or Tier 3 Plus supports:</i></p> <p><input type="checkbox"/> B. LEA has a majority of schools identified as eligible to receive Tier 2, Tier 3, or Tier 3 Plus supports and has an LEA Consolidated Accountability Plan (L-CAP) (upload plan as evidence).</p> <p>L-CAP must include:</p> <ul style="list-style-type: none"> • Outline how the LEA has identified inequities of access, opportunity, and attainment and how those inequities are being addressed. • Describe or provide evidence (e.g., budget data) for any identified resource inequalities across the LEA. • Identify achievement and accountability goals. • Include evidence-based interventions that support teaching and learning and the conditions that support student learning and achievement. • Detail LEA/school strategies to address school quality and success measures (i.e. at a minimum: attendance, 9th graders on track, and access to advanced/dual course taking). • Describe how schools identified as eligible to receive Tier 2, Tier 3, or Tier 3 Plus supports will be supported by LEA. • Outline funding sources used to support schools identified as 	
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		<p>eligible to receive Tier 2, Tier 3, or Tier 3 Plus supports.</p> <ul style="list-style-type: none"> Describe or provide evidence of the practices or policies (e.g., policy or procedure document(s)) the LEA has in place to ensure that the schools with the greatest needs (e.g., schools identified as eligible to receive Tier 2, Tier 3, or Tier 3 Plus supports) are receiving necessary resources to support school improvement efforts. If applicable, include information on ways that the LEA has modified practices and policies to provide identified schools with the operational flexibility that enables full and effective implementation of the plans. 	
<p>16.2</p>	<p>School Improvement Plans Schools identified as eligible to receive Tier 2, Tier 3, or Tier 3 Plus Supports <i>For each school identified by the state and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes. (ESEA 1111(d)(1)(B))</i></p> <p><i>At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan. (WAC 180-16-220(b))</i></p> <p><i>(See also RCW 28A.655.235(3))</i></p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Describe the process or steps the LEA takes to provide feedback and approve a plan for schools identified as eligible to receive Tier 2, Tier 3, or Tier 3 Plus supports. Also detail how the LEA regularly reviews progress of such school improvement plans (e.g., state of the schools, school board meeting presentations, etc.). (250-1000 words)</p> <p><i>If the process for the LEA regularly reviewing the progress of school improvement plans is the same as an answer provided in 16.1.B then just note "See 16.1.B" as comment.</i></p> <p>Building Level</p> <p><input type="checkbox"/> B. Provide at least one artifact of evidence of public and stakeholder participation in the school improvement process. Evidence could include:</p> <ul style="list-style-type: none"> School Board meeting agenda and minutes. 	

	<p>Risk Level: 2</p>	<ul style="list-style-type: none"> • Narrative describing efforts to ensure stakeholder participation. • Notification letter/communication to stakeholders to participate in plan development. • List of families/stakeholders that provided feedback or participated in plan development, etc. <p><i>For 16.2.B, OSPI staff will review the most currently required progress monitoring or School Improvement Plan on the SharePoint site. If a comment from OSPI is present below, additional evidence or revisions are needed for 16.2.B. Otherwise 16.2.B is Compliant and does not require a response.</i></p> <p><input type="checkbox"/> C. School(s) identified as eligible to receive Tier 3, or Tier 3 Plus supports has(have) a school improvement plan that meets the requirements set forth in ESEA Sec. 1111(d)(1)(B) and WAC 180-16-220.</p>	
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FOSTER CARE

Item	Description	Evidence	Notes
17.1	<p>LEA Foster Care Liaison and Building Point of Contact</p> <p><i>The LEA has a designated foster care liaison to assist with immediate enrollment, attendance, and academic success of students in foster care. ESEA Section 1112(5)(a) RCW 28A.320.148</i></p> <p><i>The LEA has designated building points of contact to identify and support students in foster care, coordinate services and resources for students in foster care at the school level. RCW 28A.320.148</i></p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Ensure contact information located on the OSPI Foster Care website is accurate for your school district Foster Care Liaison, make changes as necessary, and submit screenshot as evidence. (https://ospi.k12.wa.us/student-success/access-opportunity-education/foster-care/foster-care-liaisonsdcyf-contactsschool-contacts) RCW 28A.320.148</p> <p><input type="checkbox"/> B. Ensure contact information located on the OSPI Foster Care website is accurate for each school Building Point of Contact, make changes as necessary, and submit</p>	

