

ATTACHMENT NO. X-C

ATTACHMENT NO. X-C: Consolidated District Plan

Potential motion: Move to approve the Consolidated District Plan

Recommended action: Approve the motion.

Each year beginning in the 2019-2020 school year, school districts must create and the Board of Education approve a Consolidated District Plan (CDP). The CDP is an overview of the district plan for the usage of Federal Grants. The grants included in this are Title I, Title II, Title III, Title IV, IDEA Part B.

eGrant Management System

Printed Copy of Application

Applicant: NORTH BOONE C U SCH DIST 200

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: NORTH BOONE C U SCH DIST 200

Date Generated: 7/17/2019 4:01:57 PM

Generated By: mgeyman

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:	<p><i>Every child in each public school system in the State of Illinois deserves to attend a system wherein:</i></p> <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:	<p>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</p>
LEGISLATION:	<p>Every Student Succeeds Act (ESSA) Individuals with Disabilities Education Act Rehabilitation Act Strengthening Career and Technical Education for the 21st Century Act Workforce Innovation and Opportunity Act Head Start Act McKinney-Vento Homeless Assistance Act Adult Education and Family Literacy Act</p>
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:	<p>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</p>

1. Contact Information for Person Completing This Form

Last Name*

Phone*

First Name*

Middle
Initial

Email*

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)

Currently all programs offered by North Boone CUSD 200 are open to any student that qualifies for services defined under Part 226 of the Illinois Administrative Code.

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]

The district has a multi-tier plan in place to address the goals for the district. The top tier is the strategic plan that is adopted and the goals are reviewed every few years. This overarching plan creates a path for the Board goals and Superintendent goals for the district. From there the Principals each create goals for their schools. The goals all stem from the overarching goal that comes from the Strategic Plan. This plan was developed in collaboration with all stakeholders. The plans around the district revolve around the central themes of professional development, student achievement, staff retention and communication. From these goals funds are allocated based upon programs and initiatives that will reach the overall goals of the district.

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.

CEC audit for math

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

Using data from School Report Card, local benchmark data, ACCESS, College Board Assessments and PARCC the district determined that additional support is required for reading and math. Support includes reading specialists for grades k-4th and a focus on our math program. The district has focused on Science and Math curriculum areas to align to state standards as well as provide teachers with the opportunity to align their resources for consistency across the district. Board of Education Goal: The North Boone School District will increase PARCC scores by 2% in ELA and in Math at each grade level. ISBE Goals: -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

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

ISBE Goals: -All students are supported by highly prepared and effective teachers and school leaders. Board of Education Strategic Plan: Significantly increase and enhance staffing and supports to students. Based upon the CEC audit the district is focusing on professional development in regards to math. The district is looking for ways to strengthen teaching strategies for teachers to increase student achievement for all students.

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.

ISBE Board Goal: All students are supported by highly prepared and effective teachers and school leaders. North Boone utilized a CEC audit as a needs assessment for our district. The audit discussed how we need to teach staff members to teach to the standards instead of following the textbook. The teachers need more training in instructional techniques and pedagogy. Our math data indicated that across the district we are below state average. We are continuing to bring in Math Solutions to address the concerns and needs from the CEC audit. District will have more training with NWEA and AIMS Web to help teachers to have better uses of data for better use of data and to help close gaps. The district also uses professional development survey to get an understanding of the needs of the staff. Staff have the opportunity to attend professional development opportunities and share with others.

G.Title III - LIEP

ACCESS scores indicated that EL students at the elementary level are performing at an expected growth rate on ACCESS. Additional student and staff supports are needed at the middle school and high school levels based on ACCESS data. PARCC data indicates EL students are performing at similar levels as their non-EL peers. Title III monies will be used to support professional development for staff, the purchase of instructional materials and parent education activities through the BPAC.

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.

