

## Overview

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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:	<b>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.</b>
Legislation and Rules:	<a href="#">Elementary and Secondary Education Act of 1965, as amended, Title I, Part A, Section 1003(g)</a> <a href="#">Federal Register - 2010</a> <a href="#">Federal Register - 2015</a>
Resources:	<a href="#">U.S.D.E. Guidance for the School Improvement Grant - February 2011</a> <a href="#">U.S.D.E. Guidance for the School Improvement Grant - March 2015</a>
Background:	<a href="#">Program Specifications</a>
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 \*

Position Title \*

Address 1\*

Address 2

City\*

State\*

Zip +4 \*

Phone\*

  

Extension Fax

   

NCES # \*

Summer Phone

  

Extension Email

- 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)**

\*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 student achievement in mathematics and reading through compliance with the federal requirements associated with the specific school improvement intervention model transformation.

**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)

Meridian CUSD 101 has had many challenges and experienced a few successes during the first year of the SIG project. The successes can be seen in the decreased classroom disruptions due to more engaged teaching. Also, the graduation rate has been a success in that we have made a College and Career Readiness Plan that students can see a clearer path to higher education. Challenges are certainly attendance rates for both students and teachers. Another challenge is reducing the number of discipline referrals. Additionally, the lack of the Teacher Evaluation Tool being in place was a challenge. Student attendance has declined in all grades by a small percentage. Tardies have increased slightly. Discipline percentages have risen slightly higher from last year, but a trend can be seen that classroom disruption has decreased in almost every grade level. Truancy rates in the high school went from 8.9% in FY13-14 to 7.1% in FY14-15. In the elementary the truancy rates went from 7.5% in FY13-14 to 9.8% in FY14-15. For the high school the drop-out rate was improved from 5.4% in FY13-14 to 3.7% in FY14-15. Regarding Advanced Placement Courses there are 11 students taking at least one Advanced Course which represents 10% of the high school population. There are 6 students taking an Advanced Math Course which is 7.12% of the high school population. Teacher Performance Levels are not fully determined at this time. The new Teacher Evaluation Plan was adopted at the end of FY14-15 which is the end of Year One of the SIG. Data should be available beginning of the 2nd Quarter of Year 2. Teacher Attendance rates are one of our challenges. Over the course of FY14-15 there was an average of 60% of teachers being absent at least 1 day per month. This is too high of a rate of attendance and this will be a major initiative we will address in Year 2. High School Graduation Rate showed an increase from 54% in FY13-14 to 65.2% in FY14-15. College enrollment has improved by a slight percentage from FY13-14 to FY14-15 by 2.1%. Our assessment tool for Year One was iSteep. Data demonstrated that first grade scores show above average score for Fall Benchmark in the Reading Maze assessment was 54% with 26 students falling into the above average level for Reading Maze. By Spring Benchmark, 51% of students scored average with 31.11% scoring above average. By the end of the school year, 18% of first graders were not performing at grade level. First graders scored in Math Computation with the Fall Benchmark being average at 75% and ending in the Spring Benchmark at 65%. The average level indicates that students are performing at a relatively fluent level and making few errors. Only 7% of the students scored at the above average level in math. The data shows that second and third grade scores in both Reading and Math Computation level off at the average level. As the students move into fifth through eighth grade, there is a drop in scores from Fall Benchmark to Spring Benchmark with 3 of 4 grades landing in the below average percentage in the Spring Benchmark. Freshman start off the High School benchmarks by scoring average on the Math Computation at about 45% of the students performing at a relatively fluent level. The reading maze scores for Fall Benchmark came in at 52% with 31 students in that level and dropped slightly to below average with 21 students scoring in the below average, frustration range. The scores for sophomores, juniors and seniors run average in the Fall Benchmark to average in the Spring Benchmark for Math Computation which shows a relatively fluent level and is referred to the instruction level where students are ready to be instructed. The overall Reading Maze scores for Fall Benchmark for sophomores, juniors, and seniors fall into the average range and by the Spring Benchmark 2 of the 3 classes score in a range that is not performing at grade level. PARCC testing was a great challenge and perhaps we will be able to use that data in Year 2 to assist us in tracking students.

