

Overview

Program:	School Improvement Grants (SIG) under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA) are made available to state education agencies to provide subgrants to local education agencies for use in Title I schools identified for improvement, corrective action, or restructuring so as to enable those schools to make adequate yearly progress (AYP) and exit improvement status.
Purpose:	To provide services to eligible school districts for intensive assistance to schools identified as in need of improvement under section 1116 of the No Child Left Behind (NCLB) reauthorization.
Program Type:	Continuation of a federal competitive grant
Funding:	Allocations are preliminary, and 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 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.
Legislation and Rules:	Elementary and Secondary Education Act of 1965, as amended, Title I, Part A, Section 1003(g) Federal Register - 2010 Federal Register - 2015
Resources:	U.S.D.E. Guidance for the School Improvement Grant - February 2011 U.S.D.E. Guidance for the School Improvement Grant - March 2015
Background:	Program Specifications
Application Due Date:	June 30, 2015, if a July 1 start date is required
Amendment Due Date:	Prior to obligation of funds and no later than 30 calendar days prior to program end date.
Grant Period:	July 1, 2015 to June 30, 2016
Expenditure Reports:	Cumulative expenditure reports quarterly and a final completion report

Program Contact Person

Last Name*	First Name*	Middle Initial	Title *
<input type="text" value="Uskali"/>	<input type="text" value="Ericka"/>	<input type="text" value="D"/>	<input type="text" value="Mrs."/> ▼
Position Title *			
<input type="text" value="Transformation Officer"/>			
Address 1*			
<input type="text" value="516 N Jackson"/>			
Address 2			
<input type="text"/>			
City*	State*	Zip +4 *	
<input type="text" value="Danville"/>	<input type="text" value="IL"/>	<input type="text" value="61832"/>	
		<input type="text" value="4677"/>	
Phone*	Extension Fax		
<input type="text" value="217"/> <input type="text" value="444"/> <input type="text" value="1545"/>	<input type="text"/> <input type="text" value="217"/> <input type="text" value="444"/> <input type="text" value="1590"/>		
NCES # *			
<input type="text" value="1711790"/>			
Summer Phone	Extension Email		
<input type="text" value="217"/> <input type="text" value="444"/> <input type="text" value="1073"/>	<input type="text" value="uskalie@danville.k12.il.us"/>		

Check here to have all IWAS notices sent ONLY to the district administrator. Unless checked, all IWAS notices will be distributed to all the LEA personnel whose name(s) appear on the Application History page.

Activity Period:

- Regular Project Year - activities completed through June 30. No new obligations/activities after June 30 except to pay outstanding obligations made prior to June 30 or to pay for teacher salaries for activities completed prior to June 30 (teachers paid on a 12-month basis, but working only 9 months).
- Extended Project Year - activities occurring between project begin date and August 31. Possible new activities AFTER June 30 could be summer school, summer staff development activities and/or audit services.

Grant Period:

Begin Date: July 1, or the submission date of the original application, whichever is later

End Date:

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

([count] of 7000 maximum characters used)

12/21/15- A new lead partner has been selected by the District. IARSS will begin serving as the lead partner in January 2016. A new budget line has been added to reflect a new lead partner (2601/300)

*Required field

The Federal Funding Accountability and Transparency Act (P.L. 109-282, as amended by section 6202(a) of P.L. 110-252) requires a Prime Awardee, such as a State agency, to report an award of \$25,000 or more made to a subrecipient as of October 1, 2010.

To fulfill reporting requirements, provide a brief but succinct description of how the funding received will support the activities and actions to meet the purpose and goals of the Federal grant. If there are multiple funding actions, provide a description for each funding action.*

Example of project description:

Funds will be used to increase student achievement in mathematics and reading through compliance with the federal requirements associated with the specific school improvement intervention model (turnaround, transformation, restart, or closure).

Project Description (do not use the & symbol):

([count] of 255 maximum characters used)

Funds will be used to increase the student achievement in mathematics and reading through compliance with Federal requirements associated with the specific school improvement transformation intervention model.

Agency DUNS Number *:

[Click here for additional DUNS information](#)

OR [Click here if you do not have a DUNS number](#)

Agency's Annual Gross Revenues*:

- Yes No In the previous fiscal year, this organization (including parent organizations, all branches, and all affiliates worldwide) received (a) 80 percent or more of annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements;

AND

(b) \$25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements.

Select the Yes button ONLY if both (a) and (b) are true.

* Required field
v2.28.14

Briefly describe your District's progress toward implementation of the ISBE-approved proposed reform strategy during the previous school year of the SIG 1003(g) school improvement efforts by answering the questions below. Within the narrative, incorporate evidence that the SIG funds were used to provide adequate resources to each SIG funded school in your district in order to substantially raise the achievement of the students.

1. Describe challenges and successes encountered during the previous school year. Indicate for each of the 18 federally required metrics whether or not there has been growth (and how much) or not. If the District collects progress data, please reference that as well. *

([count] of 7800 maximum characters used)

A major success has been continued progress towards a Professional Learning Communities framework. Teachers continue to embrace the model and the collaborative time that it allows. PLCs have created common policies in areas such as grading policies and re-teaching/reassessing. They have also been more actively involved and systematic in selecting students for content support classes during Seminar. In order to further the work in this area, DHS has partnered with Solution Tree for the 2015-2016 school year. Another success has been in the area of our teacher leaders. The work of the teacher leaders has been more focused this year with clearer expectations. A significant amount of professional development has been embedded in the teacher leaders, a key component of making the learning sustainable past the grant. The teacher leaders have received training in the area of coaching and mentoring, and all successfully passed the Growth through Learning Modules. After practicing the coaching cycle on two teachers this year, teacher leaders will be assigned as one-on-one coaches/mentors to new teachers for next year. Peer observations have also been a tremendous success this year. At the beginning of the year, many teachers indicated a hesitancy to have other teachers visit their rooms, quite often due to lack of trust. We involved the teacher leaders in establishing a peer observation program with protocols that would allow teachers to see the benefit of peer observations in a trusting environment. During 2nd semester, every teacher conducted a minimum of two observations and debriefs about the program were consistently positive. We are planning to continue and expand the program next year. A final success was in our pilot of the student growth framework. A significant amount of time and support was provided to teachers as they piloted their SLOs, leading to a smooth implementation. The ability to pilot the process at no stakes was vital to a successful implementation next year. While the 2014-2015 school year was significantly smoother than the 2013-2014 school year, we still faced several challenges during the year. One challenge was in the area of focus and pacing. While our plan and professional development was more focused this year around our four major SIG goals, we recognized that we were jumping from one PD topic to the next, not giving enough time, follow up, and reflection for the PD topic to become embedded into the way teachers do things. We did a better job 4th quarter of picking a few topics that would give us the greatest return on investment and really narrowing in on these. For 2015-2016, we have discussed creating monthly focuses that built in strategic time for PD, implementation, reflection, and follow up, using the PLC structure to support this. Another challenge, which relates to the first challenge, was in the area of consistency and fidelity to an initiative. For example, the team firmly believes in the structure that has been put in place for our Seminar time. However, implementation from teacher to teacher has been inconsistent, thus not yielding the full desired results. It is critical for the leadership team to be 100% behind initiatives, create time and support for staff to implement the initiatives, and then jointly hold all staff members accountable. A final challenge was that our leadership team was too large to serve as a decision-making body. The leadership team consisted of administrators, division heads, teacher leaders, and other members, such as the data analyst, librarian, behavior interventionist, and deans. In all, 35 members sat on this team, making it difficult to arrive at consensus on items. During the 4th quarter, we put together a smaller sustainability team, comprised of the principal, an assistant principal, transformation officer, CEC facilitator, data analyst, and 3 teacher leaders, one of which serves as a union rep. The purpose of the team is around focus, pacing, quality of work, and communication. We plan to continue this group for next year. In addition, we have decreased the size of the leadership team to only include administrators and teacher leaders.