Based upon the district report card, strategic planning, Board of Education goals meeting a focus for the district has become social emotional learning and strengthening our PBIS programs. Staff from multiple district schools have undergone trauma training and is incorporating character education. Title goals that the district is working with is to use improve the use of technology to improve academic achievement and providing students a well-rounded education. ISBE Goals: Every school offers a safe and healthy learning environment for all students. Board of Education Strategic Plan Goal: ISTE Goals also incorporated into the plan include Knowledge Constructor, Innovative Designer, Computational Thinkers and Creative Communicators. <https://www.iste.org/standards/for-students>

J.Title V, Part B - Rural and Low Income Schools**K.IDEA, Part B - Flow-Through [1]**

ISBE Board Goal: All students are supported by highly prepared and effective teachers and school leaders. Information obtained from the needs assessment was used to determine specific training that was needed to support special education teachers, support personnel and general education teachers who work with students, that have special needs. Specific training identified included inclusion, student growth, positive behavior supports, student motivation, IEP paperwork and transition. The district has added programs such as an Early Childhood blended program and a life skills classroom at the Upper/Middle school. The district is providing professional development as well as purchasing supplies and programs to continue to meet the needs of the students in our district. The district will continue to utilize services from the previous year to maintain support for teacher training and program enhancement for students with disabilities. The district continues to utilize the specialized services offered through the Northern Illinois Association (NIA) and the Winnebago County Special Education Cooperative.

L.IDEA, Part B - Preschool

ISBE Board Goal: All students are supported by highly prepared and effective teachers and school leaders. The needs assessment survey was used to identify specific areas of professional development that was needed for staff to serve students with disabilities. The on-line survey identified specific areas of professional development which include training in the area of autism, inclusion, blended preschool, positive behavior strategies, ECRES and providing related service in a blended model. The early childhood program within the North Boone CUSD 200 will utilize the funding to cover salaries. North Boone CUSD practices a blended preschool model. Due to this, the professional development needs of the program include more inclusive training.

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.

The North Boone School District will increase MAPs scores by 3% in Reading and in Math at each grade level. The North Boone School District will increase SAT scores by 2% in ELA and in Math at the High School. The North Boone School District will increase College Readiness Scores by 3.5%. At the High School

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)

We consulted with the stakeholders identified above in the development of this plan as noted below: Strategic Plan Goal Update Meeting on May 10th, 2019 Board of Education Goal Meeting April 17, 2019 Board members met with school personnel during the month of May All Principals created a School Improvement Plan that aligned to the District Board of Education Goals.

Response from the FY19 Title I District Plan.

We consulted with the stakeholders identified above in the development of this plan as noted below: May 4, 2017 -- All stakeholders in one meeting to introduce the process and go over each specific part of this plan and how we will accomplish this task. May 8, 2017 -- Preschool - Grade 4 Stakeholders. At this meeting, all stakeholders were able to review and every stakeholder had their voice heard so all had an impact toward this plan. May 15 2017 -- Grade 5 - 8 Stakeholders. At this meeting, all stakeholders were able to review and every stakeholder had their voice heard so all had an impact toward this plan. May 22, 2017 -- Grade 9 - 12 Stakeholders. At this meeting, all stakeholders were able to review and every stakeholder had their voice heard so all had an impact toward this plan. June 1, 2017 -- A meeting with all stakeholders to review and fine tune this plan. June 6, 2017 -- A meeting with the superintendent to review the district plan before final submission to the school board. June 27, 2017 -- Final approval by the school board. April 10, 2018 -- Reviewed the 17/18 District Plan and asked for input into any possible changes. May 31, 2018 -- Reviewed any possible changes and finalized the plan for 18/19.

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 approaches the district will use were recently address in our 2015 - 2021 Strategic Plan. Goal: Significantly increase and enhance community relationships and external communication. Significantly increase and improve District-wide relationships and internal communication. Strategy: We will foster better communication and relationships with all stakeholders of our diverse community. *Internal* External Results Statement: By August 2020, the District will facilitate a process to improve the delivery of school specific and community-based communication. *Goal: Significantly increase and enhance community relationships and external communication. Significantly increase and improve District-wide relationships and internal communication. Strategy: We will foster better communication and relationships with all stakeholders of our diverse community. -Internal- External Results Statement: By August 2020, the District will facilitate a process to improve the delivery of school specific and community-based communication. * Form a Tiered Approach to Communicative Efforts* Develop a list of current communication forms to place in each tier* Increase parent involvement K-12 by offering events and opportunities to engage community stakeholders. Such as BPAC, Family Reading Nights, Parent Teacher Conferences, and PTO/Booster events. * Explore the possibility of creating a stipend position to ensure consistency and volume of district-wide communicative efforts* Coordinate with Instructional Technology department to create district-wide apps in order to disseminate school specific information to all key stakeholders. * Develop a (bi-annual) district and community involvement committee to discuss key issues relevant to all stakeholders. * Establish electronic communication methods for individuals/businesses that do not have children currently in the school system. This is so they can receive District communications regarding events, meetings, and other important information. *Resource Fair for families with children with special needs. *Community Wide newsletter sent out by the District highlighting initiatives. Through this communication process, it is our intention that all stakeholders will feel invited to the table to be a part of the

development of our LEA plans, so that the plans and related activities represent the needs of varied populations.

