

MISSION STATEMENT • DISTRICT 96

The mission of the Riverside Public Schools is to provide for each student a challenging education which promotes academic excellence, encourages creativity, develops critical thinking, and fosters respect for self, community, and the environment.

RIVERSIDE PUBLIC SCHOOLS
3340 S. HARLEM AVE.
RIVERSIDE, ILLINOIS

Hauser Jr High School
63 WOODSIDE RD
Riverside, IL 60546

Wednesday, August 5, 2020, 7:00 PM

AGENDA

SPECIAL BOARD MEETING

- A. Call to Order and Roll Call. 7:00 p.m.
- B. Public Comment/Statement.
- C. Changes/Additions to the Agenda.
- D. Committee Meetings.
- 1. Education Committee - Ms. Klyber.
 - a. District 96 Return to Learn Plan Presentation. 3
 - b. Board Resolution for Reopening schools. 34
 - 2. Finance Committee - Mr. Miller.
 - a. Draft Budget/Update.
 - 1) FY20 Teacher Sub Days and Costs. 36
 - 2) Additional FY21 Budget Items Requiring Pre-Approval. 37
 - 3. Facilities Committee - Mr. Marhoul.
 - a. Postponement of Lakota Group/Gewalt Hamilton Presentation. 39
 - 4. Personnel Committee - Mr. Marhoul/Mr. Muirheid.
 - 5. Policy Committee - Mr. Barsotti.
- E. Board Action.
- 1. Board Resolution for Reopening Schools - **Action Item.** 40
 - 2. Consolidation District Plan - **Action Item.** 42
 - 3. Learning Management System. - **Action Item.** 78
 - 4. Data Management System - **Action Item.** 82
 - 5. Math Supplemental Curriculum Tool - **Action Item.** 84
 - 6. Reading Supplemental Curriculum Tool - **Action Item.** 92
- F. Future Meeting Dates.
- 1. August 19, 2020 - Regular Business Meeting, 7:00 p.m. in the Hauser Learning Resource Center (**The Board will enter into Closed Session at 6:30 p.m., if necessary, and return to Open Session at 7:00 p.m.**).
 - 2. September 2, 2020 - Committee of the Whole, 7:00 p.m. TBD
 - 3. September 16, 2020 - Regular Business Meeting, 7:00 p.m. in the Hauser Learning Resource Center (**The Board will enter into Closed Session at 6:30 p.m., if necessary, and return to Open Session at 7:00 p.m.**).
- G. Adjournment.

Public comments are subject to the following provisions: Identify oneself by name and address and be brief. Ordinarily, comments shall be limited to 3 minutes. The Board President may shorten or lengthen an individual's opportunity to speak. If a number of individuals wish to address the Board on the same subject, the group is encouraged to appoint a spokesperson.

Welcome to a District 96 Board Meeting

What is the District 96 Board of Education?

The Board of Education is the governing body of District 96. It consists of 7 district residents elected to serve the community. Each member volunteers for a four-year term.

What does the Board do?

The Board of Education sets district policy, approves educational goals, authorizes district expenditures and hires the Superintendent.

Only the Board, acting as a whole and in its official capacity, is vested with the authority to make decisions on behalf of the district. Individual board members can only offer their personal opinions on issues and cannot, as individuals, make binding decisions on behalf of the Board.

What happens at a Regular Board Meeting?

Regular Meetings are typically held on the 3rd Wednesday of every month (except July) at 6:30 p.m. Please visit the District's website (www.district96.org) for a list of meeting dates and times.

Generally, at a Regular Meeting, the Superintendent and district staff update the Board about such topics as district finances, facilities and educational goals and initiatives. The Superintendent may also recommend that the Board take specific action on items it discusses. Typically, a Board vote on any item does not occur at the same meeting that the item is first discussed.

A Board vote on policies, programs and expenditures can only occur in an open session (in public). At some meetings, however, the Board may adjourn into closed session (apart from the public). Closed sessions are allowed by law due to the sensitive nature of some discussion topics. Board of Education Policy 2:200 itemizes a list of permissible closed session topics.

In order to maintain transparency and openness in our meetings, all of our discussions need to take place in public. We conduct our meetings in accordance to policy 2:220 (Board of Education Meeting Procedure). There is an opportunity for public comment during every Board meeting. The Board uses this time to listen to community questions and concerns, but may not respond immediately to individual requests and cannot take formal action on non-agenda items. Comments pertaining to individual students or staff are not permitted.

How to contact the Board?

You may send an email to boardofed@district96.org and your message will be forwarded to all members. You can also call individual members at the numbers listed in the district calendar.

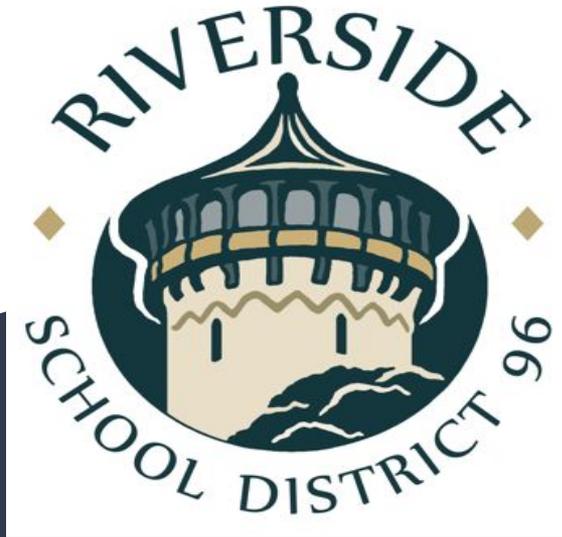
For more information:

Please visit <http://www.district96.org/school-board/> and <http://www.district96.org/school-board/board-policy-manual/>

