Every Student Succeeds Act (ESSA) Title III, Part A: English Language Learners Assurances

Dayton Independent (147) Public District - FY 2019 - District Funding Assurances - Rev 0

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

1.	The eligible entity (LEA/school district/consortium) assures that it has developed a district plan for educating all English Learners (EL) students within its jurisdiction and submitted the plan and budget to KDE for approval each year it receives Title III funds. It also assures that a copy of the district EL plan will be provided to all schools receiving Title III funds and that the plan and its contents will be made available to EL families and the public in compliance with open records laws.	* Yes
2.	The eligible entity (LEA/school district/consortium) assures that it will provide equal educational opportunities to all EL and immigrant students and uphold such rights regardless of citizenship or nationality status, as provided under Titles IV and VI of the Civil Rights Act of 1964, the Equal Educational Opportunity Act of 1974, Sec. 204(f), and as affirmed in the Supreme Court ruling in Plyler v. Doe, (1982), and any other civil rights guaranteed by federal law.	* Yes
3.	The eligible entity (LEA/school district/consortium) assures that it will expend all Title III funds to improve the education of EL children by assisting the children to speak, read, write and comprehend the English language and to meet challenging state content and performance standards.	* Yes
4.	The eligible entity (LEA/school district/consortium) with substantial increases in immigrant children and youth students assures that it will use Title III immigrant funds in a manner consistent with activities under ESEA Sec.3114 (d) of Title III.	* Yes
5.	The eligible entity (LEA/school district/consortium) assures that its proposed EL plan is based on effective approaches and methodologies for teaching EL students.	* Yes
6.	The eligible entity (LEA/school district/consortium) assures that its proposed EL plan describes how language instruction programs will ensure that EL students develop English proficiency.	* Yes
7.	The eligible entity (LEA/school district/consortium) assures that all teachers in its EL programs are fluent in English and any other language used for instruction, including written and oral	* Yes

	communication skills.	
8.	The eligible entity (LEA/school district/consortium) assures that it will use Title III funds in ways that will build district and school capacity to continue to offer effective language instruction educational programs for EL students. This includes allocating Title III funds for effective professional development.	* Yes
9.	The eligible entity (LEA/school district/consortium) assures that its EL and immigrant programs, strategies and funding allocations are aligned and integrated with the Comprehensive District Improvement Plan (CDIP) and Comprehensive School Improvement Plans (CSIP).	* Yes
10.	The eligible entity (LEA/school district/consortium) assures that a Program Services Plan (PSP) will be developed for each EL student in the district. The Program Services Plan will, at a minimum, include all essential elements required by ESEA Section 1112(e)(3) and Kentuckyâ€™s Regulations on Inclusion of Special Populations in State Assessment and Accountability (703 KAR 5:070).	* Yes
11.	The eligible entity (LEA/school district/consortium) assures that all EL students enrolled on the first day of the Kentucky State-Required Assessment testing window shall be assessed in all parts of the state-required assessments and their scores shall be included in accountability calculations consistent with state law, unless the students are in their first year of enrollment in a United States (U.S.) school.	* Yes
12.	The eligible entity (LEA/school district/consortium) assures that parents/legal guardians of all EL students in the district will be notified within 30 calendar days after the beginning of the school year of a) the reason for their childâ€™s identification as EL, b) the childâ€™s level of English proficiency, c) the childâ€™s program instructional services, d) the specific exit requirements for the program, and e) parental rights to opt out of services or to seek alternative services as outlined in ESEA Section 1112(e)(3) and in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act. For a child who has not been identified for participation in a language instruction education program prior to the beginning of the school year, the eligible entity (LEA/school district/consortium) assures that it will carry out subsections (a) through (e) within two (2) weeks of the childâ€™s being placed in such a program.	* Yes
13.	The eligible entity (LEA/school district/consortium) assures that it will implement an effective means of outreach to promote parent, family, and community engagement activities for EL and	* Yes

