



Title I District Plan, Schoolwide Plans, and Schoolwide Waiver

Spring 2017 - Webinar

Heather Ladage and Mitch Parrish
Title Grants Administration



Agenda

Title I District Plans

- Timeline, Components, Approval

Schoolwide Waiver

- Timeline, Criteria, Approval

Schoolwide Plans

- Criteria, Changes



What Happens Next?

Title I Timeline

- Title I District Plan Release (April 11)
 - Consultation (prior to submission)
- Schoolwide Plan (if applicable) (April)
 - Consultation (prior to submission)
 - Needs Assessment (prior to submission)
- Nonpublic Consultation (ongoing; prior to submission)
- Preliminary Allocations (May/June)
- Complete Application (expected release late June)





Title I District Plan

- The 852 districts in Illinois must each submit a plan that was developed in consultation with stakeholders for approval in order to access their **Title I dollars**.
 - Must revisit consultation and document
- Many elements of the required ESSA Title I District Plan were contained in the previous law, but some components are new.
- Title I plan will be submitted through IWAS and has been released.
- Title I Plans must be approved by ISBE prior to approval of Title I grant application.



Getting Access to the Plan

- Go to [ISBE.net](https://www.isbe.net)
- Click on Administrators



https://www.isbe.net/

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Getting Access to the Plan Cont.

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HOME ADMINISTRATORS TEACHERS FAMILIES & STUDENTS COMMUNITY & PARTNERS

ADMINISTRATORS

ISBE strives to support and empower districts by providing the leadership and resources needed to achieve excellence across the state. By program area, a list of announcements and deadlines, and a list of frequently asked questions. Check the alphabetical [sitemap](#) or use the s

Log in to IWAS **FRIS Inquiry**

Click: Log in to IWAS



Getting Access to the Plan Cont.



Illinois State Board of Education

James T. Meeks, Chairman

Tony Smith, Ph.D., State Superintendent

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Getting Access to the Plan Cont.

Illinois State Board of Education
James T. Meeks, Chairman Tony Smith, Ph.D., State Superintendent

I W A S I W A S I W A S I W A S I W A S I W A S I W A S I W A S I W A S

Login:

ISBE Administrator

Hello [redacted] you last logged in 4/13/2017 8:58:37 AM.

Require Action :

- [16 unread Inbox message\(s\)](#)
- [0 unread Archived message\(s\)](#)
- [0 Sign-ups pending your approval](#)
- [37 Documents pending your approval](#)
- [0 Feedback messages pending review](#)

We have your email address listed as: [redacted]

If this is NOT correct, [click here](#) to update.

News Items

How to Open and Close Public Schools: ISBE Notification Procedure

Each year some Public School Districts need to open or close schools. Click 'More...' to see the instructions for notifying ISBE about these changes...



Getting Access to the Plan Cont.

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- [IWAS Training Video](#)

Below are systems that you are either authorized to use or are awaiting authorization from either your district (Pending-District), ROE (Pending-ROE) or ISBE (Pending-ISBE). Once you are "Authorized" to access a system, simply click on the system description to use it.

[Click Here for Due Dates](#)

Categories - Click to Expand/Collapse Tree	Authorization
Grants	
eGMS Dashboard	Authorized
Active Grants	
NCLB Consolidated Application	Authorized
	Authorized
Reporting	
Annual	
NCLB Performance Report - FY 2016	Authorized
ISBE Internal	
Web	
Entity Profile System (Internal)	Authorized

Legend: : System Description - Detailed : Due Dates : Profile



[Want to Signup for Other Systems?](#)