Riverside School District 96

Return to Learn Draft Plans

2020-2021 School Year



Special Thanks and Acknowledgements

Pandemic Committee

Covid 19 Transition Team

Riverside Education Council

Parents and Community Members

Pandemic Committee



Dave Barsotti- Board Member

Chief Matt Buckley- Riverside Fire Chief

Tom Burke- Teacher/PE and Health

Jeanne Duffy- District Lead Nurse

James Fitton- Director of Finance/Building and Grounds

Casimira Gorman- Building Principal

Shari Klyber- Board Member

Donna McLachlan- Human Resources

Martha Ryan-Toye- Superintendent of School

Pam Shaw- Director of Special Education and Student Services

Don Tufano- Director of Technology

Covid-19 Transition Team



Erin Adelsman - Resource Teacher/Inclusion Behavior Specialist

Karen Bassing - Kindergarten Teacher

Christine Cooley - Elementary Reading Specialist

Erin Depke - Elementary Math Interventionist

Carolyn Dirienzo - First-Grade Teacher

Angela Dolezal - Director of Teaching and Learning

Jim Fitton - Director of Finance & Operations

Natalie Giger - First-Grade Teacher

Casimira Gorman - Principal-Blythe Park Elementary School

Chris Harvalis - Assistant Principal-Hauser Junior High

Meredith Harvey - Sixth-Grade Special Education Teacher

Kim Hefner - Principal-Hollywood Elementary School

Sara Hickey - Innovative Learning Specialist

Ashley Kamp - Elementary Math Interventionist

Covid-19 Transition Team



Katie Kayastha - Junior High Student Support Coordinator

Jen Kovar - Sixth-Grade ELA Teacher

Sarah Leung - Fourth-Grade Teacher

Carrie Lukes - Social Worker

April Mahy - Principal Hauser Junior High School

Kristen Mimlitz - Fourth-Grade Teacher

Matt Muto - Eighth-Grade Social Studies Teacher

Meg O'Brien - Elementary Reading Specialist

Jen Ohlman - First-Grade Teacher/REC Co-President

Elizabeth Olympio - Junior High Spanish Teacher

Sonia Rose - Elementary Music Teacher

Martha Ryan-Toye - Superintendent

Pam Shaw - Director of Special Education

Don Tufano - Director of Technology and Innovation

Plan Development



- **The plan was developed to be responsive to the community needs and desires.**
- **The plan is consistent with Illinois State Board Education (ISBE), Centers for Disease Control and Prevention (CDC), and Illinois Department of Public Health (IDPH). Health and safety for students and staff are key considerations throughout the plan.**
- **The plan was developed collaboratively with teachers, union leaders, and administrators working closely together.**
- **The plan has built in flexibility including a remote learning option for students. It includes careful consideration as to how the entire plan pivots to remote learning if needed.**

Key Considerations/Core Ideas



- **Some in-person instruction is better than none**
- **All plans should pivot to remote when needed or required**
 - **Remote learning will require more real time connection with students and scheduled synchronous learning for students.**
- **Shortened overall school hours might be better right now.**
 - **Easier for children and mask wearing**
 - **Eliminate lunch for now**
 - **ISBE requirement: 5 hours of instruction daily and recommend at least 2.5 hours for synchronous learning**

Key Considerations/Core Ideas



- **Student learning requires a focus and intensity on core academics-some specials and encore could be remote**
- **At risk students may need more time than others for in-person learning**
- **All educators are essential workers**
- **Attendance will be monitored for all students**
- **Traditional assessment and grading practices will resume**

Prioritization of Health and Safety



- **Face masks are required. Every student will have two masks, one provided by District 96 and one provided by ISBE. Students may bring their own from home.**
- **District 96 will require staff and students to daily self certify that they are symptom free prior to entering the school building.**
 - **Self-certification will be completed by families and staff through an online application.**
 - **A temperature check will happen at the door before entering.**
Those experiencing symptoms must stay home.
- **Students and staff must maintain a six foot distance as much as possible.**
 - **Learning spaces have been arranged to accommodate this guidance.**

Our Process



- **Formed the COVID-19 Transition Team, which met 4 times this summer.**
- **During COVID-19 meetings focused on:**
 - **Different return to learn scenarios including the positive features and the concerns with each scenario**
 - **Student and staff safety and needs**
 - **Suggestions for adjustments to the plans**
- **Selected models for Early Learners, elementary students, and junior high students**
- **Determined how to provide a rigorous remote learning component for our hybrid students**
- **Determined how to provide a rigorous remote program for our families who choose a full remote option**
- **Ensured our plan pivots to full remote if necessary**

Elementary Schedules Considered, but Eliminated



All Students, Full School Day or Partial (8:00-1:00 PM) School Day

- Challenges related to effectively maintaining social distancing in current facilities (school to school variations)
- Concerns regarding the removal of masks during the lunch hour or during snack time
- Significant time spent on self certification and temperature check routines during arrival¹³

A/B Shift Schedule, Partial (8:00-1:00 PM) Day

- Students would only attend in-person instruction two days a week; the remainder would be remote.
- ISBE recommends more in-person learning opportunities for elementary students; this option limits in-person instruction
- Teachers would teach in-person and would also be responsible for streaming their instruction everyday, all day, to remote students.
- Students would attend school for a five hour period without a lunch break.
- Concerns regarding the removal of masks during snack

Elementary AM/PM Hybrid Schedule

Monday ~ Friday

AM In-Person Session	
8:15 - 8:30 am	Arrival & Temperature Check
8:30 - 9:00 am	Morning Meeting/ SEL
9:00 - 9:55 am	ELA
9:55 -10:05 am	Movement Break
10:05 - 10:50 am	Math
10:50- 10:55 am	Dismissal

PM In-Person Session	
12:20 - 12:35 pm	Arrival & Temperature Check
12:35 - 1:05 pm	Morning Meeting/ SEL
1:05 - 2:00 pm	ELA
2:00 - 2:10 pm	Movement Break
2:10 - 2:55 pm	Math
2:55 - 3:00 pm	Dismissal

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10:55 am -12:20 pm Teacher Lunch & Plan Time/Clean & Disinfect Buildings for PM Session

Kindergarten Hybrid



Kindergarten students will follow the AM/PM Model

- Kindergarten students will still attend school in-person for a half-day, either in the AM or in the PM
- Kindergarten classes will reflect half of a regular kindergarten classroom enrollment
- Kindergarten specials are still being determined

What Does Remote Learning Look Like for the Hybrid Student?

