

eGrant Management System

Printed Copy of Application

Applicant: ROSSVILLE-ALVIN CUSD 7

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: ROSSVILLE-ALVIN CUSD 7

Date Generated: 6/6/2019 12:00:49 PM

Generated By: crystaljohnson

Overview

PROGRAM:	Consolidated District Plan
PURPOSE:	The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.
BOARD GOALS:	<i>Every child in each public school system in the State of Illinois deserves to attend a system wherein:</i> <ul style="list-style-type: none">* All kindergartners are assessed for readiness.* Ninety percent or more of third-grade students are reading at or above grade level.* Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.* Ninety percent or more of ninth-grade students are on track to graduate with their cohort.* Ninety percent or more of students graduate from high school ready for college and career.* All students are supported by highly prepared and effective teachers and school leaders.* Every school offers a safe and healthy learning environment for all students.
FY2020 INCLUDED PROGRAMS:	Title I, Part A - Improving Basic Programs Title I, Part A - School Improvement Part 1003(a) Title I, Part D - Delinquent Title I, Part D - Neglected Title I, Part D - State Neglected/Delinquent Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders Title III - Language Instruction Educational Program (LIEP) Title III - Immigrant Education Title IV, Part A - Student Support and Academic Enrichment Title V, Part B - Rural and Low Income Schools IDEA, Part B - Flow-Through IDEA, Part B - Preschool Foster Care Transportation Plan
LEGISLATION:	<u>Every Student Succeeds Act (ESSA)</u> <u>Individuals with Disabilities Education Act</u> <u>Rehabilitation Act</u> <u>Strengthening Career and Technical Education for the 21st Century Act</u> <u>Workforce Innovation and Opportunity Act</u> <u>Head Start Act</u> <u>McKinney-Vento Homeless Assistance Act</u> <u>Adult Education and Family Literacy Act</u>
DUE DATE:	District plans must be submitted to the Illinois State Board of Education and approved before any FY2020 grant applications for included programs can be approved. Submission by April 1 is recommended.
DURATION:	The District Plan must be submitted initially for the school year 2019-2020 and updated annually thereafter.
AMENDMENTS:	Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.
INSTRUCTIONS:	Instructions in PDF format
COMMON ABBREVIATIONS:	ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended) IDEA - Individuals with Disabilities Education Act ISBE - Illinois State Board of Education LEA - Local Educational Agency LIEP - Language Instruction Educational Program SEA - State Education Agency

1. Contact Information for Person Completing This Form

Last Name*

Johnson

Phone*

217 748 6666

First Name*

Crystal

Middle Initial

L

Email*

johnsoncl@rossville.k12.il.us

2. General Education Provisions Act (GEPA) Section 427 *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.

{[count] of 2500 characters used}

Programs will be reviewed to identify and eliminate barriers to equitable program participation of students, teachers, and other beneficiaries with special needs. This will include barriers of gender, race, national origin, color, disability, and age.

3. General Completion Instructions

Work through the tabs from left to right. Save each page before moving to the next tab.

Required fields on each page are dependent upon funding sources selected on the Coordinated Funding tab.

Many pages have notes at the bottom indicating for which programs the page is required.

To determine if a page is required for the funding sources selected earlier in the application, save the page before completing and look for error messages. If none, the page is not required for the program(s) selected.

How to Complete Pages with Pre-populated Fields

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the redisplay and paste it into the updated plan box, revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.

Some pages display sections based on which grants were selected on the Funding page as anticipated as funded. To change the sections that display, return to the Funding page and select or de-select grants for which funding is anticipated.

Program Risk Assessment pages must be completed for FY2020. In future years, those responses are expected to pre-populate in the grant, with an opportunity for the entity to review and revise as necessary.

*Required field, applicable for all funding sources

Amendments

Indicate whether this is the first submission for the fiscal year or an amendment to the APPROVED initial plan for the fiscal year.*

NOTE: This page must be completed each time a new plan version within the fiscal year is submitted to ISBE.

- Initial submission for the fiscal year
- Amendment to approved plan for the fiscal year

Plan Changes

Provide a brief description of the changes which have been made to the APPROVED initial application for the fiscal year or a subsequent APPROVED amendment with this amendment. Include the name of any page that was changed.

[[count] of 5000 maximum characters used]

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2019-2020.* [1]

NOTE: All funding sources should be reviewed after October 1 and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

- Title I, Part A - Improving Basic Programs
- Title I, Part A - School Improvement Part 1003(a)
- Title I, Part D - Delinquent
- Title I, Part D - Neglected
- Title I, Part D - State Neglected/Delinquent
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction Educational Program (LIEP)
- Title III - Immigrant Education Program
- Title IV, Part A - Student Support and Academic Enrichment
- Title V, Part B - Rural and Low Income Schools
- IDEA, Part B - Flow-Through
- IDEA, Part B - Preschool

2. Describe how the LEA will align federal resources, including but not limited to the programs listed above, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2]

LEA will align federal resources, including but not limited to the programs listed above with state and local resources to carry out activities supported whole or in part with funding for the following programs: Title I, Title II, Title IV, Title V, and IDEA.

Legislative References:

- [1] Title I, Part A, Reference Section 1112(a) (1)
- [2] Title I, Part A, Reference Section 1112(a) (1)

*Required field, applicable for all funding sources

1. Indicate which of the instruments below were used in the LEA needs assessment process.*

- A. School and/or district report card(s)
- B. Five Essentials Survey
- C. Student achievement data (disaggregated by student groups)
- D. Current recruitment and retention efforts and effectiveness data
- E. Professional development plan(s)
- F. School Improvement plan(s)
- G. Title I plan(s)
- H. ED School Climate Survey (EDSCLS)
- I. CDC School Health Index
- J. National School Climate Center
- K. ASCD School Improvement Tool
- L. Illinois Quality Framework and Supporting Rubric
- M. Other

List and describe other instruments and/or processes that were used in the needs assessment.

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable. * Writing space appears if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

- Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- Include any additional information relevant to this planning document. Provide targeted responses where noted.
- Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

Data demonstrates that students don't meet standards in the area of reading and math. When desegregated by student groups the gap widens even larger with low-income and special education groups significantly underperforming. Strategies for closing the achievement gap include: implementation of new curriculum, curriculum alignment for each grade level, staff training on the new curriculum and most current and effective strategies.

B. Title I, Part A - School Improvement Part 1003(a)

Data demonstrates that students don't meet standards in the area of reading and math. When desegregated by student groups the gap widens even larger with low-income and special education groups significantly underperforming. Strategies for closing the achievement gap include: implementation of new reading curriculum, curriculum alignment for each grade level, staff training on the new curriculum and most current and effective strategies. Staff will also receive training in the area of social emotional needs and the impact on education.

C. Title I, Part D - Delinquent**D. Title I, Part A - Neglected****E. Title I, Part D - State Neglected/Delinquent****F. Title II, Part A - Preparing, Training, and Recruiting**

Also identify needs assessment results, including description of strategies for closing any achievement gaps and for key professional development opportunities for teachers and principals.

