

Nelson County (451) Public District - FY 2018 - District Funding Assurances - Rev 0*** The LEA assures that it will comply with the following provisions:**

1.	A comprehensive and current needs assessment, consistent with local board policy, supports the district improvement plan. The needs assessment is considered comprehensive and current if all of the following areas have been assessed at some point in the last three years: 1) curriculum; 2) classroom evaluation/assessment; 3) instruction; 4) school culture; 5) family and community involvement; 6) professional growth and evaluation; 7) leadership; 8) organizational structure and resources; and 9) an effective planning process.	* ☐ Yes
2.	The district has a planning policy in place for school councils to follow that describes the form and function of school improvement planning in the district as per KRS 160.345(3)(c). This policy includes a description of the district's annual planning cycle (with dates). The district and all schools develop their improvement plans in accordance with this policy and with the involvement of representative groups, including required members of the needs assessment team.	* ☐ Yes
3.	The local school district reviews its district improvement plan at least annually and revises as needed. Implementation of activities and strategies described in the action plan are evaluated for impact on student performance and classroom practices. The local school district assures that at least annually, an updated district improvement plan is approved by the local board and posted on the appropriate school or district website. The CDIP for each district shall be posted to the district's Web site. The CSIP for each school shall be posted to the school's Web site.	* ☐ Yes
4.	The local school district will administer each covered program in accordance with all program plans and applications.	* ☐ Yes
5.	Before its district improvement plan is posted, the district has afforded a reasonable opportunity for public comment on the plan and has considered such comment.	* ☐ Yes
6.	Where appropriate, the local school district will consult with private school officials in a timely and meaningful way to assure equitable participation of children and/or teachers in the private schools	* ☐ Yes
7.	The local school district will coordinate and collaborate with other agencies as required by the Every Student Succeeds Act (ESSA) Title I, Parts A, C, and D; ESSA Title II, Parts A, B, and D; ESSA Title IV, Title VII, Title X, Part C, the Individuals with Disabilities Education Act (IDEA), and the Carl D. Perkins Vocational and Technical Education Act of 2006.	* ☐ Yes
8.	The local school district will adopt and use proper methods of administering the covered programs, including: implementation of obligations, the correction of deficiencies in program operations as identified through technical assistance, program audits, monitoring or evaluation, and the adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs	* ☐ Yes
9.	The local school district will cooperate in carrying out any evaluation of each program conducted by or for the Kentucky Department of Education (KDE), or the U. S. Department of Education.	* ☐ Yes
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10.	The local school district will:		☐ Yes
	a.	Provide timely program reports to the Kentucky Department of Education on activities and expenditures, including reports requested by the U. S. Department of Education	
	b.	Maintain records, provide information, and afford access to the records as the Kentucky Department of Education or the federal offices may find necessary to carry out their responsibilities	
11.		The local school district will comply with the Civil Rights Act of 1964, Title IV, Title VI, Title VII; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the American Disabilities Act of 1990; and the Age Discrimination Act prohibiting discrimination on the basis of race, color, national origin, age, religion, marital status, sex, or disability.	☐ Yes
12.		The local school district assures that its district improvement plan describes steps it will take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. [General Education Provisions Act (GEPA) Section 427].	☐ Yes
13.		The local school district will comply with the Single Audit Act. (2 C.F.R. Part 200 Subpart F)	☐ Yes
14.		The local school district has control of programs and holds title to property acquired with the funds. The district will administer the funds and property as required by the authorizing law and for the purpose for which they are granted. The district retains control in the event of contractual arrangements made with other parties.	☐ Yes
15.		The local school district will use fiscal control and fund accounting procedures (MUNIS) to ensure proper disbursement of and accounting for federal/state funds paid to the district under the covered programs.	☐ Yes
16.		The local school district will submit an amendment prior to opening an object code series or to purchase equipment that costs \$5,000 or more per unit after the initial budget has been submitted and approved.	☐ Yes
17.		The local school district assures that:	☐ Yes
	a.	Federal appropriated funds have not been paid or are paid by or on behalf of the local school district, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress, in connection with the making of any federal grant, for entering any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.	
	b.	Any funds other than federal appropriated funds have not been paid or are paid to any person for influencing or attempting to influence an officer or employee of any agency in connection with the federal grant, the superintendent shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	