Response from the FY19 Title I District Plan.

The approaches the district will use were recently address in our 2015 - 2021 Strategic Plan. Goal:Significantly increase and enhance community relationships and external communication.Significantly increase and improve District-wide relationships and internal communication.Strategy: We will foster better communication and relationships with all stakeholders of our diverse community.*Internal*ExternalResults Statement:By August 2020, the District will facilitate a process to improve the delivery of school specific and community-based communication. *Goal:Significantly increase and enhance community relationships and externalcommunication.Significantly increase and improve District-wide relationships and internalcommunication.Strategy: We will foster better communication and relationships with all stakeholdersof our diverse community.? Internal? ExternalResults Statement:By August 2020, the District will facilitate a process to improve the delivery of school specific and community-based communication. * Form a Tiered Approach to Communicative Efforts* Develop a list of current communication forms to place in each tier* Increase parent involvement K-12 by offering events and opportunities to engage community stakeholders. * Explore the possibility of creating a stipend position to ensure consistency and volume of district-wide communicative efforts* Coordinate with Instructional Technology department to create district-wide apps in order to disseminate school specific information to all key stakeholders. * Develop a (bi-annual) district and community involvement committee to discuss key issues relevant to all stakeholders. * Establish electronic communication methods for individuals/businesses that do not have children currently in the school system. This is so they can receive District communications regarding events, meetings, and other important information.Through this communication process, it is our intention that all stakeholders will feel invited to the table to be a part of the development of our LEA plans, so that the plans and related activities represent the needs of varied populations.

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)

The approaches the district will use were recently address in our 2015 - 2021 Strategic Plan. Goal:Significantly increase and enhance community relationships and external communication.Significantly increase and improve District-wide relationships and internal communication.Strategy: We will foster better communication and relationships with all stakeholders of our diverse community.*Internal*ExternalResults Statement:By August 2020, the District will facilitate a process to improve the delivery of school specific and community-based communication. *Goal:Significantly increase and enhance community relationships and externalcommunication.Significantly increase and improve District-wide relationships and internalcommunication.Strategy: We will foster better communication and relationships with all stakeholdersof our diverse community.-Internal-ExternalResults Statement:By August 2020, the District will facilitate a process to improve the delivery of school specific and community-based communication. * Form a Tiered Approach to Communicative Efforts* Develop a list of current communication forms to place in each tier* Increase parent involvement K-12 by offering events and opportunities to engage community stakeholders. Such as BPAC, Family Reading Nights, Parent Teacher Conferences, and PTO/Booster events. * Explore the possibility of creating a stipend position to ensure consistency and volume of district-wide communicative efforts* Coordinate with Instructional Technology department to create district-wide apps in order to disseminate school specific information to all key stakeholders. * Develop a (bi-annual) district and community involvement committee to discuss key issues relevant to all stakeholders. * Establish electronic communication methods for individuals/businesses that do not have children currently in the school system. This is so they can receive District communications regarding events, meetings, and other important information.*Resource Fair for families with children with special needs.*Community Wide newsletter sent out by the District highlighting initiatives. Through this communication process, it is our intention that all stakeholders will feel invited to the table to be a part of the development of our LEA plans, so that the plans and related activities represent the needs of varied populations.

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

Private School ParticipationFile Upload instructions are linked below. [Click here for general page instructions](#)**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	
Immanuel Lutheran Schc		05/29/2019	05/29/2019	<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](#)

[Choose File](#) no file selected

☐ 20190626134657 (1).pdf

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](#)

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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.