Data demonstrates that students don't meet standards in the area of reading and math. When desegregated by student groups the gap widens even larger with low-income and special education groups significantly underperforming. Strategies for closing the achievement gap include: implementation of new reading curriculum, curriculum alignment for each grade level, staff training on the new curriculum and most current and effective strategies. Staff will also receive training in the area of social emotional needs and the impact on education.

G. Title III - LIEP**H. Title III - Immigrant Education Program****I. Title IV, Part A - Student Support and Academic Enrichment**

Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget.

Data demonstrates that students don't meet standards in the area of reading and math. When desegregated by student groups the gap widens even larger with low-income and special education groups significantly underperforming. Strategies for closing the achievement gap included implementing 21st century technology for the purpose of student learning.

J. Title V, Part B - Rural and Low Income Schools

Data demonstrates that students don't meet standards in the area of reading and math. When desegregated by student groups the gap widens even larger with low-income and special education groups significantly underperforming. Strategies for closing the achievement gap included implementing 21st century technology for the purpose of student learning.

K. IDEA, Part B - Flow-Through [1]

Data demonstrates that students don't meet standards in the area of reading and math. When desegregated by student groups the gap widens even larger with low-income and special education groups significantly underperforming. Strategies for closing the achievement gap include additional services for students identified as special education.

L. IDEA, Part B - Preschool

Data demonstrates that students don't meet standards in the area of reading and math. When desegregated by student groups the gap widens even larger with low-income and special education groups significantly underperforming. Strategies for closing the achievement gap include additional services for students identified as special education.

Legislative Requirement:

[1] IDEA - 23 IAC Section 1.420(q)

*Required field, applicable for all funding sources selected

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Ninety percent or more of third-grade students are reading at or above grade level. All kindergartners are assessed for readiness.

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).*
Check all that apply.

- A. Teachers (1,7,8)
- B. Principals (1,7,8)
- C. Other school leaders (1,8)
- D. Paraprofessionals (1)
- E. Specialized Instructional support personnel (1,2,3,4,8)
- F. Charter school leaders (in a local educational agency that has charter schools) (1)
- G. Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
- H. Parent liaisons
- I. Title I director (1)
- J. Title II director (1)
- K. Bilingual director (1,7)
- L. Title IV director (1)
- M. Special Education director
- N. Guidance staff
- O. Local government representatives (8)
- P. Community members and community based organizations (7,8)
- Q. Business representatives (2,3,4)
- R. Researchers (7)
- S. Institutions of Higher Education (7)
- T. Other - specify: _____
- U. Additional Other - specify: _____

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 7 = Title III, including LIEP and Immigrant Education
- 8 = Title IV, Part A - Student Support and Academic Enrichment

2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings and how the stakeholders' input impacted the final plan submission. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Stakeholders included: Teachers (Kat Bartenschlag, Brooke Trimmell, Laura Flint, Kirsten Thornsborough), Title I (Linda Herman), Heath Kendrick (Curriculum/SPED Director), Becky Steidel (Parent), Tim Hawkins (Social Worker). The team met on May 10, 2018 from 8:05am-8:45am to review components of school wide plan and offer input. The input of stakeholders allowed for a comprehensive development of a Title I Plan that meets the needs of all learners.

Response from the FY19 Title I District Plan.

Stakeholders included: Teachers (Kat Bartenschlag, Brooke Trimmell, Laura Flint, Kirsten Thornsborough), Title I (Linda Herman), Heath Kendrick (Curriculum/SPED Director), Becky Steidel (Parent), Tim Hawkins (Social Worker). The team met on May 10, 2018 from 8:05am-8:45am to review components of school wide plan and offer input. The input of stakeholders allowed for a comprehensive development of a Title I Plan that meets the needs of all learners.

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied populations. [2]**

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The school annually has a meeting for all Parents/Guardians. At the meeting, the school will discuss parental involvement, and opportunities for Parents/Guardians to get involved in the education of their children. Parents/Guardians are encouraged to attend the meeting and participate in the discussions that occur. Parents/Guardians should use the meeting as an opportunity to ask questions, make suggestions, and learn about all of the opportunities and programming available for Parents/Guardians to be fully involved in the educational process. The school and its teachers provide meetings, including parent/teacher conferences, at flexible times to accommodate a variety of parent schedules. Parents/Guardians will be given notice of meeting availability at the beginning of each year, and at least two weeks before conferences or other regularly scheduled meetings, to provide sufficient opportunity to schedule and attend meetings with teachers. Additionally, teachers are available regularly to meet with parents/guardians to discuss the success of their child. Parents/Guardians are encouraged to inquire about available meeting times, and to work with teachers. Parents/Guardians will be involved in an organized and timely way when any programs are created, considered, or altered, and will be continually involved in the ongoing development of programming, curriculum, and policy. School programs, in addition to the standard educational curriculum, in which Parents/Guardians may wish to become involved include: Volunteer Opportunities Contact: Crystal Johnson. The school provides Parents/Guardians with access to: (a) School performance profiles required by Federal law and their child's individual student assessment results, including an interpretation of such results; (b) a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet; (c) opportunities for regular meetings to formulate suggestions, share experiences with other Parents/Guardians, and participate as appropriate in decisions relating to the education of their children if such Parents/Guardians so desire; and (d) Timely responses to suggestions. Everyone is responsible for the success of the students of the school. While the school provides the best education we can, it is critical to the success of students that parents assist us in meeting the goals of education set forth by the state, the federal government and ourselves. In order to better assist in educating the students, we need the help of all parents and guardians. We ask that you help us educate children by monitoring attendance, homework completion, and television watching; by volunteering in your child's classroom; and participating, as appropriate, in decisions relating to the education of children and positive use of extracurricular time. Parents/Guardians of participating children have a right to appeal the contents of this policy. The district will submit any parent comments when this plan is submitted to the State. Any questions or concerns should be directed to the Superintendent. The state's resources on parental involvement can be located at

<http://illinoisparents.org/>. The state's website on parental involvement provides information, training, and support for parents and schools on various websites which may be useful or interesting to parents and students, and provides advice and information about how to get involved and participate in the educational process. Resources are provided by search, by county, and by categorical query. The above information is also included in the student handbook.

Response from the FY19 Title I District Plan.