18.	The superintendent shall require that these assurances and certifications be included in the award documents for all sub-grantees.	☐ Yes
19.	Federal funds received under covered programs are used only to supplement and in no case supplant funds from non-federal sources.	☐ Yes
20.	If the project involves construction, the project is consistent with overall state plans for the construction of school facilities; and, in developing plans for construction, due consideration is given to excellence of architecture and design, compliance with the Americans with Disabilities Act and standards prescribed by the Secretary under Section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities [GEPA, Sec. 436].	☐ Yes
21.	Federal funds received will not be used to acquire equipment (including computer software) when such acquisition results in a direct financial benefit to an organization representing the interests of the school district or its employees or any affiliate of such organization [GEPA, Sec. 436].	☐ Yes
22.	The local school district will maintain procedures to minimize the time elapsing between the transfer of federal grant funds and their disbursement (2 C.F.R. Part 200.305).	☐ Yes
23.	Any plan, budget, evaluation, periodic program plan, or report relating to the covered programs is made readily available to parents and other members of the general public for the purpose of public inspection (34 C.F.R. 76.304). The local school district will comply with the Open Records Act.	☐ Yes
24.	Children served in covered programs will have access to all state and locally funded instructional, social, health, transportation, and nutritional services on the same basis as any other child and have the opportunity to meet the same challenging content and performance standards as any other child.	☐ Yes
25.	The local school district will comply with the 2 C.F.R. Part 200 – Uniform Administrative Requirements, Cost Principles, And Audit Requirements for Federal Awards as applicable.	☐ Yes
26.	The local school district will comply with 2 C.F.R. Part 200 Subpart E as it relates to cost principles for federal fund uses.	☐ Yes
27.	The local school district will comply with 2 C.F.R. Part 200 Subpart D Property Standards (200.310-200.316).	☐ Yes
28.	The local school district will comply with the Debarment, Suspension, and other Responsibility matters regulation (34 C.F.R. 85.110).	☐ Yes
29.	The local school district will comply with assurance of Compliance (Form HEW 441) or any court ordered desegregation plan that applies to this application.	☐ Yes
30.	The local school district will comply with the Gun-Free Schools Act of 1994.	☐ Yes
31.	The local school district will comply with the Pro-Children Act of 1994.	☐ Yes

32.	The local school district will comply with the Family Educational Rights and Privacy Act of 1974 (FERPA) and the Protection of Pupil Rights Amendment (PPRA).	☐ Yes
33.	The local school district will comply with the Procurement Standards as describe in 2 C.F.R. 200.318-200.326.	☐ Yes
34.	The local school district shall certify that no policy of the district or the school prevents or otherwise denies participation in constitutionally protected prayer in the public schools (K-12) (20 U.S.C. 7904).	☐ Yes
35.	The local school district will comply with all provisions of KRS 158.649 relating to the reduction of achievement gaps among student populations.	☐ Yes
36.	The district improvement plan includes specific strategies to support schools that have not meet Adequate Yearly Progress.	☐ Yes
37.	The district improvement plan includes specific strategies to support schools that have not met the goals of the Interim Performance Report for the Kentucky Performance Rating for Educational Progress (K-PREP).	☐ Yes
38.	All current school improvement plans are on file in the district's central office for review.	☐ Yes
39.	The local school district will have a technology plan in place to support the technology initiatives that are funded through various federal and state programs including the Every Student Succeeds Act (ESSA), the Universal Service Administrative Company (USAC) E-Rate program, and the Kentucky Education Technology System (KETS) program.	☐ Yes
40.	The local district assures that all students have had access and opportunity to learn the standards contained in the Kentucky Academic Standards. 704 KAR 3:303.	☐ Yes
41.	The local district assures that all students have met the minimum graduation requirements upon graduation. 704 KAR 3:305.	☐ Yes
42.	The local district assures that all students in grades 6-12 have an Individual Learning Plan. KRS 158.6459 and 704 KAR 3:305.	☐ Yes
43.	As it relates to student interventions, the local district assures: a. A high school student whose scores on the high school readiness examination administered in grade eight (8), on the college readiness examination administered in grade ten (10), or on the WorkKeys indicate that additional assistance or advanced work is required in English, reading, or mathematics shall be provided intervention strategies for accelerated learning incorporated into his or her learning plan. KRS 158.6459 b. A high school student whose score on the college admissions examination under KRS 158.6453 (11)(a)3. in English, reading, or mathematics is below the system-wide standard established by the Council on Postsecondary Education for entry into a credit-bearing course at a public postsecondary institution without placement in a remedial course or an entry-level course, supplementary academic support shall be accountable to provide the opportunity to participate in accelerated learning designed to address his or her identified academic deficiencies prior to high school graduation. KRS 158.6459.	☐ Yes