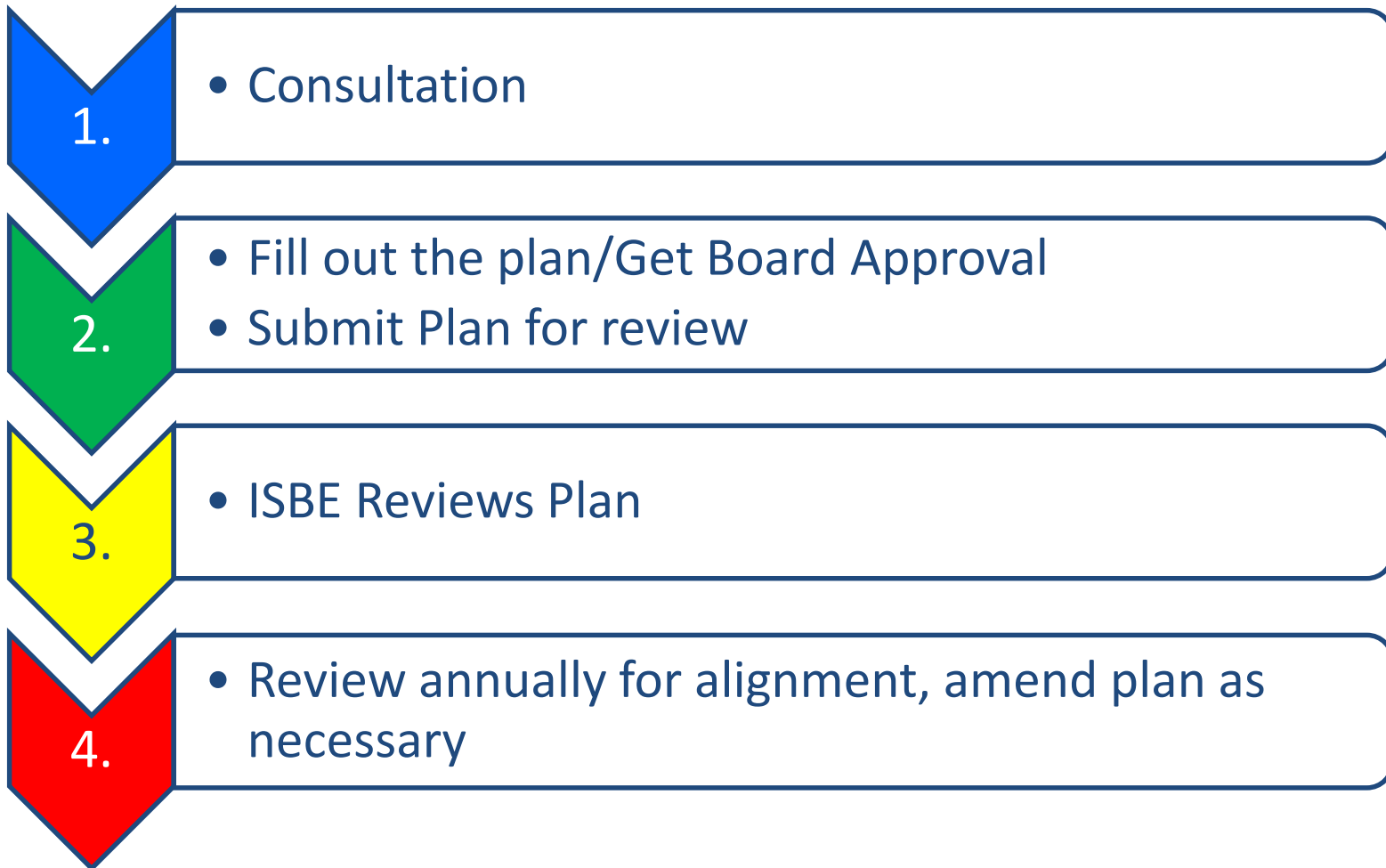


Getting Access to the Plan Cont.

- Under Categories, locate “Title I District Plan”
- Click “Sign Up Now”
- This generates an email and IWAS notification to the District Superintendent.
- The District Superintendent has to approve
- For further issues, please feel free to contact **“Help Desk ” at (217) 558-3600.**



Title I Plan





Consultation

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

- Parents, Teachers, Principals, Students, School Leaders
- Charter school teachers, principals, and other school leaders, when applicable
- Specialized instructional support personnel
- Indian tribes or tribal organizations, when applicable
- Local government representatives
- Others with relevant and demonstrated expertise
- Community-based organizations

An LEA or consortium of LEAs must continue to consult with the stakeholders identified above to improve the activities it conducts and coordinate implementation with other related activities conducted in the community (*ESEA* section 1112(a)(1)(A), 4106(c)(2)).