	immigrant students as outlined in ESEA Section 3115(c)(3).	
14.	The eligible entity (LEA/school district/consortium) assures that it will determine primary or home languages of EL children through the use of a home language survey administered to all students enrolled in the district as a first screening process to identify students as English learners (703 KAR 5:070).	* Yes
15.	The eligible entity (LEA/school district/consortium) assures that it will submit to the Kentucky Department of Education all demographic and programmatic information, including the requirements of ESEA Sec. 3121 of Title III, pertinent to the implementation of the Title III program and the provision of services to EL and immigrant students.	* Yes
16.	The eligible entity (LEA/school district/consortium) assures that it developed its proposed EL and immigrant plans in consultation with teachers, school administrators, parents, researchers, and if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education.	* Yes
17.	The eligible entity (LEA/school district/consortium) assures that it has consulted with non-public schools within its area of service in the development of the district EL plan, and that it will administer and provide on an equitable basis educational services to EL students in non-public schools through a public agency or a contractual entity independent of the non-public schools or religious organizations.	* Yes
18.	The eligible entity (LEA/school district/consortium) assures that all Title III funds will supplement, but in no case supplant, federal, state and local public funds for programs for EL and immigrant students as set forth in Sec. 3115 (g) of Title III.	* Yes
19.	The eligible entity (LEA/school district/consortium) assures that at the end of the fiscal year it will submit to the KDE Title III Program an Annual Performance Report (APR) evaluating the EL and immigrant plans to include a description of programs and activities and of the progress made by EL and immigrant students towards attaining English language proficiency and meeting state academic achievement standards as set forth in Sec. 3121 of Title III.	* Yes

Every Student Succeeds Act (ESSA) Title IV, Part A Assurances: Student Support and Academic Enrichment Grants

Dayton Independent (147) Public District - FY 2019 - District Funding Assurances - Rev 0

In accordance with ESEA section 4106(e) (2) and (f), a local school district or consortium of local school districts must assure in its application that it will:

1.	Prioritize the distribution of funds to schools served by the local school district based on one or more of the following criteria-		* Yes
	a.	Are among the schools with the greatest needs;	
	b.	Have the highest percentages or numbers of children counted under section 1124(c) (i.e., children counted for purposes of basic grants to local school districts under title I, Part A of the ESEA);	
	c.	Are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);	
	d.	Are implementing targeted support and improvement plans as described in section 1111(d)(2) (i.e., have consistently underperforming student subgroups; or	
	e.	Are identified as a persistently dangerous public elementary school or secondary school under section 8532. (ESEA section 4106(e)(2)(A)).	
2.	For a local school district or consortium that receives $30,000 or more, use-		* Yes
	a.	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;	
	b.	Not less than 20 percent of funds to support one or more activities authorized under section 4108 pertaining to safe and healthy students; and	
	c.	A portion of funds to support one or more activities authorized under section 4109(a) pertaining to the effective use of technology; including an assurance that it will not use more than 15 percent of the remaining portion for purchasing technology infrastructure as described in section 4109(b). (ESEA section 4106(e)(2)(C)-(E)).	

	d.	Comply with section 8501-8504, regarding equitable participation of private school children and teachers. (ESEA section 4106(e)(2)(B)).	
	e.	Complete an annual state report regarding how funds for the SSAE program are being used. (ESEA section 4106(e)(2)(F)).	

Every Student Succeeds Act (ESSA) Title V, Part B: Rural and Low-Income School Program Assurances

Dayton Independent (147) Public District - FY 2019 - District Funding Assurances - Rev 0

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

1.	Districts and schools receiving Title V, Part B, Subpart 2 funds will comply with all program requirements outlined in the Every Student Succeeds Act.	* Yes
2.	Districts and schools receiving Title V, Part B, Subpart 2 funds will maintain records that support their compliance with program requirements and approved plans.	* Yes
3.	If selected, the local school district will submit to state-conducted Title V, Part B, Subpart 2 monitoring and will comply with all corrective actions that result of such monitoring.	* Yes
4.	Rural-Low Income Funds will be used to support local, evidence-based strategies authorized under the following programs or activities:	* Yes
	a. Title I, Part A;	
	b. Title II, Part A;	
	c. Title III;	
	d. Title IV, Part A; or	
	e. Parental Involvement	