c.	By February 1, 2003, and each February 1 in odd-numbered years thereafter, the school-based decision making council, or the principal if there is not a council, with the involvement of parents, faculty, and staff shall set the school's biennial targets for eliminating any achievement gap and submit them to the superintendent for consideration. The superintendent and the school-based decision making council, or the principal if there is not a council, shall agree on the biennial targets before they are submitted to the local board of education for adoption. Beginning with the 2012-2013 school year, the reporting requirement in this subsection shall be October 1 of each year. KRS 158.649.	Yes
44.	All students not meeting benchmarks established by the Council on Postsecondary Education on the college readiness exam are provided intervention/transition courses. 704 KAR 3:305.	Yes
45.	The local district assures that all courses in the local course catalog are linked to Kentucky's Uniform Academic Course Codes. 704 KAR 3:540.	Yes
46.	The local district assures that a library media center has been established in every elementary and secondary school and that a school librarian is employed to organize, equip, and manage the operations of the school media library and holds the appropriate certificate in accordance with KRS 161.020, 161.030, and 158.102.	Yes
47.	The local district assures that all students grades K-3 have been provided learning experiences that include developmentally appropriate educational practices; multiage and multiability classrooms; continuous progress; authentic assessment; qualitative reporting methods; professional teamwork; and positive parent involvement. 704 KAR 3:440	Yes
48.	The local district assures that any courses being identified as advanced placement courses are identified as an advanced placement course by the College Board; include the content as described in the college board overview, description, and recommended course syllabus for the appropriate course; are aligned with Kentucky's Academic Expectations as established in KRS 158.6451 and Kentucky's Academic Standards as established in 704 KAR 3:303; and prepares a student to take and be successful on the appropriate advanced placement examination administered by the college board. Advanced placement courses must be accessible to all students. 704 KAR 3:510	Yes
49.	KRS 158.791 requires:	Yes
Elementary Schools to:		
	a. Provide comprehensive school-wide reading program;	
	b. Provide diagnostic reading assessments and intervention services for those students who need them to learn to read at the proficient level;	
	c. Ensure quality instruction by highly trained teachers;	
	d. Provide high quality library media programming; (defined in KDE's Beyond Proficiency @ your library)	
Middle and High Schools:		

a. Provide direct, explicit instruction to students lacking skills in how to read, learn, and analyze information in key subjects, including language, reading, English, mathematics, science, social studies, arts and humanities, practical living, and career studies;

b. Ensure that teachers have the skills to help all students develop critical strategies and skills for subject-based reading.