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

([count] of 7800 maximum characters used)

Year 1 was a very difficult year. There were many obstacles to stunt our progress forward such as a delayed start date for school, confused leadership roles, spacing, and strong curriculum in place. We see the following as significant programmatic changes that will take place in Year 2. 1. Based on the ISBE Monitoring visit a STRONG need for an instructional leader was determined to be vital to the success of the project. It was determined that we will bring on board an Administrator of Curriculum and Instructional Strategies. 2. iSteep was not an assessment tool that worked. We finished using it in Year 1 for validity purposes but we are going to change to STAR 360 as our main assessment tool and also use Discovery Education assessment tool as well. 3. The relationship between home and school is not as strong as it needs to be so we plan on strengthening our Parent Plan and work harder to improve in that area. Also, based on recommendations from our Lead Partner, we will address the following: School leaders must involve all stakeholders in the establishment and communication of a clear vision for the success of Meridian students, so that all stakeholders are certain about the direction of the school and understand their role in the realization of the vision. School leaders must set high expectations and create a clear plan for stakeholder collaboration and involvement in transformation work. The plan should include leaders' commitment to be actively involved in change processes, acting as role models who tirelessly challenge the current culture of low-expectations and compliance. School leaders and staff must strategically and intentionally rebuild the relationship with the community, actively reach out and build trusting relationships with families, community organizations, and community leaders. These will be the foundation for collaborative and meaningful partnerships that can support the realization of the vision.

\* 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 2014 state accountability assessment results show that 18% 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 28% on the 2015 state accountability assessment in Year 2.

**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)

Objective 1.1: Students will receive rigorous instruction that follows a horizontally and vertically aligned curriculum.

**Measurable Outcome(s)**

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

([count] of 1000 maximum characters used)

1. Walkthroughs will demonstrate proper and effective use of the curriculum 80% of the time.2. Weekly lesson plans will show progress through the standards, but also opportunities for reteaching concepts that were not fully grasped, based on data.3. 80% of students will be getting a "C" or higher in all classes.

**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)

1. Improvement in the quality of lesson plans2. Improvement in more effective use of the curriculum3. Improvement on analysis of data for reteaching concepts that were not fully grasped4. Increased number of students holding a "C" or higher in all classes

**Target Date of Completion**

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

**Responsible Entity**

([count] of 100 maximum characters used)

Transformation Project Director, Building Principals, Teachers, Guidance Counselor, Lead Partner

**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)

Objective 1.2: Students will receive targeted small group or individualized instruction based on data from district adopted assessment tools.

**Measurable Outcome(s)**

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

([count] of 1000 maximum characters used)

1. Benchmark assessments are administered by end of September, 2015.2. Formative assessments are conducted at a minimum every two weeks3. Walkthroughs looking for small group instruction will occur weekly4. PLC observations or review of minutes weekly that show discussion of student progress data to analyze data to determine student needs5. Special Ed Coach (FTE) will work with 100% of Special Education teachers to assist with small group or individualized instruction 6. Reading Specialist (FTE) will work with 100% of teachers to assist with small group or individualized instruction

**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)

1. Actual progress or growth in student data2. Better quality of discussion/analysis of the data in PLCs3. Better more effective grouping in classrooms4. Improved intervention strategies

**Target Date of Completion**

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

**Responsible Entity**

([count] of 100 maximum characters used)

Transformation Project Director, Building Principals, Teachers, Lead Partner

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 2014 state accountability assessment results show that 22% 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 32% on the 2015 state accountability assessment in Year 2.

**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)

Objective 2.1: Students will receive rigorous instruction that follows a horizontally and vertically aligned curriculum.

**Measurable Outcome(s)**

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

([count] of 1000 maximum characters used)

1. Walkthroughs will demonstrate proper and effective use of the curriculum 80% of the time. 2. Weekly lesson plans will show progress through the standards, but also opportunities for reteaching concepts that were not fully grasped, based on data. 3. 80% of students will be getting a "C" or higher in all classes.

**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)

1. Improvement in the quality of lesson plans 2. Improvement in more effective use of the curriculum 3. Improvement on analysis of data for reteaching concepts that were not fully grasped 4. Increased number of students holding a "C" or higher in all classes

**Target Date of Completion**

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

**Responsible Entity**

([count] of 100 maximum characters used)

Transformation Project Director, Principals, Superintendent, Lead Partner, Guidance Counselor

**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)

Objective 2.2: Students will receive targeted small group or individualized instruction based on data from district adopted assessment tools.