The school annually has a meeting for all Parents/Guardians. At the meeting, the school will discuss parental involvement, and opportunities for Parents/Guardians to get involved in the education of their children. Parents/Guardians are encouraged to attend the meeting and participate in the discussions that occur. Parents/Guardians should use the meeting as an opportunity to ask questions, make suggestions, and learn about all of the opportunities and programming available for Parents/Guardians to be fully involved in the educational process. The school and its teachers provide meetings, including parent/teacher conferences, at flexible times to accommodate a variety of parent schedules. Parents/Guardians will be given notice of meeting availability at the beginning of each year, and at least two weeks before conferences or other regularly scheduled meetings, to provide sufficient opportunity to schedule and attend meetings with teachers. Additionally, teachers are available regularly to meet with parents/guardians to discuss the success of their child. Parents/Guardians are encouraged to inquire about available meeting times, and to work with teachers. Parents/Guardians will be involved in an organized and timely way when any programs are created, considered, or altered, and will be continually involved in the ongoing development of programming, curriculum, and policy. School programs, in addition to the standard educational curriculum, in which Parents/Guardians may wish to become involved include: Volunteer Opportunities Contact: Crystal Johnson. The school provides Parents/Guardians with access to: (a) School performance profiles required by Federal law and their child's individual student assessment results, including an interpretation of such results; (b) a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet; (c) opportunities for regular meetings to formulate suggestions, share experiences with other Parents/Guardians, and participate as appropriate in decisions relating to the education of their children if such Parents/Guardians so desire; and (d) Timely responses to suggestions. Everyone is responsible for the success of the students of the school. While the school provides the best education we can, it is critical to the success of students that parents assist us in meeting the goals of education set forth by the state, the federal government and ourselves. In order to better assist in educating the students, we need the help of all parents and guardians. We ask that you help us educate children by monitoring attendance, homework completion, and television watching; by volunteering in your child's classroom; and participating, as appropriate, in decisions relating to the education of children and positive use of extracurricular time. Parents/Guardians of participating children have a right to appeal the contents of this policy. The district will submit any parent comments when this plan is submitted to the State. Any questions or concerns should be directed to the Superintendent. The state's resources on parental involvement can be located at <http://illinoisparents.org/>. The state's website on parental involvement provides information, training, and support for parents and schools on various websites which may be useful or interesting to parents and students, and provides advice and information about how to get involved and participate in the educational process. Resources are provided by search, by county, and by categorical query. The above information is also included in the student handbook.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. [3]**

NOTE: This is a new field for FY2020. There is nothing to re-display.

[[count] of 7500 maximum characters used]

Letters will be sent home at the beginning of the year stating their child's eligibility for the program. Additionally, information is available in the student handbook. Also, the program will host parent teacher conferences twice per year. A family reading night will also be implemented each year and the information about this will be in the newsletter and on the school calendar.

Title I Requirement:

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.

ESEA section 1112(a)(1)(A)

Title III Requirement:

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private entities, and institutions of higher education. (Section 3121(b)(4)(C))

Legislative References:

[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)

[2] Title I, Part A, Section 1116(a)(2)

[3] Title I, Part A, Section Section 1116(a)(2) and Section 1112(b)(7)

*Required field

** Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

The application has been submitted. No more updates will be saved for the application.

NOTE: This page may remain blank if no private schools are listed or participating in the programs
 NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available verified data, private schools within the districts boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA Titles I, II, and IV, as well as both IDEA grants. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Private School Name	Consultation Date			School Closing
	Titles I, II, IV	IDEA Flow-Through	IDEA Preschool	
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>

Title Programming Nonpublic Consultation

In addition to private schools within the district boundaries, ESEA also requires timely and meaningful consultation with private schools outside the boundaries of the district if students are known to attend them. Those schools can be added by selecting Create Additional Entries. For each school listed, provide the date of consultation for Titles I, II, IV. If a school has closed, select that option under School Closing. Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For each nonpublic school enrolling public school students from within the district, submit a signed copy of the Nonpublic School Consultation Participation Form (blank form linked below). Forms may be uploaded separately or may be combined into a single scanned PDF document as one upload.

For detailed instructions on how to upload and for naming conventions for uploaded files, click on the link to Title Funding Upload NOTE: READ BEFORE IMPORTING link below.

[Title Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions Nonpublic School Consultation Form](#)

no file selected

IDEA Nonpublic Consultation

Only private schools WITHIN the district boundaries require consultation for IDEA Flow Through and Preschool programs. However, any home schools of which the district is aware should also be included. For home schools, click on the Create Additional Entries button to add a line for listing it and naming in an identifiable manner (for example, E. Jones Home School). Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For detailed instructions on how to upload information and for naming conventions for uploaded files, click on the link to IDEA Funding Upload NOTE: READ BEFORE IMPORTING link below. At a minimum, upload the proof of advertisement. If a timely and meaningful consultation was held, also upload the attendee list, invitation letters, agenda, handouts and attestation form(s).

[IDEA Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions Data Import Template](#)

no file selected

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

All kindergartners will be assessed for readiness.

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs.* [1]

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

If the district does not offer early childhood education programs, enter

No Preschool Programs

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used]

The Kindergarten teachers and Preschool teacher have an open communication about transitioning Preschool students to Kindergarten. They first meet to discuss what learning standards Preschool students need mastered before entering Kindergarten. Social, emotional, and academic skills are vital for life long student success. Preschool is a time where young children learn social and emotional skills. Learning these skills at a young age will lead to academic success. Sharing is an example of a social skill that needs to be mastered. Sharing will create a positive relationship with their peers. Self-regulation is an important emotional skill to introduce. This lifelong skill will help the student cope with any negative feelings, such as anger, anxiety, and frustration. Kindergarten will continue to build upon these vital skills. Preschool students work on pre-literacy skills such as ; letter identification, letter sounds, print concepts, and phonemic awareness. Math concepts are also taught at the preschool level. These concepts include; counting to 10, number identification (0-5), one to one correspondence, and early geometric skills. These foundational skills begin in Preschool and will continue to be built upon in Kindergarten.

Response from the FY19 Title I District Plan.

The Kindergarten teachers and Preschool teacher have an open communication about transitioning Preschool students to Kindergarten. They first meet to discuss what learning standards Preschool students need mastered before entering Kindergarten. Social, emotional, and academic skills are vital for life long student success. Preschool is a time where young children learn social and emotional skills. Learning these skills at a young age will lead to academic success. Sharing is an example of a social skill that needs to be mastered. Sharing will create a positive relationship with their peers. Self-regulation is an important emotional skill to introduce. This lifelong skill will help the student cope with any negative feelings, such as anger, anxiety, and frustration. Kindergarten will continue to build upon these vital skills. Preschool students work on pre-literacy skills such as ; letter identification, letter sounds, print concepts, and phonemic awareness. Math concepts are also taught at the preschool level. These concepts include; counting to 10, number identification (0-5), one to one correspondence, and early geometric skills. These foundational skills begin in Preschool and will continue to be built upon in Kindergarten.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 1112(b)(8)

*Required field for Title I and/or IDEA Preschool

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program(s).* [1]

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

(count of 7500 maximum characters used)

The school wide reforms that will be afforded to all children to meet the challenging State academic standards include the implementation of the MyMath 2018, Wonders ELA, Study Sync ELA and Wilson Foundations curriculum. The students will be provided research based methods and instructional practices concerning the instructional implementation of these programs. The district is also moving into the first year of planning/implementation of becoming a 1:1 school which will afford all students computer technology to enhance the curricular reforms along with providing all students access to the digital curriculum at home as well. This will enrich the current curricular opportunities for students as well as providing a well-rounded curriculum. The students in most need of academic support will also be afforded research based interventions to support them academically and socially. They will be provided research based computerized interventions such as IXL Math, IXL Reading and Extra Math during scheduled instructional time along with classroom based interventions. They will also be provided small group instructional support from our Title teacher and/or interventionist staff. The students progress will be monitored with our STAR 360 assessment. This will allow for modifications to the students programming along with measuring the success of the programming for the students.