Resources: [U.S. Department of Education Dear Colleague Letter on Stakeholder Engagement Partners for Each and Every Child - A District Guide to ESSA and the Importance of Stakeholder Engagement](#)



Start The Plan



Illinois State Board of Education

James T. Meeks, Chairman

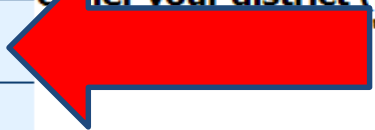
Tony Smith, Ph.D., State Superintendent

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Login:

My Systems

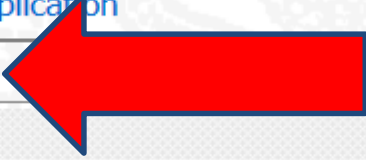
Below are systems that you are either authorized to use or are awaiting authorization from either your district (Pending-District), ROE (Pending-ROE) or ISBE (Pending-ISBE). Once you are authorized to use a system, simply click on the system description to use it.



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Categories - Click to Expand/Collapse Tree	Authorization
Grants	
eGMS Dashboard	Authorized
Active Grants	
NCLB Consolidated Application	Authorized
Title I District Plan	Under Maintenance
Reporting	
Annual	
NCLB Performance Report - FY 2016	Authorized





Title I Plan Cont.

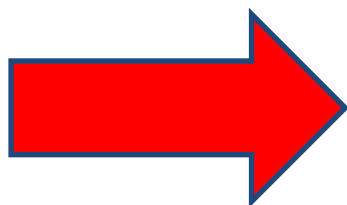
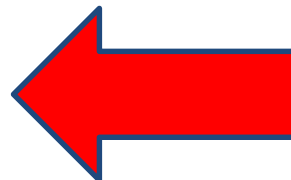
District Name:

RCDT:

County: Cass

Application Select

Year:



Create Application

[Click to view LEA Dashboard](#)

Select an application from the list(s) below and press one of the following buttons:

Review Checklist



eGMS - Grants Application

Title I District Plan

[Printer-Friendly](#)
[Click to Return to Application Select](#)

Applicant:
Application: 2017-2018 Title I District Plan - 00
Cycle: Original Application
Project Number:

County:

Overview	District Information	Amendments	Title I Plan	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
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Overview

PROGRAM: Every Student Succeeds Act (ESSA) - District Title I Plan

PURPOSE: The District Title I Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and with parents of children in schools served under this part, and as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

LEGISLATION: [Every Student Succeeds Act \(ESSA\)](#)
[Individuals with Disabilities Education Act](#)
[Rehabilitation Act](#)
[Carl D. Perkins Career and Technical Education Act](#)
[Workforce Innovation and Opportunity Act](#)
[Head Start Act](#)
[McKinney-Vento Homeless Assistance Act](#)
[Adult Education and Family Literacy Act](#)

DUE DATE: As soon as possible, with the understanding that approval of the Title I Plan is required for approval of the Title I Application.

DURATION: The District Title I Plan shall be submitted for the first year for which ESSA is enacted and shall remain in effect for the duration of participation.

AMENDMENTS: Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan. These amendments may necessitate amendment of the Title I Application.

INSTRUCTIONS: [Instructions in PDF format](#)



eGMS - Grants Application

SESSION TIMEOUT 59:58

Title I District Plan ▼

Applicant: County: Cass
Application: 2017-2018 Title I District Plan - 00
Cycle: Original Application
Project Number:

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[Click to Return to Application Select](#)

Spell Check

- Overview
- District Information
- Amendments
- Title I Plan
- Assurance Pages
- Submit
- Application History
- Page Lock Control
- Application Print

District Information See the Overview page for instruction

Contact Person

Last Name*	First Name*	Middle Initial	Personal Title *
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="▼"/>
Position Title*			
<input type="text"/>			
Address 1*			
<input type="text"/>			
Address 2			
<input type="text"/>			
City*	State*	Zip +4 *	
<input type="text"/>	<input type="text"/>	<input type="text" value=""/> <input type="text" value=""/>	
Phone*	Extension	Fax	
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Summer Phone*	Extension	Email*	
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Use this text area for any needed explanations to ISBE in regard to this program.