McKinney-Vento Homeless Assistance Act

Dayton Independent (147) Public District - FY 2019 - District Funding Assurances - Rev 0

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

1.	Districts and schools will comply with all McKinney-Vento Homeless Assistance Act program requirements.	* Yes
2.	Districts and schools will maintain records that support their compliance with program requirements.	* Yes
3.	If selected, the local school district will submit to state-conducted McKinney-Vento program monitoring and will comply with all corrective actions that result of such monitoring.	* Yes
4.	The local school district will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.	* Yes
5.	The local school district will designate an appropriate staff person, who may also be a coordinator for other Federal programs, as a local educational agency liaison for homeless children and youths.	* Yes
6.	The local school district will adopt policies and practices to ensure 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, in accordance with the following as applicable:	* Yes
	(I) If the child or youth continues to live in the area served by the local school district in which the school of origin is located, the childâ€™s or youthâ€™s transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.	
	(II) If the childâ€™s or youthâ€™s living arrangements in the area served by the local school district of origin terminate and the child or youth, though continuing the childâ€™s or youthâ€™s education in the school of origin, begins living in an area served by another local school district, the local school district of origin and the local school district in which the child or youth is living shall agree upon a method to	

		apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin. If the local school districts are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.	
7.	If a dispute arises over eligibility, or school selection or enrollment in a school, the child or youth shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals (Section 9102(g)(3)(E)).		* Yes
8.	If a dispute arises over eligibility, or school selection or enrollment in a school, the local school district liaison will follow the dispute resolution process communicated in ESSA Section 9102(g)(3)(E) and the KDE Dispute Resolution Process, including requirements for meeting timelines and maintaining documentation.		* Yes
9.	The local school district will adopt policies and practices to ensure participation by the homeless liaison in professional development and other technical assistance activities as determined appropriate by the Office of the Coordinator (ESSA Section 9102 (g)(J)(iv)).		* Yes

Carl D. Perkins Career and Technical Education Act of 2006

Dayton Independent (147) Public District - FY 2019 - District Funding Assurances - Rev 0

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

1.	The local school district (eligible recipient) shall submit a local application in accordance with requirements established by the state agency. The local application shall describe how the career and technical education programs required under section 135 (b) will be carried out with funds received under this title. The local school district shall:	* Yes
a.	Carry out career and technical education activities with respect to meeting state and local adjusted levels of performance established under section 113.	
b.	Offer the appropriate courses of not less than one of the career and technical programs of study described in section 122 (c) (1) (A).	
c.	Improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects (as defined by ESEA) and career and technical education subjects.	
d.	Provide students with strong experience in, and understanding of, all aspects of an industry.	
e.	Ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.	
f.	Provide comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development).	
g.	Involve parents, students, academic and career and technical education teachers, faculty,	

		administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations and other interested individuals in the development, implementation, and evaluation of career and technical education programs assisted under this title. Maintain documentation on how such individuals and entities are effectively informed about, and assisted in understanding the requirements of this title, including career and technical programs of study.	
	h.	Provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.	
	i.	Implement a process to evaluate and continuously improve the performance of career and technical education programs.	
	j.	Review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations; provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.	
2.		Individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. (Section 134 (b) (9)).	* Yes
3.		Funds will be used to promote preparation for non-traditional fields.	* Yes
4.		Career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.	* Yes
5.		Address the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teacher profession and the transition to teaching from business and industry.	* Yes
6.		Master schedule forms will be submitted for all CTE programs at each high school and middle school that receives Perkins funds.	* Yes
7.		Accurate data will be entered into the Technical Education Database System (TEDS) for the previous school year.	* Yes