Response from the FY19 Title I District Plan.

2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.* Include criteria for low-income, EL, special education, neglected, and delinquent as applicable to the district. [2]

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Once per month there is a team meeting for the purpose of reviewing STAR 360 assessment scores and student progress with Response to Intervention. The STAR 360 assessment is administered to each student at the beginning of the school year, mid-year and at the end of the school year. It's also additionally administered to monitor student progress. During the meetings, the team reviews scores and determines which level of interventions are needed for individual students. This is determined by the percentile norms for each assessment and review of classroom performance as outlined below: 0%tile to 5%tile: Interventions specific to student needs 5 days per week for 60 minutes each day. 6%tile to 10%tile: Interventions specific to student needs 5 days per week for 30 minutes each day. 11%tile to 25%tile: Interventions specific to student needs 5 days per week for 30 minutes each day. If 50% of the entire class score in the 25%tile or lower the whole class interventions are restructured.

Response from the FY19 Title I District Plan.

3. Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and language standards.* [3]

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(count of 7500 maximum characters used)

The students will be provided research based methods and instructional practices concerning the instructional implementation of these programs which include MyMath 2018, Wonders ELA, Study Sync ELA and Foundations curriculum. The district is also moving into the first year of planning/implementation of becoming a 1:1 school which will afford all students computer technology to enhance the curricular reforms along with providing all students access to the digital curriculum at home as well. This will enrich the current curricular opportunities for students as well as providing a well-rounded curriculum. The students in most need of academic support will also be afforded research based interventions to support them academically and socially. They will be provided research based computerized interventions such as IXL Math, IXL Reading and Extra Math during scheduled instructional time along with classroom based interventions. They will also be provided small group instructional support from our Title teacher and/or interventionist staff in their deficit areas. The students progress will be monitored with our STAR 360 assessment. This will allow for modifications to the students programming along with measuring the success of the programming for the students.

Response from the FY19 Title I District Plan.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented.* [4]

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(count of 7500 maximum characters used)

To strengthen academic programs grade clusters meet weekly to discuss student needs and curriculum. The professional development plan is designed to meet the needs of teachers and students within the district. This was designed by completing a comprehensive needs assessment and aligned with district goals. Professional development activities include: Wonders ELA, Study Sync ELA, Foundations, IXL Math, IXL ELA and 1:1 initiative trainings. Ongoing monitoring of the teachers implementation of these instructional strategies will be done with teacher evaluations along with 5 minute walk through activities on a consistent basis. Additional school-wide programs available to all students include: PBIS Program: Program that focuses on positive behavior of students within the school. Students are then rewarded for their positive behaviors. In addition the school district will be implementing a new social emotional curriculum Promoting Alternative Thinking Strategies (PATHS) in collaboration with classroom teachers to improve school conditions/dimate for student learning. Accelerated Reader: As a way to encourage reading, students have the opportunity to participate in the school-wide reading program. Students are then rewarded for their reading accomplishments throughout the year. Family Reading Night: As a way to encourage reading at home, family reading nights are held twice per school year. During these events students from all grade levels have an opportunity to bring their families to an evening at school which includes reading and activities associated with reading. Curriculum-Based Fieldtrips: These are used as a way to reinforce and draw a direct correlation between what students are learning at school and real-world applications.

Response from the FY19 Title I District Plan.

5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [5]**

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All new teachers are assigned a mentor and complete a year-long district-wide mentoring program. As part of the mentoring program the mentor and mentee collaborate on a consistent basis as well as observing each other classrooms on at least 3 occasions during the school year. Student progress in new teacher classrooms are monitored quarterly and compared to other teachers within the district. The Danielson Model Framework is utilized for teacher evaluation to ensure proper teaching strategies are used in the classroom. Classroom walkthroughs are also utilized on a regular basis as a way to give immediate feedback via a form to show teacher areas of string and weaknesses, as well as patterns of teaching behavior. These combined efforts ensure that teachers are supported and providing instruction in the classroom that is similar to veteran teachers. Additionally, when creating classes, each teacher is assigned a group of students that perform at a variety of levels. This is completed by taking into consideration recommendations from the previous years' teachers, assessment scores, and SDQ (social emotional scores).

Response from the FY19 Title I District Plan.

6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement. [6]**

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There are multiple activities and learning experiences that the junior high teachers in grades 6-8 provide students in order to prepare them for post secondary education and the workforce. The 8th graders visit Danville Area Community College for a Career Lab. This allows the students to be exposed to different careers and all of the requirements those careers entail. Students choose to get hands-on learning in the areas of Landscape Design, Manufacturing Concepts, Nutrition and Wellness, Robotics, Graphic Design, Electronics, Four Stroke Engine, and/or CNC Mill module. The students also answer questions about their interests on a computer, and the results provide a list of possible careers to explore. In addition, it gives them time to discuss what training and/or education is required in order to achieve those career goals. In Mathematics, students are allowed to complete Algebra 1 in 8th grade. This gives them the chance to take Geometry as a freshman in high school. Students then are granted the opportunity to take Calculus their senior year, which gives them the chance to earn college credits before graduating high school. The 7th graders in math class look into construction on a project and into home maintenance for when they have houses someday. Student are required to create floor plans in the first part of the project. They are given a scale, have to calculate the appropriate area for carpet and tile, and calculate the cost of carpet, labor, tax, discounts, and commission for the person who sold the carpet. This is not only a potential job interest but also teaches life skills. The 6th graders in math class have to calculate the area of the outside of the house using complex shapes. From there they have to figure out how much siding they need. Teachers discuss with students how one usually cannot purchase a portion of a bundle, but have to buy the entire bundle. The students then must calculate the cost of the materials and the expense to side the entire house. The 6th grade class attends an AG safety day with their science teacher. Students learn about ATV safety, electrical safety, farm equipment safety, internet safety, math awareness, chemical safety, firearms safety, grain safety, water safety, roadway safety and lawn safety. Finally, students hear a presentation by the state trooper about internet safety and what to do in certain situations. The 3rd-8th graders were also given a school wide presentation about internet safety by a state trooper. The history and health educator provides not only historical presentations for postsecondary education, but an intense study of the Illinois Constitution, the United States Constitution and the court cases and law of the Supreme Court. They discuss and read about current events in our country and our world. The 8th grade health course covers a wide variety of information and issues that our teens either have or will experience in high school and beyond. They discuss, in open forum, the following: relationships, tolerance, diversity, sex education, the different types of abuse, self esteem, service to others, emotions and how to handle them, pregnancy, death and dying, short term and long term goals for their futures just to name a few. This allows our students to be better prepared in handling a multitude of issues that they may face as young adults and adults. By the end of their junior high career they are prepared to succeed in the secondary realm and the adult realm. The English Language Arts instruction includes work in many genres of reading and writing. We spend a little more time on nonfiction because that's what research says is needed after graduating from high school. The ELA teachers require typed papers every quarter in the MLA format to prepare them for papers they will do in high school, college, or at work. These research projects are based off of a book that student chooses to read. The MLA format requires that the students can report factual information without personal feelings in a summary form and follow specific detailed instructions when typing the paper. The second part of the project allows the students to choose a creative choice to present the same information: newspaper format, talk show host, game board, comic strip, diary format, or analyzing a character's decision. The idea is to give different students a multitude of ways to express themselves. The ELA teachers also provide many chances for students to present information in a formal and informal way. Students are given tips on using correct volume, eye contact, posture, etc. It is important that students feel comfortable doing this in school and the workplace. Students are taught the specific social skills of working in a group. Topic include: how to greet people, making another person feel welcome, sharing the workload fairly, focusing on the group members and not getting distracted by others, and thanking them for sharing information with the group. The students are also coached on the correct way to listen to others using good eye contact, knees pointed towards the speaker, using good posture, and not having objects in hand. These skills are crucial in the workplace and some adults do not know how to successfully use them or work as a team. Many people need to be specifically taught these skills to be successful in life in general.

