



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

SELF-ASSESSMENT INSTRUMENT

FOR

**ON-SITE MONITORING
OF FEDERAL NCLB PROGRAMS**

**(Titles I Parts A, C, and D; III, VI, REAP &
Title X Part C)**

2011-2012 School Year

Revised August 2011

LEA Self-Assessment for Monitoring of Federal NCLB Programs

This Self–Assessment Instrument is a tool for districts to use to prepare for the on-site monitoring visit and is not required to be submitted to DOE. Please use this tool as a guide as you prepare for your onsite monitoring visit. Not all sections will be applicable for all districts. The evidence source information are the documents that should be available upon request of the reviewer.

Each on-site review begins with an entrance interview based on the current year’s consolidated application. The district’s federal programs director and / or superintendent must be present for this interview. Other district staff responsible for, or knowledgeable about the district’s federal programs are invited to attend at the discretion of the superintendent.

General Narratives:

● **Accountability and Assessment Reporting:**

- Explain how the district prepares and disseminates the annual **district and school assessment/accountability report** to all stake holders in the district. The report information must be generated from the two DOE websites and must be specific to the district and each school.
 - The **accountability report** includes data on students who have completed a full academic year (The report can be found at <https://nclb.ddncampus.net/nclb/index.html>), plus information on attendance and graduation rate, the professional qualifications of teachers such as percentage of teachers teaching with emergency or provisional credentials, the percentage of classes not taught by highly qualified teachers, and other information pertinent to the school district.
 - The **assessment report** includes assessment data for all students taking the Dakota STEP and is reported for the district and each school. (The report can be found at <https://nclb.ddncampus.net/nclbAllAssessed/indexAllAssessment.html>)
A sample template to use in reporting both assessment and accountability is provided by the DOE and can be found at the bottom of <http://doe.sd.gov/oess/Title1.asp> (under documents)
 - Explain how the district disseminates the current state NAEP results.

● **Individual Student Reports:**

- Describe what is included on the student reports.
- Explain when and how the reports are given to parents.

● **Complaint Policy:**

- Describe the district’s complaint policy applicable to federal programs.
- Explain how the district's complaint policy is disseminated to parents and all members of the community.
- Explain how the needs of parents and students whose first language is not English are accommodated.
- An example of a federal complaint policy can be found at <http://doe.sd.gov/oess/title/1Abasic/complaintpolicy.asp>

Evidence Sources:

- District and School Assessment Reports

- District and School Accountability Reports including the current state NAEP results
- Provide documentation that district and school reports were disseminated to the stakeholders showing district and school accountability and assessment results -- (ex: newspaper article, newsletter, dated letters to parents).
- Documentation of individual assessment results shared with parents (Dakota STEP, DSTEP-A, ACCESS)
- Complaint policy and dissemination of policy

Needs Assessment:

The district will explain to the DOE staff how the district conducted a thorough, comprehensive needs assessment of the entire district, representative of all the programs included in the consolidated application and including input from a variety of district staff and parents. Describe and share the surveys that were used and what student achievement data was analyzed.

● Consolidated Application Planning Committee and review of the application:

- Cite members and positions of the consolidated application planning committee. Include representation from administrators, staff, K-12 teachers, Title I, parents and community.
- Describe the annual evaluation and revision of the consolidated application.
- Cite which information is discussed, whether goals and objectives have been met, and how changes are made.
- Explain how the consolidated application planning team used the information generated by the comprehensive needs assessment to identify district strengths and weaknesses, prioritize district needs and align those needs with program goals and objectives intended to improve instruction.
- Explain how the consolidated application planning team incorporates curriculum, technology and staff development activities into a district-wide plan designed to enable all students to meet challenging state content and academic performance standards.

● Comprehensive Needs Assessment (CNA) Essential Elements:

- Explain how the 4 lenses are used in the CNA
 - Student achievement data lens
 - How is the information used
 - Are the students making progress
 - How are needs of underrepresented groups accounted for – i.e. ELL students, colony students, homeless students, migrant students, and etc.
 - What is being done for non-proficient reading and math students
 - What data is used for grades not tested by Dakota STEP
 - What district assessment data are used
 - How does the district address the unique needs of all students in the CNA
 - Professional practices data lens
 - Family and Community data lens
 - Program and Structures data lens

● Taking into account the unique needs of all students:

- Explain how the district identifies the unique educational needs of all the students including:
 - colony students.
 - migrant students enrolled in the district
 - neglected and delinquent students enrolled in the district
 - students experiencing homelessness enrolled in the district

NCLB Goals:

Explain how the district uses its federal NCLB funds to supplement state and local funds to meet the following goals.