**Measurable Outcome(s)**

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

([count] of 1000 maximum characters used)

1. Benchmark assessments are administered by end of September, 2015. 2. Formative assessments are conducted at a minimum every two weeks 3. Walkthroughs looking for small group instruction will occur weekly 4. PLC observations or review of minutes weekly that show discussion of student progress data to analyze data to determine student needs that show discussion of student progress data 5. Special Ed coach will work with 100% of all teachers to assist with small group or individualized instruction on a daily basis 6. Reading Specialist will work with 100% of all teachers to assist with small group or individualized instruction on a daily basis

**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)

1. Actual progress or growth in student data 2. Better quality of discussion/analysis of the data in PLCs 3. Better more effective grouping in classrooms 4. Improved intervention strategies

**Target Date of Completion**

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

**Responsible Entity**

([count] of 100 maximum characters used)

Transformation Project Director, Administrators, Lead Partner

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)

Goal 3: Establish a positive school climate with high expectations to include all stakeholders as an integral part of the system in order to decrease the number of severe disciplines by at least 20% per quarter and increase attendance rate to 98% per 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)

Objective 1 Students will receive PBIS strategies/training in order to increase attendance to 98% by end of school year and decrease tardies and disciplines by 20% per quarter so that student improvement can occur.

**Measurable Outcome(s)**

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

([count] of 1000 maximum characters used)

1. Provide PD by Intervention Specialist in PBIS for staff and students 2. Mentoring Program for new or newly aligned teachers will meet on a bi-weekly basis 3. Parent Attendance Liaison will work with the Intervention Specialist on a daily basis for parent communications regarding attendance, tardies, disciplines 4. Hallway Sweep Program will occur daily

**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)

1. Increased attendance by at least 20% 2. Decreased tardies by at least 20% 3. Decreased disciplines by at least 20% 4. Increased % of students who have favorable opinions of their school, teachers, and curriculum by at least 20% 5. Increased number of Bobcat Bucks used by at least 25% 6. Increased % of parents/guardians who have favorable opinions of their school, teachers, and curriculum by at least 20% 7. Increased % of teachers who have favorable opinions of their school, administration, and curriculum by at least 20%

**Target Date of Completion**

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

**Responsible Entity**

([count] of 100 maximum characters used)

Administrators, Transformation Project Director, Lead Partner

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)

Goal 4: Increase in teacher professionalism and capacity through targeted remediation and rewards based on a rigorous but fair evaluation system that includes student growth component.

**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)

Objectives 1: All teachers will be supported through rewards and remediation to ensure retaining 100% of high quality teachers.

**Measurable Outcome(s)**

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

([count] of 1000 maximum characters used)

1. At least 90% of teachers will be evaluated each year2. 100% of teachers will participate in PLC's weekly3. 100% of teachers will receive awards for meeting their SLO's

**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)

1. At least 70% of teachers have a proficient evaluation2. No more than 30% of teachers have a needs improvement evaluation3. Retain at least 80% of high quality staff

**Target Date of Completion**

6/30/2016 (mm/dd/yyyy)

**Responsible Entity**

([count] of 100 maximum characters used)

Transformation Project Director, Lead Partner, Administration



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](#)

- HS FY16 Individual Strategies.pdf
- Elementary FY16 Individual Strategies.pdf
- FY16 ES Goals and Strategies.pdf
- FY16 HS Goals and Strategies.pdf

Any uploaded files will appear to the left.

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

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**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

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**Individual School Information**

School Federal Academic Status \* School State Academic Status \*

Selected Intervention Model \*

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**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

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\* Denotes required fields

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**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

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**Individual School Information**

School Federal Academic Status

School State Academic Status

Selected Intervention Model

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**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

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

	<b>SIG1003g-4339</b>
<b>Current Year Allotment</b>	\$0
<b>Reallotted Funds (+)</b>	
<b>Released Funds (-)</b>	
<b>Carryover (+)</b>	\$2,876,306
<b>PrePayment (+)</b>	0
<b>SUB TOTAL</b>	\$2,876,306
<b>Multi-District</b>	
<b>Transfer In (+)</b>	0
<b>Transfer Out (-)</b>	0
<b>Administrative Agent</b>	
<b>ADJUSTED SUB TOTAL</b>	\$2,876,306
<b>TOTAL AVAILABLE</b>	\$2,876,306
	<b>SIG1003g-4339</b>