Response from the FY19 Title I District Plan.

7. Describe how the district will identify and serve gifted and talented students by using objective criteria. [7]**

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{[count] of 7500 maximum characters used}

Gifted and talented students are identified through universal screeners, assessments, and classroom screeners. Based on their identification they have an opportunity to participate in differentiated instruction, enriched assignments, and honor society.

Response from the FY19 Title I District Plan.

Title I Requirements:

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Legislative References:

[1] Title I, Part A, Section 1112(b)(1)(A)

[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646

[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646

[5] Title I, Part A, Section 1112(b)(2)

[6] Title I, Part A, Section 1112(b)(13)(B)

[7] Title I, Part A, Section 1112(b)(13)(A)

* Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

**Required field for only Title I, Part A

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable, through:* [1]

i. Coordination with institutions of higher education, employers, and other local partners;* and

ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

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There are multiple activities and learning experiences that the junior high teachers in grades 6-8 provide students in order to prepare them for post secondary education and the workforce. The 8th graders visit Danville Area Community College for a Career Lab. This allows the students to be exposed to different careers and all of the requirements those careers entail. Students choose to get hands-on learning in the areas of Landscape Design, Manufacturing Concepts, Nutrition and Wellness, Robotics, Graphic Design, Electronics, Four Stroke Engine, and/or CNC Mill module. The students also answer questions about their interests on a computer, and the results provide a list of possible careers to explore. In addition, it gives them time to discuss what training and/or education is required in order to achieve those career goals. In Mathematics, students are allowed to complete Algebra 1 in 8th grade. This gives them the chance to take Geometry as a freshman in high school. Students then are granted the opportunity to take Calculus their senior year, which gives them the chance to earn college credits before graduating high school. The 7th graders in math class look into construction on a project and into home maintenance for when they have houses someday. Student are required to create floor plans in the first part of the project. They are given a scale, have to calculate the appropriate area for carpet and tile, and calculate the cost of carpet, labor, tax, discounts, and commission for the person who sold the carpet. This is not only a potential job interest but also teaches life skills. The 6th graders in math class have to calculate the area of the outside of the house using complex shapes. From there they have to figure out how much siding they need. Teachers discuss with students how one usually cannot purchase a portion of a bundle, but have to buy the entire bundle. 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2. If applicable, describe the district's support for programs that coordinate and integrate the following:* [2]

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

Work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.

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NOTE: If not applicable because district serves only grades K-8, enter Elementary District

([count] of 7500 maximum characters used)

Being that we are a K-8 District we do not offer work-based opportunities. However, we do involve 8th grade students in an annual community college career day in which students are exposed to a wide-array of careers available after high school and graduation. Additionally, our preschool students are introduced to a wide-array of community helpers which identify different careers. The community helpers visit the classroom and talk about what they do in their jobs. Students throughout Kindergarten through fifth grade also have an opportunity to be exposed to Agriculture in the Classroom. This program introduces students to agriculture, which is very important in our community. Finally, our fifth grade students are exposed to law enforcement during the DARE Program. They have an opportunity to spend time with the DARE Officer and ask questions related to his job.

Response from the FY19 Title I District Plan.

Being that we are a K-8 District we do not offer work-based opportunities. However, we do involve 8th grade students in an annual community college career day in which students are exposed to a wide-array of careers available after high school and graduation. Additionally, our preschool students are introduced to a wide-array of community helpers which identify different careers. The community helpers visit the classroom and talk about what they do in their jobs. Students throughout Kindergarten through fifth grade also have an opportunity to be exposed to Agriculture in the Classroom. This program introduces students to agriculture, which is very important in our community. Finally, our fifth grade students are exposed to law enforcement during the DARE Program. They have an opportunity to spend time with the DARE Officer and ask questions related to his job.

Legislative References:

- [1] Title I, Part A, Section 1112(b)(10)(A and B)
[2] Title I, Part A, Section 1112(b)(12)(A and B)

* Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title IV, Part A; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.
-

For each program for which funding is anticipated for the 2019-2020 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

NOTE: If Professional Development will not be provided for a funded program below, enter **NOT PROVIDING**

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

Professional development will be provided in the areas of technology, school law, and curriculum. No private schools in this area.

B. Title I, Part A - School Improvement Part 1003(a)

Professional development will be provided in the areas of technology, school law, and curriculum. No private schools in this area.

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Professional development will be provided in the areas of technology, school law, classroom management, and curriculum. No private schools in this area.

G. Title III - LIEP

H. Title III - Immigrant Education

I. Title IV, Part A - Student Support and Academic Enrichment

Professional development will be provided in the areas of technology, school law, and curriculum. No private schools in this area.

J. Title V, Part B - Rural and Low Income Schools

Professional development will be provided in the areas of technology and curriculum. No private schools in this area.

K. IDEA, Part B - Flow-Through [2]

Professional development will be provided in the areas of technology, school law, special education, and curriculum. No private schools in this area.

L. IDEA, Part B - Preschool

Professional development will be provided in the areas of technology, school law, special education, and curriculum. No private schools in this area.

Legislative Requirement:

[1] Title III, Section 3115(c)(2)

[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

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- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe the process through which the districts will:

- i. reduce incidences of bullying and harassment
- ii. reduce the overuse of discipline practices that remove students from the classroom [1]
- iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below. [2]
 - a. each major racial and ethnic group;
 - b. economically disadvantaged students as compared to students who are not economically disadvantaged;
 - c. children with disabilities as compared to children without disabilities;
 - d. English proficiency status;
 - e. gender; and
 - f. migrant status.