- Students will be provided a specific remote learning schedule for the time when they are not receiving in-person instruction.
- Remote learning schedules will be specific to each student.
- Remote learning schedules will include:
 - Time devoted to project-based science and social science lessons
 - Times and links to PE, Art and Music lessons (live or recorded)
 - ELA or math work that reinforces learning that occurred during the in-person portion of the school day

D96 Remote Academy (Elementary)

Full Remote Option

- Students are able to access all curriculum and learning in their home, through a virtual (online) platform.
- Open to any family who prefers a fully remote learning plan for their child.
- Students are provided a remote academy teacher and belong to a consistent community of students who are also learning remotely.
- Students will be provided a specific daily learning schedule which will include links to live instruction and recorded content lessons.
- Recorded lessons will be housed in a virtual library that may be accessed and reviewed by the student/family as often as necessary.
- Students will participate in special area classes (i.e. art) along with students who selected the hybrid option.
- Families who select the D96 Remote Academy for their child must commit to this option for the full trimester.

Middle School Schedules Considered, but Eliminated



All Students, Full School Day or Partial (8:00-1:00 PM) School Day

- Challenges related to effectively maintaining social distancing with 600 students in the building.
- Concerns regarding the removal of masks during the lunch hour or during snack time.
- Increased exposure to a larger number of individuals.
- Staff would be required to teach outside of their content area specialties.
- Required using non-traditional learning spaces.

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AM/PM Hybrid Schedule, Partial (8:00-11:00 PM) Day

- Less instructional time (3 hours)
- All 600 students in the building each day.
- Didn't allow for in person instruction for Encore classes.
- Increased exposure to a larger number of individuals.

Middle School A/B Hybrid Schedule



Student with A Schedule

- Attends Monday/Tuesday IN PERSON
- Attends Wednesday/Thursday/Friday REMOTELY

8:00-8:30 Staggered entry to Hauser
8:30-9:10 Math
9:10-9:50 ELA
9:50-10:30 Science
10:30-11:10 PE
11:10-11:50 ENCORE
11:50-12:30 Social Studies
12:30-1:00 WIN
1:00-2:00 Dismissal/Lunch at home
2:00-2:40 Band/Orchestra/Academic Assistance

Student with B Schedule

- Attends Thursday/Friday IN PERSON
- Attends Monday/Tuesday/Wednesday REMOTELY

8:00-8:30 Staggered entry to Hauser
8:30-9:10 Math
9:10-9:50 ELA
9:50-10:30 Science
10:30-11:10 PE
11:10-11:50 ENCORE
11:50-12:30 Social Studies
12:30-1:00 WIN
1:00-2:00 Dismissal/Lunch at home
2:00-2:40 Band/Orchestra/Academic Assistance

D96 Remote Academy (Middle School)

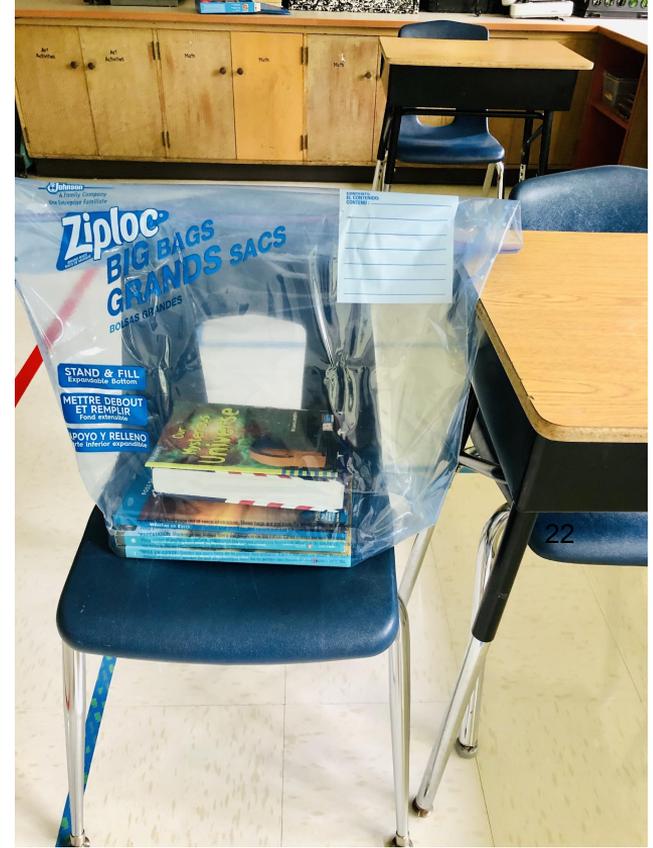
Full Remote Option

- Students are able to access all curriculum and learning in their home, through a virtual platform (Google Classroom, Zoom).
- Open to any family who prefers a remote learning option for their child.
- Students will be provided a specific schedule to ensure synchronous learning.
- Students will live stream their schedule Monday-Friday
- Students will participate in Encore classes (i.e. art) like the A/B hybrid students.
- Families who select the D96 Remote Academy for their child must commit to this option for the full trimester.



A Sample Classroom





A Sample Classroom





A Sample Classroom



Early Learner A/B Hybrid Schedule



Tuition Students

- In-person enrollment will be reduced. Students will be placed in Group A or Group B.
- Group A students will attend in-person preschool Mondays and Tuesdays, and receive remote instruction on Wednesdays.
- Group B students will receive remote instruction on Wednesdays, and attend in-person preschool on Thursdays and Fridays.
- Tuition payments for families will be half the cost to reflect the modified schedule.

Students Receiving Special Education Services

- Teachers will adhere to the instructional goals and service minutes outlined in a student's Individualized Education Plan (IEP). Families will be contacted directly to discuss their child's specific learning schedule.