- **NCLB Performance Goal 1:**

- Discuss how the district is focusing on meeting the ESEA goal one of 100% of your students being proficient in reading/ language arts and mathematics by 2013-14 and striving to make adequate yearly progress each year.

- **NCLB Performance Goal 2:**

- Explain how the district is addressing the ESEA goal of assuring that all Limited English Proficient students will become proficient in English and reach proficiency in reading and mathematics.

- **NCLB Performance Goal 3:**

- Explain how the district ensures that all students are taught by highly qualified staff.

- **NCLB Performance Goal 4:**

- Explain how the district is working to address the NCLB performance goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning including any efforts taken by the district to ensure that the physical environment and routines have been structured to provide a safe place for students to learn.

- **NCLB Performance Goal 5:**

- Explain how the district is addressing the ESEA goal of assuring that all students will graduate from high school.

Evidence Sources:

- Documentation of members and their positions on the consolidated application planning committee.
- Documentation of formal meeting for consolidated application committee with agenda, informal meetings, surveys, sign in sheets
- Documentation that all district staff were made aware of the consolidated application and any revisions made prior to DOE approval
- Process of annual consolidated application review and evaluation
- Documentation of data analysis process used to conduct the comprehensive needs assessment, including dates, list of participants, data reviewed
- Results of the comprehensive needs assessment, including identified strengths, weakness, & prioritized needs
- Identify how Goals & Measurable Objectives are meeting needs of:
 - all students
 - students with disabilities
 - racial/ethnic students
 - economically disadvantaged students
 - gender
 - ELL students
 - Migrant students

Professional Development:

- **Comprehensive Professional Development Plan:**

- Describe and discuss how the district planned and coordinated its professional development program, and aligned its plan with identified needs at both district and building levels.
- Cite those persons and/or collaborative agencies who were involved in the development of the plan.
- Explain how your PD plan aligns with the goals and objectives established as a result of your comprehensive needs assessment.
- Explain which PD activities were selected as priorities, which grades were selected for PD activities, and how your PD plan is linked with your overall school improvement plan.
- Explain how your PD program addresses the training needs of all instructional (including paraprofessional), administrative, and support staff as well as all stakeholder, involved.

- **Assessment/Evaluation of Effectiveness:**

- Explain how the district/school evaluates the overall effectiveness of the impact of PD on teacher/educator practices, organizational changes, and student improvement outcomes.

- **Fiscal Issues with Professional Development**

- Explain how the district maintains supporting records for stipends and out-of-contract time paid.
- Describe how the activities conducted are consistent with the purposes of the funding source(s).

Evidence Sources:

- Copy of Professional Development Plan including evaluation component of the plan
- Documentation of attendance at PD activities

Parent Involvement

- **Consolidated application:**

- Explain how parents are involved with the design of the consolidated plan.
- Explain how parents are involved in decisions about how the district set aside of Title I funds are used for parent involvement (for districts receiving an allocation of \$500,000 or more).

- **District Parent Policy, School Parent Policy & School Parent Compact**

- Explain how parents are involved with the development and annual review of the district parent involvement policy, school parent involvement policy, and student parent compact – one meeting required.

- **Communication with Parents:**

- Explain how the District Parent Involvement Policy, School Parent Involvement Policy and School Parent Compact are distributed to parents of participating children
- Describe how the district will help parents understand content and achievement standards, state and local assessments - requirements of the Title I program
- Explain how the district has helped parents to understand how they can work with the school to raise the achievement of their child and monitor the child's progress
- If district has ELL students – explain how the district is helping to meet the needs of the ELL student's parents – in a language they can understand
- Describe how the unique needs of migrant parents are considered, including language barriers

- Describe how parenting education training is provided (parents of ELL students included in a language and location appropriate specific to the ELL students)

- **Staff working with Parents:**

- Explain how the district will assure that all staff understand and value the role and input of the parent, know how to communicate and work with parents, and implement and coordinate parent programs

Evidence Sources:

- District Parent Involvement Policy
- School Parent Involvement Policy
- Parent-School Compact
- At least one Title I meeting (meeting agenda and log)
- Documents translated into parental language (if applicable).
- Use of interpreters when meeting with parents (if applicable).