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

The processes used to reduce the incidences of bullying and harassment, reduce the overuse of discipline practices, and reduce the use of aversive behavior interventions that compromise student health and safety through the above mentioned sub-groups include: quarterly review of discipline data and comparison among sub-groups and PBIS data assist with ensuring there is not discrepancies among sub-groups. The Rossville Alvin School District utilizes a School Wide-PBIS program to: Increase recognition for positive student behaviors, increase consistency of behavior expectations and consequences, school wide, use data-based decision making to evaluate PBIS effectiveness and to design positive interventions for "at risk" students. The Desired outcomes of this is to reduce the number of office referrals, increase academic engaged time and strengthen staff/student relationships by fostering a safe and positive school environment. An overview of PBIS: Tier 1 includes behavior expectations clearly outlined and taught, consistent language used by all staff: Be a Bobcat will be used to correct student not following expectations, consistent consequence sequence used school wide and frequent verbal praise used throughout the building at a rate of 4 positives to 1 negative. Bobcat bucks will also be used to reinforce compliance with school wide expectations. In addition social/emotional universal screeners completed by teachers at least twice a year, universal social/emotional instruction implemented school wide, school wide rewards and incentives for following expectations and data based decision making used to evaluate programs at monthly PBIS team meetings. Tier 2 includes data based decision making used to determine students at need of additional interventions, universal screeners will be used to determine which students require additional interventions, students with 3 or more office referrals will automatically move to Tier 2, interventions will target students need area, as determined by universal screeners and teacher report and most tier 2 interventions will likely be implemented in small groups. Tier 3 includes data based decision making used to determine students at need of additional interventions and Tier 3, students will receive additional individualized intervention targeting his/her specific needs and interventions may be informed by universal screeners, teachers report classroom observations, functional behavior assessment, etc..The Rossville Alvin Community Unit #7 School District provides these services and strategies to improve students skills outside the academic subject areas to reduce incidences of bullying and harassment along with reducing the overuse of discipline practices that remove students from the classroom in addition to reducing the use of aversive behavioral intervention that compromise student health and safety. These services and strategies include individual counseling available as-needed for all students, responding to students in crisis and following up with student, staff or families, small group and classroom lessons to target groups with skills deficits, check-in/check out program to assist students with attendance, behavior or organizational concerns, collaborate with staff for response to intervention strategies, oversee student tutoring (Junior High students read or work with younger students to develop skills). In addition the Rossville Alvin Community Unit #7 school district will also be implementing a new social emotional curriculum Promoting Alternative Thinking Strategies (PATHS) in collaboration with classroom teachers. Additionally, the use of social emotional screeners are used to identify students in need of services (received from counselors and completed by teachers and social emotional groups are created to meet the needs of students health and safety needs.

Response from the FY19 Title I District Plan.

2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3] (42 U.S.C. 11301 et seq.):*

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([count] of 7500 maximum characters used)

District identified homeless students at time of enrollment and anytime throughout the school year. In an effort to meet the needs of homeless students they are provided with items such as clothing, school supplies, counseling services, lunch/breakfast as needed. Additionally, the district goes above and beyond the Homeless Act and provides homeless students with a backpack on Fridays that are full of food for the weekend. With the use of donations, the district provides gifts for homeless students during the holidays. District staff are also trained on the McKinney Vento Homeless Assistance Act which is implemented in the district. District staff has also been trained in Ruby Payne and Poverty as well as a homeless simulation. To identify the students most in need of services, students are identified through universal screeners, assessment throughout the school year, state assessments, classroom observations, additional social/emotional screeners(SDQ's) are also used. Teachers keep parents, administrators, and school personnel informed about the identification process by sending home letters to parents about their students current levels and eligibility for the program. Additionally, administrators and school personnel are updated through meetings to discuss students eligible.

Response from the FY19 Title I District Plan.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards

Legislative Requirements:

- [1] Title I, Part A, Section 1112(b)(11)
- [2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(6)

* Required if funding selected for Title I, Part A and/or Title IV, Part A

Attendance Center Designation

[Instructions](#)

The application has been submitted. No more updates will be saved for the application.

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
2001 - ROSSVILLE-ALVIN ELEM SCHOOL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	06/14/2018

Describe anticipated Reorganizations: _____

If Title I funding was selected on the Coordinated Funding page, this page is required. If the page is blank and the entity does plan to receive and use Title I funds, return to the Coordinated Funding page and select Title I, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).* (Section 1112(b)(3))

Section 1111(d)

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

If the district does not have any schools identified as comprehensive or targeted, enter

No schools identified under this part

(count) of 7500 maximum characters used

The district is moving from a targeted assistance Title School for grades kindergarten through third grade to a School Wide assistance Title school for all students. The district will continue to monitor STAR 360 progress monitoring data on a monthly basis along with discussing student performance during weekly grade level meetings. The school staff members will be participating in ongoing professional development concerning the school district's 1:1 initiative that will enhance the technology opportunities for students as well as support the implementation of our new MyMath 2018, Study Sync ELA, Wilson Foundations, Wonders ELA curriculum as well as computerized intervention/assessment tools such as Extra Math, IXL Math, IXL ELA and STAR 360. The ongoing professional development that will be provided by Single Path concerning our 1:1 initiative will include technology planning, technology coaching/mentoring, technology infrastructure, 21st Century Classroom Integration and acting as technology vendor liaison.

Re-display of the approved response from the FY19 Title I District Plan.

The district is moving from a targeted assistance Title School for grades kindergarten through third grade to a School Wide assistance Title school for all students. The district will continue to monitor STAR 360 progress monitoring data on a monthly basis along with discussing student performance during weekly grade level meetings. The school staff members will be participating in ongoing professional development concerning the school district's 1:1 initiative that will enhance the technology opportunities for students as well as support the implementation of our new MyMath 2018, Study Sync ELA, Wilson Foundations, Wonders ELA curriculum as well as computerized intervention/assessment tools such as Extra Math, IXL Math, IXL ELA and STAR 360. The ongoing professional development that will be provided by Single Path concerning our 1:1 initiative will include technology planning, technology coaching/mentoring, technology infrastructure, 21st Century Classroom Integration and acting as technology vendor liaison.