Remote Learning Option will be Available

Special Populations



Schedule adjustments will be made for students who require additional learning opportunities:

- English Learners
- Students with Individualized Education Plans (IEP)
- Students with 504 Plans
- Students receiving Tier 3 Instruction in ELA or Mathematics
- Advance Learners

District 96 Health and Safety Practices



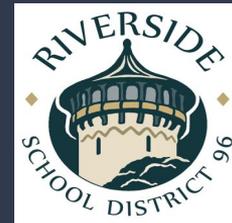
- Increased cleaning and disinfecting practices; with additional training
- Scheduled disinfecting of high touch surfaces (i.e. door knobs, stair railings, etc)
- Hand washing and use of hand sanitizers will be required when exiting and entering classroom and at other times throughout the day deemed necessary²⁶
- Limited sharing of instructional supplies and materials.
- Any shared items (i.e. chairs, desks) will be disinfected in between person usage.
- Social/proximity distancing will be monitored and maintained
- Additional PPE for staff who work with young students or who need to work in closer proximity to students.
- Specific IDPH/CDC health protocols will be followed.



Health Protocol: COVID-19 Symptoms

- **Symptoms include the following:**
 - Fever of at least 100.4 degrees
 - Cough
 - Shortness of breath or difficulty breathing
 - Chills
 - Fatigue
 - Muscle and body aches
 - Headache
 - Sore throat
 - New loss of taste or smell
 - Congestion or runny nose
 - Nausea, vomiting, or diarrhea.

Health Protocol: COVID-19 Symptoms



- If a parent/guardian (on behalf of a student) or staff member reports experiencing symptoms of COVID-19 before or after school or during the screening process, they should not be permitted to enter or remain in the school building and contact a health care provider.
- Based on the IDPH/CDC definition of “close contact,” individuals who were within 6 feet of a person with COVID-19 *symptoms* even for more than 15 minutes would not necessarily have to self-isolate absent another epidemiological reason.

Franczek

Health Protocol: Return to School

Students or Staff with Symptoms



A symptomatic student or staff member cannot return to school until:

- At least 10 days have passed since the onset of symptoms AND they have been fever free (without medication) for 24 hours AND the respiratory symptoms have improved;

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OR

- They have had two negative COVID-19 tests taken at least 24 hours apart; AND they are fever free (without medication) AND the respiratory symptoms have improved.

Franczek

Health Protocol: Return to School

Students or Staff with Symptoms & Test Positive for COVID-19



A symptomatic student/staff member who also tests positive for COVID-19 cannot return to school until:

- At least 10 days have passed since the onset of symptoms AND they have been fever free (without medication) for 24 hours AND the respiratory³⁰ symptoms have improved;
- OR***
- They have had two negative COVID-19 tests taken at least 24 hours apart; AND they are fever free (without medication) AND the respiratory symptoms have improved.

Franczek

Health Protocol: Return to School

Non-symptomatic Students & Staff Who Test Positive for COVID-19



A non-symptomatic student/staff member who tests positive for COVID-19 cannot return to school until:

- Ten days after the positive test, provided that the student/staff member does not develop symptoms during that period. If the student/staff member develops symptoms, he/she must meet the criteria identified above.

OR

- They have had two negative COVID-19 tests taken at least 24 hours apart



Next Steps

- On August 6, families will receive a full explanation of the plan options; they will be asked to commit to a learning option for the first trimester. Option committal due August 13.
- Informational Webinar for parents being considered
- Principals will begin scheduling students
- Possible modifications to school calendar are being considered
- Continue to monitor ISBE and IDPH guidance for any possible changes to this plan

Thank You! Any Questions?



COVID-19 RE-OPENING PLAN APPROVAL RESOLUTION

BE IT RESOLVED by the Board of Education of Riverside School District 96, Cook County, Illinois, as follows with respect to the opening and operation of the District's offices, facilities, programs and schools for the 2020-21 school year in the midst of the COVID-19 pandemic:

1. The plan for the opening and operation of the District's offices, facilities, programs and schools for the 2020-21 school year, substantially in the form presented by the Superintendent and entitled "District 96 Return to Learn Plan" and dated August 5, 2020, is hereby approved.

2. The Superintendent and the Superintendent's designees are hereby authorized and directed to implement and enforce the Plan and are further authorized to require students, staff, parents, visitors and other participants in the District's programs to comply with the Plan and with the directives of the Superintendent and the Superintendent's designees implementing and enforcing the Plan.

3. The Superintendent is hereby authorized to modify the Plan from time to time to conform to the requirements of, or guidance from, any entity with authority over the District, including, but not limited to, the Governor of Illinois, the Illinois Department of Public Health, the Illinois State Board of Education, and the Cook County Department of Public Health, and as otherwise appropriate to facilitate the operation of the schools and the safety of students, staff, visitors and other participants in the District's programs. Any substantive changes to the Plan shall be made in consultation with the President of the Board and then promptly reported to the Board which may affirm, modify or disapprove of the changes. The changes shall, however, remain in full force and effect until such time as the Board acts, unless otherwise required by law.

4. This Resolution, and the Plan as may be modified from time to time pursuant to number 3 above, are adopted, and are to be implemented and enforced, in the exercise of the discretionary powers granted to the Board by Sections 10-20 and 10-20.5 of the Illinois School Code and any other applicable law. The Plan constitutes rules adopted by the Board pursuant to Section 10-20.5 of the School Code which shall be filed in the District's central administrative office and posted on the District's website. In accordance with Board Policy 2:240, the Plan, and the authority granted to the Superintendent and the Superintendent's designees by this Resolution, supersede any policy or other rule of the Board to the extent any such policy or rule is inconsistent with the Plan.