**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.

		<b>Award</b>
	<b>Amount Reserved for District</b>	
School 1 Name	Meridian High School	750000
School 2 Name	Meridian Elementary School	1402000
School 3 Name	LEA	98000
School 4 Name		
School 5 Name		
School 6 Name		
School 7 Name		
School 8 Name		
	<b>TOTAL Distribution (must equal Total Award Amount below)</b>	2250000
	Total Award amount - Total Award Breakout (difference):	0
	<b>Total Award Amount</b>	2876306

**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	HS - Stipends for teachers to teach Summer School in the extended calendar year @ 10 teachers x's \$35 per hour x's 4.5 hours per day x's 4 days per week x's 5 weeks (31500) and Aides to teach Summer School in the extended calendar year @ 8 teachers x's \$20 per hour x's 4.5 hours per day x's 4 days per week x's 5 weeks (14400)	45900	<input type="checkbox"/>
1000	100	ES - for Elementary teachers to teach Summer School in the extended calendar year @ 10 teachers x's \$35 per hour x's 4.5 hours per day x's 4 days per week x's 5 weeks (31500) and Aides to teach Summer School in the extended calendar year @ 9 teachers x's \$20 per hour x's 4.5 hours per day x's 4 days per week x's 5 weeks (16200)	47700	<input type="checkbox"/>
1000	100	ES - Intervention Specialist to provide interventions for teachers and assisting students to improve academic achievement and culture and climate for all elementary teachers and students. This is a shared position.	61580	<input type="checkbox"/>
1000	100	HS - Intervention Specialist to provide interventions for teachers and assisting students to improve academic achievement and culture and climate for all high school teachers and students. This is a shared position.	12394	<input type="checkbox"/>
1000	100	ES - teachers Saturday Extended Learning Time for students in reading and math 20 teachers x's \$35 per hour x's 4 hours x's 9 Saturdays. (10 will do reading on one Saturday and the next Saturday and 10 will do math). (25200) High School Para Professionals for Saturday Extended Learning Time for students in reading. 8 Para's x's \$20 per hour x's 4 hours x's 9 Saturdays. (4 will do reading on one Saturday and the next Saturday and 4 will do math). (5760)	30960	<input type="checkbox"/>
1000	100	HS - Saturday Extended Learning Time for students in reading and math. 15 teachers x's \$35 per hour x's 4 hours x's 9 Saturdays. (15 will do reading on one Saturday and the next Saturday and 15 will do math). (18900). 10 Para's Saturday Extended Learning Time for students in reading and math. 10 x's \$20 per hour x's 4 hours x's 9 Saturdays. (7200)	26100	<input type="checkbox"/>
1000	100	HS - Reading Specialist to provide instructional strategies for students to improve reading test scores. This is a shared position.	40000	<input type="checkbox"/>
1000	100	ES - Reading Specialist to provide instructional strategies for students to improve reading test scores. This is a shared position.	15000	<input type="checkbox"/>
1000	200	ES - ALL benefits to include TRS Health, TRS 2.2, Medicare, TRS Federal (@42%) for Intervention Specialist to provide interventions for teachers and assisting students to improve academic achievement and culture and climate for all elementary teachers and students. This is a shared position.	25864	<input type="checkbox"/>
1000	200	HS - ALL benefits to include TRS Health, TRS 2.2, Medicare, TRS Federal (@42%) for Intervention Specialist to provide interventions for teachers and assisting students to improve academic achievement and culture and climate for all high school teachers and students. This is a shared position.	6466	<input type="checkbox"/>
1000	200	HS - ALL benefits to include TRS Health, TRS 2.2, Medicare, TRS Federal (@42%) for Saturday Extended Learning Time for students in reading and math 20 teachers x's \$35 per hour x's 4 hours x's 9 Saturdays. (7938) 4 Aides ALL benefits to include TRS Health, TRS 2.2, Medicare, TRS Federal @ 42% (3024).	10962	<input type="checkbox"/>
1000	200	ES - teachers ALL benefits to include TRS Health, TRS 2.2, Medicare TRS Federal (@42%) for Saturday Extended Learning Time for students in reading and math. 30 teachers x's \$35 per hour x's 4 hours x's 9 Saturdays. (10584) 5 Aides to include ALL benefits TRS Health, TRS 2.2, Medicare, TRS Federal @ 42% (2420).	13004	<input type="checkbox"/>
1000	200	HS - ALL benefits to include TS Health, TRS 2.2, Medicare, TRS Federal @ 42% for teachers to teach Summer School in the extended calendar year @ 10 teachers x's \$35 per hour x's 4.5 hours per day x/s 4 days per week x's 5 weeks. (13230). Aides ALL benefits to include TS Health, TRS 2.2, Medicare, TRS Federal @ 42% for teachers to teach Summer School in the extended calendar year 9 aides (6804)	20034	<input type="checkbox"/>
1000	200	ES - ALL benefits to include TRS Health, TRS 2.2, Medicare, TRS Federal (@42%) for High School teachers to teach Summer School in the extended calendar year @ 10 teachers x's \$35 per hour x's 4.5 hours per day x's 4 days per week x's 5 weeks. (13230). Aides ALL benefits to include TRS Health, TRS 2.2, Medicare, TRS Federal (@42%) for High School paraprofessionals to teach Summer School in the extended calendar year @ 8 teachers x's \$20 per hour x's 4.5 hours per day x's 4 days per week x's 5 weeks. (6048)	19278	<input type="checkbox"/>
1000	200	HS - ALL benefits to include TRS Health, TRS 2.2, Medicare, TRS Federal @ 42% for Reading Specialist to provide instructional strategies for students to improve reading test scores. This is a shared position.	16800	<input type="checkbox"/>
1000	200	ES - ALL benefits to include TRS Health, TRS 2.2, Medicare, TRS Federal @ 42% for Reading Specialist to provide instructional strategies for students to improve reading test scores. This is a shared position.	6300	<input type="checkbox"/>
1000	300	ES -License fees for Discovery Education for formative assessment in the classroom and for instruction.	4000	<input type="checkbox"/>