1. Intervention Used- Transformation
2. AYP Targets met and missed- English- 45.9 Math- 17.6 Reading- 21.7 Science- 19.8 All four subjects- 8.53. Number of minutes increased learning time- 30 minutes per day
4. Percentage of students at or above proficiency level on state assessments in reading/language arts and mathematics by grade and by student subgroup

English Language Arts Level 4: 10.0 Level 5: 0.3 Female Level 4- 11.3 Female Level 5- 0.6 Male Level 4- 8.6 Male Level 5- 0.0 White Level 4- 11.3 White Level 5- 0.6 Black Level 4- 7.2 Black Level 5- 0.0 Hispanic Level 4- 5.6 Hispanic Level 5- 0.0 Asian Level 4- 42.6 Asian Level 5- 19.2 Native Hawaiian/Pacific Islander Level 4- 35.3 Native Hawaiian/Pacific Islander Level 5- 7.9 American Indian Level 4- 23.5 American Indian Level 5- 5.9 Two or More Races Level 4- 18.2 Two or More Races Level 5- 0.0 IEP Level 4- 9.1 IEP Level 5- 0.0 Non-IEP Level 4- 10.0 Non-IEP Level 5- 0.3 Free/Reduced Lunch Level 4- 7.5 Free/Reduced Lunch Level 5- 0.0

Mathematics: Level 4: 10.0 Level 5: 0.3 Female Level 4- 4.3 Female Level 5- 0.0 Male Level 4- 10.1 Male Level 5- 0.0 White Level 4- 10.9 White Level 5- 0.0 Black Level 4- 3.6 Black Level 5- 0.0 Hispanic Level 4- 0.0 Hispanic Level 5- 0.0 Asian Level 4- 39.7 Asian Level 5- 2.8 Native Hawaiian/Pacific Islander Level 4- 20.3 Native Hawaiian/Pacific Islander Level 5- 0.0 American Indian Level 4- 12.6 American Indian Level 5- 0.0 Two or More Races Level 4- 19.8 Two or More Races Level 5- 0.5 IEP Level 4- NA IEP Level 5- NA Non-IEP Level 4- 7.4 Non-IEP Level 5- 0.0 Free/Reduced Lunch Level 4- 4.5 Free/Reduced Lunch Level 5- 0.05

Average scale scores on state assessments in reading/language arts in mathematics, by grade for the all students group, for each achievement Quartile, and for each subgroup

English Language Arts Level 1- Did not yet meet expectations- 47.7 Level 2- Partially met expectations- 26.1 Level 3- Approached expectations- 15.8 Level 4- Met expectations- 10.0 Level 5- Exceeded expectations- 0.3

Mathematics Level 1- Did not yet meet expectations- 54.5 Level 2- Partially met expectations- 22.3 Level 3- Approached expectations- 16.1 Level 4- Met expectations- 7.1 Level 5- Exceeded expectations- 0.06

Graduation rate 4 year graduate rate: 72.55 year graduation rate- 75.47 Dropout rate- 7.28 Student attendance rate- 89.09 College enrollment rates 12 months- 54.316 months- 58.510 Truants- 10.4

2. Describe any significant programmatic changes that will take place during the fiscal year. *

([count] of 7800 maximum characters used)

There are several significant programmatic changes that will take place during the 2015-16 school year, with the work centered on teacher collaboration, supports for students, and core instruction. The first change is work that our staff will be doing with outside consultants from Solution Tree. Two Solution Tree consultants will be providing both professional development and ongoing coaching on Professional Learning Communities and Response to Intervention. Because of this work, PLCs will work together to create common formative assessments and those assessment results will then be used to identify students for needed interventions. There will also be a much stronger focus on core instructional strategies and tier one interventions within each classroom in an effort to engage all learners. Teacher Leaders (who were put in place in 2014-15) will ramp up their support for staff and engage in key instructional conversations while participating in the school's Instructional Leadership Team. These 16 Teacher Leaders will continue to work with a specific administrator in promoting the work with staff around specific transformation goals. The peer observation process, which was instituted in 2014-15, will continue to grow in 2015-16 with all certified staff not just participating in an observation, but in actually being observed and utilizing a protocol for those observations. Many teachers and support staff have been trained in the Behavior Intervention Support Team (BIST) model and all Freshman House staff will utilize BIST strategies to build positive relationships with students. Within the work with BIST, consistency and common language will be utilized when handling discipline incidents in the classroom. Program support will be provided through the Student Support Center. Mathematics

and English teachers will develop tasks aligned to the PARCC assessment and mathematics teachers in Algebra, Geometry, Transitional Algebra, and Algebra II will specifically review with students their progress toward completing all of the mastery criteria required to successfully complete those courses. An internal writing study will be conducted at DHS to measure growth in the area of writing two times per year. A PARCC-aligned prompt and rubric will be developed and utilized in all English classes, with the prompt serving as the basis for the writing study data. Professional development will be provided by Teacher Leaders on differentiated instruction, including items such as leveled work, utilizing data to make decisions about instruction, formative assessment, differentiated classroom strategies, reflection and feedback, and planning for differentiated lessons. A differentiated instruction integrity "look-fors" list will be shared with staff to enhance self-reflection and identify areas of needed professional development. Lastly, a sustainability team has been formed to monitor the transformational goals and strategies, and the data associated with each. This team will make recommendations to the Board of Education for positions and programs to be sustained after the completion of the School Improvement Grant.

* Required Fields

Please provide your annual improvement goal for improving student achievement in reading. For each Goal statement, summarize the objectives and desired outcomes. Up to four additional Objectives, Measurable Outcomes, Evidence of Improvement, Target Dates of Completion, and Responsible Entity fields may be added through the use of the Add Additional Entries button at the bottom of the page.

Goal Example --

The 2014 state accountability assessment(s) results show XX percent of the district's ALL students in the Meets/Exceeds category in reading. The percent of ALL students in the Meets/Exceeds Category will increase to XX on the 2015 state accountability assessment(s) (year 2).

Goal Statement

([count] of 500 maximum characters used)

The 2016 WorkKeys results will show a 5% increase in the number of students scoring a 5 or higher on the WorkKeys Reading test as compared to the 2015 WorkKeys results or a 5% increase in the number of students meeting or exceeding on the 2016 PARCC assessment as compared to the 2015 PARCC assessment results.

Objective

Provide your objective that aligns with the goal statement above and how it incorporates the intervention model improvement efforts.

([count] of 1000 maximum characters used)

100% of identified teachers will be trained in and implement common literacy strategies during the 2015-16 school year. A plan for multi-tiered levels of support will be implemented at DHS during the 2015-16 school year based upon academic data gathered from common formative assessments. Curriculum will be vertically aligned to the Common Core Literacy Standards.

Measurable Outcome(s)

For the Goal Statement above, identify measurable outcomes that align with the selected objective/interventions.

([count] of 1000 maximum characters used)

Professional Learning Communities will engage in reflective dialogue and analysis around the implementation and needed support of literacy strategies. Peer observations will be conducted on a quarterly basis with a specific focus on a literacy strategy that has been taught during professional development. Scientifically-based researched reading interventions will be taught during Seminar period to students identified as needing additional literacy instruction and support. Key essential skills will be identified by English, Science, and Social Sciences PLCs to determine a focus for common formative and summative assessments. Units will be refined to ensure the essential skills and a variety of resources are incorporated to maximize instruction around literacy skills.