5. This Resolution shall be in full force and effect upon adoption.

ADOPTED this 5th day of August, 2020, by A roll call vote as follows:

YES: _____

NO: _____

ABSENT: _____

President, Board of Education

ATTEST:

Secretary, Board of Education

RIVERSIDE PUBLIC SCHOOL DISTRICT 96

EVERY CHILD EVERY DAY



To: Dr. Martha Ryan-Toye, Superintendent
 From: James Fitton, Director of Finance and Operations/CSBO
 Date: August 5, 2020
 Subj: Substitute Days and Costs during 2019-2020 School Year

Substitute Days							
Week of:	Mon	Tue	Wed	Thu	Fri	Total	
August	19	0	0	1	2	1	4
	26	1	1	1	4	3	10
September	2		2	2	3	3	10
	9	1	2	2	0	2	7
	16	1	2	3	2	2	10
	23	0	3	2	0	1	6
	30	2	2	2	2	2	10
October	7	3	3	4	4	0	14
	14		4	6	2	3	15
	21	4	3	4	3	4	18
	28	4	2	4	2	5	17
November	4	5	3	4	3	3	18
	11	4	3	4	4	4	19
	18	4	4	4	4	3	19
	25	0					0
December	2	4	3	4	4	4	19
	9	6	4	3	4	4	21
	16	4	5	4	5	5	23
	23						0
	30						0
January	6	4	5	6	5	6	26
	13	6	7	6	5	4	28
	20		6	5	5	3	19
	27	4	3	5	4	5	21
February	3	5	6	3	6	4	24
	10	6	7	5	5	1	24
	17	0	3	6	4	4	17
	24	5	6	3	3	4	21
March	2	3	5	4	3	4	19
	9	5	6	6	4	4	25
	16	4	4	4	6	4	22
	23						0
	30	3	6	4	5	4	22
April	6	3	4	3	4		14
	13	5	5	4	4	3	21
	20	2	4	3	4	4	17
	27	4	4	4	3	2	17
May	4	1	1	1	1	1	5
	11	1	1	1	1	1	5
	18						0
	25						0
							0

Total Days 587

Substitute Costs							
Week of:	Mon	Tue	Wed	Thu	Fri	Total	
August	19	-	-	150	150	150	450
	26	150	150	150	255	255	960
September	2		255	255	255	360	1,125
	9	150	255	255	-	220	880
	16	105	220	325	220	210	1,080
	23	-	325	158	-	105	588
	30	150	220	150	220	180	920
October	7	263	275	368	280	-	1,186
	14		438	530	217	293	1,478
	21	368	322	367	270	398	1,725
	28	367	217	367	217	547	1,715
November	4	535	367	472	377	377	2,128
	11	482	367	482	420	482	2,233
	18	430	472	430	482	377	2,191
	25	-					-
December	2	482	367	482	472	482	2,285
	9	545	472	377	345	492	2,231
	16	492	577	492	577	545	2,683
	23						-
	30						-
January	6	527	632	747	510	733	3,149
	13	651	880	785	613	565	3,494
	20		670	618	680	450	2,418
	27	565	450	555	565	670	2,805
February	3	670	728	450	785	508	3,141
	10	589	785	680	680	150	2,884
	17	-	450	645	473	473	2,041
	24	645	680	415	415	530	2,685
March	2	415	680	565	358	530	2,548
	9	680	795	698	600	600	3,373
	16	565	565	508	785	503	2,926
	23						-
	30	450	785	508	680	565	2,988
April	6	450	530	450	565		1,995
	13	468	468	468	468	353	2,225
	20	300	530	415	415	478	2,138
	27	530	530	473	415	300	2,248
May	4	150	150	150	150	150	750
	11	150	150	150	150	150	750
	18						-
	25						-
							-

Total Minutes \$70,416

RIVERSIDE PUBLIC SCHOOL DISTRICT 96
EVERY CHILD EVERY DAY



To: Dr. Martha Ryan-Toye, Superintendent
From: James Fitton, Director of Finance and Operations/CSBO
Date: August 5, 2020
Subj: Additional FY21 Budget Items Requiring Pre-Approval

The 2020-2021 Annual Budget is required to be adopted by September 30, 2020.

The following learning tools are included in that budget, however, to be received, prepped and schedule training in they should be ordered prior to the formal budget approval.

The following are new or replacement items and include all year one costs:

- \$36,700 for Dreambox which replaces Ten Marks
- \$36,125 for Lexia/ Core PowerUp (option 3)
- \$39,734 for
 - Performance Matters (Data Mgt System) and
 - Schoolology (Learning Mgt System)

The Administration recommends approval of these early purchases to have them ready for the 2020-2021 school year.

3 Year Total for Dreambox, Lexia, Performance Matters, and Schoology					
Program	Year 1	Year 2	Year 3		Program 3-Year Total
Schoology	21,405.00	15,950.00	15,950.00		53,305.00
Performanc Matters	18,328.95	11,198.75	11,198.75		40,726.45
Dreambox	36,700.00	35,260.00	35,260.00		107,220.00
Lexia	36,125.00	27,925.00	27,925.00		91,975.00
Total*	112,558.95	90,333.75	90,333.75		293,226.45
*Year 2 and Year 3 Totals do not include professional development because professional development needs/costs are determined during the Spring prior to the following year.					

RIVERSIDE PUBLIC SCHOOL DISTRICT 96

3340 S. Harlem Ave. Riverside, IL 60546
708-447-5007
708-447-3252 *fax*
www.district96.org



To: Board of Education
From: Martha Ryan-Toye
Date: August 5, 2020
Re: Postponement of Lakota Group/Gewalt Hamilton Presentation

A Facility Advisory Committee update was shared with the Board of Education at its June 17th meeting. The Lakota Group shared a presentation at the June 8th Facility Advisory Committee meeting that featured three conceptual design options regarding the Central/Hauser campuses. The topics of separating play and parking and the improvement of the outdoor play space were discussed. The Lakota Group was asked to reach out to The Village to discuss how these design ideas impact Village code and the overall impact on traffic in the area surrounding the two schools. The Lakota Group/Gewalt Hamilton were originally scheduled to share a presentation about the Central/Hauser Campus Visioning with the Board at tonight's meeting; however, it has been postponed to a future board meeting.

It is suggested that Lakota Group/Gewalt Hamilton will share the presentation regarding the Central/Hauser Campus Visioning at the September 2, 2020, Committee of the Whole Meeting.

COVID-19 RE-OPENING PLAN APPROVAL RESOLUTION

BE IT RESOLVED by the Board of Education of Riverside School District 96, Cook County, Illinois, as follows with respect to the opening and operation of the District's offices, facilities, programs and schools for the 2020-21 school year in the midst of the COVID-19 pandemic:

1. The plan for the opening and operation of the District's offices, facilities, programs and schools for the 2020-21 school year, substantially in the form presented by the Superintendent and entitled "District 96 Return to Learn Plan" and dated August 5, 2020, is hereby approved.