	<p>Risk Level: 2</p>	<p>screenshot for each school as evidence. https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.k12.wa.us%2Fsites%2Fdefault%2Ffiles%2Fpublic%2Ffostercare%2Fpubdocs%2FFoster Care Building Points of Contact Contact List.xlsx&wdOrigin=BROWSELINK RCW 28A.320.148</p>	
<p>17.2</p>	<p>Collaboration with Local Child Welfare Agency</p> <p><i>LEA must collaborate with child welfare agencies. ESEA Section 1112(c)(5)(B); RCW 28A.225.360</i></p> <p><i>The LEA collaborates with the local child welfare agency to maintain children in foster care in their schools of origin, when in their best interest. ESEA Section 1111 (g)(E)(i-iv); RCW 28A.225.360; RCW 28A.225.350; RCW 74.13.550; RCW 74.13.560; and RCW 74.13.631\</i></p> <p><i>The LEA collaborates with the local child welfare agency to ensure that children in foster care are immediately enrolled in school even if the student does not have the required documentation. The enrolling school will immediately contact the school last attended to obtain education records, and the sending school will immediately transfer those records. ESEA Section 1111(g)(1)(E)(iii) RCW 28A.225.330(7)</i></p> <p><i>The LEA shares relevant educational records with local child welfare agency as required by state and federal law. RCW</i></p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Signed copy of DCYF’s Regional Education Agreement developed in collaboration with the Office of Superintendent of Public Instruction (OSPI) or the equivalent agreement approved by OSPI. <i>The Regional Education Agreement must be signed by both the LEA and DCYF.</i></p> <p><input type="checkbox"/> B. Please describe the LEA process for documenting Best Interest Determination meetings and supply a sample form you use for documentation. For example, the documented placement decision form located here: https://www.k12.wa.us/sites/default/files/public/fostercare/pubdocs/Determination%20of%20School%20Placement%20for%20a%20Student%20in%20Foster%20Care.pdf</p> <p><input type="checkbox"/> C. Evidence such as emails, meeting agendas, or other records that are used to document immediate enrollment of students (even without required paperwork) and efforts to obtain education records.</p> <p><input type="checkbox"/> D. Completed forms, written agreements, transportation request forms, etc. to show evidence of coordinated transportation services.</p> <p><input type="checkbox"/> E. Copies of any board adopted policies addressing the enrollment and transportation needs of children in foster care, including dates of adoption.</p>	

	<p>28A.150.510 & ESEA Section 1111(g)(1)(E)(iii)</p> <p><i>The LEA collaborates with the State or local child welfare agency to develop and implement clear, written procedures governing how transportation will be provided, arranged, and funded for the duration of the child's time in foster care.</i></p> <p><i>The LEA collaborates with the State or local child welfare agency to develop and implement clear, written procedures governing how transportation will be provided, arranged, and funded for the duration of the child's time in foster care.</i></p> <p>Risk Level: 2</p>		
17.3	<p>Foster Care Student Progress and Support</p> <p><i>Students who are subject to a dependency proceeding should have their unexpected or excessive absences regularly reviewed by a school district representative (such as the Foster Care Liaison) or school employee (such as the Building Point of Contact), the students' caseworkers, educational liaisons, attorneys if appointed, parents or legal guardians, and foster parents or the persons providing placement for the students. A school district representative or a school employee must proactively support the students' school work so the student does not fall behind and to avoid suspension or expulsion based on truancy. RCW 28A.225.023; ESEA Section 1111(g)(1)(E).</i></p> <p>Risk Level: 2</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Emails, meeting agendas, or other evidence may be used to demonstrate the supports in place when attendance becomes a concern or barrier to educational stability.</p>	
17.4	<p>Dispute Resolution</p> <p><i>In a case where a dispute occurs regarding the determination of best interest or the provision of other educationally related</i></p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Submit a statement signed by the LEA Foster Care Liaison ensuring that the LEA Foster Care Liaison "has read and will follow the OSPI Foster</p>	

	<p><i>services for a child or youth in foster care, the LEA follows Washington State's foster care dispute process.</i> ESEA Section 1111(g)(1)(E)</p> <p><i>The LEA ensures that students remain in their school of origin while disputes are being resolved.</i> ESEA Section 1111(g)(1)(E)(i), ESEA Section 1112(c)(5)(B)(i) & RCW 28A.225.350(3)</p> <p><i>The most current OSPI Foster Care Dispute Resolution Process can be found here:</i> https://www.k12.wa.us/sites/default/files/public/fostercare/pubdocs/fostercaredisputeresolutionprocess_wa.pdf (dated July 2016).</p> <p>Risk Level: 2</p>	<p>Care Dispute Resolution Process." The most current OSPI Foster Care Dispute Resolution Process can be found here: https://www.k12.wa.us/student-success/access-opportunity-education/foster-care/foster-care-resources-and-training, dated 2021.</p>	
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TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT

If your LEA receives Title IV, Part A funds, please complete this checklist where applicable. Please note that if your LEA received more than \$30,000 during the year under review, Item 18.1 is required regardless of whether funds were transferred to another Title program. If your LEA opted to use REAP Alternative Fund Use Authority, all items in this section are Not Applicable.