1000	300	HS - License fees for Discovery Education for formative assessment in the classroom and for instruction.	2000	<input type="checkbox"/>
1000	300	HS - Contracted instructor to provide math instruction for advanced courses for HS students (juniors and seniors)	36000	<input type="checkbox"/>
1000	400	HS - Summer School Supplies such as notebooks, pencils, calculators, folders, etc., to ensure no instructional time is lost due to forgotten materials.	5020	<input type="checkbox"/>
1000	400	ES - School Summer School Supplies such as notebooks, pencils, calculators, folders, etc., to ensure no instructional time is lost due to forgotten materials.	8000	<input type="checkbox"/>
1000	400	HS - supplies for Saturday extended learning time. (Paper, notebooks, calculators, flash drives, etc.) to ensure no instructional time is lost due to forgotten materials.	3000	<input type="checkbox"/>
1000	400	ES - supplies for Saturday extended learning time. (Paper, notebooks, calculators, flash drives, etc.) to ensure no instructional time is lost due to forgotten materials.	4000	<input type="checkbox"/>
1000	400	ES -iPad Case for Intervention Specialist for data management @ \$200	200	<input type="checkbox"/>
1000	400	HS - Materials, books, calculators, and other materials to assist in advanced placement courses.	2622	<input type="checkbox"/>
1000	500	ES - iPad for Intervention Specialist for data management and record keeping, etc. @ \$600 each	600	<input type="checkbox"/>
2110	300	ES - Parent Liaison to provide parent/community outreach to increase communication for improved student learning, to provide outreach services, and to conduct all calls to parents regarding attendance and truancy @ \$200 x's 100 days. This is a shared position.	20000	<input type="checkbox"/>
2110	300	HS - Parent Liaison to provide parent/community outreach to increase communication for improved student learning to provide outreach services, and to conduct all calls to parents regarding attendance and truancy @ \$200 x's 50 days. This is a shared position.	10000	<input type="checkbox"/>
2110	400	HS - supplies for Parent Meetings (9) @ \$250 each for items such as posters, flyers, handouts, etc., to communicate information regarding grades, attendance, discipline, and improve home/school connections.	2250	<input type="checkbox"/>
2110	400	ES - supplies for Parent Meetings (9) @ \$250 each for items such as posters, flyers, handouts, etc., to communicate information regarding grades, attendance, discipline, and improve home/school connections.	2250	<input type="checkbox"/>
2110	400	ES -iPad Case for Parent Liaison for data management @ \$200	200	<input type="checkbox"/>
2110	500	ES - iPad for Parent Liaison for data management and record keeping, etc. @ \$600 each	600	<input type="checkbox"/>
2210	100	HS - PBIS Tools for Teaching 15 teachers x's \$20 per hour x's 72 hours per school year. To provide job-embedded professional development.	21600	<input type="checkbox"/>
2210	100	ES - PBIS Tools for Teaching 30 teachers x's \$20 per hour x's 72 hours per school year. To provide job-embedded professional development.	43200	<input type="checkbox"/>