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*The LEA assures that it will comply with the following provisions:

1.	The local school district will adopt policies and practices to ensure that any child in foster care remains in the child's school of origin, unless it is determined that it is not in his or her best interest. ESEA Sec. 1111(g)(1)(E)(i)	* ☐ Yes
2.	The local school district will adopt policies and practices to ensure that if it is not in the child's best interest to remain in the school of origin, the child will be immediately enrolled in a new school even if the child is unable to produce records normally required for enrollment. ESEA Sec. 1111(g)(1)(E)(ii)	* ☐ Yes
3.	The enrolling school shall immediately contact the school last attended by any such child to obtain relevant academic and other records. ESEA Sec. 1111(g)(1)(E)(iii)	* ☐ Yes
4.	The LEA will collaborate with the child welfare agency to develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of a child's time in foster care. These procedures will ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)). (ESEA 1112(c)(5)(B)).	* ☐ Yes
5.	The local school district will ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if a) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation; b) the local educational agency agrees to pay for the cost of such transportation; or c) the local educational agency and the local child welfare agency agree to share the cost of such transportation (ESEA 1112(c)(5)(B)).	* ☐ Yes

Nelson County (451) Public District - FY 2018 - District Funding Assurances - Rev 0***The LEA assures that it will comply with the following provisions:**

1.	Each LEA is required to establish policies and procedures that:	* ☐ Yes
	a. Ensure school personnel are aware of and parents are notified how to access the policies and procedures regarding physical restraint and seclusion;	
	b. Are designed to ensure the safety of all students, school personnel, and visitors;	
	c. Require school personnel to be trained in accordance with the requirements outlined in Section 6 of 704 KAR 7:160;	
	d. Outline procedures to be followed during and after each use of physical restraint or seclusion, including notice to parents, documentation of the event in the student information system, and a process for the parent or emancipated youth to request a debriefing session;	
	e. Require notification, within twenty four (24) hours, to the Kentucky Department of Education and local law enforcement in the event of death, substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ, or mental faculty resulting from the use of physical restraint or seclusion;	
	f. Outline a procedure by which parents may submit a complaint regarding the physical restraint or seclusion of their child, which shall require the district and school to investigate the circumstances surrounding the physical restraint or seclusion, make written findings, and if appropriate, take corrective action; and	
	g. Outline a procedure to regularly review data on physical restraint and seclusion usage and revise policies as needed.	
2.	Every LEA is required to maintain district level policies consistent with this administrative regulation.	* ☐ Yes
3.	It is the responsibility of the LEA to ensure that physical restraint and seclusion is not being implemented in the following situations:	* ☐ Yes
	a. As punishment or discipline;	
	b. To force compliance or to retaliate;	
	c. As a substitute for appropriate educational or behavioral support;	
	d. To prevent property damage, except as permitted under KRS Chapter 503;	
	e. As a routine school safety measure;	

f.	As a convenience for staff; or	Yes
g.	As a substitute for a time out	
4. The LEA is also required to ensure school personnel shall not impose the following on any student at any time:		
a.	Mechanical restraint;	
b.	Chemical restraint;	
c.	Aversive behavioral interventions;	
d.	Physical restraint that is life-threatening;	Yes
e.	Prone or supine restraint; or	
f.	Physical restraint if they know that physical restraint is contraindicated based on the student's disability, health care needs, or medical or psychiatric condition.	
5. The LEA is required to ensure that physical restraint and seclusion are only implemented if:		
a.	The student's behavior poses an imminent danger of physical harm to self or others and as permitted under KRS 503.050, 503.070, and 503.110;	
b.	The physical restraint does not interfere with the student's ability to communicate in the student's primary language or mode of communication, unless the student uses sign language or an augmentative mode of communication as the student's primary mode of communication and the implementer determines that freedom of the student's hands for brief periods during the restraint appears likely to result in physical harm to self or others;	
c.	The student's physical and psychological well-being is monitored for the duration of the physical restraint;	Yes
d.	Less restrictive behavioral interventions have been ineffective in stopping the imminent danger of physical harm to self or others, except in the case of a clearly unavoidable emergency situation posing imminent danger of physical harm to self or others;	
e.	School personnel implementing the physical restraint and seclusion are appropriately trained as required by Section 6(3) of this administrative regulation, except to the extent necessary to prevent physical harm to self or others in clearly unavoidable emergency circumstances where other school personnel intervene and summon trained school personnel as soon as possible.	
6. The LEA may only implement seclusion as long as an appropriate setting includes the following characteristics:		
a.	Be free of objects and fixtures with which a student could inflict physical harm to self or others;	
b.	Provide school personnel a view of the student at all times;	
c.	Provide adequate lighting and ventilation;	