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SESSION
TIMEOUT

Title I District Plan

[Printer-Friendly](#)
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Spell Check

Applicant:
Application: 2017-2018 Title I District Plan - 00
Cycle: Original Application
Project Number:

County: Cass

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Amendments

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

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

Original Plan
 Amended Plan

Plan Changes

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

(0 of 1500 maximum characters)

Save Page

*Required field



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[Part 2](#)

[Part 3](#)

[Part 4](#)

[Part 5](#)

[Consultation](#)

District Plan Provisions:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

1. Please describe the measures the district will take to monitor student progress in meeting the challenging State academic standards in the corresponding text boxes:
 (A) Please describe the well-rounded instructional program to meet the academic needs of all students and how the district will develop and implement this program?*

(0 of 7500 maximum characters used)

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

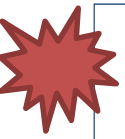
(0 of 7500 maximum characters used)

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

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

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Save Page



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District Plan Provisions:

See the Overview page for

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

- 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.*
(0 of 7500 maximum characters used)

- Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d):*
[Section 1111\(d\)](#)
(0 of 7500 maximum characters used)

*Required Field

Save Page

[Overview](#)[District Information](#)[Amendments](#)[Title I Plan](#)[Assurance Pages](#)[Submit](#)[Application History](#)[Page Lock Control](#)[Application Print](#)[Part 1](#)[Part 2](#)[Part 3](#)[Part 4](#)[Part 5](#)[Consultation](#)**District Plan Provisions:**[See the Overview page](#)

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

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

[Measures of Poverty from 1113\(5\)\(A\) and \(B\)](#)

- School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
- TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- Medicaid: or the number of children eligible to receive medical assistance under the Medicaid Program,
- Composite: or a composite of such indicators,
- Secondary School Feeder: For measuring the number of students in low-income families in secondary schools, the district shall/may use the same measure of poverty above or an accurate estimate of the number of students in low-income families in a secondary school that is calculated by applying the average percentage of students in low-income families of the elementary school attendance areas that feed into the secondary school to the number of students enrolled in such school.

[Save Page](#)

- (A) Select the program(s) the district operates within each attendance center. * [Program Guidance](#)

- Targeted Assistance
- Schoolwide
- Both Targeted Assistance and Schoolwide

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

- Yes
- No



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(C) Create and upload an attachment which lists each attendance center/school, by applicable program.*

For convenience and consistency, please download the excel template and complete each applicable column. To facilitate future amendments, save the completed document use the district RCDT code and the word Original or Amendment. (example: 88-888-8888-88 Original)

[Excel Template](#)

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

Any uploaded files will appear below. Ensure naming conventions have been applied for differentiation. Files can be deleted by selecting the document to be deleted and clicking on the Delete Selected Files button below. Note that files can be deleted only until the application is transmitted to ISBE.

Check the box below, as appropriate.

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

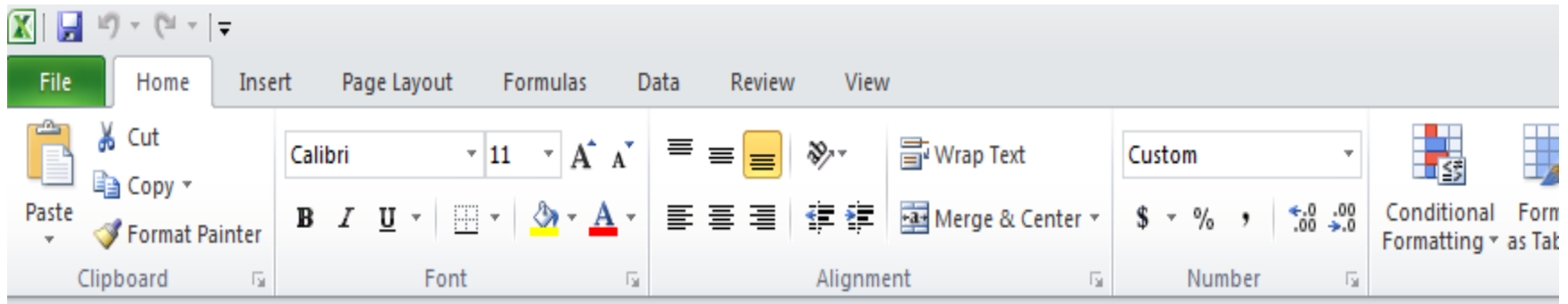
(D) Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community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