Evidence of Improvement or Progress

Describe the evidence of improvement or progress the LEA established for the goal to facilitate monitoring by the LEA and schools.

([count] of 1000 maximum characters used)

80% of peer observation and walkthrough data will show evidence of teachers using the literacy strategies provided in professional development. 100% of teachers will participate in focused, reflective dialogue and analysis around the literacy strategies as documented by Professional Learning Community minutes. 85% of students will pass common ELA assessments aligned to the Common Core State Standards. 80% of students will meet their SRI growth goal from the fall benchmark to the spring benchmark.

Target Date of Completion

06/30/2016 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Teacher Leaders, DHS Administrative Team

Please provide your annual improvement goal for improving student achievement in math. For each Goal statement, summarize the objectives and desired outcomes. Up to four additional Objectives, Measurable Outcomes, Evidence of Improvement, Target Dates of Completion, and Responsible Entity fields may be added through the use of the Add Additional Entries button at the bottom of the page.

Goal Example --

The 2014 state accountability assessment(s) results show XX percent of the district's ALL students in the Meets/Exceeds category in math. The percent of ALL students in the Meets/Exceeds Category will increase to XX on the 2015 state accountability assessment(s) (year 2).

Goal Statement

([count] of 500 maximum characters used)

The 2016 WorkKeys results will show a 5% increase in the number of students scoring a 5 or higher on the WorkKeys Mathematics test as compared to the 2015 WorkKeys results or a 5% increase in the number of students meeting or exceeding on the 2016 PARCC assessment as compared to the 2015 PARCC assessment results.

Objective

Provide your objective that aligns with the goal statement above and how it incorporates the intervention model improvement efforts.

([count] of 1000 maximum characters used)

100% of identified Mathematics teachers will be trained in and implement differentiated math strategies during the 2015-16 school year. A plan for multi-tiered levels of support will be implemented at DHS during the 2015-16 school year based upon academic data gathered from common formative assessments. Mathematics curriculum will be vertically aligned to the Common Core Standards, including the eight Mathematical Practices.

Measurable Outcome(s)

For the Goal Statement above, identify measurable outcomes that align with the selected objective/interventions.

([count] of 1000 maximum characters used)

Math Professional Learning Communities will engage in reflective dialogue and analysis around the implementation and needed support of skill specific and differentiated math strategies. Teachers will create common formative assessments that will be used to identify students needing targeted mathematics interventions. Key essential skills will be identified by Math PLCs to determine a focus for common formative and summative assessments. Units will be refined to ensure the essential skills and a variety of resources are incorporated to maximize instruction around math skills. Peer observations will be conducted on a quarterly basis with a specific focus on a differentiated instruction and the application of skill specific strategies that have been taught during professional development. Students will demonstrate evidence of applying the mathematical practices and strategies to new skill-specific tasks.

Evidence of Improvement or Progress

Describe the evidence of improvement or progress the LEA established for the goal to facilitate monitoring by the LEA and schools.

([count] of 1000 maximum characters used)

100% of peer observation and walkthrough data will show evidence of teachers using differentiated instruction and skill specific strategies that were provided in professional development. 100% of teachers will participate in focused, reflective dialogue and analysis around the differentiated strategies as documented by Professional Learning Community minutes. 85% of students will pass common mathematics assessments aligned to the Common Core State Standards. 80% of students will meet their SMI growth goal from the fall benchmark to the spring benchmark. 100% of Mathematics teachers will create common formative assessments. 80% of students will pass common formative assessments aligned to the Common Core State Standards. 80% of students will meet their SMI growth goal from the fall benchmark to the spring benchmark. 85% of Math 180 students will show increased Quantile levels of progress within the intervention program.

Target Date of Completion

06/30/2016 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Administrative Team, Data Analyst, Math PLCs, Double Dose Teachers

Please provide your annual improvement goal for improving student achievement. For each Goal statement, summarize the objectives and desired outcomes. Up to four additional Objectives, Measurable Outcomes, Evidence of Improvement, Target Dates of Completion, and Responsible Entity fields may be added through the use of the Add Additional Entries button at the bottom of the page.

Goal Example --

The 2014 state accountability assessment(s) results show XX percent of the district's ALL students in the Meets/Exceeds category in X. The percent of ALL students in the Meets/Exceeds Category will increase to XX on the 2015 state accountability assessment(s) (year 2).

Goal Statement

([count] of 500 maximum characters used)

The number of identified behavior incidents will decrease by 10% in the 2015-16 school year.

Objective

Provide your objective that aligns with the goal statement above and how it incorporates the intervention model improvement efforts.

([count] of 1000 maximum characters used)

A plan for multi-tiered levels of support will be implemented at DHS during the 2015-16 school year based upon behavioral data gathered from the Skyward data base. As a result of the implementation of Behavior Intervention Support Team (BIST), suspensions at the freshman level will be reduced by 10%. By the end of the 2015-16 school year, DHS will be a community built on trust, communication, collaboration, and respect among students and staff that fosters a positive culture that supports the whole child.

Measurable Outcome(s)

For the Goal Statement above, identify measurable outcomes that align with the selected objective/interventions.

([count] of 1000 maximum characters used)

Discipline data will be tracked and students will be identified as needing placement in Tier II and Tier III behavioral supports and interventions, including weekly check-in/check-out with a staff mentor, group SEL curriculum and meeting, and individual counseling. The DHS Response to Intervention (RtI) Team will meet monthly to review student data and determine next steps and additional behavioral supports. Freshmen teachers will implement BIST to create consistency and common language when handling discipline incidents in the classroom. The DHS BIST Team will meet monthly to review student data and determine next steps and additional behavioral supports. Climate surveys will be administered to students three times per year, with corresponding data analyzed by both the Leadership Team and Student Advisory Board representatives.

Evidence of Improvement or Progress

Describe the evidence of improvement or progress the LEA established for the goal to facilitate monitoring by the LEA and schools.

([count] of 1000 maximum characters used)

100% of students identified as needing additional behavioral supports will receive assistance and intervention. Student attendance will increase by 1% for the 2015-16 school year. 85% of students placed in the SEL/Skills for Success classes will show behavioral and academic growth. 100% of Freshman identified as needing additional BIST supports will receive assistance and intervention. Freshman student attendance will increase by 1% for the 2015-16 school year. Student attendance will increase by 1% for the 2015-16 school year. Quarterly climate surveys will show an improvement in students' sense of belonging and increased morale. Student sign-in sheets will show an increase in participation in the Social Justice Committee, student focus groups, and the DHS Student Ambassador program. 100% of peer observation and walkthrough data will show evidence of teachers using differentiated instruction and skill specific strategies that were provided in professional development.

Target Date of Completion

06/30/2016 (mm/dd/yyyy)

Responsible Entity

([count] of 100 maximum characters used)

Administrative Team, BIST Team, RtI Team, DHS Staff

Download the form hyperlinked below and save to your hard drive. Complete and upload a completed form for every SIG 1003(g) funded school in this Cohort using the Browse and Upload file buttons below. Please include the School Name and Date when naming the forms for easy identification.

[Individual School Strategies](#)

Choose File

[Click here for instructions on how to upload files](#)

- Danville HS- FY16 SIG Individual School Strategies Form- 1.pdf
- Danville HS- FY16 SIG Individual School Strategies Form- 2.pdf
- Danville HS- FY16 SIG Individual School Strategies Form-3.pdf
- Danville HS-FY16 SIG Individual School Strategies Form-4.pdf

Any uploaded files will appear to the left.

