



**River Forest  
Public Schools**

**Administration Building**  
7776 Lake Street  
River Forest, IL 60305  
708-771-8282

**MEMO**

Date: 6/14/17

To: Dr. Ed Condon, *Superintendent*

From: Dr. Alison Hawley, *Director of Curriculum and Instruction*

RE: District 90 Title I Plan

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**Background**

Attached please find the 2017-18 Title I Plan for District 90. As required by the No Child Left Behind (NCLB) Act, all Districts applying for Title I funding are required to develop a Title I District Plan, or Local Educational Agency Plan. Approved plans are to be kept on file at Illinois e-Plans at the Interactive Report Card (IIRC) website.

Districts were provided with a Title I Plan template that includes 16 components addressing educational programming and supports for at-risk students, as well as assessments that Districts will utilize to monitor student growth and achievement. The plan also ensures that the District has conducted the annual consultation with private and parochial schools.

**Next Steps**

Once the Title I Plan receives approval from the Board of Education, the plan will be reviewed by the regional grant manager prior to being forwarded to the Illinois State Board of Education. Upon ISBE approval, the District will be eligible to complete the Title I application in order to receive funding for 2017-18.

**Applicant:** RIVER FOREST SD 90

**County:** Cook

**Title I District Plan** ⚡

**Application:** 2017-2018 Title I District Plan - 00  
**Cycle:** Original Application

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**Project Number:** 18-T1Plan-00-06-016-0900-02

## Overview

<b>PROGRAM:</b>	Every Student Succeeds Act (ESSA) - District Title I Plan
<b>PURPOSE:</b>	The District Title I 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 with parents of children in schools served under this part, and as appropriate, is coordinated with other programs under this Act, 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 Carl D. Perkins Career and Technical Education Act of 2006 (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.
<b>LEGISLATION:</b>	<a href="#">Every Student Succeeds Act (ESSA)</a> <a href="#">Individuals with Disabilities Education Act</a> <a href="#">Rehabilitation Act</a> <a href="#">Carl D. Perkins Career and Technical Education Act</a> <a href="#">Workforce Innovation and Opportunity Act</a> <a href="#">Head Start Act</a> <a href="#">McKinney-Vento Homeless Assistance Act</a> <a href="#">Adult Education and Family Literacy Act</a>
<b>DUE DATE:</b>	As soon as possible, but no later than June 30 if a July 1 start date is required with the understanding that approval of the Title I District Plan is required for the approval of the Title I Application.
<b>DURATION:</b>	The District Title I Plan shall be submitted for the first year for which ESSA is enacted and shall remain in effect for the duration of participation.
<b>AMENDMENTS:</b>	Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan. These amendments may necessitate amendment of the Title I Application.
<b>INSTRUCTIONS:</b>	<a href="#">Instructions in PDF format</a>

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**District Information**

See the Overview page for instructions

**Contact Person**

Last Name\* First Name\* Middle Initial Personal Title \*

Hawley Alison Dr.

Position Title\*

Dir. of Curriculum & Instruction

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7776 Lake Street

Address 2

City\*

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State\*

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60305 6030

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Email\*

hawleya@district90.org

Use this text area for any needed explanations to ISBE in regard to this program.

\*Required field

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### Amendments

Select the radio button that defines your plan submission. If this is an Amended Plan, a brief description of the changes is required.

**Indicate whether this is an original plan or an amendment. \***



Original Plan



Amended Plan

### Plan Changes

Provide a brief description of the changes which have been made with this amendment.