8.	The local school district shall follow guidelines for Levels of Consequences for Perkins Accountability based on Perkins Performance Indicators as notified by KDE. The local school district must use a specified percentage of Perkins funds to address the areas of deficiency.	* Yes
9.	No more than 5 percent of the funds are used for administrative costs associated with the administration of activities assisted under this section.	* Yes
10.	In any academic year that an eligible recipient does not expend all of the amounts the eligible recipient is allocated for such year under section 131 or 132, such eligible recipient shall return any unexpended amounts to the eligible agency.	* Yes
11.	Eligible recipients shall not receive an allocation under Section 131 (a) unless the initial amount allocated is greater than $15,000. Those whose allocation is not greater than $15,000 may apply for a waiver or form a consortium.	* Yes
12.	The local school district shall not bar students attending private, religious, or home schools from participation in programs or services under this Act (Section 313).	* Yes
13.	No funds made available under the Carl D. Perkins Career and Technical Education Act of 2006 shall be used to require any secondary school student to choose or pursue a special career path or major OR to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standards, or certificate of mastery. (Section 314)	* Yes
14.	No funds received under this Act may be used to provide career and technical programs to students prior to the seventh grade, except that such students may use equipment and facilities purchased (Section 135).	* Yes
15.	Funds are used according to the requirements identified in Title I, Part C, Section 135 (Documentation of nine required uses of funds).	* Yes

Individuals with Disabilities Education Act (IDEA) Part B Assurances: Basic and Preschool

Dayton Independent (147) Public District - FY 2019 - District Funding Assurances - Rev 0

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

1.	The expenditures of IDEA-B funds for services and goods are made exclusively for the benefit of children who meet the definitions and eligibility criteria for programs for exceptional children as found in 707 KAR Chapter 1.	* Yes
2.	Special education and related services are provided in a manner consistent with policies and procedures required by the Individuals with Disabilities Education Act (IDEA) Part B. These policies and procedures address: free and appropriate public education, child identification, due process, evaluation, eligibility, individual education programs, placement in least restrictive environment, delivery of services, confidentiality, non-public schools, comprehensive system of personnel development, and IDEA-B funds.	* Yes
3.	A goal of full educational opportunity has been established for all children with individual education programs, aged three (3) to twenty-one (21).	* Yes

Child Nutrition and WIC Reauthorization Act of 2010, Sec. 204 Assurance: Local Wellness Policies

Dayton Independent (147) Public District - FY 2019 - District Funding Assurances - Rev 0

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

1.	The local school district will comply with the following nondiscrimination statutes and regulations, any other related regulations, and any FNS and USDA nondiscrimination directives:		* Yes
	i.	Title VI of the Civil Rights Act of 1964 (42 U.S.C. 200d et seq.), USDA regulations at 7 CFR Part 15, Nondiscrimination, and Department of Justice regulations at 28 CFR Part 42, Nondiscrimination; Equal Employment Opportunity; Policies and Procedures;	
	ii.	Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) and USDA regulations at 7 CFR Part 15a, Education Programs or Activities Receiving or Benefitting from Federal Financial Assistance;	
	iii.	Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), USDA regulations at 7 CFR Part 15b, Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving Federal Financial Assistance, and Department of Justice regulations at 28 CFR Part 41, Implementation of Executive Order 12250, Nondiscrimination On The Basis of Handicap In Federally Assisted Programs; and	
	iv.	The Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.),	
2.	The local school district assures that it will immediately take any measures necessary to effectuate the requirements in the laws, regulations, and directives. The State agency gives this assurance in consideration of and for the purpose of obtaining the funds and commodities provided under this agreement.		* Yes

State Preschool Program Assurances (Flexible Focus Fund)

Dayton Independent (147) Public District - FY 2019 - District Funding Assurances - Rev 0