ELL – English Language Learners

- **Accountability for English Language Learners needs:**

- Explain how the LEA identifies students who are suspected of being ELL.
 - Is there a home language survey in place
- Explain what tests are used for initial assessment of English language proficiency. (Must include all 4 domains: speaking, listening, reading, and writing)
- Explain how the LEA annually assesses the acquisition of English for identified ELL students.
- Explain how the needs of ELL students are met.

- **Parent Notification**

- Describe how parents will be notified of their student’s assessment results.

Evidence sources:

- List of ELL students in the district and how they were identified.
- English Language Proficiency of ELL students measured annually with ACCESS
- Copy of notification sent/given to parents.
- Documentation of ELP test results sent to parents.

Non-Public Schools

- **Nonpublic Participation**

- Explain how the district conducts timely consultation with nonpublic school officials during the project planning stage for appropriate federal programs.
- Explain how the district provides sufficient and equitable services to eligible private school students and teachers.

- **Professional Development for Private Schools:**

- Explain how the district has consulted with its private schools regarding participation in professional development activities based on a needs assessment, a professional development plan, and appropriate delivery of services.

- **Title I for Private Schools**

- Parent’s Right to know qualifications of teacher providing Title I services in private school.
- Explain how students are identified as needing services.
- Explain how Title I services are provided to eligible students.
- Describe how Title I services are secular, neutral and non-ideological (free of religious symbolism).
- Explain the progress reports that are provided to parents
- Explain how the District Parent Involvement Policy is provided to parents of Title I students (this may include the Parent School Compact)
- Explain how the District’s Complaint policy is provided to parents of Title I students

- **Title II A for Private Schools:**

- If applicable, explain how your district coordinates and provides equitable participation in the Title II Part A (professional development) program with non-public schools.

- **Title II D for Private Schools**

- If applicable, explain how your district coordinates and provides equitable participation in the Title II Part D (technology needs) program with non-public schools.

- **Title III for Private Schools**

- If applicable, explain how your district coordinates and provides equitable educational services for school children and educational personnel with non-public schools.

Evidence Sources:

- Completed Affirmation of Consultation and Verification with Private School Officials forms.
- Required signatures are dated during the project planning stage and before submission of the application.
- Breakdown of Program Allocation.
- Expenditure reports and budgets for private school services.
- Documentation for Title I program (including: Title I packet given to parents of Title I students – District Parent Involvement Policy, Parent permissions form, and District complaint policy; and the student needs assessment form)

Title I Part A

General Title I

- Explain district set asides (some examples: district admin, parent involvement, professional development, preschool, summer school, homeless - see Title X, Part C, etc.)
- Explain how the Title I program is administered and who is responsible
- Explain extended year programs such as summer school, before school, after school
 - How students are identified as needing services
 - What grades are served
 - What services are provided
 - The teacher(s) qualifications
- Describe the District Title Pre-school services, if applicable
 - How are students identified
 - The teacher(s) qualifications
 - What services are provided
- Describe support given to students not making academic progress

- **Coordination Transition Plan**

- Describe the district Coordination/Transition plan for 4-year olds.

Qualified Staff

- **Highly Qualified Staff**

- Cite the number of
 - Core content teachers who are not HQT
 - Title I teachers NOT Highly Qualified in Targeted Assisted Schools.
 - Core Content Teachers in Title I School who are NOT highly qualified.
 - Class Size Reduction (CSR) teachers who are NOT highly qualified.
 - Paraprofessionals who are not Qualified
- Explain how the district has developed a plan to ensure that all teachers teaching in core subject areas meet the highly qualified definition.
- Explain the district's plan for helping these teachers become highly qualified.
- Cite the amount of planning time as compared to the planning time of regular education teachers.
- Explain the district's plan to disseminate the Parent's Right to Know qualification of their student's teacher.
- Describe the District's procedure for compliance of Section 1119(i) - Verification of Compliance -- principals of each school operating a Title I program attest annually in writing the qualification of their teachers.
- Explain the district's procedure for contacting parents of students who are being taught for 4 or more consecutive weeks by a teacher who is not highly qualified.
- Explain the procedure for the supervision of Title I paraprofessionals.