District Goal:100% of students will be engaged in and successfully complete a Pre-K-12 standards aligned curriculum

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 district supports the early childhood education program with professional development set-asides specific to their needs. As well, district Reading Specialists coordinate visits with early childhood personnel to in-service staff in reading strategy instruction. Transition begins with forming a network of social connections that are built around supporting children and families. These connections go further than just making a connection between the preschool teacher and the kindergarten teacher. The connections also include building a relationship between the child and the teacher, the child and his or her peers, and the parent and the teacher. These relationships are instrumental in the success of the children and their learning. The key to this transition process is giving children continuity in the learning environment and the curriculum strategies that teachers use within their classrooms. This continuity process builds a comfort zone for all participants. Developmental continuity describes how we design early childhood curriculum, how we provide learning experiences that build on the child's prior knowledge, and how these expectations flow in a natural progression across not only the preschool and kindergarten years, but also how they build through the entire primary school years. When the focus is on both transition and continuity together using a team approach with teachers, parents, and children, smooth transitions for children are ensured as they move from preschool to kindergarten and primary grades. For a full description of the transition system we use, please refer to the following link:
<https://www.pakeys.org/uploadedcontent/docs/Transition%20into%20Formal%20Schooling/Enhancing%20the%20transition%20to%20kindergarten%20Linking%20children%20families%20and%20schools.PDF>

Response from the FY19 Title I District Plan.

The district supports the early childhood education program with professional development set-asides specific to their needs. As well, district Reading Specialists coordinate visits with early childhood personnel to in-service staff in reading strategy instruction. Transition begins with forming a network of social connections that are built around supporting children and families. These connections go further than just making a connection between the preschool teacher and the kindergarten teacher. The connections also include building a relationship between the child and the teacher, the child and his or her peers, and the parent and the teacher. These relationships are instrumental in the success of the children and their learning. The key to this transition process is giving children continuity in the learning environment and the curriculum strategies that teachers use within their classrooms. This continuity process builds a comfort zone for all participants. Developmental continuity describes how we design early childhood curriculum, how we provide learning experiences that build on the child's prior knowledge, and how these expectations flow in a natural progression across not only the preschool and kindergarten years, but also how they build through the entire primary school years. When the focus is on both transition and continuity together using a team approach with teachers, parents, and children, smooth transitions for children are ensured as they move from preschool to kindergarten and primary grades. For a full description of the transition system we use, please refer to the following link:
<https://www.pakeys.org/uploadedcontent/docs/Transition%20into%20Formal%20Schooling/Enhancing%20the%20transition%20to%20kindergarten%20Linking%20children%20families%20and%20schools.PDF>

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.

The North Boone School District will increase MAPs scores by 3% in Reading and in Math at each grade level. The North Boone School District will increase SAT scores by 2% in ELA and in Math at the High School. The North Boone School District will increase College Readiness Scores by 3.5%. At the High School

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)

All students will receive research based instruction with lessons created based on the academic needs of students where lessons are differentiated as necessary. The curriculum being taught fully aligns to currently adopted state standards. The District created a reference document that aligned the WIDA Standards and Can-Do descriptors with its ELA and Math Curriculum maps for grades K-8. Teachers have access to the most recent district curriculum guides through a district curriculum repository, Chalk.com. The District has purchased new research based mathematics materials fully aligned to the Common Core. Teachers training on new curriculum took place in the summer of 2019 and will continue through the 2019-2020 school year. Video streaming and computerized programs will also be utilized to support the curriculum. District curricular alignment will continue with the addition of a full time Curriculum Director beginning the 2019-2020 school year.

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]

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.

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((count) of 7500 maximum characters used)

Counselors at the High School and Middle School are working to identify students who many need additional assistance for transition and help decrease dropout rates and keep students on track for graduation. The district offers district educational programs, online programs and mentoring programs to assist students. Staff from Upper and Middle School have been trained so they are better equipped to help students that are at risk for being delinquent or neglected. The district is taking a proactive approach to identifying and assisting students. If a student is thought to have a learning disability, members of the educational team will meet and determine if further testing is necessary. Once any necessary testing has been conducted, the team will meet again to determine if the student is eligible for special education services. All families who seek enrollment for students in the district preschool program complete a questionnaire as well as participate in an interview with school staff. The information gleaned from this process is used to determine the students' at risk levels. The students identified as at highest risk are given preferential enrollment. ISBE Goals: Every school offers a safe and healthy learning environment for all students. District Goal: 100% of students will be engaged in and successfully complete a Pre-K-K-12 standards aligned curriculum

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]

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)

Once a student is identified as requiring additional help meeting the State academic standards the district has resources to help close the gap. The MTSS program includes interventions varying from small group instruction, 1:1 instruction, teacher support, and computer programs that address deficiencies in academic skills. After school and summer school programming is provided for all students identified as LEP. This comes at no cost to students. LEP students receive instruction in their native language as well as coursework in ESL. Students who are identified as needing assistance through special education services are provided assistance in accordance with their Individual Education Plan

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]

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)

Title monies will be used to support professional development for staff, the purchase of instructional materials and parent education activities for EL and at risk students. Additional educational opportunities such as summer school for students K-8 who are EL, at risk and in danger of retention are offered to help reduce summer loss and increase skill deficiencies based on individual student performance. Summer school staff used MAP and formative assessment data to tailor instruction for students needs.