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

1.	The local school district makes preschool program services available to all three- and four-year-old children with disabilities and at-risk four-year-old children in a manner consistent with KRS 157.3175.	* Yes
2.	The local school district has a current, signed agreement with the local Head Start program to maximize Head Start funds to serve as many eligible four-year-old children as possible, with certification from the Head Start director that the Head Start program is fully utilized.	* Yes
3.	When the local school district contracts with an outside agency for preschool placements, the contractor has been approved by the Kentucky Department of Education for these purposes and the contracted services meet all state and federal education requirements.	* Yes
4.	All preschool education programs operated by or located on school grounds meet state education facility requirements for preschool programs. All materials and equipment used by these programs are appropriate for young children. Test sheets, workbooks and ditto sheets shall not be used (704 KAR 3:410).	* Yes
5.	All children enrolled in preschool education programs that operate at least half-day are offered a meal while in the program (breakfast and/or lunch).	* Yes
6.	All instructional staff for preschool education programs meets qualification standards and professional development requirements for preschool, as specified by law.	* Yes
7.	The local school district has a written plan (policies and procedures) for the operation of the preschool program that addresses: recruitment of children; educational programming and related services; developmentally appropriate experiences in cognitive, communication, social, physical, and emotional development as well as creative expression; a curriculum which is relevant and reflective of the needs of the population served, in which a variety of skills are integrated into activities targeted toward the interests of children (704 KAR 3:410); parent outreach and active involvement; coordination of health and social services; coordination with	* Yes

	the primary program; and an evaluation plan.	
8.	At least annually, parents, staff and other professionals shall be involved in evaluating the effectiveness of the preschool program in meeting the needs of participating children.	* Yes
9.	A formula is used to allocate preschool funds to school districts. Amounts are based on the average number of children served on December 1 and March 1 of the previous academic year. The sum of this average is multiplied by per-child rates approved by the Kentucky Board of Education for the new school year. There is a standard â€œper-childâ€ rate for three categories of enrollment: speech, developmental delay, and income eligible children. There is a weighted category for children with severe/multiple disabilities. While funds are allocated to local school districts based on per-child rates, local school districts may use funds to address the needs of the entire preschool program. Local school districts may distribute funds across the program as long as the dollars benefit preschool students.	* Yes
10.	The local school district ensures appropriate implementation of the Child Find process, delivering appropriate, relevant, research-based instruction and intervention services (Kentucky System of Intervention or KSI) prior to or as a part of the special education referral process.	* Yes

Professional Learning Assurances (Flexible Focus Fund)

Dayton Independent (147) Public District - FY 2019 - District Funding Assurances - Rev 0

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

1.	The local school district certifies that each teacher participates in well-designed professional learning aligned to the Professional Learning Standards and that instructional improvement and training needs of staff are addressed in accordance with the goals in KRS 158.6451.	* Yes
2.	Schools and districts align professional learning to their school or district improvement plans as implemented under KRS 158.070.	* Yes
3.	The local school district certifies that all persons affected by the professional learning plan are represented or included on the school and district planning teams.	* Yes
4.	The local school district certifies that the local professional development coordinator is qualified for that position and fulfills the qualifications and duties as specified in Section 5 of 704 KAR 3:035.	* Yes
5.	Professional development funds are expended and accounted for as required in 704 KAR 3:035 and funds are used for needs identified in the school and district planning process.	* Yes

Textbooks and Instructional Materials Assurance (Flexible Focus Fund)

Dayton Independent (147) Public District - FY 2019 - District Funding Assurances - Rev 0

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

1.	The local school district certifies that the textbook/instructional materials purchasing plans for all schools serving grades P-8 have been approved by the appropriate school councils and the local board of education and are on file in the district office. The plans address the requirements as stated in KRS 156.439 and 704 KAR 3:455.	* Yes
2.	The local school district certifies that an annual report and summary of expenditures for textbooks and instructional materials is available on the districtâ€™s MUNIS report. The annual report addresses the requirements as stated in KRS 156.439 and 704 KAR 3:455.	* Yes

Gifted And Talented Assurances

Dayton Independent (147) Public District - FY 2019 - District Funding Assurances - Rev 0