Provide any necessary comments or explanations related to uploaded files below.

School Contact Information[Instructions](#)**School Name *****NCES # *****School Principal**

Last Name *

First Name *

Middle Initial

Address 1 *

Address 2

City *

State *

Zip +4 *

Phone *

Extension Fax

Summer Phone

Extension Email

Individual School Information

School Federal Academic Status * School State Academic Status *

Selected Intervention Model *

Individual School On-Site Lead Partner

Name of Lead Partner *

Lead Contact Last Name *

First Name *

Middle Initial

Address 1 *

Address 2

City *

State *

Zip +4 *

Phone *

Extension

Fax

Email

ISBE Approved Lead Partner *

 Yes No

* Denotes required fields

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

	SIG1003g-4339
Current Year Allotment	\$0
Reallotted Funds (+)	
Released Funds (-)	
Carryover (+)	\$2,156,387
PrePayment (+)	0
SUB TOTAL	\$2,156,387
Multi-District	
Transfer In (+)	0
Transfer Out (-)	0
Administrative Agent	
ADJUSTED SUB TOTAL	\$2,156,387
TOTAL AVAILABLE	\$2,156,387
	SIG1003g-4339

Budget Distribution

Instructions

Provide award breakout for the District and for each school identified for intervention. Also, provide a name for each school receiving SIG 1003(g) funds in the text area provided.

Please note: The Calculate Totals button does not Save the page, nor does the Save Page button properly recalculate funding distribution. Anytime you redistribute funds and/or change an Award Amount, first use the Calculate Total button and then the Save Page button.

		Award
	Amount Reserved for District	59090
School 1 Name	Danville High School	1940910
School 2 Name		
School 3 Name		
School 4 Name		
School 5 Name		
School 6 Name		
School 7 Name		
School 8 Name		
	TOTAL Distribution (must equal Total Award Amount below)	2000000
	Total Award amount - Total Award Breakout (difference):	0
	Total Award Amount	2156387

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

Itemize and explain each expenditure amount that appears on the Budget Summary. Provide a complete breakdown of eligible employee benefits. Federal Funds: Please review the Instructions link for details that apply to your specific grant regarding teacher's retirement. Contact your program consultant with any additional questions you may have regarding TRS contributions. Click on the "Create Additional Entries" button to enter additional information.

[Description of Function Codes and Object Codes](#)

Function Code	Object Code	Expenditure Description and Itemization	SIG1003g-4339 Funds	Delete Row
1000	100	Danville High School - 2.0 FTE - Additional Teachers to teach Freshman Double Dose Classes (Strat. 1.2.3, 2.2.3)	76078	<input type="checkbox"/>
1000	100	Danville High School - Subs for 2FTE Double Dose Teachers to cover contractual days out and to provide instruction for at risk students	4500	<input type="checkbox"/>
1000	100	Danville High School - After School Tutoring - 100 hours x 5 Teachers (Strat. 1.2.10, 2.2.10)	10000	<input type="checkbox"/>
1000	100	Danville High School - Extended Time - Additional 15 minutes of instructional time added to the school day (teacher salaries, approximately 90 teachers) (Strat. 1.2.2, 1.2.4, 1.2.6, 2.2.2, 2.2.4, 2.2.6, 3.1.1)	191978	<input type="checkbox"/>
1000	100	Danville High School - 1.0 FTE - Additional teacher to teach credit recovery classes in an effort to increase graduation rate among students at risk of not graduating (Grades 9-12) (Strat. 1.2.1, 1.2.7, 1.2.8, 1.2.10, 2.2.1, 2.2.7, 2.2.8, 2.2.10)	25050	<input type="checkbox"/>
1000	200	Danville High School - 2.0 FTE - Additional Teachers to teach Freshman Double Dose Classes - Benefits such as TRS, Medicare, Health Insurance, and ITRS	55846	<input type="checkbox"/>
1000	200	Danville High School - Subs for 2FTE Double Dose Teachers to cover contractual days out and to provide instruction for at risk students - Benefits such as TRS, Medicare and ITRS	2431	<input type="checkbox"/>
1000	200	Danville High School - After School Tutoring - 100 hours x 5 Teachers - Benefits to include TRS, Medicare, and ITRS	5403	<input type="checkbox"/>
1000	200	Danville High School - Extended Time - Additional 15 minutes of instructional time added to the school day (teacher salaries, approximately 90 teachers) - Benefits to include TRS, Medicare, and ITRS	103729	<input type="checkbox"/>
1000	200	Danville High School - 1.0 FTE - Additional teacher to teach credit recovery classes in an effort to increase graduation rate among students at risk of not graduating (Grades 9-12) Benefits to include TRS, Medicare, ITRS	15036	<input type="checkbox"/>
1000	300	Danville High School - 2.0 FTE - Additional Teachers to teach Freshman Double Dose Classes - Workers Comp and Unemployment	969	<input type="checkbox"/>
1000	300	Danville High School - Subs for 2FTE Double Dose Teachers to cover contractual days out and to provide instruction for at risk students - Workers Comp	24	<input type="checkbox"/>
1000	300	Danville High School - After School Tutoring - 100 hours x 5 Teachers - Workers Comp	54	<input type="checkbox"/>
1000	300	Danville High School - Extended Time - Additional 15 minutes of instructional time added to the school day (teacher salaries, approximately 90 teachers) - Workers Comp	1037	<input type="checkbox"/>
1000	300	Danville High School - Instructional Services for Double Dose Classes such as, but not limited to the annual licensing of Read 180, Math 180, and as well as the universal screener for math and reading (Strat. 1.2.3, 2.2.3)	1000	<input type="checkbox"/>
1000	300	Danville High School - Instructional Services for seminar classes to aide in the guided support, enrichment, and interventions to include annual licensing of such programs, but not limited to , ACT, Key Train and other instructional materials for instructional use in the classroom (Strat. 1.2.2, 1.2.4, 2.2.2, 2.2.4, 3.1.1, 3.1.2)	10000	<input type="checkbox"/>
1000	300	Danville High School - 1.0 FTE - Additional teacher to teach credit recovery classes in an effort to increase graduation rate among students at risk of not graduating (Grades 9-12) - Workers Comp and Unemployment	192	<input type="checkbox"/>
1000	400	Danville High School - Supplies and materials to be used for Double Dose Classes, but not limited to Scholastic Books, binders, headphone, etc. (Strat. 1.2.3, 2.2.3)	9000	<input type="checkbox"/>
1000	400	Danville High School - Instructional supplies to aide in the guided support for seminar and enrichment classes to be used in the classroom, including, but not limited to, books, paper, etc. (Strat. 1.2.2, 1.2.4, 2.2.2, 2.2.4, 3.1.1, 3.1.2)	30000	<input type="checkbox"/>
1000	700	Danville High School - Equipment for classrooms such as, but not limited to , laptops (\$851 each), laptop cart (\$3388 each), Video Recording Kit (\$738 each) etc. - Below the threshold of board approval for purchases less than \$5000 but greater than \$500 (Strat. 1.2.8, 1.2.2, 1.2.5, 2.2.8, 2.2.2, 2.2.5)	100000	<input type="checkbox"/>
2110	100	Danville High School - 1.0 FTE - Behavioral Interventionist (Strat. 3.1.1, 3.2.2, 3.2.3)	59846	<input type="checkbox"/>
2110	100	Danville High School - 1.0 FTE - Dean of Students (Strat. 3.1.1, 3.1.3, 3.1.4, 3.2.2, 3.2.3, 3.3.9)	44270	<input type="checkbox"/>
2110	100	Danville High School - 2.0 FTE - Additional guidance counselors to track grades, attendance, and behavior as well as monitor progress for students at risk of not being eligible to not graduate from Danville High School (Grades 9-12) (Strat. 1.2.1, 1.2.7, 1.2.8, 1.2.10, 2.2.1, 2.2.7, 2.2.8, 2.2.10)	50098	<input type="checkbox"/>
2110	200	Danville High School - 1.0 FTE - Behavioral Interventionist - Benefits such as TRS, Medicare, Health Insurance, and ITRS	39706	<input type="checkbox"/>
2110	200	Danville High School - 1.0 FTE - Dean of Students - Benefits such as TRS, Medicare, Health Insurance, and ITRS	31290	<input type="checkbox"/>