2. The Superintendent and the Superintendent's designees are hereby authorized and directed to implement and enforce the Plan and are further authorized to require students, staff, parents, visitors and other participants in the District's programs to comply with the Plan and with the directives of the Superintendent and the Superintendent's designees implementing and enforcing the Plan.

3. The Superintendent is hereby authorized to modify the Plan from time to time to conform to the requirements of, or guidance from, any entity with authority over the District, including, but not limited to, the Governor of Illinois, the Illinois Department of Public Health, the Illinois State Board of Education, and the Cook County Department of Public Health, and as otherwise appropriate to facilitate the operation of the schools and the safety of students, staff, visitors and other participants in the District's programs. Any substantive changes to the Plan shall be made in consultation with the President of the Board and then promptly reported to the Board which may affirm, modify or disapprove of the changes. The changes shall, however, remain in full force and effect until such time as the Board acts, unless otherwise required by law.

4. This Resolution, and the Plan as may be modified from time to time pursuant to number 3 above, are adopted, and are to be implemented and enforced, in the exercise of the discretionary powers granted to the Board by Sections 10-20 and 10-20.5 of the Illinois School Code and any other applicable law. The Plan constitutes rules adopted by the Board pursuant to Section 10-20.5 of the School Code which shall be filed in the District's central administrative office and posted on the District's website. In accordance with Board Policy 2:240, the Plan, and the authority granted to the Superintendent and the Superintendent's designees by this Resolution, supersede any policy or other rule of the Board to the extent any such policy or rule is inconsistent with the Plan.

5. This Resolution shall be in full force and effect upon adoption.

ADOPTED this 5th day of August, 2020, by A roll call vote as follows:

YES: _____

NO: _____

ABSENT: _____

President, Board of Education

ATTEST:

Secretary, Board of Education

RIVERSIDE PUBLIC SCHOOL DISTRICT 96

3340 S. Harlem Ave. Riverside, IL 60546
708-447-5007
708-447-3252 *fax*
www.district96.org



To: Dr. Martha Ryan-Toye, Superintendent
From: Angela Dolezal, Director of Teaching and Learning
Date: August 5, 2020
Re: Illinois State Board of Education (ISBE) Consolidated District Plan

The Illinois State Board of Education (ISBE) requires school districts to develop a plan to coordinate all programs under the Every Student Succeeds Act (ESSA) legislation. This includes the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act of 1973, the Strengthening Career and Technical Education for the 21st Century Act, the Workforce Innovation and Opportunity Act, the Head Start Act, the McKinney-Vento Homeless Assistance Act, the Adult Education and Family Literacy Act, as well as any other related Acts. Districts are required to work with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators, and parents of children in schools served under the ESSA legislation to develop this plan.

The Consolidated Plan includes descriptions for how anticipated Title I, Title II, Title IV, and IDEA programs will be funded. Districts are required to state how all stakeholders mentioned above were included in the plan development. In District 96 stakeholders were included through District Leadership Team Meetings. All District Leadership Team Meetings, Riverside Education Council Leadership/Administrative Meetings, Special Education Leadership Team Meetings, Parent Leadership Team meetings, Bilingual Parent Advisory Committee Meetings, and parent family nights.

The Consolidated Plan for District 96 includes plans for ensuring student achievement, addressing at-risk students, providing professional development to staff members, and programming to address the whole child, including student social-emotional well-being. Private school and preschool consultations occurred before the development of the plan, because the plan also addresses the use of funds allocated to local private schools and preschools.

Last school year was the first year ISBE required districts to complete the Consolidated District Plan, and this year is the first year ISBE is requiring the School Board to approve the plan.

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Applicant: RIVERSIDE SD 96

County: Cook

[Consolidated District Plan](#) ▼

Application: 2020-2021 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 21-CDP-00-06-016-0960-02

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Contact Information

[Instructions](#)

1. Contact Information for Person Completing This Form

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Last Name*	First Name*	Middle Initial
<input type="text" value="Dolezal"/>	<input type="text" value="Angela"/>	<input type="text" value="R"/>
Phone*	Email*	
<input type="text" value="708"/> <input type="text" value="447"/> <input type="text" value="5007"/>	<input type="text" value="dolezala@district96.org"/>	

2. General Education Provisions Act (GEPA) Section 427 *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.

([count] of 2500 maximum characters used) District 96 strives to ensure equity and equal access to programming for all stakeholders. For students, the district strives to place students in the least restrictive environment with the necessary supports and accommodations, enabling them to access the appropriate educational programming which is available to all students and to provide opportunities for engaging in extracurricular activities. Concerning the staff members and other stakeholders, District 96 maintains a teacher leadership team, staff and community wellness committees, and a social-emotional committee that problem-solves and proactively identifies necessary supports for all to be successful in the school environment.

3. General Completion Instructions

Work through the tabs from left to right. Save each page before moving to the next tab.

Required fields on each page are dependent upon funding sources selected on the Coordinated Funding tab. Many pages have notes at the bottom indicating for which programs the page is required.

To determine if a page is required for the funding sources selected earlier in the application, save the page before completing and look for error messages. If none, the page is not required for the program(s) selected.

How to Complete Pages with Pre-populated Fields

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the redisplay and paste it into the updated plan box, revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.

Some pages display sections based on which grants were selected on the Funding page as anticipated as funded. To change the sections that display, return to the Funding page and select or de-select grants for

which funding is anticipated.

Program Risk Assessment pages must be completed for FY2021. In future years, those responses are expected to pre-populate in the grant, with an opportunity for the entity to review and revise as necessary.