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution? * (Section 1112(b)(5))

- Yes
- No

3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4))

Measures of Poverty from 1113(b)(A) and (B)

- School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.).
- TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,
- Direct Certification

4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (Section 1112(b)(5))

Section 1114 and 1115

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

(count) of 7500 maximum characters used

The school wide reforms that will be afforded to all children to meet the challenging State academic standards include the implementation of the MyMath 2018, Wonders ELA, Study Sync ELA and Wilson Foundations curriculum. The students will be provided research based methods and instructional practices concerning the instructional implementation of these programs. The district is also moving into the first year of planning/implementation of becoming a 1:1 school which will afford all students computer technology to enhance the curricular reforms along with providing all students access to the digital curriculum at home as well. This will enrich the current curricular opportunities for students as well as providing a well-rounded curriculum. The students in most need of academic support will also be afforded research based interventions to support them academically and socially. They will be provided research based computerized interventions such as IXL Math, IXL Reading and Extra Math during scheduled instructional time along with classroom based interventions. They will also be provided small group instructional support from our Title teacher and/or interventionist staff based on their STAR 360 assessment and progress monitoring data. This will allow for modifications to the students programming along with measuring the success of the programming for the students. In addition the social emotional needs will continue to be addressed with the Tiered PBIS school program along with the implementation of the PATHS social/emotional curriculum for the 2018-2019 school year. The school counselor will work in unison with the classroom teacher in the implementation of the social emotional curriculum. The Rossville Alvin School District will increase their percentage of students ready for the next level by three percent in both Reading and Math as measured by the PARCC assessment during the Spring 2019 assessment. In addition the district will have only 35% of their students school wide in the low growth area for the STAR 360 in Reading and Math concerning the December 2018 benchmarking. Also, the district will only have 30% of their students school wide in the low growth area for STAR 360 Reading and Math concerning the April/May 2019 benchmarking.

Re-display of the approved response from the FY19 Title I District Plan.

The school wide reforms that will be afforded to all children to meet the challenging State academic standards include the implementation of the MyMath 2018, Wonders ELA, Study Sync ELA and Wilson Foundations curriculum. The students will be provided research based methods and instructional practices concerning the instructional implementation of these programs. The district is also moving into the first year of planning/implementation of becoming a 1:1 school which will afford all students computer technology to enhance the curricular reforms along with providing all students access to the digital curriculum at home as well. This will enrich the current curricular opportunities for students as well as providing a well-rounded curriculum. The students in most need of academic support will also be afforded research based interventions to support them academically and socially. They will be provided research based computerized interventions such as IXL Math, IXL Reading and Extra Math during scheduled instructional time along with classroom based interventions. They will also be provided small group instructional support from our Title teacher and/or interventionist staff based on their STAR 360 assessment and progress monitoring data. This will allow for modifications to the students programming along with measuring the success of the programming for the students. In addition the social emotional needs will continue to be addressed with the Tiered PBIS school program along with the implementation of the PATHS social/emotional curriculum for the 2018-2019 school year. The school counselor will work in unison with the classroom teacher in the implementation of the social emotional curriculum. The Rossville Alvin School District will increase their percentage of students ready for the next level by three percent in both Reading and Math as measured by the PARCC assessment during the Spring 2019 assessment. In addition the district will have only 35% of their students school wide in the low growth area for the STAR 360 in Reading and Math concerning the December 2018 benchmarking. Also, the district will only have 30% of their students school wide in the low growth area for STAR 360 Reading and Math concerning the April/May 2019 benchmarking.

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))

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If the district does not serve any schools identified as targeted assistance, enter Schoolwide Program Only

(count) of 7500 maximum characters used

The school district is moving from a targeted assistance program to a school wide assistance program for the 2018-2019 school year.

Re-display of the approved response from the FY19 Title I District Plan.

The school district is moving from a targeted assistance program to a school wide assistance program for the 2018-2019 school year.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

*Required Field

Overview

*****NOTE: This plan section is not required for the Department of Juvenile Justice*****

PROGRAM: Foster Care Transportation Plan
PURPOSE: To comply with ESSA requirements for educational stability for students in foster care
REQUIRED FOR: All Illinois school districts and state-authorized charter schools
RESOURCES: [FD and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)
[US Department of Education \(USDE\) web page for Students in Foster Care](#)
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)
[Educational Stability Requirements \(Effective October 7, 2008\)](#)
[Public Act 099-0781 \(effective 8/12/2016\)](#)
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)
[Finance, Budgets & Funding Transportation Programs \(scroll to Foster Care Transportation section\)](#)
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

BACKGROUND

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time in foster care.

DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the drivers side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

REQUIREMENTS

A. The following factors should be considered when developing the transportation procedures for a student in foster care:

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

B. The following low-cost/no-cost options should be considered when developing the transportation procedures:

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
 - a. Contracted services - taxis, student transport companies, etc. - see note below
 - b. Public transportation such as city buses, rails, etc.
 - c. Carpools- see note below
 - d. School/District staff- see note below
 - e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]

C. The following funding options should be considered when developing the transportation procedures for a student in foster care:

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds

Contact Information

******NOTE: This page is not required for the Department of Juvenile Justice******

As part of the foster care transportation plan development process, several stakeholders should be involved. These may include, but are not limited to:

- a. Local educational agency (LEA) point of contact for foster students (LEA-POC)
- b. LEA transportation director
- c. Child welfare agency point of contact
- d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
- e. Title I director
- f. School social worker
- g. Guidance counselor
- h. Special education personnel

Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are required; others are optional and should be included as applicable.

1. LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Kendrick	Heath	Special Education Director	kendrickh@rossville.k12.il.us

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Braddock	Liz	Secretary	braddocke@rossville.k12.il.us

[Click here to add information for other personnel involved in the plan development.](#)

*Required field

Best Interest Determination

*****NOTE: This page is not required for the Department of Juvenile Justice*****

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care. Include the positions of all district personnel involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in his or her best interest, as it relates to ensuring school stability.

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

When a student is placed in foster care or changes residence while in foster care, the CWA worker assigned to the student, notifies the current school. If the child moves to a new residence and is not in the same school zone, the foster care POC should contact the school district. At that time, the LEA POC (Heath Kendrick) will organize a Best Interest Determination (BID) meeting. The CWA, foster care POC, LEA POC, and other essential members will be invited to the Best Interest in Determination Meeting. The CWA, foster care POC, LEA POC, and other essential members of BID will share information on the appropriateness of the current education setting. The team takes into account this information and the distance from potential placements to the child's current school in the decision making process. The transportation designee (Liz Braddock) identifies potential ways that the child could be transported. This information is given to be included in the BID. If the BID decision is that the student will remain in the current school then the LEA POC notifies transportation designee (Liz Braddock), who then assists the CWA worker in arranging transportation to and from school.

Response from the approved FY19 Foster Care Transportation Plan.

2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.*

See IDEA legislation here See Section 504 here

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

If the student has an IEP that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE.

Response from the approved FY19 Foster Care Transportation Plan.

3. Describe any special considerations and legal requirements taken into account for children who are English learners.*

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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All federal statutes will be followed as they related to English language learners.

Response from the approved FY19 Foster Care Transportation Plan.

4. Describe the dispute resolution process should there be disagreement among parents, education decision makers, and other stakeholders regarding the best interest determination.*

Be sure to include the step-by-step process if one would want to initiate a dispute through the resolution. NOTE: Include that DCFS has the final say if a resolution cannot be determined.

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved. If any one member of the team disagrees with the team decision. They may make a written appeal to the team. The team will review the appeal. After reviewing the appeal, the team will overturn their decision or ask the individual appealing to present to the team. If the team holds to their original decision and a resolution cannot be determined, the final decision will be decided by DCFS.

Response from the approved FY19 Foster Care Transportation Plan.