- d. Be reviewed by district administration to ensure programmatic implementation of guidelines and data related to its use;
- e. Have an unlocked and unobstructed door; and
- f. Have at least an annual fire and safety inspection.

7. The LEA is required to document all physical restraints and seclusions by a written record and maintain documentation in the student's education record. Each record of a use of physical restraint or seclusion shall be informed by an interview with the student and shall include:

- a. The student's name;
- b. A description of the use of physical restraint or seclusion and the student behavior that resulted in the physical restraint or seclusion;
- c. The date of the physical restraint or seclusion and school personnel involved;
- d. The beginning and ending times of the physical restraint or seclusion;
- e. A description of any events leading up to the use of physical restraint or seclusion including possible factors contributing to the dangerous behavior;
- f. A description of the student's behavior during physical restraint or seclusion;
- g. A description of techniques used in physically restraining or secluding the student and any other interactions between the student and school personnel during the use of physical restraint or seclusion;
- h. A description of any behavioral interventions used immediately prior to the implementation of physical restraint or seclusion;
- i. A description of any injuries to students, school personnel, or others;
- j. A description as to how the student's behavior posed an imminent danger of physical harm to self or others;
- k. The date the parent was notified;
- l. A description of the effectiveness of physical restraint or seclusion in de-escalating the situation;
- m. A description of the school personnel response to the dangerous behavior;
- n. A description of the planned positive behavioral interventions which shall be used to reduce the future need for physical restraint or seclusion of the student; and
- o. For any student not identified as eligible for services under either Section 504 of the Rehabilitation Act or the Individuals with Disabilities Education Act, documentation of a referral under either law or documentation of the basis for declining to refer the student.

Yes

8. The LEA is required to ensure the physical restraint or seclusion record as outlined above be completed by the end of the next school day following the use of seclusion or physical restraint.

Yes

9.	If the parent or emancipated youth requests a debriefing session under Section 2(1)(d) of 704 KAR 7:160, a debriefing session shall be held after the imposition of physical restraint or seclusion upon a student.	Yes
	a. The debriefing session shall occur as soon as practicable, but not later than five (5) school days following the request of the parent or the emancipated youth, unless delayed by written mutual agreement of the parent or emancipated youth and the school.	
10.	The LEA is required to train all school personnel in state administrative regulations and school district policies and procedures regarding physical restraint and seclusion.	Yes
	a. All school personnel shall be trained annually to use an array of positive behavioral supports and interventions to:	
	- Increase appropriate student behaviors;	
	- Decrease inappropriate or dangerous student behaviors; and	
	- Respond to dangerous behavior.	
	b. This training may be delivered utilizing web-based applications.	
	c. This training shall include:	
	- Appropriate procedures for preventing the need for physical restraint and seclusion, including positive behavioral supports and interventions;	
	- State administrative regulations and school district policies and procedures regarding physical restraint and seclusion;	
	- Proper use of positive reinforcement;	
	- The continuum of use for alternative behavioral interventions;	
	- Crisis prevention;	
	- De-escalation strategies for responding to inappropriate or dangerous behavior, including verbal de-escalation, and relationship building; and	
11.	- Proper use of seclusion as established in Section 4 of this administrative regulation, including instruction on monitoring physical signs of distress and obtaining medical assistance if necessary.	Yes
	The LEA will provide all school personnel with annual written or electronic communication identifying core team members in the school setting who have been trained to implement physical restraint.	
12.	The LEA is required to provide a core team of selected school personnel to respond to dangerous behavior and to implement physical restraint of students. The core team shall receive additional yearly training in the following areas:	Yes
	a. Appropriate procedures for preventing the use of physical restraint except as permitted by this administrative regulation;	