*Required field, applicable for all funding sources

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Applicant: RIVERSIDE SD 96

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Consolidated District Plan ▾

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Coordinated and Aligned Funding

Instructions

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1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2020-2021.* [1]

NOTE: All funding sources should be reviewed after October 1 and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

- Title I, Part A - Improving Basic Programs
- Title I, Part A - School Improvement Part 1003(a)
- Title I, Part D - Delinquent
- Title I, Part D - Neglected
- Title I, Part D - State Neglected/Delinquent
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction Educational Program (LIEP)
- Title III - Immigrant Education Program
- Title IV, Part A - Student Support and Academic Enrichment
- Title V, Part B - Rural and Low Income Schools
- IDEA, Part B - Flow-Through
- IDEA, Part B - Preschool

2. Describe how the LEA will align federal resources, including but not limited to the programs listed above, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.* ([count] of 7500 maximum characters used)

District 96 will examine all programs to be sure that our state and local resources are continuing to fund our core programming needs equitably across our schools. The Title I federal resources will supplement programming for our at-risk subgroup populations addressing specific needs that the District's core programming does not address. These activities and/or resources might include additional staff dedicated to the instruction of students in our subgroups or supplemental resources that address developmental differentiated needs of students in our subgroups. Title II federal resources will supplement staff training and development related to core initiatives beyond the primary budgeted allocations that would otherwise not be able to be supported. Examples of areas for supplementing include training and support in the instructional delivery of core academic content to improve student learning and maintain consistency and alignment to standards. It might also include training and support in the area of social-emotional learning and creating a positive school culture and climate, as the District's umbrella for supporting whole-child development. Training in technology integration is also a focus, as the District strives to promote the technological skills of all our learners. Title IV federal funds may also enhance training and support for staff in the area of health and wellness/creating a positive school culture and climate. Title IV funds will also enhance the core curricular health and wellness content to provide student programming from outside vendors who will provide hands-on experiences and application to real-life situations. IDEA Part B funds will be put towards purchased services through the LADSE Cooperative for staff professional developmental and purchased services for professional development through the District. IDEA funds might also pay for purchased services, evaluations, therapies, and instructional supplies materials. Funds may also assist with the costs of related service staff allocations to help ensure services determined by proportionate share expenses. The IDEA Preschool funds will be used for purchased services through the LADSE Cooperative for early childhood evaluations and coordinator services, instructional materials and supplies, and proportionate share.

Response from the approved FY20 Consolidated District Plan.

District 96 will examine all programs to be sure that our state and local resources are continuing to fund our core programming needs equitably across our schools. The Title I federal resources will be utilized to supplement programming for our at-risk subgroup populations addressing specific needs that cannot otherwise be met through core programming. These activities and/or resources might include additional staff dedicated to the

instruction of students in our subgroups or supplemental resources that address developmental differentiated needs of students in our subgroups. Title II federal resources will supplement staff training and development related to core initiatives beyond the basic budgeted allocations that would otherwise not be able to be supported. Examples of areas for supplementing include training and support in the instructional delivery of core academic content to improve student learning and maintain consistency and alignment to standards. It might also include training and support in the area of social-emotional learning and creating a positive school culture and climate, as the district's umbrella for supporting whole child development. Training in technology integration is also a focus, as the district strives to promote skills for 21st Century learning. Title IV federal funds might also be utilized to enhance training and support for staff in the area of health and wellness/creating a positive school culture and climate. Title IV funds will also be allocated to enhance the core curricular health and wellness content to provide student programming from outside vendors that will provide hands-on experiences and application to real life situations. IDEA Part B may be allocated towards purchased services through the Special Education Coop for staff professional development, potentially related service staff allocations and proportionate share expenses. The IDEA Preschool funds will be used for purchased services through the LADSE Cooperative for early childhood evaluations and coordinator services.

Legislative References:

[1] Title I, Part A, Reference Section 1112(a) (1)

[2] Title I, Part A, Reference Section 1112(a) (1)

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*Required field, applicable for all funding sources

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Consolidated District Plan ▼

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Specific R
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Needs Assessment Impact

1. Indicate which of the instruments below were used in the LEA needs assessment process.*

- A. School and/or district report card(s)
- B. Five Essentials Survey
- C. Student achievement data (disaggregated by student groups)
- D. Current recruitment and retention efforts and effectiveness data
- E. Professional development plan(s)
- F. School improvement plan(s)
- G. ESSA site based expenditure data
- H. ED School Climate Survey (EDSCLS)
- I. CDC School Health Index
- J. National School Climate Center
- K. ASCD School Improvement Tool
- L. Illinois Quality Framework and Supporting Rubric
- M. Other

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List and describe other instruments and/or processes that were used in the needs assessment.-[District 96 Leadership Teams](#)

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the assessment process, as applicable. * Writing space appears if a program was selected on the Coordinated Funding page; to make changes in program funds to that page, revise, save the page and return to this page.

- i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.
- iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A.Title I, Part A - Improving Basic Programs

Staff members design interventions to meet the individual needs of students. In reading the use of foundational skills programs, fluency programs, leveled literacy instruction models, and com models are used to support the learning of students. We utilize a variety of resources customized to the needs of the students. Some of the resources we use to meet students' needs include, limited to, Leveled Literacy (LLI) Kits, Soar to Success, SRA Corrective Reading, Reading Mastery, Wilson Foundations, Read Live, Leveled Text, Intervention Up from the core reading program, the Code. In mathematics, we utilize intervention materials and transition guides to previous grade levels from our core mathematics programs - Math In Focus and Carnegie Learning. Supplemental interventions will include, but not be limited to, Number Worlds, Voyager Sopris programming, and Connecting Math Concepts. We also use a computer-based targeted instruction program for practice, and reinforcement of math concepts. In addition to these materials, we utilize a skill-based intervention program that provides direct instruction, practice, and assessment on isolated skills and helps determine student need through placement tests. For some students, we also offer a direct instruction mathematics approach that is supplemental to the core. Gifted teachers based approaches in ELA, and in math, we compact the curriculum to provide extensions to the core experience, except for the accelerated classes, which entail daily instruction at a grade level students' placements.

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

At this time, the Illinois State Board of Education has not identified any of our schools as requiring a school improvement plan. Additionally, at this time, no schools are identified as comprehensive targeted for school improvement. If we were to have a school identified for comprehensive or targeted improvement, the school would generate an improvement plan with identified academic students. From there, we would conduct a needs assessment determining the necessary professional development and resources that would help meet the needs of the students. We would offer professional development to the school or schools identified as comprehensive or targeted for school improvement in the areas identified as needs for students. We would also examine the res at the school to determine any gaps or curriculum support needed to deliver a high-quality program meeting our students' needs.