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]**

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 district maintains a rigorous evaluation process to evaluate teachers to ensure that all students have access to highly qualified and effective teachers. This evaluation system is based off the Danielson Model and was developed through the PERA committee. This committee meeting to discuss any changes that may be needed.

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]**

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 district has a library in each school that is staffed at least twice a week. The students have the opportunity to visit the library and check out books and resources. In the High School students have access to technology as well. The librarians also run a summer book program that books out into the community for students to check out books to support literacy throughout the summer.

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]**

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.

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((count) of 7500 maximum characters used)

The District evaluates local benchmark (MAP) and State (PARCC) tests along with teachers' performance review of standards aligned curriculum to determine student placement in advanced courses.

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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([count] of 7500 maximum characters used)

Middle School to High School: The high school counselors come over to the middle school to meet with all students in their classrooms to review course options, the content of each specific course offered, and what it entails to meet the standards of those courses. At the same time, in another classroom, high school students meet with all 8th graders to review extracurricular opportunities, give specifics on the daily life of high school, and to answer legitimate questions the middle school students have on high school life. At the end of the school year, an orientation is offered at the high school for all incoming students and their parents. At this orientation, students and parents will be able to meet with all staff -- teachers, social workers, counselors, administration, extracurricular advisers and coaches. Tours are given of the school as well as free time for students and parents to view the entire school. There is also a general question and answer session. The district will work to coordinate elective courses from the middle school to high school in order to encourage interest. From High School to postsecondary: North Boone High School uses the guidance of the National Secondary Transition Technical Assistance Center (NSTTAC) in our transition plan. We assist students by helping them answer the following questions: Who am I? What do I want in life, now and in the future? What are some of the demands that I should meet now? What are the main barriers to getting what I want after high school? What are my options in the school and community for preparing me for what I want, now and in the future? We provide the following to assist students in this process: Career fairs and field trips are offered to all students to become aware of the opportunities after their schooling is complete. Additional field trips to career opportunities, such as technical trade exhibits, are offered yearly. We have established times for students to meet with college, career and military recruiters. Running Start is offered for students to earn a high school diploma and associate's degree concurrently through Rock Valley Junior College. CEANCI allow students to earn industry recognized certifications. This includes but is not limited to Microsoft, automotive tech, welding, computer programming, nursing, construction, etc. All students have access to Career Cruising.

Response from the FY19 Title I District Plan.

Middle School to High School: The high school counselors come over to the middle school to meet with all students in their classrooms to review course options, the content of each specific course offered, and what it entails to meet the standards of those courses. At the same time, in another classroom, high school students meet with all 8th graders to review extracurricular opportunities, give specifics on the daily life of high school, and to answer legitimate questions the middle school students have on high school life. At the end of the school year, an orientation is offered at the high school for all incoming students and their parents. At this orientation, students and parents will be able to meet with all staff -- teachers, social workers, counselors, administration, extracurricular advisers and coaches. Tours are given of the school as well as free time for students and parents to view the entire school. There is also a general question and answer session. From High School to postsecondary: North Boone High School uses the guidance of the National Secondary Transition Technical Assistance Center (NSTTAC) in our transition plan. We assist students by helping them answer the following questions: Who am I? What do I want in life, now and in the future? What are some of the demands that I should meet now? What are the main barriers to getting what I want after high school? What are my options in the school and community for preparing me for what I want, now and in the future? We provide the following to assist students in this process: Career fairs and field trips are offered to all students to become aware of the opportunities after their schooling is complete. Additional field trips to career opportunities, such as technical trade exhibits, are offered yearly. We have established times for students to meet with college, career and military recruiters. Running Start is offered for students to earn a high school diploma and associate's degree concurrently through Rock Valley Junior College. Advance Now and CEANCI allow students to earn industry recognized certifications. This includes but is not limited to Microsoft, automotive tech, welding, computer programming, nursing, construction, etc. The freshmen seminar class allows students to research future careers and plan out their high school path to reach their future career and college readiness goals.