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

1.	The local school district has in operation and available for public inspection local board approved policies and procedures which address each requirement in 704 KAR 3:285 (Sections 1-10), the administrative regulation for programs for the gifted and talented, and are consistent with KRS 157.200, 157.224, 157.230 and 704 KAR 3:440.	* Yes
2.	The local school district adheres to the definitions in Section 1 of 704 KAR 3:285 for primary through grade twelve (12).	* Yes
3.	The local school districtâ€™s policies and procedures are consistent with the requirements of 704 KAR 3:285, Section 3, as they relate to the identification and diagnosis of gifted characteristics, behaviors and talent, and determination of eligibility for services. The local school district has implemented its policies and procedures so that identification and determination of eligibility for services includes a combination of informal measures, formal measures, and objective-based eligibility criteria. Identification and determination of eligibility is based on studentsâ€™ individual needs, interests and abilities. The local school district provides a system for diagnostic screening and identification of strengths, gifted behaviors and talents which provides equal access for racial and ethnic minorities, disadvantaged children, and children with disabilities. Once a student is informally selected and placed in the talent pool, the local school district does not use a single assessment instrument as the basis for denying services to said student.	* Yes
4.	The local school districtâ€™s policies and procedures are consistent with the requirements of 704 KAR 3:285, Section 5. The local school district conducts an annual program evaluation which addresses: (a) overall student progress; (b) student, parent, and faculty attitudes toward the program; (c) community involvement; (d) cost effectiveness; (e) the incorporation of gifted education into the regular school program; (f) overall quality of instruction and program personnel credentials; and (g) future program directions and modifications. The local school district has ensured that school personnel report to a parent or guardian the progress of her/his child related to the gifted and talented student services plan at least once each semester.	* Yes

5.	The local school district provides articulated primary through grade twelve (12) multiple service delivery options consistent with the requirements of 704 KAR 3:285, Section 6. No single service option exists alone, district wide, at a grade level . With the exception of an academic competition or optional extracurricular offering, services are provided during the regular school hours.	* Yes
6.	Consistent with 704 KAR 3:285, the local school district provides a comprehensive framework or course of study for children and youth, primary through grade twelve (12), who are diagnosed as possessing gifted characteristics, behaviors and talent based on the district or schoolâ€™s curricula required to meet the goals established in KRS 158.6451. Each school has differentiated, replaced, supplemented, or modified curricula to facilitate high level attainment of the learning goals established in KRS 158.6451 and assists students identified as gifted and talented to further develop their individual interests, needs, and abilities (704 KAR 3:285 Section 7).	* Yes
7.	Consistent with the provisions of 704 KAR 3:285, Section 8, the local school district has ensured that direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board.	* Yes
8.	State funds for gifted education are used specifically for direct services to students who are gifted and talented. Direct services to identified students are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board and 704 KAR 3:285, Section 8. Seventy-five (75) percent of the districtâ€™s gifted education allocation is used to employ properly certified personnel to provide direct instructional services (704 KAR 3:285 Section 9).	* Yes
9.	The local school district has designated a gifted education coordinator to oversee the district gifted education operation, serve as liaison between the district and the state, ensure internal compliance with state statutes and administrative regulations, administer and revise the gifted education program budget, and submit to the Kentucky Department of Education for approval as an amendment any local district budget decision change causing a major or significant adjustment, thereby, impacting state funds for gifted education after the annual submission of the local district education plan (704 KAR 3:285 Section 9).	* Yes
10.	Consistent with the requirements of 704 KAR 3:285, the local school district employs properly certified personnel to administer and teach in the program, annually submits the local school district gifted education year-end report, annually submits the summative evaluation of the	* Yes

	program and student progress, and otherwise complies with 704 KAR 3:285.	
11.	Consistent with 704 KAR 3:285, Section 10, the local school district has established a district wide grievance procedure through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified studentâ€™s gifted and talented student services plan.	* Yes

Extended School Services (ESS) Assurances (Flexible Focus Fund)

Dayton Independent (147) Public District - FY 2019 - District Funding Assurances - Rev 0