- **Qualified Paraprofessional**

- Cite the number of Title I Paraprofessionals in Targeted Assistance schools not meeting the requirements.
- Cite the number of Paraprofessionals in Schoolwide schools not meeting the requirements.
- Describe the district's plan for helping these staff members become qualified.
- Describe the role of the Paraprofessional.
- Cite the supervising teacher for the paraprofessionals

Title I Part A School Level Programs

- **Targeted Assistance**

- Describe how eligible students are identified.
- Describe how parents are notified of student's eligibility.
- Describe how services are provided (pull-out, in-class, replacement)
- Describe how extended day services are provided to minimize removal from regular classroom.
- Explain the Coordination and integration of services with other instructional programs, elimination of duplication and fragmentation of instructional program (Special Ed, Title I, regular classroom)
- Describe methods and strategies used (must be Scientifically Based Research).
- Explain how student progress is monitored, reported to parents and how students are exited from the program.

- **Schoolwide**
 - Describe the schoolwide plan and implementation. A copy of the schoolwide components can be found at <http://doe.sd.gov/oess/TitleI.asp#sec1114>
 - Describe the annual review and revision of schoolwide plan.
 - Explain how the schoolwide plan is available to parents, teachers, and all stakeholders.

- **District Improvement**
 - Describe the district improvement plan and implementation.
 - Describe the 10% set aside for professional development (for districts in level 1 or 2).

- **School Improvement**
 - List the Title I schools in improvement.
 - Describe the district's assistance to schools in improvement.
 - Describe the development and implementation of school improvement plan.
 - Explain the resources made available to school (funding, personnel, professional development, release time)
 - Describe the 10% set-aside for professional development (for schools in level 1 or 2).
 - Describe the 20% set-aside for Choice and SES (how much and funding source – beginning at level 1).
 - Explain how the choice options were provided to parents (for all levels)
 - Explain how the SES option was provided to parents (for schools in levels 2, 3, 4, or 5)
 - Describe the corrective action or restructuring plan implemented by the applicable schools

Evidence Sources:

- General Title I
 - Documentation of student identification for Title I summer school,
- Coordination Transition
 - Coordination Transition Plan
 - Written transition plan and meeting documentation (agendas, sign-in sheets)
- Qualified Staff
 - Assurance of compliance form (Section 1119 Compliance form) - for Title I schools
 - Instructional Time schedules (work schedules including the planning time)
 - Parent's Right to Know notification (newsletter, handbook, newspaper, etc...) - for Title I schools
 - PRF report
 - Supervising teacher -- lesson plans for paraprofessionals
- Targeted Assistance Program
 - Student Needs Assessment form
 - Letter of eligibility and parental permission/refusal/dismissal
- School Wide Program
 - Schoolwide plan
 - Annual meeting agenda and sign-in sheet
- District Improvement
 - Copy of parent notification of DI
 - DI Plan
 - Documentation of 10% set aside for Professional Development
- School Improvement
 - SI Plan
 - Copy of SI Notification to parents and community
 - Documentation for Title I sanctions (Choice, SES, Corrective Action)
 - Documentation of 10% set aside for Professional Development
 - Documentation of 20% set aside for Choice and SES

Title I Part A – Neglected

- Describe the written agreement between the district and the institution.
- Describe the program (operates as a targeted assistance program). Describe student composite needs assessment, student identification, delivery of services, and program capacity.
- Describe the process for program evaluation.

Title I Part C – Migrant

• **Identification of migrant students in the district:**

- Explain the process the district uses to identify students enrolled in the district that might be eligible migratory students and complete the Certificate of Eligibility.
- Explain the process the district uses to determine which identified, eligible migrant students are a first priority for supplemental migrant education services.
- Explain the process the district uses to select other eligible migrant students for supplemental migrant education services.
- Explain how district locates and serves eligible migrant students enrolled in private schools in the district.
- Explain how the district acquires migrant student educational records and transfers migrant student educational records.