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)

Our district has an agreement with Career Education Associates of North Central IL. CEANCI's mission is to prepare and invest in all students for career and college through partnerships that build innovative regional opportunities. Programs available are: *Agriculture Sciences*Automotive Technology*Business*Computer Networking*Graphic Communications*Cosmetology*Criminal Justice*Emergency Medical Services*Engineering*Fire Sciences*Fitness Wellness & Sport*Health Sciences*Welding Technology Through CEANCI, we take advantage of Career Cruising and Unite! This allows students to discover career potential and connect with employers in our community to explore the many opportunities in our area. Students are provided with a customized information sharing and resource gathering environment where students/job-seekers can: *Learn about area companies that offer jobs and careers in their area of interest*Participate in career discussions with a mentor/career coach from that company*Further interact with that company by participating in other Work-based Learning Activities, such as job-shadowing, internships, company tours, and summer employment.

Response from the FY19 Title I District Plan.

Our district has an agreement with Career Education Associates of North Central IL. CEANCI's mission is to prepare and invest in all students for career and college through partnerships that build innovative regional opportunities. Programs available are: *Agriculture Sciences*Automotive Technology*Business*Computer Networking*Graphic Communications*Cosmetology*Criminal Justice*Emergency Medical Services*Engineering*Fire Sciences*Fitness Wellness & Sport*Health Sciences*Welding Technology Through CEANCI, we take advantage of Career Cruising and Unite! This allows students to discover career potential and connect with employers in our community to explore the many opportunities in our area. Students are provided with a customized information sharing and resource gathering environment where students/job-seekers can: *Learn about area companies that offer jobs and careers in their area of interest*Participate in career discussions with a mentor/career coach from that company*Further interact with that company by participating in other Work-based Learning Activities, such as job-shadowing, internships, company tours, and summer employment.

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

Math Solutions and Into Math TrainingSchoolology - New teacher pedagogical changes in the classroom.Mastery Manager TrainingTraining of Feedback to drive learningPreschool specific - effectively communicating with studentsEquipment for Engineering Training

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

ALBERT Training to address RTI for AP, SAT, and Core CurriculumMastery Manager TrainingSchoolology - New teacher pedagogical changes in the classroom.Training of Feedback to drive learningTrainings at each school based upon SIP goals.

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

NWEA MAP report trainingAIMSWEB Plus benchmarking and progress monitoring training

G. Title III - LIEP

Interpreting and applying data from ACCESS scoresAcademic language and LEP studentsSheltered In Place - what does instruction entail?BPAC Training for LEP parents

H. Title III - Immigrant Education

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

Advance Placement Training for High School TeachersTrauma Sensitive Practices TrainingPositive Behavior Support TrainingCPRCasualty in the classroomCrisis Prevention Institute TrainingConsultation on Social EmotionalALBERT Training to address RTI for AP, SAT, and Core Curriculum

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

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

Coteaching trainingNIA Para TrainingCrisis Prevention Institute TrainingTrauma Sensitive Practices TrainingStarnetIEP Facilitation Training STAR TrainingOrton Gillingham Training

L. IDEA, Part B - Preschool

Not Providing

Legislative Requirement:

- [1] Title III, Section 3115(c)(2)
[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

* Required if funding selected for Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Title V, Part B; 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:

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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)

Elementary school buildings have access to Second Step Programs. All schools uses PBIS programs and character education programs. Students have digital citizenship training in k-12 yearly. Speakers come into the school to discuss bullying. The High School will begin to use SWIS and Middle and Upper Elementary will be added in 2019-2020. All schools use peer mediation to help resolve student concerns. The district encourages restorative practices. Staff are training in the use of Crisis Prevention Institute techniques. Teachers have also been trained in Trauma Sensitive practices including mindfulness techniques designed for students to self-regulate emotions/behaviors without leaving the classroom. Our teachers are trained to be inclusive in all classroom activities for students with disabilities. We work with local agencies to provide inclusive awareness for students in our district in the form of assemblies, PBIS activities, and school specific education opportunities.

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)

All students that are considered to be homeless are eligible to receive assistance from the district for transportation as well as assistance in acquiring supplies for success in the classroom.