2110	200	Danville High School - 2.0 FTE - Additional guidance counselors to track grades, attendance, and behavior as well as monitor progress for students at risk of not being eligible to not graduate from Danville High School (Grades 9-12) Benefits to include TRS, Medicare, ITRS	30072	<input type="checkbox"/>
2110	300	Danville High School - 1.0 FTE - Behavioral Interventionist - Workers Comp and Unemployment	602	<input type="checkbox"/>
2110	300	Danville High School - 1.0 FTE - Dean of Students - Workers Comp and Unemployment	518	<input type="checkbox"/>
2110	300	Danville High School - 2.0 FTE - Additional guidance counselors to track grades, attendance, and behavior as well as monitor progress for students at risk of not being eligible to not graduate from Danville High School (Grades 9-12) Workers Comp and Unemployment	384	<input type="checkbox"/>
2110	400	Danville High School - Office Supplies for the Behavioral Interventionist and Dean of Students to include, but not limit to, educational materials, paper, meeting supplies etc. (Strat. 3.1.2, 3.1.4, 3.2.1, 3.2.5, 3.3.8, 3.3.9)	2000	<input type="checkbox"/>
2210	100	Danville High School - 1.0 FTE - Data Analyst (Strat. 1.2.8, 1.2.2, 1.2.5, 1.2.6, 1.2.7, 2.1.6, 2.2.2, 2.2.5, 2.2.6, 2.2.7, 3.1.1, 3.1.2, 3.1.3, 3.2.4, 3.2.3)	42630	<input type="checkbox"/>
2210	100	Danville High School - 3.0 FTE - Additional Teachers to compensate for release time for 16 Teacher Leaders (Strat. 1.1.1, 1.2.2, 1.1.3, 1.2.1, 1.3.1, 2.1.2, 2.1.3, 2.2.1, 2.3.1, 2.3.2, 3.3.3, 3.3.10)	115757	<input type="checkbox"/>
2210	100	Danville High School - Subs for teacher to attend professional development , visit classrooms, or collaborate throughout the school year	4500	<input type="checkbox"/>
2210	100	Danville High School - Stipends for Teacher Leaders who are to perform tasks such as, but not limited to, leading PLCs, observations, and providing feedback (Strat. 1.1.1, 1.2.2, 1.1.3, 1.2.1, 1.3.1, 2.1.2, 2.1.3, 2.2.1, 2.3.1, 2.3.2, 3.3.3, 3.3.10)	24000	<input type="checkbox"/>
2210	100	Danville High School - Stipends for staff to attend on site summer and after school professional development such as, but not limited to, Course Mason, Read 180, Math 180, Handle with Care as well as curricular and programmatic planning (Strat. 1.1.1, 1.2.1, 1.3.1, 1.3.2, 2.1.1, 2.1.2, 2.2.1, 2.3.1, 2.3.2, 2.3.4, 3.2.1, 3.3.4, 3.3.7, 3.3.10, 3.3.9)	26000	<input type="checkbox"/>
2210	100	Danville High School - Stipends for teacher who successfully complete Growth Through Learning - 20 Teachers x \$500 (Strat. 1.3.5, 2.3.6)	6000	<input type="checkbox"/>
2210	100	Danville High School - Subs to cover 3.0 FTE teachers for contractual days out	2730	<input type="checkbox"/>
2210	200	Danville High School - 1.0 FTE - Data Analyst - Benefits such as TRS, Medicare, Health Insurance, and ITRS	30404	<input type="checkbox"/>
2210	200	Danville High School - 3.0 FTE - Additional Teachers to compensate for release time for 16 Teacher Leaders - TRS, Medicare, Health Insurance, and ITRS	84655	<input type="checkbox"/>
2210	200	Danville High School - Subs for teacher to attend professional development , visit classrooms, or collaborate throughout the school year - Benefits to include TRS, Medicare, ITRS	2431	<input type="checkbox"/>
2210	200	Danville High School - Stipends for Teacher Leaders who are to perform tasks such as, but not limited to, leading PLCs, observations, and providing feedback - Benefits to include TRS, Medicare, ITRS	12968	<input type="checkbox"/>
2210	200	Danville High School - Stipends for staff to attend on site summer and after school professional development such as, but not limited to, Course Mason, Read 180, Math 180, Handle with Care as well as curricular and programmatic planning - Benefits to include TRS, Medicare, ITRS	14048	<input type="checkbox"/>
2210	200	Danville High School - Stipends for teacher who successfully complete Growth Through Learning - 20 Teachers x \$500 - Benefits to include TRS, Medicare, ITRS	3242	<input type="checkbox"/>
2210	200	Danville High School - Subs to cover 3.0 FTE teachers for contractual days out - Benefits to include TRS, Medicare, ITRS	1475	<input type="checkbox"/>
2210	300	Danville High School - 1.0 FTE - Data Analyst - Workers Comp and Unemployment	509	<input type="checkbox"/>
2210	300	Danville High School - 3.0 FTE - Additional Teachers to compensate for release time for 16 Teacher Leaders - Workers Comp and Unemployment	1462	<input type="checkbox"/>
2210	300	Danville High School - Subs for teacher to attend professional development , visit classrooms, or collaborate throughout the school year - Workers Comp	24	<input type="checkbox"/>
2210	300	Danville High School - Stipends for Teacher Leaders who are to perform tasks such as, but not limited to, leading PLCs, observations, and providing feedback - Workers Comp	130	<input type="checkbox"/>
2210	300	Danville High School - Stipends for staff to attend on site summer and after school professional development such as, but not limited to, Course Mason, Read 180, Math 180, Handle with Care as well as curricular and programmatic planning - Workers Comp	140	<input type="checkbox"/>
2210	300	Danville High School - Stipends for teacher who successfully complete Growth Through Learning - 20 Teachers x \$500 - Workers Comp	32	<input type="checkbox"/>
2210	300	Danville High School - Subs to cover 3.0 FTE teachers for contractual days out - Workers Comp	15	<input type="checkbox"/>
2210	300	Danville High School - Professional Development for staff to include topics such as, but not limited to, disciplinary literacy, differentiated instruction, data analysis, professional learning communities, etc., as well as the travel expenses for professional development in conjunction with the Danville Dist. 118 Travel Policy (Strat. 1.1.1, 1.1.2, 1.1.4, 1.2.1, 1.3.1, 2.1.1, 2.1.2, 2.2.1, 2.3.1, 2.3.4, 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.3.4, 3.3.7, 3.3.10)	84189	<input type="checkbox"/>
2210	400	Danville High School - Professional Books to be used by staff as resources to help aide in the guided support (Strat. 1.1.1, 1.1.2, 1.1.4, 1.2.1, 1.3.1, 2.1.1, 2.1.2, 2.2.1, 2.3.1, 2.3.4, 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.3.4, 3.3.7, 3.3.10)	2000	<input type="checkbox"/>
2210	400	Danville High School - Supplies and Educational Materials for staff to include, but not limit to Teacher Leaders, PLCs, meeting, BIST Implementation, and observations which shall also include, but not limit to, educational materials, paper, meeting supplies, etc. (Strat. 1.1.1, 1.1.2, 1.1.4, 1.2.1, 1.3.1, 2.1.1, 2.1.2, 2.2.1, 2.3.1, 2.3.4, 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.3.4,	2000	<input type="checkbox"/>