• **Delivery of services to eligible migrant students:**

- Explain the Comprehensive Needs Assessment process used by the district to identify the supplemental services needed by eligible migrant students.
- Explain the types of supplemental MEP services that are made available to meet the unique educational needs of eligible migrant students.
- Explain how the services provided to eligible migrant students are supplemental to all other available services and coordinated with services available in the Title I, Part A program or the general education programs provided by the district.
- If the LEA enrolls migrant students in a schoolwide program, explain how the services are provided to the migrant students in the schoolwide program.
- Explain the frequency of supplemental migrant education services provided to eligible migrant students in a targeted and/or schoolwide program, and how extended day or year services are used.
- Explain how staff time and effort reporting requirements are met in targeted and schoolwide programs.
- Explain district programs that are implemented to help migrant parents overcome social, cultural and language barriers found in the community.

• **Migrant education program evaluation:**

- Explain how the district measures the academic achievement of all identified, eligible migrant students enrolled in the district's K-12 program.
- Explain how the district uses migrant student academic achievement and language proficiency data to evaluate migrant education program success and provide program improvements.
- If migrant students do not achieve as expected, explain the program improvement procedures that are implemented.

- Explain the staff development opportunities the LEA provides to staff who implement the migrant education program.
- **Summer migrant education program services:**
 - Explain what services are provided to eligible migrant students during the summer intersession.
 - Explain how often those services are provided.
- **School Food Service Eligibility:**
 - Explain how the district determines which migrant students are eligible for free meals.
 - Explain how school food service staff is made aware of the free meals program for eligible migrant students.
 - Explain how parents of eligible migrant students are made aware of the free meals program
 - Explain the documentation kept by the district to verify that each migrant student is eligible for free meals.

Title I Part D - Delinquent

- **Written Agreement and Use of Funds:**
 - Describe the written agreement between the district and the locally operated correctional facility. Does it contain the 11 required elements?
 - Describe the use of Title I Part D funds. (i.e. academic tutoring, transition, drop-out prevention, coordination of health and social services, programs to meet academic needs, programs providing mentoring and peer mediation)
- **Support for Students After Release:**
 - After leaving the facility, do 30% or more of the children/youth reside outside the boundaries of the district? If no, describe the district's program of support for the children/youth after their release.
- **Procedures, Assurances & Description of Services:**
 - Describe the district plan. Does the plan contain the 13 required elements – including procedures, assurances, and descriptions of services?
 - Show evidence that the educational program in the local facility is comparable to the one the district operates in the district public schools.
- **Evaluation of Program & Assessment of Student:**
 - Show evidence that the program is evaluated by the district to determine the program's impact on students.
 - Show evidence that the district assesses the academic progress of the students. Show evidence that there is academic progress of students in the facility.
- **Tracking Students:**
 - Describe how the correctional facilities/institution demonstrates an increase in the number of children and youth returning to school, obtaining a secondary school diploma, and obtaining employment after release.
- **Transition Back into Regular Education Program:**

- Describe how the program assists students with the transition back to a regular education program.
- **Maintenance of Records:**
 - Provide evidence that student attendance and residency records are maintained that support the October survey count.
- **Monitoring the program:**
 - Describe how the district/agency staff monitors the program.
- **Professional Development:**
 - Describe how staff receives adequate preparation for their assignment including professional development and lesson planning.
- **Parent Involvement**
 - Describe the district's activities pertaining to reporting and interacting with parents including the distribution and discussion of the Dakota STEP results.
- **Highly Qualified Teacher**
 - Describe the qualifications of the teachers in the Part D program and the qualifications of paraprofessionals.

Evidence Sources:

- Records supporting the October Count and annual US ED data request
- Agreement/contract between the district and correctional/ facility
- Title I Part D portion of the Consolidated Application
- Agendas, minutes, sign-in sheets demonstrating that the district conducted meetings/discussions with the facility staff to monitor the program, the transition of the youth, professional development of staff, and to determine the impact of the program on the youth.