Item	Description	Evidence	Notes
18.1	<p>Comprehensive Needs Assessment <i>LEAs receiving an allocation of more than \$30,000 shall conduct a comprehensive needs assessment in order to examine needs for improvement of:</i></p> <ul style="list-style-type: none"> <i>Access to, and opportunities for, a well-rounded education for all students.</i> <i>School conditions for student learning in order to create a</i> 	<p>LEA Level <input type="checkbox"/> A. Provide evidence of a comprehensive needs assessment conducted as part of the program planning process for the year under review.</p> <p><i>Please note: If your LEA received more than \$30,000, Item 18.1 is required regardless of whether funds were transferred to another Title program.</i></p>	

	<p><i>healthy and safe school environment.</i></p> <ul style="list-style-type: none"> • <i>Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.</i> <p>ESEA Section 4106</p> <p>Risk Level: 1</p>	<p><i>For assistance with the comprehensive needs assessment, please visit:</i></p> <p>https://www.k12.wa.us/sites/default/files/public/studentssupport/titleiva/TitleIVProgramPlanningGuide.pdf</p>	
18.2	<p>Distribution of Funds</p> <p><i>LEAs are required to prioritize the distribution of funds to schools served by the LEA based on one or more of the following criteria—</i></p> <ul style="list-style-type: none"> • <i>Are among the schools with the greatest needs;</i> • <i>Have the highest percentages or numbers of children counted under Section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA);</i> • <i>Are identified for comprehensive support and improvement under Section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);</i> • <i>Are implementing targeted support and improvement plans as described in Section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or</i> • <i>Are identified as a persistently dangerous public elementary school or secondary school under Section 8532.</i> <p>ESEA Section 4106</p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Indicate which criteria, from the list of options, the LEA used to prioritize the distribution of funds to schools.</p> <p>You may also indicate that funds were spent in support of all schools or specific grades based on the needs identified.</p>	
18.3	<p>Expenditures</p> <p>ESEA Section 4106</p>	<p>LEA Level</p>	

	<p>For an LEA that receives \$30,000 or more, use—</p> <ul style="list-style-type: none"> • Not less than 20 percent of funds to support one or more of the activities authorized under Section 4107 pertaining to well-rounded educational opportunities; • Not less than 20 percent of funds to support one or more activities authorized under Section 4108 pertaining to safe and healthy students; and • A portion of funds to support one or more activities authorized under Section 4109(a) pertaining to the effective use of technology. • Not more than 15 percent of funds designated for supporting the effective use of technology to purchase technology infrastructure. <p>Risk Level: 1</p>	<p>For an LEA that received \$30,000 or more during the prior school year, please provide a detailed prior year expenditure report (or “off the books” tracking, if applicable), which demonstrates that the LEA spent according to requirements.</p> <p>Expenditure reports must:</p> <ul style="list-style-type: none"> • Include all expenditures under each of the required categories for the prior fiscal year. • Be separated by fiscal year allocation – ie, do not combine one fiscal year’s allocation with carryover from another fiscal year. • Be separated by program area with totals for each program area requirement. <p>Requirements</p> <ul style="list-style-type: none"> <input type="checkbox"/> A. Not less than 20% of funds were used to support well- rounded educational opportunities (Section 4107); <input type="checkbox"/> B. Not less than 20% of funds were used to support activities for safe and healthy students (Section 4108); and <input type="checkbox"/> C. A portion of funds were used to support effective use of technology (Section 4109(a)). <input type="checkbox"/> D. Not more than 15% of funds designated for supporting effective use of technology (as mentioned in 18.3 C) was used to purchase technology infrastructure, including devices, equipment, software, and digital content. <input type="checkbox"/> E. If the LEA did not meet the minimum program area requirements (as described above) during the prior year, provide documentation which demonstrates the LEA carried forward the unspent balance and applied them to activities in the current year in a 	
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		<p>way that ensures the requirements will be met by the time the funds are fully expended</p> <p><i>Note: The LEA should provide clear documentation demonstrating that required categories were established and expenditures align with the approved application.</i></p>	
18.4	<p>Program Activities <i>LEA shall use funds to develop and implement programs that:</i></p> <ul style="list-style-type: none"> • <i>Support access to a well-rounded education;</i> • <i>Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; and/or</i> • <i>Improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students.</i> <p>ESEA Sections 4107, 4108, 4109</p> <p>Risk Level: 1</p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Briefly describe your LEA's progress in implementing the activities outlined in your approved application for the current school year, including pending or scheduled activities.</p> <p><input type="checkbox"/> B. Please indicate whether the LEA is on track to meet the measurable objective / outcome described in the approved program plan.</p>	