b.	A description and identification of dangerous behaviors that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations, in order to determine whether the use of physical restraint is safe and warranted;	
c.	Simulated experience of administering and receiving physical restraint, and instruction regarding the effect on the person physically restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;	
d.	Instruction regarding documentation and notification requirements and investigation of injuries; and	
e.	Demonstration by core team members of proficiency in the prevention and use of physical restraint	
13.	The following data shall be reported by the LEA in the student information system (Infinite Campus) related to incidents of physical restraint and seclusion:	Yes
a.	Aggregate number of uses of physical restraint;	
b.	Aggregate number of students placed in physical restraint;	
c.	Aggregate number of uses of seclusion;	
d.	Aggregate number of students placed in seclusion;	
e.	Aggregate number of instances of substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ, or mental faculty to students related to physical restraint and seclusion;	
f.	Aggregate number of instances of substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ, or mental faculty to school personnel related to physical restraint and seclusion; and	
g.	Aggregate number of instances in which a school resource officer or other sworn law enforcement officer is involved in the physical restraint or seclusion of a student. (39 Ky.R. 678; 1207; 1400; eff. 2-1-2013.)	

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1.	Districts and schools receiving Title I, Part A funds will comply with all requirements outlined in Title I, Part A of the Every Student Succeeds Act of 2015, unless a notice of the waiver of specific requirements has been issued by the Kentucky Department of Education.	☐ Yes
2.	Districts and schools receiving Title I, Part A funds will maintain records that support their compliance with Title I, Part A requirements and approved plans.	☐ Yes
3.	If selected, the district will submit to state-conducted Title I, Part A monitoring and will comply with all corrective actions that result of such monitoring.	☐ Yes
4.	Districts will comply with the following assurances as outlined within Title I, Part A, Section 1112 of the Every Student Succeeds Act of 2015, unless a notice of the waiver of specific requirements has been issued by the Kentucky Department of Education.	☐ Yes
The local educational agency will:		
	• participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics.	
	• inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;	
	• provide technical assistance and support to schoolwide programs;	
	• work in consultation with schools as they develop plans pursuant to section 1114 and assist schools with the implementation of such plans or undertake activities pursuant to section 1115 so that all students meet challenging State academic standards;	
	• fulfill such agency's school improvement responsibilities under section 1116;	
	• provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;	
	• take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;	

	in the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established in the regulations promulgated under the ESSA, which are coordinated with the regulations promulgated under the Head Start Act;
	work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
	inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;
	coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school;
	ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
	use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3).
	ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

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1.	Districts will not discriminate against children who are not legally admitted to the United States by denying them access to educational programs offered to children of U. S. citizens. Neither shall the district:		* ☐ Yes
	a.	Require students or parents to disclose or document their immigration status.	
	b.	Make inquiries of students or parents which may expose their undocumented status.	
	c.	Require social security numbers of all students, as it may expose the undocumented status of students or parents (Plyler v. Doe, 457 U.S. 202, (1982))	
2.	Section 1304(b)(3) of the Every Student Succeeds Act states that the Kentucky Department of Education must promote interstate and intrastate coordination of migrant education services, including the transfer of pertinent school records, for migratory children. School districts must meet privacy requirements of FERPA as listed in General Assurances No. 27. In carrying out this requirement, the signed Certificate of Eligibility (COE), by the migrant child's parent or legal guardian will serve as a consensual written permission to share personally identifiable information from their migrant record with local educational agencies and migrant regional service centers and to transfer such information to appropriate education officials in other states having migrant programs. Regional migrant service centers will have oversight of district programs in their region.		* ☐ Yes
	a.	Districts and regional offices agree to comply with any and all requests for data, documentation, etc. made by the KDE in the manner in which it is requested (hard copy, electronic, etc.) within the timeline requested.	
	b.	Districts will comply with the written requirements of the state migrant regional service centers to ensure the accuracy of data and the transfer of migrant student records. Districts, educational cooperatives or public colleges and universities serving as a local operating agency or migrant regional service centers will maintain a written record (Certificate of Eligibility) of the basis on which each child was determined to be eligible.	
	c.	Districts and local operating agencies will supply the Kentucky Department of Education with all of the Migrant Student Information eXchange (MSIX) minimum data elements applicable to the child's age and grade within the timeframe established in 34 CFR 200.85 regardless of the type of school in which the child is enrolled (e.g. public, private, or home school), or whether a child is enrolled in any school.	