[Section 1114 and 1115](#)

(0 of 7500 maximum characters used)



Excel Template From Part 3



	A	B	C	D	E	F
1						
2		RDCT code	Site Code	Attendance Center Name	School-wide, Targeted Assistance, or Not Served	If Schoolwide, date of site plan board approval
3		<i>example:</i>				
4		88-888-8888-88	8888	Abraham Lincoln Elementary	School-wide	9/21/14
5		88-888-8888-88	8889	Mary Todd Lincoln Junior High	Targeted assistance	
6		88-888-8888-88	8808	Lincoln High School	Not served	
7						(row 5 & 6 intentionally blank)
8						



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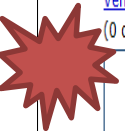
[Consultation](#)

District Plan Provisions:

See the Overview page f

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

- 6. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the [McKinney-Vento Homeless Assistance Act \(42 U.S.C. 11301 et seq.\)](#).*
(0 of 7500 maximum characters used)



- 7. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied populations.*[Sec 1116](#)
(0 of 7500 maximum characters used)

- 8. If applicable, please describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs. If the district does not offer early childhood education programs, please state so below.*
(0 of 7500 maximum characters used)



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

(0 of 7500 maximum characters used)

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

(0 of 7500 maximum characters used)

*Required Field

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To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

11. The process through which the districts will (i) reduce the overuse of discipline practices that remove students from the classroom, (ii) reduce incidences of bullying and harassment, (iii) the overuse of discipline practices that remove students from the classroom, disaggregated by each subgroup of student as defined:
 - (I) each major racial and ethnic group;
 - (II) economically disadvantaged students as compared to students who are not economically disadvantaged;
 - (III) children with disabilities as compared to children without disabilities;
 - (IV) English proficiency status;
 - (V) gender; and
 - (VI) migrant status.

(0 of 7500 maximum characters used)

12. If applicable, please describe the district's support for programs that coordinate and integrate the following:
 - (A) Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
 - (B) work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.

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13.

How will the district fulfill the following:

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

(0 of 7500 maximum characters used)

(B) What are the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement?*

(0 of 7500 maximum characters used)

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

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Consultation

See the Overview page for Instructions

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

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

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

In the box below, articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Include list of meeting dates and how stakeholders input impacted the final plan submission, as well as, references to particular meetings and how the stakeholders input impacted the final plan submission. Note that documentation of stakeholder engagement may be requested at a later date, please keep sign-in sheets, agendas, and other documentation on file. *

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Plan Assurances	Assurances
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Board Approval, Certification, and Assurances

By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the Title I District Plan.

Enter the date of Board Approval below.

Each district plan shall provide assurances that the district will:

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
 - (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—
 - (I) The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - (II) the local educational agency agrees to pay for the cost of such transportation; or
 - (III) 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)).

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Assurances

[Instructions](#)

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

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

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so. (v2.23.2017)

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

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

Assurances for Title I District Plan

[Not calling IWAS Web §](#) Signature of School District Superintendent / Agency Administrator

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



eGMS - Grants Application

SESSION TIMEOUT 59:58

Applicant: STOCKTON CUSD 206
Application: 2017-2018 Title I District Plan - 00
Cycle: Original Application
Project Number: 18-T1Plan-00-08-043-2060-26

County: Jo Daviess

Title I District Plan

[Printer-Friendly](#)
[Click to Return to Application Select](#)

- [Overview](#)
- [District Information](#)
- [Amendments](#)
- [Title I Plan](#)
- [Assurance Pages](#)
- [Submit](#)
- [Application History](#)
- [Application Print](#)
- [Page Lock Control](#)

Submit

[Instructions](#)

Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.