2210	100	HS - Substitute Teachers for classroom math and ELA teachers to participate in PD. (6) @ \$70 per day x's 10 days	4200	<input type="checkbox"/>
2210	100	ES - Substitutes for Math and ELA teachers to participate in PD. 10 teachers x's \$70 per day x's 10 days.	7000	<input type="checkbox"/>
2210	100	HS - Extended Learning time for teachers to receive PD in math, reading, special needs intervention strategies, assessments, analyzing data, and several other topics which will make starting the new school year more effective. 15 teachers x's \$35 x's 4.5 hours per day x's 10 days (23625) and HS Aides to receive PD in math, reading, special needs intervention strategies, assessments, analyzing data, and several other topics which will make starting the new school year more effective. 8 teachers x's \$20 x's 4.5 hours per day x's 10 days (5400).	29025	<input type="checkbox"/>
2210	100	ES - Extended Learning time for teachers to receive PD in math, reading, special needs intervention strategies, assessments, analyzing data, and several other topics which will make starting the new school year more effective. 30 teachers x's \$35 x's 4.5 hours per day x's 10 days (47250) and ES Aides to receive PD in math, reading, special needs intervention strategies, assessments, analyzing data, and several other topics which will make starting the new school year more effective. 9 teachers x's \$20 x's 4.5 hours per day x's 10 days (8100)	55350	<input type="checkbox"/>
2210	100	ES - Hire an Administrator of Curriculum and Instructional Strategies (based on recommendation from ISBE monitoring visit) This is a shared position.	61600	<input type="checkbox"/>
2210	100	HS - Hire an Administrator of Curriculum and Instructional Strategies (based on recommendation from ISBE monitoring visit) This is a shared position.	15400	<input type="checkbox"/>
2210	100	HS - Mentoring Program 5 teachers x's \$20 per hour x's 72 hours per school year. (Approximate hours)	7200	<input type="checkbox"/>
2210	100	ES - Mentoring Program 15 teachers x's \$20 per hour x's 72 hours per school year. (Approximate hours)	14400	<input type="checkbox"/>
2210	100	HS - Special Ed Coach to work with teachers to provide instructional interventions and assistance for teaching/classroom interventions. This is a shared position.	15000	<input type="checkbox"/>
2210	100	ES - Special Ed Coach to work with teachers to provide instructional interventions and assistance for teaching/classroom interventions. This is a shared position.	40000	<input type="checkbox"/>
2210	200	HS - ALL Benefits to include TRS Health, TRS 2.2, Medicare, TRS Federal (42%) for HS Mentoring Program 5 teachers x's \$20 per hour x's 72 hours per school year.	9072	<input type="checkbox"/>
2210	200	ES - ALL Benefits to include TRS Health, TRS 2.2, Medicare, TRS Federal (42%) for ES Mentoring Program 30 teachers x's \$20 per hour x's 72 hours per school year.	18144	<input type="checkbox"/>
2210	200	HS - ALL Benefits to include TRS Health, TRS 2.2, Medicare, TRS Federal (42%) for Substitute Teachers for classroom math and ELA teachers to participate in PD. (6) @ \$70 per day x's 10 days	1764	<input type="checkbox"/>
2210	200	ES - Substitutes ALL Benefits to include TRS Health, TRS 2.2, Medicare, TRS Federal (42%)	7040	<input type="checkbox"/>