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

1.	The local school board and the district have approved and disseminated procedures whereby pupils who have a greater need as determined by the eligibility criteria as stated in KRS 158.070 and 704 KAR 3:390 shall be referred and selected first to receive extended school services. The local school district further ensures that students who have greater academic need as stated in KRS 158.070 and 704 KAR 3:390 are not excluded from referral or selection for extended school services due to the inability of the parent or student to provide transportation to or from the school or site of extended school services programs.		* Yes
2.	The school informs parents or guardians of extended school services as follows:		* Yes
	a.	A general notification which describes the nature of the services to be offered including the opportunities for maintenance of performance, prevention of failure and reduction of academic deficiencies;	
	b.	A specific notification of their childâ€™s eligibility to receive extended school services; and	
	c.	Written procedures for parents or guardians to request reconsideration of their childrenâ€™s identification or lack of identification of eligibility for extended school services.	
3.	(If applicable) The most current policy developed by the local school board that mandates attendance for any student(s) to Extended School Services is on file at the offices of Extended School Services, Kentucky Department of Education.		* Yes
4.	Accurate time logs are maintained for personnel receiving salary from Extended School Services. Such salary is for direct services to the Extended School Services program. No ESS staff member is paid more than his/her actual hourly rate for a comparable position in the regular program.		* Yes

5.	The local school district has written criteria for the selection of ESS staff (certified and classified). ESS teachers and other ESS staff are first employed based on having the specific expertise to meet the needs of the students being served. All other criteria for employment are both fair and equitable to applicants.	* Yes
6.	Accurate records are maintained for student attendance to Extended School Services and of student progress toward individual goals.	* Yes
7.	Students not enrolled in ESS are allowed to utilize local school district provided transportation through ESS funds only to the extent that it does not increase the cost of such transportation to ESS.	* Yes
8.	Student data related to ESS services, either daytime or out of school, must be recorded in the â€œIntervention Tabâ€□ to the Kentucky Department of Education no later than June 30th of each school year for services offered during the school year itself, and September 30th for ESS Summer School offerings. This data must include but is not limited to:	* Yes
	a. Number of students receiving extended school services;	
	b. Content areas where services received	
	c. Hours of service provided;	
	d. Demographic data for students receiving extended school services; and	
	e. Student improvement as a result of extended school services.	
9.	State funds for ESS are used specifically for direct services to students who are eligible for ESS services as defined in KRS 158.070 and 704 KAR 3:390 Section 3. All ESS funds are subject to rules and regulations outline in 704 KAR 3:390 Section 4.	* Yes

KY Ed Tech System (KETS) Assurances and Universal Service Admin Company (USAC) E-Rate Assurances

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*** The KETS program requires that districts complete and submit an updated technology plan on a yearly basis. Successful technology plans align the criteria in these ten assurances with the overall education improvement objectives. It is critical that technology planning not be viewed or treated as a separate exercise dealing primarily with software, hardware, applications and connectivity. There must be strong connections between the foundational components of the education technology itself and the professional development, curriculum resources and effective uses by teachers, students, and school leaders.**

1.	The local school district establishes clear goals and a realistic strategy for using education technology to improve education through digitally-connected teaching and learning.	* Yes
2.	The local board of education agrees to conform to the guidelines for filtering, Internet content management, caching, and auditing technologies regarding student and staff Internet access as provided in the Master Plan for Education Technology, including the implementation and maintenance of approved filtering and caching technology in the district for all students, teachers and administrators. The local school district agrees to adopt an acceptable use policy (AUP) in accordance with the guidelines for acceptable use policies as provided in the Master Plan for Education Technology. This AUP includes addressing the nine elements of digital citizenship as identified by the International Society for Technology in Education for all students, teachers and administrators. The AUP contains language compliant with the Childrenâ€™s Internet Protection Act (CIPA) which will prohibit access to objectionable materials, including sexually explicit materials, and shall include, but not be limited to, parental consent for student Internet use, teacher supervision of student computer use, auditing procedures to determine whether education technology is being used for the purpose of accessing sexually explicit or other objectionable material, and provide for the educating of minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, cyberbullying awareness, and response. The local school district acknowledges that these protections apply to all district owned devices and/or district-provided access to the network/internet without regard to the location of students, devices, or point of access.	* Yes