([count] of 5000 maximum characters used)

\*Required field

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**District Plan Provisions:**

See the Overview page for instructions

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, each district plan shall complete the following sections:

1. Please describe the measures the district will take to monitor student progress in meeting the challenging State academic standards in the corresponding text boxes:

(A) Please describe the well-rounded instructional program to meet the academic needs of all students and how the district will develop and implement this program.\*

([count] of 7500 maximum characters used)

D90 engages in robust curriculum reviews each year to select high-quality materials that are accessible to all learners and provide equitable learning opportunities for students. Students are supported with Tier I core academic programs (writing workshop, conceptually and procedural mathematics programs, Project Lead the Way and IQWST for science, and differentiated reading workshop). Students who have been identified as "at-risk" are flagged through MAP or AimsWeb Plus testing to receive Tier II and III supports both within, and in some cases, outside of the classroom. Students with Section 504 Plans and IEPs have goals that are in accordance with individual testing results to support areas of concern and are progress monitored across the year (Sept, Jan, May). D90 has also designated co-teaching classrooms to keep students in the mainstream and reduce the incidents of pulling students from the general education classroom. Co-teaching teams receive training and have co-planning time allocated to them.

(B) What measures does the district take to use and create the identification criteria for students at risk of failure? Please list.\*

([count] of 7500 maximum characters used)

All students will be screened using Fall NWEA MAP (2-8) and AimsWeb Plus (K-6). All student data is reviewed with grade level teams to determine those students who are not currently meeting benchmark assessments. The District conducts a Universal data review process three times per year (Sept, Jan, May). Six weeks after the data review meetings, grade level teams review the progress monitoring data to determine which students should be moved into or out of interventions. Evaluation will also be conducted to determine the number of students who successfully move from Tier III to Tier II services/support.

(C) Please describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic standards.\*

([count] of 7500 maximum characters used)

Students not at the locally determined benchmark will receive supportive assistance in reading, writing, and/or math based on individual student needs through supportive services of locally funded Title I staff. D90 staff conduct weekly Student Problem-Solving meetings for grade level teams. Teachers review student AimsWeb data used for progress monitoring, classroom work samples and classroom based assessments, as well as grade data. Based on data presented to the grade level team, additional supports such as Homework help during lunch or additional core+ interventions are determined.

(D) Please describe the instructional and additional strategies intended to strengthen academic programs and improve school conditions for student learning and how they are implemented.\*

([count] of 7500 maximum characters used)

D90 teachers meet weekly in grade level teams to review student work and discuss strategies to support student learning and enhance differentiated instructional practices. Teachers analyze classroom assessments and student artifacts using rubrics tightly aligned to the Illinois Learning Standards. Content areas are beginning to implement end-of-unit performance tasks to triangulate with the objective data gathered from MAP and AimsWeb.

Professional development is aligned to district goals and initiatives as outlined in our Strategic Plan and Curriculum Implementation Plans. The district conducts routine surveys with staff to capture their interested and needs as well as evaluations of professional development after it has been conducted to inform future decision-making. Best practices training in the areas of math and ELA help inform the construction of walk-through tools that allow administrators to monitor implementation of new learning and initiatives.

\*Required Field

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**District Plan Provisions:**

See the Overview page for instructions

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, each district plan shall complete the following sections:

- 2. 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.\*

([count] of 7500 maximum characters used)

[100% of teachers in District 90 are Highly Qualified and certified in the content areas they teach.](#)

- 3. 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 1111\(d\)](#)

([count] of 7500 maximum characters used)

N/A

\*Required Field



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4. 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:\*

[Measures of Poverty from 1113\(5\)\(A\) 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,
- Composite: a composite of such indicators,
- Secondary School Feeder: For measuring the number of students in low-income families in secondary schools, the district shall/may use the same measure of poverty above or an accurate estimate of the number of students in low-income families in a secondary school that is calculated by applying the average percentage of students in low-income families of the elementary school attendance areas that feed into the secondary school to the number of students enrolled in such school.