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

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
0003 - NORTH BOONE HIGH SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="07/23/2019"/>
1001 - NORTH BOONE MIDDLE SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="07/23/2019"/>
2001 - CAPRON ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="07/23/2019"/>
2002 - MANCHESTER ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="07/23/2019"/>
2004 - POPLAR GROVE ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="07/23/2019"/>
2005 - North Boone Upper Elem Sch	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="07/23/2019"/>

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)

Policy 6:170 Title I Programs covers this as follows: The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children. All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools. Note: All of our schools are comprehensive.

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

Policy 6:170 Title I Programs covers this as follows: The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children. All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools. Note: All of our schools are comprehensive.

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\(5\)\(A\) 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,
- ☒ 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)

Our schools utilize Reading Specialists along with Reading and Math Paraprofessionals. Reading in-class and pullout groups, large and small, by our certified Reading Specialists if offered for grades K-4. The Reading Specialists take small groups of students and work on various aspects of reading, depending on the particular group. Reading and Math paraprofessionals work with even smaller groups or 1:1 on specific goals as prescribed by the Classroom Teacher. The time frame is 20-30 minutes every day. All schools offer after school enrichment opportunities for students who are at-risk of meeting the challenging state academic standards. Summer school is offered for students in grades K-8 who were challenged to or did not meet the state academic standards. This includes our students with IEP's and our ELL students. Neglected and delinquent children have access to education and other services that all of the children need to ensure an opportunity to meet State student academic achievement standards. Currently, we do not have students in day programs. The goals of our schoolwide programs are to provide a well-rounded instructional program and additional educational assistance to individual students assessed as needing help in meeting the challenging State academic standards.

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

Our schools utilize Reading Specialists along with Reading and Math Paraprofessionals. Reading in-class and pullout groups, large and small, by our certified Reading Specialists if offered for grades K-4. The Reading Specialists take small groups of students and work on various aspects of reading, depending on the particular group. Reading and Math paraprofessionals work with even smaller groups or 1:1 on specific goals as prescribed by the Classroom Teacher. The time frame is 20-30 minutes every day. All schools offer after school enrichment opportunities for students who are at-risk of meeting the challenging state academic standards. Summer school is offered for students in grades K-8 who were challenged to or did not meet the state academic standards. This includes our students with IEP's and our ELL students. Neglected and delinquent children have access to education and other services that all of the children need to ensure an opportunity to meet State student academic achievement standards. Currently, we do not have students in day programs. The goals of our schoolwide programs are to provide a well-rounded instructional program and additional educational assistance to individual students assessed as needing help in meeting the challenging State academic standards.

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))

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 serve any schools identified as targeted assistance, enter **Schoolwide Program Only***

((count) of 7500 maximum characters used)

All of our schools are schoolwide.

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

All of our schools are schoolwide.

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*
<input type="text" value="Doetch"/>	<input type="text" value="Ashley"/>	<input type="text" value="Director of Special Education/Homeless Liason"/>	<input type="text" value="adoetch@nbcusd.org"/>

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Geyman"/>	<input type="text" value="Melissa"/>	<input type="text" value="Director of Business Services and Transportation"/>	<input type="text" value="mgeyman@nbcusd.org"/>

☐ 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.

The school district in coordination with the State welfare agency will consider the following factors: Appropriateness of the current educational setting and proximity of placement, preference of student, preference of parents or educational decision maker, the student's attachment to the school, including the meaningful relationships with staff and peers, placement of the student's siblings, influence of the school's climate on the student, including safety, and the availability and quality of the services in the school to meet the student's educational and socio-emotional needs. District personnel involved in the decision making will include the superintendent, homeless liaison, transportation director, building principal, teacher, and when appropriate the social worker.

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 hereSee 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.

The district will ensure that services for students with disabilities under IDEA or Section 504 will be maintained. These students will not be discriminated against as a result of their disability.

Response from the approved FY19 Foster Care Transportation Plan.

3. Describe any special consideration 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.

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 district will ensure that all documents will be available to students and parents or educational decision makers, in their native language. If needed an interpreter will be made available for all meetings or phone calls.

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 LEA DCFS Liaison will schedule a meeting within 5 days after receiving the written challenge. The meeting will be conducted at the school of origin. The LEA will coordinate with DCFS to arrange for a space for the meeting. At the meeting, all parties may present facts and statements relevant to the student's best interest. The LEA DCFS Liaison will consider all statements and evidence presented at the hearing and issue a written final determination within 5 days. This decision is final and will be based upon the guidelines set forth in the Best Interest Guidelines.

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.