Title III - English Language Proficiency

- **Identification of English Language Learner student:**
 - Describe the system the district has in place for the identification of students who are suspected of being ELLs.
 - Explain the tests used for initial assessment of English language proficiency. (Must include all 4 domains: speaking, listening, reading, and writing)
 - Explain how the LEA annually assesses the acquisition of English for identified ELL students.
 - Explain how the needs of ELL students are met.
 - Does the district use LAP for all ELLs?
- **Implementation of Program**
 - Describe how programs and activities are implemented as stated in the district's LEA application.
 - Describe how programs that are implemented are research-based.
 - Describe allowable accommodations.
- **Qualifications of the Staff**
 - Are all staff who work with ELL students certified in the area of instruction and proficient English speakers? (ENL endorsed?)

- **Accountability of ELL students:**

- Explain how the school district annually accounts for each of the following:
 - students meeting the LEA's annual measurable achievement objectives
 - students making adequate yearly progress in reading and math
 - academic achievement of ELL students measured annually
 - the English Language Proficiency of ELL students measured annually
 - all ELL students being taught using the SD content standards.

- **Parent Involvement:**

- Explain how the district involves the parents of ELL students in the design and implementation of the Title III program on an ongoing basis.

- **Parent Notification:**

- Describe how the district completes the requirements of Section 3302 Parental Notification of the NCLB Act of 2001, Title III: Language Instruction for ELL and Immigrant Students no later than 30 days after beginning of school or 2 weeks from mid-year enrollment.
 - Reason for identification
 - Level of proficiency, how level was assessed, status of academic achievement
 - Method of instruction
 - Program meets the educational strengths and needs of student
 - Program will help student learn English & meet age appropriate academic achievement standards
 - Specific exit procedures
 - If applicable, program meets the objectives of the IEP
- Describe how parents will be notified of their student's assessment results

Evidence sources:

- Identification process for suspected ELL students in place
- List of ELL students in the district and how they were identified
- List of Programs and activities & goals and objectives implemented as stated in consolidated application
- Certified staff in the area of instruction and proficient English speakers
- Annual measurable achievement objective
- English Language Proficiency of ELL students measured annually with ACCESS
- Copy of notification sent/given to parents
- Parental rights notices distributed within 30 days of beginning of school or 2 weeks for mid-year enrollment
- Documentation of ACCESS test results sent to parents

Title VI Part B, Subpart I - Rural Education Achievement Program (REAP)

- Describe how the authorized activities under the eligible program are meeting the identified needs of the district. (Go to the program into which funds are used and follow the guidelines for that program's review)
 - Title I Part A Basic Activities
 - Title II Part A: Improving Teacher Quality
 - Professional Development
 - Class Size Reduction
 - Recruiting, hiring and retaining highly qualified teachers -- strategies & activities
 - Title II Part D: Educational Technology Activities

- Title III: ELL and Immigrant - improves education of ELL & immigrant students
- Title IV Part A: Safe and Drug Free Schools activities
- Title IV Part B: 21st Century Community Learning Center activities that focus on before and after school programs that help increase student achievement
- Title V Part A: Innovative program activities that support one or more of the 27 activities (activities listed below)
 - (1) Programs to recruit, train, and hire highly qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with Title II, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local academic content standards and student academic achievement standards.
 - (2) Technology activities related to the implementation of school-based reform efforts, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classrooms and the school library media centers involved.
 - (3) Programs for the development or acquisition and use of instructional and educational materials, including library services and materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards, that will be used to improve student academic achievement, and that are part of an overall education reform program.
 - (4) Promising education reform projects, including magnet schools.
 - (5) Programs to improve the academic achievement of educationally disadvantaged elementary school and secondary school students, including activities to prevent students from dropping out of school.
 - (6) Programs to improve the literacy skills of adults, especially the parents of children served by the local educational agency, including adult education and family literacy programs.
 - (7) Programs to provide for the educational needs of gifted and talented children.
 - (8) The planning, design, and initial implementation of charter schools as described in part B.
 - (9) School improvement programs or activities under sections 1116 and 1117.
 - (10) Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage.
 - (11) Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of personal financial management skills (including the basic principles involved with earning, spending, saving, and investing).
 - (12) Activities to promote, implement, or expand public school choice.
 - (13) Programs to hire and support school nurses.
 - (14) Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel.
 - (15) Alternative educational programs for those students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative educational programs.
 - (16) Programs to establish or enhance pre-kindergarten programs for children.
 - (17) Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging State academic achievement standards or not completing secondary school.
 - (18) Programs for cardiopulmonary resuscitation (CPR) training in schools.
 - (19) Programs to establish smaller learning communities.
 - (20) Activities that encourage and expand improvements throughout the area served by the local educational agency that are designed to advance student academic achievement.
 - (21) Initiatives to generate, maintain, and strengthen parental and community involvement.
 - (22) Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching.
 - (23) Programs to provide same-gender schools and classrooms (consistent with applicable law).
 - (24) Service learning activities.
 - (25) School safety programs, including programs to implement the policy described in section 9507 and which may include payment of reasonable transportation costs and tuition costs for such students.
 - (26) Programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning of academic content at the preschool, elementary, and secondary levels.
 - (27) Supplemental educational services, as defined in section 1116(e).