5. (A) Select the types of Title I programs the district is operating in all attendance centers. \* [Program Guidance](#)

- Targeted Assistance
- Schoolwide
- Both Targeted Assistance and Schoolwide

(B) Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution? \*

- Yes
- No

(C) Create and upload an attachment which lists each attendance center/school, by applicable program.\* For convenience and consistency, please download the excel template and complete each applicable column. To facilitate future amendments, save the completed document using the district RCDT code and the word Original or Amendment within the name of the file. (example: 88-888-8888-88 Original)

[Excel Template](#)

To Upload: Browse your fields to locate the required document. Double click to display it in the Browser window. Click on the Upload button. The name of the uploaded document will display in the green bordered area below.\*

Choose File **No file chosen**

Any uploaded files will appear below. Ensure naming conventions have been applied for differentiation. Files can be deleted by selecting the document to be deleted and clicking on the Delete Selected Files button below. Note: file uploads can only be deleted prior to submission to ISBE.

[TitleIPlanAttendanceCenters.xlsx](#)

Check the box below, as appropriate.

- Upload file represents an original listing of attendance centers.
- Upload file represents an amendment to the attendance centers previously uploaded.
- 

(D) 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 1114 and 1115](#)

([count] of 7500 maximum characters used)

Roosevelt Middle School is the only middle school in River Forest School District 90. It also presents with the highest level of low income students as identified through FRL. Willard Elementary will receive equitable funding through supplemental state and local funds. The goal for targeted assistance at Roosevelt Middle School is to fund an Instructional Specialist position to support student growth and achievement in literacy and math. By the end of 2017-18 school year, 80% of Title I students at the Middle School level will attain a level 4 or 5 on the PARCC assessment indicating college and career readiness.

\*Required Field



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**District Plan Provisions:**

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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, each district plan shall complete the following sections:

- 6. 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 \(42 U.S.C. 11301 et seq.\)](#).\*

([count] of 7500 maximum characters used)

The District will provide supplies and materials to homeless students to improve reading and math. 95% of identified students will show a 5% increase in reading and math scores. Students will be evaluated by measuring their performance on the MAP assessment. Students are also supported through Homework Lab during lunch periods.

- 7. 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: \*[Sec 1116](#)

([count] of 7500 maximum characters used)

Beginning with the early childhood screenings, River Forest partners with families to determine educational needs and develop individualize Education Plans for eligible students. The District utilizes developmentally appropriate measures, teacher recommendation, and parent input to develop plans.

- 8. If applicable, please 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. If the district does not offer early childhood education programs, please state so below:\*

([count] of 7500 maximum characters used)

The District offers a blended pre-school model with students who are developmentally delayed and their same age, normally developing peers. The program includes push-in services for students we are in need of interventions such as speech and language or social skills training. The blended pre-school teacher conducts regular articulation with kindergarten teachers who carefully screen students prior to their arrival in kindergarten. The District conducts pre-school screenings for residents of the River Forest community to ensure that all students who are eligible received the necessary supports prior to their arrival to D90.

- 9. How will the district facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable: (A) Through coordination with institutions of higher education, employers, and other local partners; \* and (B) through increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.\*

([count] of 7500 maximum characters used)

District 90 engages in articulations with Oak Park River Forest High School, District 200 across the school year. The District 90 provides 8th grade student data to OPRFHS in order to inform appropriate class placement at the high school level. Student data is also reviewed to determine areas for growth in order to strengthen the middle school instructional practices.

- 10. 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.\*

([count] of 7500 maximum characters used)

The District utilizes MAP (2-8) and AimsWeb (K-6) to identify its at-risk students to develop instructional support plans in the areas of literacy and math. School leaders facilitate data review and progress monitoring meetings three times a year to review student data. Parents are notified if their student falls below local norms and invited to partner with the student's teachers to develop a student support plan. Identified students are progress monitored every six weeks to review growth and make any necessary adjustments to the instructional plan. The

# Title I District Plan

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**District Plan Provisions:**

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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, each district plan shall complete the following sections:

11. 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, and (iii) reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined:\*

(I) each major racial and ethnic group;

(II) economically disadvantaged students as compared to students who are not economically disadvantaged;

(III) children with disabilities as compared to children without disabilities;

(IV) English proficiency status;

(V) gender; and

(VI) migrant status.