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

Application was created on: 3/29/2017
Assurances
District Data Entry
Business Manager
District Administrator
ISBE Program Administrator



Review Checklist

[Review Checklist](#)

General Comments

1. General comments regarding the Title I District Plan.

2. District Information and Amendment tabs are completed sufficiently.

Check to add comment.

3. Part 1: The measures the LEA will take to monitor student progress in meeting State academic standards have been described.

Check to add comment.

4. Part 2: The plan explains how the LEA will identify and address disparities as well as how the LEA will carry out its responsibilities to Title I students.

Check to add comment.

5. Part 3: Poverty criteria and applicable programs are selected; appropriate documents uploaded and applicable programs described sufficiently.

Check to add comment.

6. Part 4: Services for homeless children and youth, parent and family engagement, and transition programs are fully described and explained.

Check to add comment.

7. Part 5: The topics of discipline, gifted and talented students, support of the arts and work-based learning are addressed within the plan.

Check to add comment.

Save Page



Schoolwide Waiver

Schools at or above 20% and below 40% poverty rate will be eligible to apply for a waiver to become schoolwide.

1. Taking advantage of the [schoolwide waiver](#) allows flexibility to the school to use their funds to upgrade the entire educational program to provide a high quality education and close achievement gaps.
2. Schools applying for this waiver will need to exemplify the educational need to receive schoolwide status.

Educational need will include:

- the size and demographics of the school,
- the benefit the schoolwide status will provide to students and teachers, and
- how funding will be used differently schoolwide to impact more students, improved educational outcomes and close the achievement gap, such as
- information on the academic status of the students, budget, and other factors of the school.



Use your "Mouse" or "Tab" key to move through the fields and check boxes. After completing last field, save document to hard drive to make future updates or click print button.



Illinois State Board of Education

100 W. Randolph, Suite 14-300
Chicago, IL 60601

Waiver for Fiscal Year:
Application for Schoolwide Programming Waiver,
Schoolwide Poverty Threshold

STRATEGY AND ANALYTICS DIVISION

General:

Schoolwide flexibility allows a school to upgrade the entire educational program of a school that serves a high number of children from low-income families, in the instance of this waiver, 20% or more children from low-income families. The school will have to explain how taking advantage of the schoolwide waiver will allow them to use their funds to upgrade the entire educational program to provide a high quality education and close achievement gaps. Normally the threshold is 40% poverty, but this waiver allows schoolwide programs where 20% or greater poverty exist in a school.

Instructions: Complete this form to request a waiver of the 40 percent school poverty threshold requirement for Title I, Part A (schoolwide eligibility). This waiver is required when the poverty rate of a Title I school that wishes to move to a schoolwide program falls below 40 percent. Please return to the address above, marked to the attention of your assigned Principal Consultant, Strategy and Analytics Division. **(NOTE: The school must be at or above 20% poverty at the time of Board Approval.)** Please sign, scan, and e-mail this form to your principal consultant. Principal consultant assignments can be found here: https://www.isbe.net/Documents/nclb_pc_reg_asmt.pdf



Deadline: All waiver applications must be submitted 30 days prior to submitting your original application for the school year that will begin in the fall.

NAME OF SCHOOL	SCHOOL REGION, COUNTY, DISTRICT, TYPE CODE
POVERTY PERCENTAGE AT TIME OF BOARD APPROVAL	DISTRICT NAME AND NUMBER
CONTACT NAME	CONTACT TITLE
CONTACT TELEPHONE (Include Area Code)	CONTACT E-MAIL



Schoolwide Programming Waiver

Part 1: Waiver Justification

- A. Describe the need and rationale for this schoolwide waiver. Include reasons why the need(s) cannot be met without a schoolwide program and/or why needs are not being met under the Current targeted assistance programming:

A large, empty light blue rectangular area intended for the user to provide a written justification for the schoolwide waiver.