TRIBAL CONSULTATION

This checklist is applicable only to LEAs with an American Indian/Alaska Native student enrollment of 50 percent or more of the total district enrollment; or those having received a Title VI, Part A, subpart 1 grant in the previous year exceeding \$40,000.

Item	Description	Evidence	Notes
19.1	<p>Consultation <i>The LEA has complied with the requirements for timely and meaningful consultation on issues affecting American Indian and Alaska Native students, and to consult with appropriate officials from Indian tribes or tribal organizations prior to the LEA's submission of a required plan or application of any of the following:</i></p> <ul style="list-style-type: none"> • <i>Title I, Part A</i> 	<p>LEA Level</p> <p><input type="checkbox"/> A. A brief description of the LEA's process to ensure that consultation provided opportunity for appropriate officials from tribes or tribal organizations to meaningfully and substantively contribute to plans affecting those student populations.</p> <p><input type="checkbox"/> B. Evidence of consultation activities. Evidence may include meeting agendas, emails, materials</p>	

	<ul style="list-style-type: none"> • Title I, Part C • Title I, Part D • Title II, Part A • Title III • Title IV, Part A • Title IV, Part B • Title V, Part B, subpart 2 • Title VI, Part A, subpart 1 <p>Sec 8538</p> <p><i>Beginning September 1, 2024, school board members, superintendents, and any other staff at school districts that are required to perform tribal consultation under Title VI of the federal Every Student Succeeds act (P.L. 114-95, 20 U.S.C. Sec. 1001 et seq., 35 20 U.S.C. 6301 et seq.) must take and certify completion of the tribal consultation training offered by the OSPI Office of Native Education. (Substitute Senate Bill 5252; 2022)</i></p> <p>Risk Level: 3</p>	<p>reviewed during consultation, sign-in sheets for in-person meetings.</p> <p><input type="checkbox"/> C. Provide a list of:</p> <ul style="list-style-type: none"> • Requests or recommendations from the consulted tribe(s) or tribal organizations. • Implemented changes based on requests or recommendations. <p><input type="checkbox"/> D. Evidence of the LEA's completed Affirmation of Consultation with Tribal Representatives form. <i>No initial response for 19.1.D. is required. OSPI staff will use evidence from the 2022–23 iGrants General Assurances.</i></p> <p><input type="checkbox"/> E. Evidence that school board members, superintendent, and any other staff at the school district required to perform tribal consultation under Section 8538 of the Every Student Succeeds Act have completed tribal consultation training offered by the OSPI Office of Native Education (beginning September 1, 2024).</p>	
<p>19.2</p>	<p>Since Time Immemorial</p> <p><i>The LEA incorporates curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes.</i></p> <p><i>The LEA shall collaborate with any federally recognized Indian tribe(s) within their district, and with neighboring Indian tribes, to incorporate expanded and improved curricular materials about Indian tribes, and to create programs of classroom and community cultural exchanges.</i></p> <p><i>This effort is to be undertaken with any curriculum review or adoption activities for social studies or</i></p>	<p>LEA Level</p> <p><input type="checkbox"/> A. Provide the LEA's curriculum adoption schedule for social studies and history.</p> <p><input type="checkbox"/> B. Provide documentation demonstrating incorporation of STI in most recent review or adoption of curriculum in social studies and history.</p> <p><input type="checkbox"/> C. Demonstrate collaboration with local Indian tribes (as applicable). Evidence may include meeting agendas, emails, materials reviewed during consultation, sign-in sheets for in-person meetings.</p> <p><input type="checkbox"/> D. Demonstrate implementation of Since Time Immemorial and/or tribally developed sovereignty curriculum. Evidence may include lesson plans,</p>	

	<p><i>history conducted by the LEA after July 24, 2015.</i></p> <p><i>RCW 28.A.320.170</i></p> <p><i>Risk Score: 1</i></p>	<p>principal observations, student work, LEA policy for adoption, professional development facilitated by tribal members.</p> <p><input type="checkbox"/> E. N/A – LEA has conducted no review or adoption of social studies or history curriculum after July 24, 2015. <i>Please Add Comment to this item stating grounds for N/A.</i></p>	
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