Multiple factors will be considered when determining transportation options including 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. The following will be considered for involvement in the determination: LEA POC, LEA DCFS Liaison, LEA representative that oversees transportation, CWA Point of Contact, social worker and/or special education representative if applicable.

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 are funding sources that will be considered when supporting transportation for students in foster care. Title IV, Title I, specialized transportation as required in an IEP to provide a 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.

Student will remain in his/her school of origin while the dispute regarding transportation costs are being resolved. The LEA POC will provide written notification to all parties of the school's transportation plan for the student. Should any party wish to challenge the plan, they must provide such challenge in writing within a time frame and manner as prescribed by the LEA POC. The LEA POC must then schedule a meeting upon the receipt of the written challenge and shall conduct the meeting as soon as possible. The LEA DCFS Liaison shall, as part of the meeting, allow for a complete presentation by both parties of all relevant facts and statements pertaining to the student's transportation to and from the school of origin. The LEA DCFS Liaison shall make a written determination after the conclusion of the dispute resolution meeting. The determination is final and will be based upon guidelines set forth in the Transportation and Best Interest Guidelines

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 district will explore all options including using through transportation department including pre-existing routes, a new route, alternatives not provided by the LEA such as contracted services, taxis, public transportation, uber, or carpool.

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.

The process will be explained annually at administration meetings, secretary meetings, and support service/special education meetings

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.

07/23/2019

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:

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 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?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

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

<ftp://www.ilga.gov/JCAR/AdminCode/044/04407000sections.html>

NO BINDING OBLIGATION

2. 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.
3. 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

4. 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.
5. 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.
6. All funds provided shall be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement.
7. 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

8. 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, Title 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)).
9. 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 5/16-133.3 (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.
10. 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 Educations employees during any part of the application process or during the Term of the Grant Agreement.
11. 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.
12. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
13. 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).
14. 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.
15. 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.).
16. 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.
17. 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

18. 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.
19. 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:
 - a) 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;
 - b) Maintain separate accounts and ledgers for the project;
 - c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project
 - d) Properly post all expenditures made on behalf of the project;
 - e) 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;
 - f) 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.);
 - g) 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;
 - h) 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;
 - i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
 - j) 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

20. 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:

- a) Publishing a statement:
 - 1) 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.
 - 2) Specifying the actions that will be taken against employees for violations of such prohibition.
 - 3) Notifying the employee that, as a condition of employment on such contract or grant, the
 - A) Abide by the terms of the statement; and
 - B) 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.
- b) Establishing a drug-free awareness program to inform employees about:
 - 1) The dangers of drug abuse in the workplace;
 - 2) 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.

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 Se](#)

[MICHAEL GREENLEE](#)

Signature of School District Superintendent / Agency Administrator

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

Agreed to on this Date: 06/28/2019
RCDT when agreed to: 04-004-2000-26









The application has been submitted for review.

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

Application was created on:	3/11/2019
Assurances were agreed to on:	6/28/2019
Consistency Check was run on:	6/27/2019
District Data Entry	
Business Manager forwarded for Administrator review on:	6/27/2019
District Administrator submitted to ISBE on:	6/28/2019
ISBE Program Admin 1 forwarded for ISBE Program Admin #2 review on:	7/10/2019
ISBE Program Admin 2 forwarded for ISBE Program Admin #3 review on:	7/16/2019
ISBE Program Admin 3	
ISBE Program Admin 4	

Status Change	UserId	Action Date
2nd Program Review Complete	todwilli	07-16-2019 12:08 PM
1st Program Review Complete	ckolaz	07-10-2019 12:09 PM
Submitted to ISBE	mgreenlee200	06-28-2019 8:14 AM
Forwarded to District Admin	mgeyman	06-27-2019 10:39 AM
Consistency Check	mgeyman	06-27-2019 10:39 AM

☒ Expand All

Consolidated District Plan	Page Status	Open Page for editing
Consolidated District Plan		
Contact Information	OPEN	
Coordinated Funding	OPEN	
Plan Specifics		
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	
Title I Specific Pages		
Title I Specific	OPEN	
Title I Specific Part Two	OPEN	
Foster Care Transportation		
Foster Care Transportation Plan Contacts	OPEN	
Best Interest Determination	OPEN	
Foster Care Transportation Plan Development	OPEN	
Assurance Pages		
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 mgeyman on 7/17/2019
Requested by mgeyman on 7/17/2019
Requested by mgeyman on 7/17/2019
Completed Print Jobs