Schoolwide Programming Waiver (Continued)

Part 1: Waiver Justification

- B. Please provide the educational need to receive schoolwide status. Please outline the size and demographics of the school as well as the academic status of the students and any other factors that may contribute to your need for schoolwide programming.

A large, empty light blue rectangular area intended for providing the justification for the schoolwide programming waiver.



Part 2: Certification

The signatures below certify that the required Schoolwide planning process has been completed prior to the submission of this waiver application and that all data and responses are true and accurate to their knowledge.

Signature of Teacher(s) on Schoolwide Planning Committee	Date Signed
Signature of Parent(s) on Schoolwide Planning Committee	Date Signed
Signature of Chairperson of Schoolwide Planning Committee	Date Signed
Signature of School Principal	Date Signed
Signature of Superintendent	Date Signed
Date of Approval by LEA Board	Date Signed



Schoolwide Waiver Review

- Staff will review these waiver requests in context to the Districts Title I Plan, the Consolidated Application, and their unique knowledge of the circumstances of the district.
 - Ensures the waiver is in the best interest of the students and the schools.
- Further, the Title I and Schoolwide plans should be developed and implemented so that the school, district, and ISBE can monitor progress toward improving educational outcomes for kids.



Updating Schoolwide Plans

Existing schoolwide buildings must review their plans and should update their Schoolwide Plans to reflect the new priorities and requirements under ESSA.

1. As part of the updating process, a new comprehensive needs assessment is strongly recommended. A sample can be found at: <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.
2. Schools should consult with ALL stakeholders on the priorities identified in the needs assessment and for the school.
3. Schoolwide plans should be created using the updated template and should describe strategies the school will be implementing to address school needs:
 - Provide opportunities for all children, including each of the subgroups of students; and
 - Use methods and instructional strategies that strengthen the academic program and address the needs of all children in the school.



SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:			
RCDT:			
Principal:			
Address:			
City, ZIP code:			
Telephone:			
Email address:			
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:

DISTRICT INFORMATION

District Name/Number:	
Superintendent:	
Telephone:	
Email address:	



Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

- 1.
- 2.
- 3.
- 4.



3. Conduct a comprehensive needs assessment of the entire school:
 - a. Include a copy of the document used to conduct the assessment.
 - b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

4. Describe schoolwide reform strategies in narrative form to include the following:
 - a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
 - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
 - c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.



5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.



6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).



8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.



THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).



3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.



(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.



(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.



2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.



Schoolwide Plans

- Please do not forget to get your updated schoolwide plan approved by your board.
- Remember that your schoolwide plan needs to be aligned with your budget.
- ESSA provides greater flexibility as to how you use your funds, take this opportunity to use your needs assessment, your planning, and your budget to think creatively how to best serve your students most at risk.



SAVE THE DATE

***Registration information coming soon.
Watch the Superintendent Weekly Message!***

DATE	FACILITY	LOCATION
Tuesday, June 20	Effingham Thelma Keller Center	1202 N. Keller Drive Effingham, IL 62401
Wednesday, June 21	Springfield Wyndham Hotel	700 E. Adams Street Springfield, IL 62701
Thursday, June 22	Rock Island Holiday Inn	226 17 th Street Suite 1 Rock Island, IL 61201
Tuesday, June 27	Rockford Radisson Hotel & Conference Center	200 S. Bell School Road Rockford, IL 61108
Wednesday, June 28	Skokie Holiday Inn	5300 W. Touhy Skokie, IL 60077
Thursday, June 29	Alsip Doubletree by Hilton	500 West 127 th Street Alsip, IL 60803



Resources

- ESSA: <https://www.isbe.net/essa>
- IWAS:
<https://sec1.isbe.net/iwas/asp/login.asp?js=true>
- Schoolwide Programs:
<https://www.isbe.net/Pages/Schoolwide-Programs.aspx>
 - Click on **‘What’s New’**
 - Application for Schoolwide Programming Waiver:
<https://www.isbe.net/Documents/schoolwidewaivertemplate.pdf>
 - Schoolwide Template (Word doc)



QUESTIONS?



Heather Ladage: hladage@isbe.net

Mitch Parrish: jparrish@isbe.net

Office: (217) 524-4832