12210	1200	for Math and ELA teachers to participate in PD. 10 teachers x's \$70 per day x's 10 days.	2940	<input type="checkbox"/>
12210	200	HS - ALL benefits to include TRS Health, TRS 2.2, Medicare, TRS Federal (@42%) for HS Extended Learning time for teachers to receive PD in math, reading, special needs intervention strategies, assessments, analyzing data, and several other topics which will make starting the new school year more effective. 15 teachers x's \$35 x's 4.5 hours per day x's 10 days. (9923) Aides to include TRS Health, TRS 2.2, Medicare, TRS Federal (@42%) for PD in math, reading, special needs intervention strategies, assessments, analyzing data, and several other topics which will make starting the new school year more effective. 8 teachers x's \$20 x's 4.5 hours per day x's 10 days. (2268)	12191	<input type="checkbox"/>
12210	200	ES - ALL benefits to include TRS Health, TRS 2.2, Medicare, TRS Federal (@42%) for ES Extended Learning time for teachers to receive professional development in math, reading, special needs intervention strategies, assessments, analyzing data, and several other topics which will make starting the new school year more effective. 30 teachers x's \$35 x's 4.5 hours per day x's 10 days. (19845). Aides ALL benefits to include TRS Health, TRS 2.2, Medicare, TRS Federal (@42%) for Elementary School Extended Learning time for paraprofessionals to receive professional development in math, reading, special needs intervention strategies, assessments, analyzing data, and several other topics which will make starting the new school year more effective. 9 teachers x's \$20 x's 4.5 hours per day x's 10 days. (3402)	23247	<input type="checkbox"/>
12210	200	HS - All benefits to include TRS Health, TRS 2.2, Medicare, TRS Federal (42%) for HS Special Ed Coach to provide instructional interventions and assistance for teaching/classroom interventions. This is a shared position.	6300	<input type="checkbox"/>
12210	200	ES - All benefits to include TRS Health, TRS 2.2, Medicare, TRS Federal (42%) for ES Special Ed Coach to provide instructional interventions and assistance for teaching/classroom interventions. This is a shared position.	16800	<input type="checkbox"/>
12210	200	ES - ALL benefits to include TRS Health, TRS 2.2, Medicare, TRS Federal (@42%) for Hiring an Administrator of Curriculum and Instructional Strategies (based on recommendation from ISBE monitoring visit) for Elementary School. This is a shared position.	25872	<input type="checkbox"/>
12210	200	HS - ALL benefits to include TRS Health, TRS 2.2, Medicare, TRS Federal (@42%) for Hiring an Administrator of Curriculum and Instructional Strategies (based on recommendation from ISBE monitoring visit) for High School.	6468	<input type="checkbox"/>
12210	300	ES - Data Manager to manage all formative and summative assessments (PARCC, Star 360, etc.), assist all teachers with gathering and analyzing data. This is a local contracted, shared position.	42000	<input type="checkbox"/>
12210	300	HS - Data Manager to manage all formative and summative assessments (PARCC, Star 360, etc.), assist all teachers with gathering and analyzing data. This is a local contracted, shared position.	10000	<input type="checkbox"/>
12210	400	ES - School iPad case for ACIS @ \$200	200	<input type="checkbox"/>
12210	400	ES - supplies for all PD (flash drives, paper, folders, binders, etc.) 15 teachers and 12 aides	5000	<input type="checkbox"/>
12210	400	HS - supplies for all PD (flash drives, paper, folders, binders, etc.)22 teachers and 8 aides	10000	<input type="checkbox"/>
12210	500	ES - School iPad for ACIS for data management and record keeping, etc. @ \$600 each	600	<input type="checkbox"/>
12220	400	ES -Chromebooks for all online assessments and instruction (PARCC, Star 360, Discovery Education (160) @ \$199 each.	31840	<input type="checkbox"/>
12220	400	HS -Chromebooks for all online assessments and instruction (PARCC, Star 360, Discovery Education (40) @ \$199 each.	7960	<input type="checkbox"/>
12220	500	ES - Mobile carts for the chromebooks for assessments and instruction 8 @ \$600 each	4800	<input type="checkbox"/>
12220	500	HS - Mobile carts for the chromebooks for assessments and instruction 2 @ \$600 each	1200	<input type="checkbox"/>
12300	100	LEA General Administration for work AFTER school hours BEYOND the school day. 4 people x's \$40 per hour x's estimated 25 hours over the course of the school year.	5000	<input type="checkbox"/>
12300	400	LEA supplies such as copy paper, folders, binders, etc., to perform ongoing program monitoring to conduct program.	5000	<input type="checkbox"/>
12550	300	HS - Extended Learning Day and Summer School additional transportation.	47455	<input type="checkbox"/>
12550	300	ES - Extended Learning Day and Summer School additional transportation.	140321	<input type="checkbox"/>
12610	300	ES - Cambridge Education Lead Partner for Elementary School to provide services such as professional development, administrative training, assist with designing and implementing the teacher evaluation tool, coaching, and other services in their capacity as approved lead partner.	420000	<input type="checkbox"/>
12610	300	HS - Cambridge Education Lead Partner for High School to provide services such as professional development, administrative training, assist with designing and implementing the teacher evaluation tool, coaching, and other services in their capacity as approved lead partner.	214667	<input type="checkbox"/>
12610	300	LEA Salary for Transformation Project Director to oversee the Elementary and High School SIG Project.	75000	<input type="checkbox"/>
12610	300	LEA Salary for Assistant Transformation Project Director to oversee the Elementary and High School SIG Project.	13000	<input type="checkbox"/>
12640	100	HS - estimated Merit Incentive benefits for teachers who demonstrate improved student test scores. At the end of the school year based on student improvement \$1500 per teacher x's 15 teachers	22500	<input type="checkbox"/>
12640	100	ES - estimated Merit Incentive benefits for teachers who demonstrate improved student test scores. At the end of the school year based on student improvement \$1500 per teacher x's 30 teachers	45000	<input type="checkbox"/>