3.	The acceptable use policy also contains provisions that prohibit students, faculty, staff and others with network access from using district resources to establish Internet email accounts through third party providers or any other non-standard electronic mail. The local school district agrees to follow the KETS electronic mail product and design standards. These guidelines communicate the basic product and design standards for statewide electronic mail including State Level Shared Distribution Lists as incorporated by reference into the Master Plan for Education Technology. The use of personal (third party or non-standard) electronic mail accounts for school-related communications is also prohibited. KRS 156.160, 156.675; 701 KAR 5:120.	* Yes
4.	The local school districts are required by state regulation 701 KAR 5:110 to procure only those technologies that meet KETS Standards, if a standard has been established and regardless of source of funds, as set forth in the Master Plan for Education Technology-these include Technology Need, Architectural Design and Configuration and Product standards.	* Yes
5.	The local school district has a professional development strategy to ensure that all students, teachers, and administrators progress towards the maximization of education technology tools and resources to effectively use current and new technologies to support educational goals.	* Yes
6.	The local school district assesses all education technology services, as defined the KETS Master Plan, which will be needed to support education. The district Education Technology Leader will participate in the annual KETS feedback process.	* Yes
7.	The local board provides for sufficient funds to acquire and support the elements of education technology: hardware, software, connectivity, professional development, and other services that will be needed to implement the strategy.	* Yes
8.	The local school district includes an evidence-based evaluation process using data, metrics and analytics that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.	* Yes
9.	Consistent with the provisions of KRS 61.931, et seq. (2015 HB 5), the local school district addresses the safety and security of personal information by implementing, maintaining and updating security procedures and practices, including taking any appropriate corrective action to safeguard against and provide notification of security breaches in accordance with applicable state and federal laws. The local school district acknowledges, and to the best of its ability responds to, the recommendations and timelines that resulted from 702 KAR 1:170 and the Data Security and Breach Notification Best Practice Guide, incorporated by reference into this	* Yes

	regulation.	
10.	Consistent with the provisions of KRS 365.734, et seq. (2015 HB 232), the local school district acknowledges and, to the best of its ability, ensures that cloud computing service providers:	* Yes
	â€¢ Shall not process student **data** for any purpose other than providing, improving, developing, or maintaining the integrity of its cloud computing services,	
	â€¢ Shall not in any case process student data to advertise or facilitate **advertising** or create or correct an individual or household **profile** for any advertisement,	
	â€¢ Shall not **sell**, **disclose**, or otherwise process student data for any commercial purpose.	
	â€¢ May assist an educational institution to conduct educational **research**,	

Digital Readiness Survey Collectionâ€"Due September 30

The local school district will complete the Digital Readiness Survey Collection. The information collected will be used by local school districts, local Boards of Education, Legislators, and the Kentucky Board of Education to determine the needs for implementing the KETS Master Plan initiatives, technology funding, on-line applications, and on-line testing. The District Education Technology Leader (CIO/DTC) should work with the KETS Customer Relationship Manager (CRM - formerly KETS Engineer) to complete this online, annual collection. The District Education Technology leader should use the Digital Readiness Survey Collection to inform the Comprehensive/Consolidated/Continuous Improvement Plan documentation filed at the district. The report due September 30 will reflect data for July 1 â€" June 30 of the previous fiscal year.

Technology Activity Reportâ€"Due September 15

The local school district will complete the Technology Activity Report. Upon completion, this report is submitted to the Office of Education Technology (OET). The Technology Activity Report reflects district technology expenditures and progress on categorical purchases for statewide reporting. The September 15 report will reflect data for July 1 â€" June 30 of the previous fiscal year.

Related Documents

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Required Documents

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