a.	For migratory children who are or were enrolled in private schools, the local operating agency meets its responsibility of this section for collecting MDEs applicable to the child's age and grade level by advising the parent of the migratory child, or the migratory child if the child is emancipated, of the necessity of requesting the child's records from the private school, and by facilitating the parent or emancipated child's request to the private school that it provide all necessary information from the child's school records—	
i.	Directly to the parent or emancipated child, in which case the local operating agency must follow up directly with the parent or child; or	
ii.	To the SEA, or a specific local operating agency, for forwarding to MSIX, in which case the SEA or local operating agency must follow up with the parent, emancipated child, or the private school to make sure that the records requested by the parent or emancipated child have been forwarded.	
b.	For migratory children who are or were enrolled in home schools, the local operating agency meets its responsibility for collecting MDEs applicable to the child's age and grade level by requesting these records, either directly from the parent or emancipated child.	
d.	The local operating agency is required to use the Consolidated Student Record for all migratory children who have changed residence to a new school district within the State or in another State in order to facilitate school enrollment, grade and course placement, accrual of high school credits, and participation in the MEP.	
e.	The local operating agency is required to use reasonable and appropriate measures determined by the Kentucky Department of Education to ensure that all data submitted to MSIX are accurate and complete; and to respond promptly to any request by the US Department of Education for information needed to meet the Department's responsibility for the accuracy and completeness of data in MSIX.	
f.	The local operating agency is required to follow the procedures outlined in the Kentucky MSIX Policies and Procedures guidebook for correcting data as requested by parents, guardians, and migratory children, and other SEAs.	
3.	All districts are encouraged to use the Consolidated Student Record for all migratory children who have changed residence to a new school district within the State or in another State in order to facilitate school enrollment, grade and course placement, accrual of high school credits, and participation in the MEP. 34 CFR 200.85 (b)(B)(c)(2).	Yes
4.	Sections 1304 and 1306 of the Every Student Succeeds Act states that the Kentucky Department of Education shall identify and address the needs of migrant students through the appropriate coordination of local, state and federal funds. Districts will coordinate the migrant program with schoolwide projects and other programs within the district. Districts should identify all available resources for migrant students who are most academically at need.	Yes

5.	Section 1303 of the Every Student Succeeds Act states that the Kentucky Department of Education must provide additional services to migrant students during the summer or during intersession periods. Local operating agencies will provide a four-to-six week summer educational program with instructional services being provided at least 3 times per week with a minimum of 80 hours to migrant children who are most academically at need. 704 KAR 3:292, Section 3	☐ Yes
6.	Section 1304 of the Every Student Succeeds Act states that districts will form and implement a Parent Advisory Council (PAC) and convene at least 3 times annually per 704 KAR 3:292, Section 3.	☐ Yes
7.	Each local operating agency will fully participate in a system for the storage of data and the transfer of migrant student records.	☐ Yes
8.	Each local operating agency should employ a recruiter and advocate ensuring the identification and recruitment of all eligible migrant children. It is highly recommended that these positions be full-time and bilingual.	☐ Yes