		3.3.7, 3.3.10)		
2230	300	Danville High School - Fees for Advanced Placement Exams for students to meet established qualification - \$91 per test x 164 Students (Strat. 11.2.12, 2.2.11)	10000	<input type="checkbox"/>
2550	300	Danville High School - Bus Services for student transportation for activities such as, but not limited to, Summer School and After School Tutoring (Strat. 1.2.10, 1.2.11, 2.2.9, 2.2.10)	4000	<input type="checkbox"/>
2610	100	LEA - 1.0 FTE - District Transformation Officer - Ericka Uskali - \$79,457 - District In Kind	1	<input type="checkbox"/>
2610	100	LEA - 1.0 FTE - Secretary for clerical support to the Transformation Officer	37135	<input type="checkbox"/>
2610	200	LEA - 1.0 FTE - Secretary for clerical support to the Transformation Officer - Benefits such as IMRF, AIMRF, FICA, Medicare and Health Insurance	16324	<input type="checkbox"/>
2610	300	LEA - 1.0 FTE - Secretary for clerical support to the Transformation Officer - Workers Comp and Unemployment	480	<input type="checkbox"/>
2610	300	Danville High School - Consultant Fee for Consortium for Educational Change including a full time, on site, school based facilitator, on site professional development, facilitation and support (Strat. 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.3.1, 1.3.2, 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.3.1, 2.3.2, 2.3.4, 3.2.1, 3.2.2, 3.3.4, 3.3.7, 3.3.10)	330000	<input type="checkbox"/>
2610	300	LEA - Annual Travel Expenses for the Transformation Officer Secretary for activities such as, but not limited to, Making the Grade, Parental Engagement, supply purchases, etc.	150	<input type="checkbox"/>
2610	300	LEA - Monthly lease fees for color copier for Transformation Office to be used for SIG related items to include but not limited to, interventions, enrichment, RtI, Making the Grade, etc.	3000	<input type="checkbox"/>
2610	400	LEA - Supplies for Transformation Office to include, but not limit, meeting supplies, educational materials, copying, etc.	2000	<input type="checkbox"/>
2640	300	Danville High School - Incentive for each division meeting yearly growth goals, staff requested to use funds for instructional travels: examples include college visits, job site visits, etc. - (Strat. 1.3.4, 2.3.5)	50000	<input type="checkbox"/>
2640	400	Danville High School - Incentive for each division meeting yearly growth goals, staff requested funds to be used for instructional supplies and purposes - (Stat. 1.3.4, 2.3.5)	150000	<input type="checkbox"/>
3000	100	Danville High School - 1.0 FTE - Parent Family Liaison to perform tasks such as, but not limited to, leading in the development and implementations of the schools family engagement initiatives as well as assisting families transitioning to Danville High School (Strat. 3.1.1, 3.2.2, 3.3.6)	19579	<input type="checkbox"/>
3000	200	Danville High School - 1.0 FTE - Parent Family Liaison to perform tasks such as, but not limited to, leading in the development and implementations of the schools family engagement initiatives as well as assisting families transitioning to Danville High School - Benefits such as IMRF, AIMRF, FICA, Medicare and Health Insurance	12091	<input type="checkbox"/>
3000	300	Danville High School - 1.0 FTE - Parent Family Liaison to perform tasks such as, but not limited to, leading in the development and implementations of the schools family engagement initiatives as well as assisting families transitioning to Danville High School - Workers Comp and Unemployment	385	<input type="checkbox"/>
3000	300	Danville High School - Annual travel expenses for activities such as, but not limited to Making the Grade and other Parent Outreach activities	400	<input type="checkbox"/>
3000	400	Danville High School - Supplies and materials for activities such as, but not limited to, parent outreach, Making the Grade and meeting supplies (Strat 1.2.13, 2.2.12)	2000	<input type="checkbox"/>
4000	300	Danville High School - Consultant Fee for Illinois Association of Regional Superintendents of Schools, including a full time, on site, school based facilitator, on site professional development, facilitation and support (Strat. 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.3.1, 1.3.2, 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.3.1, 2.3.2, 2.3.4, 3.2.1, 3.2.2, 3.3.4, 3.3.7, 3.3.10)	1	<input type="checkbox"/>

Total Direct Costs	2000000
- Capital Outlay Costs	100000
Allowable Direct Costs	1900000
Indirect Cost Rate %	5.05
Maximum Indirect Cost *	0

Indirect Cost 0

Total Allotment 2156387

Grand Total 2000000

Allotment Remaining 156387

Calculate Totals

*If expenditures are budgeted in functions 2520, 2570, 2640, or 2660, the indirect cost rate cannot be used.

LINE	FUNCTION	EXPENDITURE ACCOUNTING	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	SUPPLIES & MATERIALS 400	CAPITAL OUTLAY** 500	OTHER OBJECTS 600	NONCAP EQUIP** 700	TOTAL
1	1000	Instruction	307,606	182,445	13,276	39,000			100,000	642,327
2	2110	Attendance & Social Work Services	154,214	101,068	1,504	2,000				258,786
3	2120	Guidance Services								
7	2210	Improvement of Instruction Services	221,617	149,223	86,501	4,000				461,341
8	2220	Educational Media Services								
9	2230	Assessment & Testing			10,000					10,000
10	2300	General Administration								
11	2400	School Administration								
13	2520	Fiscal Services*								
15	2540	Operation & Maintenance of Plant Services								
16	2550	Pupil Transportation Services			4,000					4,000
18	2570	Internal Services*								
19	2610	Direction of Central Support Services	37,136	16,324	333,630	2,000				389,090
20	2620	Planning, Research, Dev. & Eval. Services								
21	2630	Information Services								
22	2640	Staff Services*			50,000	150,000				200,000
23	2660	Data Processing Services*								
24	2900	Other Support Services								
25	3000	Community Services	19,579	12,091	785	2,000				34,455
27	4000	Payment to Other Districts and Governmental Units			1					1
37										
29	Total Direct Costs		740,152	461,151	499,697	199,000			100,000	2,000,000
30	Approved Indirect Costs X 5.05%									
31	Total Budget									2,000,000

* If expenditures are shown, the indirect cost rate cannot be used

** Capital Outlay cannot be included in the indirect cost calculation.

Superintendent Name: Not calling IWAS Web Service

- 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 program for which funding is requested.

The applicant hereby certifies and assures the Illinois State Board of Education that:

Federal Program Assurances

1. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements published by the United States Department of Education (ED).
2. Establish annual goals for student achievement on the State's assessment in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements published by the United States Department of Education in order to monitor each Priority schools that receive school improvement funds.
3. Include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the ED 1003(g) final requirements if it implements a restart model in a Priority school.
4. Report to ISBE the school-level data required under section III of the ED 1003(g) final requirements.
5. Ensure that full implementation of the selected model occurs in the current school year and that no SIG 1003(g) funds are used for planning activities.