Title X, Part C – Education of Homeless Children and Youth

(This section refers to all districts. Districts with McKinney-Vento grants will be provided a more comprehensive self-assessment document.)

• District Policies

All districts must have the following two policies:

- Describe the district's adopted policy that pertains to the rights of students experiencing homelessness.
- Describe the district's adopted policy pertaining to disputes/complaints arising over the district's action in providing mandated services. This dispute/complaint policy may be the federal programs policy.

• Students

- Describe whether the district has/had students experiencing homelessness this year and the previous year.
- Describe how the district records the students in SIMS and on the annual Title I report.
- Describe how the district reviews the SIMS records for students transferring into the district to determine homeless status.
- Describe how students identified as experiencing homelessness were immediately enrolled.
- Describe how the district ensured each student/parent receives a copy of the Rights under McKinney-Vento. http://doe.sd.gov/oess/documents/TitleX_KnowYourRights.pdf
- Describe how the district ensured these rights were implemented.

• Community Collaboration in Informing Parents of Homeless Children and Unaccompanied Homeless Youth of Education Rights

- Explain the efforts of the homeless coordinator to post information in public facilities.
- Explain the efforts of the homeless coordinator to work collaboratively with community agencies.

• Assessment

- Describe how the students experiencing homelessness were assessed under Dakota STEP?

• Title I Part A Reservation of Funds

- Did the district set-aside Title I Part A funds for homeless children and youth? (see consolidated application)
- Explain how the district calculated the set aside.
- Describe the comparable services.
- Describe how the homeless liaison is consulted about the use of the set-aside funds.

Evidence sources:

- District Dispute/complaint Policy pertaining to Students Experiencing Homelessness
- District Policy on the Rights
- Most recent Title I report
- Consolidated Application – Title I Part A Section
- SIMS Report

Federal Funds

• Management of Federal Funds

- Explain how the district obligates federal program funds
- Explain how the obligations and expenditures of federal funds are traceable back to their original program funding source through the accounting system.
- Explain how the district accounts for Title I funds including School Improvement at the school level and Program Set-Asides (Earmarks) that need to be accounted for and tracked at the required district or school level

• Time Distribution Records

- OMB Circular A-87 establishes cost principles for using federal funds to support compensation of personnel services.
- Describe how the district maintains time distribution records for employees who work on multiple federal programs or other cost objectives
- Explain how the district maintains certifications for staff funded from a single federal funding source or from an established cost objective such as a schoolwide program semi-annually.

• Inventory Management

- EDGAR 80.32 (d) establishes property management requirements for managing equipment acquired either in whole or in part with federal funds.
- Describe the district's system for maintaining an inventory control system for non-consumable purchases (tangible, nonexpendable, personal property that has a useful life of more than one year) purchased with federal funds

Evidence Sources:

- Semi-Annual Certifications
- Personnel Activity Reports
- Property Records (inventory logs)

Reference Documents:

Office of Management and Budget (OMB) Circular A-87, "Cost Principles for State, Local, and Indian Tribal Governments"

<http://www.whitehouse.gov/OMB/circulars/index.html>

EDGAR – Education Department General Administrative Regulations

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

Non-regulatory Program Guidances

<http://doe.sd.gov/ofm/grants/LEAapp/index.asp>

Or US Ed's website

<http://www.ed.gov/about/offices/list/oese/programs.html>

Consolidated Application Assurances and **approved** Budget