2640	200	ES - estimated Merit Incentives benefits for teachers who demonstrate improved student test scores. At the end of the school year based on student improvement \$1500 per teacher x's 30 teachers.	18900	<input type="checkbox"/>
2640	200	HS - estimated Merit incentives benefits for teachers who demonstrate improved student test scores. At the end of the school year based on student improvement \$1500 per teacher x's 15 teachers.	9450	<input type="checkbox"/>
4000	300	HS - Teacher Retention service for course study 15 teachers @ \$4000 each	60000	<input type="checkbox"/>
4000	300	ES - Teacher Retention service for course study 30 teachers @ \$4000	120000	<input type="checkbox"/>
4000	300	HS - Para Professional course study for providing higher quality classroom assistance to teachers and students. 8 x's \$250 for fees.	2000	<input type="checkbox"/>
4000	300	ES - Para Professional course study for providing higher quality classroom assistance to teachers and students 9 x's \$250 for fees.	2250	<input type="checkbox"/>

Total Direct Costs 2250000  
 - Capital Outlay Costs 7800  
 Allowable Direct Costs 2242200  
 Indirect Cost Rate % 2.14  
 Maximum Indirect Cost \* 0

Indirect Cost 0

Total Allotment 2876306

Grand Total 2250000  
 Allotment Remaining 626306

[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	279,634	118,708	42,000	22,842	600			463,784	
2	2110	Attendance & Social Work Services			30,000	4,700	600			35,300	
3	2120	Guidance Services									
7	2210	Improvement of Instruction Services	313,975	122,798	52,000	15,200	600			504,573	
8	2220	Educational Media Services				39,800	6,000			45,800	
9	2230	Assessment & Testing									
10	2300	General Administration	5,000			5,000				10,000	
11	2400	School Administration									
13	2520	Fiscal Services*									
15	2540	Operation & Maintenance of Plant Services									
16	2550	Pupil Transportation Services			187,776					187,776	
18	2570	Internal Services*									
19	2610	Direction of Central Support Services			722,667					722,667	
20	2620	Planning, Research, Dev. & Eval. Services									
21	2630	Information Services									
22	2640	Staff Services*	67,500	28,350						95,850	
23	2660	Data Processing Services*									
24	2900	Other Support Services									
25	3000	Community Services									
27	4000	Payment to Other Districts and Governmental Units			184,250					184,250	
37											
29	Total Direct Costs		666,109	269,856	1,218,693	87,542	7,800			2,250,000	
30	Approved Indirect Costs X 2.14%										
31	Total Budget										2,250,000

\* 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

DAVID HUTTON. RADEM

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

Agreed to on this Date: 06/29/2015  
RCDT when agreed to: 02-077-1010-26