ED 1003(g) final requirements can be viewed at: [USDE Guidance for School Improvement Fund](#)

State Program Assurances

1. Implement a new evaluation system for teachers and principals incorporating student growth as a significant factor along with other factors as described in Public Act 096-0861 Section 24A-7 no later than the start of the current school year. The evaluation system should fairly and accurately differentiate teachers, identify and reward effective performance, and identify and address ineffective performance.
2. Participate in any program related evaluations or studies required for participation in this grant.
3. Report other program information required by the Illinois State Board of Education (ISBE) or the U. S. Department of Education (ED).
4. Submit quarterly financial expenditure reports as of September 30, December 31, March 31 and June 30 to ISBE within 20 calendar days after the last day of each quarter.
5. No subcontracting is allowed without prior written approval of the State Superintendent of Education. See item 6 of the State Assurances tab for the type of information that must be submitted with the proposal about any proposed subcontracts to be funded with the grant.
6. Contact ISBE for prior approval to discontinue a contract with a Lead Partner or other approved subcontractor.
7. Contact ISBE for approval to add a new or different Lead Partner.
8. Limit administrative costs to 5 percent of the total budget. Administrative costs include: General Administration - function 2300, Fiscal Services - function 2520, and Payments to Other Districts or Governmental Units - function code 4000.
9. LEAs with more than one award may not combine funds into one account. The amount awarded to each school must be spent specifically on implementation of the intervention model in that school.
10. SIG funds must be tracked and reported separately from the Title I, Part A funds. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. These funding numbers must not be the same as those used for the Title I Basic grant award or SIG. LEAs with more than one award may not combine funds into one account. The amount awarded to each school must be spent specifically on implementation of the intervention model in that school.
11. All LEAs and Lead Partners must participate in all evaluation, data collection, and reporting activities conducted by ED and ISBE that include, but are not limited to: participating in on-site reviews conducted by ISBE; participating in designated school improvement activities and technical assistance offered by ISBE; updating annual improvement goals; submitting a revised budget and annual budget summary; submitting quarterly expenditure reports; submitting quarterly progress reports; reporting progress on ED-identified indicators and metrics in the following categories: School Data, Student Outcomes and Academic Progress, Student Culture and Climate, and Teacher Talent.
12. The LEA will contract and work with an external provider, hereto referred to as a Lead Partner organization, which it will screen and select from the Approved Partner list on the ISBE website. If the LEA decides to propose an unapproved Lead Partner, the LEA must submit a request for approval to ISBE prior to the execution of a subcontract funded with SIG funds in which it describes how the LEA recruited, screened, and selected the provider. The proposed Lead Partner is required to submit an application to ISBE and to detail their experiences and record of success in supporting academically underperforming schools.

This certification is required by 2 CFR 3485 which was last updated by Federal Register dated 3.28.12. Part 3485 satisfies the requirements in section 3 of Executive Order 12549, Debarment and Suspension (3 CFR part 1986 Comp., p. 189), Executive Order 12689, Debarment and Suspension (3 CFR part 1989 Comp., p. 235) and 31 U.S.C. 6101 note (Section 2455, Pub. L. 103355, 108 Stat. 3327). The regulations can be located on line at:

[Code of Federal Registers](#)

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 Excluded Parties List System](#)
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 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 applicant 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 has made application to the Illinois State Board of Education for an award of such grant funds.

"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.

"Expenditure through dates" are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date.

"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.

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

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

PROJECT

2. 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.
3. Applicants may be asked to clarify certain aspects of their proposals/applications prior to final agreement on the terms of the project.
4. All funds provided shall be used solely for the purposes stated in the approved proposal/application.
5. 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.

SUBCONTRACTING

6. No subcontracting is allowed under this project, except as set forth in the Grant Agreement.
If subcontracting is allowed, then all project responsibilities are to be retained by the applicant to ensure compliance with the terms and conditions of the grant. All subcontracting must be documented and must have the prior written approval of the State Superintendent of Education. Approval of subcontracts shall be subject to the same criteria as are applied to the original proposal/application. The following information is required if any subcontracting is to be utilized:
-Name(s) and address(es) of subcontractor(s);
-Need and purpose for subcontracting;
-Measurable and time-specific services to be provided;
-Association costs (i.e., amounts to be paid under subcontracts); and
-Projected number of participants to be served.

The applicant may not assign, convey or transfer its rights to the grant award without the prior written consent of the Illinois State Board of Education.

FINANCIAL TERMS

7. 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.
8. An applicant must not obligate funds prior to the start date of the project set forth in the final Grant Agreement. The project's start date cannot precede the start of the fiscal year for which the funds are appropriated.
All project activities must be completed between the project beginning date and the ending date (the "Term"). Liquidation of all obligations, including the current year's audit fee, should be completed no later than ninety (90) calendar days after the project ending date.
9. The applicant understands that payment for approved services and expenses will be made on a cash needs basis, and that payment will be made in accordance with applicable statutes, regulations, and standards after an application for payment is submitted to the Illinois State Board of Education. Vouchers for payment will be submitted to the Office of the Comptroller according to the payment schedule attached to the final Grant Agreement. The payment schedule shall be based on the projected date of expenditures. Payments will be withheld from scheduled amounts if expenditure reports show excess cash on hand.
10. An approved budget may be amended by completing the Budget Summary form to show the new amounts required and attaching an explanation for the changes. An amendment to the Grant Agreement must be entered into whenever any individual cell changes by more than \$1,000 or 20 percent, whichever is larger. An amendment to the Grant Agreement must also be entered into whenever an award recipient proposes to use funds for allowable expenditures not identified in the currently approved budget, if the scope of the project is expected to change, or if the overall grant award must be increased.
11. Obligation of funds for items or services based on amendments cannot be encumbered prior to the date of receipt at the Illinois State Board of Education of a substantially approvable budget amendment provided the scope/intent of the approved project has not changed. If the scope/intent of a project changes based on an amendment, programmatic approval must be obtained prior to the obligation of funds based on the amendment. The Illinois State Board of Education shall be the final

determiner of whether an amendment changes the scope/intent of a project. The begin date of the project cannot precede the beginning of the fiscal year for which the funds are appropriated. Requests for budget amendments must be received by the Illinois State Board of Education no later than thirty (30) calendar days prior to the project ending date for which the amendment is being sought.

12. Funds granted for the operation of this project must be used exclusively for the purposes stated in the approved proposal/application and must be expended in accordance with the approved budget and the award recipient's policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the Term.
 - A. State funded grants: All grant funds and earned interest shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705). Interest earned on State funded grant programs and grant funds not expended or obligated by the end of the Term, as well as interest earned after the Term has expired, must be returned to the Illinois State Board of Education within forty-five (45) calendar days following the end of the Term.
 - B. Federally funded grants: Interest earned in excess of \$100 per year must be returned to the Illinois State Board of Education, with checks payable to the Illinois State Board of Education.For-Profit award recipients shall not utilize grant funds in any manner for normal operating expenses or to generate a profit. 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.
13. The applicant, in compliance with the provisions of 30 ILCS 105/9.07, will not expend any funds received from the Illinois General Revenue Fund for promotional items including calendars, pens, buttons, pins, magnets, and any other similar promotional items.
14. Financial Reports: Quarterly expenditure reports are required of all award recipients receiving funds, unless otherwise specified in the program-specific terms or the request for proposals. Quarterly reports must describe the progress of the project or use and the expenditure of the grant funds. The expenditure through dates to be used in reporting expenditures and obligations are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date.