*Required field

Transportation Plan Development

****NOTE: This plan section is not required for the Department of Juvenile Justice****

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process.*

Be sure to include the factors that should be considered when developing the transportation procedures for a student in foster care.

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

The following options will be considered when developing the Transportation Procedures for a foster care student: safety, duration, time of placement change, type of transportation available, traffic patterns, flexibility in school schedule, impact of extracurricular activities on transportation options, and maturity and behavioral capacity.

Response from the approved FY19 Foster Care Transportation Plan.

2. Indicate which options will be considered when developing the transportation plan. Check all that apply.*

- a. Pre-existing transportation route
- b. New transportation route
- c. Route-to-route hand-offs
- d. District-to-district boundary hand-offs
- e. Other services for which student is eligible, such as IDEA transportation options
- f. Options presented by DCFS worker
- g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

- h. Other - describe
- i. Other - describe
- j. Other - describe

3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.*

Be sure to include the funding options that should be considered when developing the transportation procedures for a student in foster care.

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

The following funding options will be included: Title IV-E (however, consider that all children in foster care may not be eligible, tribal foster children may be eligible, and the State CWA is responsible for the non-federal portion), Title I (but funds reserved for comparable services for homeless children and youth may not be used for transportation), If the student has an IEP that includes provisions for special transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE.

Response from the approved FY19 Foster Care Transportation Plan.

4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.*

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

If any one member of the team disagrees with the team decision. They may make a written appeal to the team. The team will review the appeal. After reviewing the appeal, the team will overturn their decision or ask the individual appealing to present to the team. If the team holds to their original decision and a resolution cannot be determined, the final decision will be decided by DCFS.

Response from the approved FY19 Foster Care Transportation Plan.

5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.*

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved.

Response from the approved FY19 Foster Care Transportation Plan.

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such services.*

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

LEA POC (Heath Kendrick) is the point of contact for communication of students in which the transportation plan apply. Additionally, any school/district personnel who may have questions about student eligibility for services can contact Heath Kendrick, LEA POC.

Response from the approved FY19 Foster Care Transportation Plan.

*Required field

By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

06/10/2019

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. 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;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to
 - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
 - i. 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))
 - ii. 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; and
6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. in the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

- The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

DEFINITIONS

Applicant means an individual, entity or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

Grant means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms grant, award, program, and project may be used interchangeably.

Grantee means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms grantee and award recipient may be used interchangeably.

Project means the activities to be performed for which grant funds are being sought by the applicant. The terms project and program may be used interchangeably.

The capitalized word Term means the period of time from the project beginning date through the project ending date.

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

http://www.ecfr.gov/cgi-bin/text-idx?tol=/ecfr/browse/Title02/2cfr200_main_02.tol

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

<http://www.ilga.gov/JCAB/AdminCode/044/04407000sections.html>

NO BINDING OBLIGATION

- The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
- Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.

PROJECT

- The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
- Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
- All funds provided shall be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement.
- The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

GENERAL CERTIFICATIONS AND ASSURANCES

- The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
- The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/15-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
- The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education employees during any part of the application process or during the Term of the Grant Agreement.
- The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
- If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
- The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
- The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
- Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
- The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
- The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

- Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
- The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
 - Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - Maintain separate accounts and ledgers for the project;
 - Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
 - Properly post all expenditures made on behalf of the project;
 - Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
 - Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/grantees on actual expenditures/obligations that occur within project beginning and ending dates;
 - Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
 - Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
 - Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

- This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, applicant, grantee, or contractor means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state.

The applicant certifies and agrees that it will provide a drug-free workplace by:

- Publishing a statement:
 - Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
 - Specifying the actions that will be taken against employees for violations of such prohibition.
- Notifying the employee that, as a condition of employment on such contract or grant, the
 - Abide by the terms of the statement; and
 - Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- Establishing a drug-free awareness program to inform employees about:
 - The dangers of drug abuse in the workplace;
 - The grantees or contractors policy of maintaining a drug-free workplace;

- 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 4) The penalties that may be imposed upon an employee for drug violations.
 - c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
 - d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
 - e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
 - f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
 - g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
21. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read instructions below.

CERTIFICATION

By checking this box, the prospective lower tier participant certifies that:

1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
4. It will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

Instructions for Certification

1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Government-Wide System for Award Management Exclusions" (SAM Exclusions) at: www.sam.gov
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

Certification Regarding Lobbying

Instructions

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. 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.

By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid 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 this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit ISBE 85-37 "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

- By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:
1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"APPLICANT" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant", "award" and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), the cost principles contained in 2 CFR 225 (OMB Circular A-87), OMB Circular A-102, and OMB Circular A-133;
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under Section 1232f of Title 20-Education, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under Section 794 of Title 29 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the Budget Detail tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so. (v2.1.2018)

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- Assurances for all covered programs
- Grant Application Certifications and Assurances (State Assurances)
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions
- Certification Regarding Lobbying
- GEPA 442 Assurances

Not calling IWAS Web SR
CRYSTAL JOHNSON

Signature of School District Superintendent / Agency Administrator

Signature of Board-Certified Delegated Authority for the School District Superintendent

Agreed to on this Date: 06/04/2019
RCDT when agreed to: 54-092-0070-26

The application has been submitted for review.

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Application was created on:	4/1/2019
Assurances were agreed to on:	6/4/2019
Consistency Check was run on:	6/4/2019
District Data Entry Business Manager	
District Administrator submitted to ISBE on:	6/4/2019
ISBE Program Admin 1	
ISBE Program Admin 2	
ISBE Program Admin 3	
ISBE Program Admin 4	

Application History(Read Only)

Instructions

Status Change	UserId	Action Date
Submitted to ISBE	crystaljohnson	06-04-2019 4:14 PM
Consistency Check	crystaljohnson	06-04-2019 4:14 PM

Expand All

	Page Status	Open Page for editing
Consolidated District Plan		
<u>Consolidated District Plan</u>		
Contact Information	OPEN	
Coordinated Funding	OPEN	
<u>Plan Specifics</u>		
Needs Assessment Impact	OPEN	
Stakeholders	OPEN	
Private Schools Participation	OPEN	
Preschool Coordination	OPEN	
Student Achievement	OPEN	
College and Career	OPEN	
Professional Development	OPEN	
Safe Learning Environment	OPEN	
<u>Title I Specific Pages</u>		
Title I Specific	OPEN	
Title I Specific Part Two	OPEN	
<u>Foster Care Transportation</u>		
Foster Care Transportation Plan Contacts	OPEN	
Best Interest Determination	OPEN	
Foster Care Transportation Plan Development	OPEN	
<u>Assurance Pages</u>		
Plan Assurances	OPEN	
State Assurances	OPEN	
Debarment	OPEN	
Lobbying	OPEN	
GEPA 442	OPEN	
AssurancesText	OPEN	
Assurances	OPEN	

Save

Selectable Application Print

The application has been submitted. No more updates will be saved for the application.

Request Print Job
<input type="checkbox"/> Consolidated District Plan
Requested Print Jobs
Requested by crystaljohnson on 6/6/2019
Completed Print Jobs