(524 of 7500 maximum characters used)

The District is scaling up its CHAMPS initiative to support clear expectations and shared communications with students in order to provide consistency for students. Roosevelt Middle School is implementing an Advisory program 2017-18 intended to support the social emotional needs to students and to support students with problem-solving peer issues. Teachers grades K-4 will receive CHAMPS training in August and teachers grades 5-8 will receive Advisory training and implementation support across the 2017-18 school year.

12. If applicable, please describe the district's support for programs that coordinate and integrate the following:\*

(A) 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

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

(641 of 7500 maximum characters used)

As an elementary District, we provide STEM instruction to support student interest in the areas of math and science. In past years we have utilized funds from the Career and Technical Improvement Grant to develop the District STEM and robotics program. The District also partners with Illinois Math and Science Academy (IMSA) to implement an after school STEM program for grades 4-8, which are open to all students. Fees are waived for families that have demonstrated need. The District is implementing project-based performance tasks in science (5-8) to supplement the IQWST curriculum aligned to the Next Generation Science Standards.

13. How will the district fulfill the following:

(A) Describe how the district will identify and serve gifted and talented students by using objective criteria.\*

(224 of 7500 maximum characters used)

The District uses the MAP and CogAT assessments to determine eligibility for accelerated math beginning in grade 4. Map and CogAT data is also used to determine eligibility for accelerated math and humanities in grades 5-8.

(B) What are 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?\*

(390 of 7500 maximum characters used)

All K-4 students attend a weekly library class as well as a STEM class that embeds digital literacy skills. Grades 5-8 have a STEM rotation and social studies and ELA teachers partner with the librarians for research projects. Librarians attend professional development sessions with classroom teachers to support general education initiatives related to literacy and student assessment.

(C) Describe the approach of the district in developing and supporting the arts (music, dance, and other fine arts) to provide students an opportunity to develop an appreciation of the arts and improve academic achievement.\*

(225 of 7500 maximum characters used)

All students participate in weekly art and music classes (K-4) and a trimester rotation of art and music (5-8). Additionally, the District provides an annual school musical experience as well as a band and orchestra program.

\*Required Field

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# Title I District Plan

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## Consultation

See the Overview page for Instructions

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below. [ESEA section 1112\(a\)\(1\)\(A\)](#)

Such stakeholders must include, but are not limited to, the following:

- teachers,
- principals,
- other school leaders,
- paraprofessionals,
- specialized instructional support personnel,
- charter school leaders (in a local educational agency that has charter schools),
- administrators (including administrators of programs described in other parts of this title),
- other appropriate school personnel, and
- parents of children in schools served under this part

In the box below, articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Include a list of meeting dates and 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 at a later date. Please keep sign-in sheets, agendas, and other documentation on file. \*

(247 of 1500 maximum characters used)

On May 12, 2017 District 90 hosted a meeting with the principals or directors of stakeholder schools/programs. None of the stakeholders receive Title I funds from District 90. The consultation involved discussion of Title II funding for 2017-18.

\*Required field

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Plan Assurances	Assurances
<p><b>Board Approval, Certification, and Assurances</b></p> <p><input checked="" type="checkbox"/> 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 Title I District Plan.</p> <p>Enter the date of Board Approval below.</p> <p><u>06/19/2017</u></p> <p>Each district plan shall provide assurances that the district will:</p> <ol style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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));</li> <li>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;</li> <li>5. collaborate with the State or local child welfare agency to—                         <ol style="list-style-type: none"> <li>(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</li> <li>(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—                                 <ol style="list-style-type: none"> <li>(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</li> <li>(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—   <ol style="list-style-type: none"> <li>(I)The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;</li> <li>(II) the local educational agency agrees to pay for the cost of such transportation; or</li> <li>(III) the local educational agency and the local child welfare agency agree to share the cost of such transportation; and</li> </ol> </li> </ol> </li> </ol> </li> <li>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</li> <li>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,</li> </ol>	

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)).

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<u>Plan</u> Assurances	<u>Assurances</u>
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**Assurances**

**Instructions**

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. 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. (v2.23.2017)

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 Title I District Plan

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