Those entities with established IWAS accounts with the Illinois State Board of Education must electronically submit expenditure reports by the required due dates specified within the Grant Agreement. Those entities not enrolled in IWAS must request paper expenditure report forms not later than twenty (20) calendar days before the due dates specified within the Grant Agreement to the Illinois State Board of Education. Expenditure reports are due twenty (20) calendar days after the expenditure through date. Failure to file the required reports within the timelines will result in a breach of the Grant Agreement. Upon any such breach, the Illinois State Board of Education may, without limitation, withhold the current year's payments and payments for future years' projects under the same program until the reports are properly filed.

All grant funds must be spent or obligated, and all activities must be completed prior to the project ending date. Each award recipient must submit a completion report showing the obligations and the expenditures for the project no later than twenty (20) calendar days after the project ending date.

If a completion report was filed through the project ending date and had no outstanding obligations, the completion report will be the award recipient's final expenditure report. Failure to submit this completion/final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the Illinois State Board of Education within forty-five (45) calendar days of the project ending date for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the Illinois State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

If a completion report was filed with outstanding obligations, then a final expenditure report showing total project expenditures (with all prior obligations paid) must be submitted no later than ninety (90) calendar days after the project ending date. Failure to submit the final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within forty-five (45) calendar days of the project ending date for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

15. The award recipient will maintain records on project and fiscal activities related to each award for a period of three (3) years following the project ending date either for a state-funded or federally-funded project. Such records shall include a fiscal accounting for all monies in accordance with generally accepted governmental accounting principles. If there are outstanding audit exceptions, records will be retained on file until such exceptions are closed out to the satisfaction of the Illinois State Board of Education.
16. The Illinois State Board of Education and other governmental entities with program monitoring authority shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later), have the right at any time to conduct on-site or off-site inspections of the award recipient's records and project operations for auditing and monitoring purposes. The award recipient shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later) and upon the request of the Illinois State Board of Education, provide the Illinois State Board of Education with information and documentation (including books, records, or papers related to the project) regarding the award recipient's progress or performance with respect to the administration and operation of the project.

NO BINDING OBLIGATION

17. 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.

COPYRIGHT

18. All rights, including copyright to data, information and/or other materials developed pursuant to an award, are retained by the Illinois State Board of Education, unless otherwise agreed in writing by the Illinois State Board of Education. All such work products produced by the award recipient through work pursuant to the award shall be made available to the Illinois State Board of Education upon request.

DEFAULT AND TERMINATION

19. The award recipient will be in default of the grant award and the corresponding Grant Agreement if it breaches any

representation or warranty made in the Grant Agreement, the Program-Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant, or fails to observe or perform any covenant, agreement, obligation, duty or provision set forth in the Grant Agreement, the Program-Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant. Upon default by the award recipient and written notification by the Illinois State Board of Education, the award recipient will have ten (10) calendar days in which to cure the default to the satisfaction of the Illinois State Board of Education. If the default is not cured to the satisfaction of the Illinois State Board of Education, the Illinois State Board of Education shall thereafter have full right and authority to terminate the Grant Agreement and/or seek such other remedy that may be available at law or in equity. Upon termination of the Grant Agreement, the award recipient will cease all use of grant funds, shall cancel all cancelable obligations relating to the project, and shall return all unexpended grant funds to the Illinois State Board of Education within forty-five (45) calendar days of termination.

INDEMNIFICATION

20. To the fullest extent permitted by law, the award recipient shall indemnify, defend and hold harmless the State of Illinois, the Illinois State Board of Education, and their respective members, officers, agents and employees against all claims, demands, suits, liabilities, injuries (personal or bodily), property damage, causes of action, losses, costs, expenses, damages or penalties, including, without limitation, reasonable defense costs, reasonable legal fees, and the reasonable value of time spent by the Attorney General's Office, arising or resulting from, or occasioned by or in connection with (a) any bodily injury or property damage resulting or arising from any act or omission to act (whether negligent, willful, wrongful, or otherwise) by the award recipient, its subcontractors, subgrantees, volunteers, anyone directly or indirectly employed by them, or anyone for whose acts they may be liable; (b) failure by the award recipient or its subcontractors, subgrantees, or volunteers to comply with any laws applicable to the performance of the grant; (c) any breach of the Grant Agreement, including, without limitation, any representation or warranty provided by the award recipient herein; (d) any infringement of any copyright, trademark, patent, or other intellectual property right; or (e) the alleged unconstitutionality or invalidity of the Grant Agreement. Neither the award recipient nor its employees or subcontractors shall be considered agents or employees of the Illinois State Board of Education or of the State of Illinois.

If the applicant is a government unit only, it is understood and agreed that neither the applicant nor the Illinois State Board of Education shall be liable to each other for any negligent or wrongful acts, either of commission or omission, unless such liability is imposed by law.

GENERAL CERTIFICATIONS AND ASSURANCES

21. 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.), 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.), the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.), 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)).
22. 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.
23. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
24. The applicant is prohibited from receiving a grant award from the State of Illinois because it pays dues or fees on behalf of its employees or agents or subsidizes or otherwise reimburses them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
25. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant 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.
26. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
27. If applicable, the applicant shall be required to observe and comply with provisions of the Prevailing Wage Act, 820 ILCS 130/1 et seq., which applies to the wages of laborers, mechanics, and other workers employed in any public works.
28. 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.
29. The applicant represents and warrants that all of the certifications and assurances set forth herein and attached hereto 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.
30. 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 a) employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant, 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.).
31. Any applicant that does not have a calculated indirect cost rate from the Illinois State Board of Education or does not utilize their restricted indirect cost rate as calculated by the Illinois State Board of Education certifies that it has developed a written

Cost Allocation Plan (CAP) that: a) will be utilized in identifying the accumulation and distribution of any allowable administrative costs in the grant program; b) identifies the allocation methods used for distributing the costs among programs; c) requires support through records and documentation showing personnel time and effort information, and formal accounting records according to generally accepted governmental accounting principles; d) requires the propriety of the charges to be substantiated; and e) shall be made available, along with any records or supporting documentation for allowable administrative costs, for review upon Illinois State Board of Education's request.

32. The applicants 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 that is a party to the joint application, a legal entity, or a Regional Office of Education may serve as the administrative and/or fiscal agent under the grant.
33. The entity acting as the fiscal agent certifies that it is responsible to the applicant or, in the case of a joint application, to each applicant 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 Certifications and Assurances, and Standard Terms of the Grant forms from each entity or individual participating in the grant and return the forms to the Illinois State Board of Education 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 based on information (payment schedules) from joint applicants showing anticipated cash needs in each month of operation (The composite payment schedule submitted to the Illinois State Board of Education should reflect monthly cash needs for the fiscal agent and the joint applicants.);
 - g) Require joint applicants 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 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 for collection of any funds to be returned to the Illinois State Board of Education; and
 - k) Be responsible for the payment of any funds that are to be returned to the Illinois State Board of Education.
34. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant 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 the district from purchasing or obtaining accessible materials directly from the publisher. For further information, see Article 28 (105 ILCS 5/28-21) of the [School Code](#).

Drug-Free Workplace Certification

35. 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, "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 grantee's or contractor's 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 employee will
 - (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 grantee's or contractor's 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.

- 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.

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. 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 Certifications, Assurances and Standard Terms of the Grant 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. (v3.26.14)

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

- Assurances for School Improvement Grant (1003g)
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions
- Certification Regarding Lobbying
- Certifications and Assurances, and Standard Terms of the Grant
- GEPA 442 Assurances

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Signature of School District Superintendent / Agency Administrator

MARK A DENMAN

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

Agreed to on this Date: 06/30/2015
RCDT when agreed to: 54-092-1180-24