C.Title I, Part D - Delinquent

The goals of the Title I program will be to support the identified at-risk students in meeting expected growth targets, which are determined by individual goal setting and progress monitoring t universal screening results. Multiple measures will track the growth of the identified students. These measures may include, but are not limited to, the following reading and math assessments Reading Fluency Assessments, Comprehension Assessments, Early Literacy and Numeracy Measures, Computation Measures, NWEA MAP Data, Curriculum Unit Assessments, and Student Lear (SLOs). Identified students will participate in intensive, targeted instruction delivered by reading and math specialists based on the identified gaps in their skills and learning outcomes using th interventions as previously outlined. We will provide support through additional personnel in reading and kindergarten interventions supported by the grant.

D.Title I, Part D - Neglected

Title I funds will support students experiencing neglect with the provision of necessary school supplies, field trips funds, and any other resources that are required to successfully access equita District 96, including but not limited to, Chromebook computers for the middle school 1:1 program. We have also set aside funds to support our students with basic food and clothing needs as their participation in the educational experience, including but not limited to, the provision of gym shoes for Physical Education and daily snacks. For families in need of counseling or communit social workers partner closely with the families to provide the necessary referrals for any identified needs.

E.Title I, Part D - State Neglected/Delinquent

Similar to our students experiencing neglect, Title I funds assist with supporting academic interventions, as identified above in the Title I, Part D-Delinquent section, for students identified by t neglected or delinquent. Identified students will also receive the provisions of necessary school supplies, field trip funds, and any other resources that are required to access learning in Riversi successfully, including but not limited to, Chromebook computers for the middle school 1:1 program, as stated in the Title I, Part A-Neglected section. We have also set aside funds to support with basic food and clothing needs as they relate to the students' participation in the educational experience, including but not limited to, the provision of gym shoes for Physical Education and For families in need of counseling or community services, our social workers partner closely with them to provide the necessary referrals for any identified needs.

F.Title II, Part A - Preparing, Training, and Recruiting

Also identify needs assessment results, including description of strategies for closing any achievement gaps and for key professional development oppo teachers and principals.

As a district, we continue to examine ways to close gaps for our students and to support the ongoing development of positive school culture and climate. We recognize through our achievem professional development staff surveys, and feedback from the All-District Leadership Team that providing staff with training and support in meeting the needs of the diverse learners we serve

priority. The ability to implement Universal Design for Learning (UDL), which cross academic and social-emotional learning coupled with the implementation of emotional frameworks districtwide factors in closing achievement gaps and creating an environment where students are ready and able to learn. Given these conditions, we plan to focus on our support in continuing the implementation of UDL philosophy, while also addressing training on diversifying instructional strategies and approaches to learning. This work also needs to be supported with more climate training strategies like Justice, Equity Training, and Responsive Classroom initiatives to continue to nurture a more inclusive and student-centered culture for learning.

G.Title III - LIEP

H.Title III - Immigrant Education Program

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

Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget.

In addition to the information provided regarding social-emotional learning and school climate and culture in Title II, Part A, Title IV will also support activities and programming that address the well-being of our students. We see an increasing need to provide supports in how students interact with one another in a world where social media and digital platforms have created complex challenges for developing healthy social relationships. We have experienced challenges with text messaging, cyberbullying, and the negative impact social media can have on school climate. Based on disciplinary data and behavioral referrals, we have had an increase in concerns related to vaping, alcohol, and healthy dating and sexual relationships for students. Lastly, our social workers have also been navigating gender identity and orientation with our students. We have developed some core supports through instructional programming. We have also continued to develop our student group and a Gender Safe Alliance club. The Title IV funds can provide us with the opportunity to expand our program offerings to students and to bring in additional outside community support to educate our kids and our staff, and help facilitate healthy relationships among our students.

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

K.IDEA, Part B - Flow-Through [1]

The Special Education Leadership Team (SPELT) consists of Special Education Teacher representatives and related service representatives from each discipline of related service. SPELT meets the first two months of September through May. They assist in the collection of data from their schools and related service groups to determine needs in the areas of professional development, alternate curriculum, instructional supplies and materials to meet student needs. Proportionate share funds are determined through a Timely and Meaningful Consultation, for FY21, which took place on April 27, 2020.

L.IDEA, Part B - Preschool

The Special Education Director meets with the Early Childhood Special Education Team quarterly to determine professional development and instructional materials required to meet student needs. These meetings are scheduled with the LADSE Cooperative and are constantly monitored to determine purchased service needs. Data from ISBE and IDPH is monitored monthly to determine program needs for new children coming to the District. An area Preschool meetings was held on September 24, 2019 to collect data on community preschool concerns and needs. Proportionate share funds are determined through a Timely and Meaningful Consultation, for FY21, which took place on April 27, 2020.

Legislative Requirement:

[1] IDEA - 23 IAC Section 1.420(q)

*Required field, applicable for all funding sources selected

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Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, Title I Specific R

Stakeholder Involvement

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District

ISBE Goals:

- Student Learning - Every child will make significant academic gains each year...
Learning Conditions - All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments...
Educator Quality - Illinois' diverse student population will have effective educators...

District Goal(s):

Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below). * Check all that apply.

- A. Teachers (1,7,8)
B. Principals (1,7,8)
C. Other school leaders (1,8)
D. Paraprofessionals (1)
E. Specialized instructional support personnel (1,2,3,4,8)
F. Charter school leaders (in a local educational agency that has charter schools) (1)
G. Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
H. Parent liaisons
I. Title I director (1)
J. Title II director (1)
K. Bilingual director (1,7)
L. Title IV director (1)
M. Special Education director
N. Guidance staff
O. Local government representatives (8)
P. Community members and community based organizations (7,8)
Q. Business representatives (2,3,4)
R. Researchers (7)
S. Institutions of Higher Education (7)
T. Other - specify
U. Additional Other - specify

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
2 = Title I, Part D - Neglected
3 = Title I, Part D - Delinquent
4 = Title I, Part D - State Neglected/Delinquent
7 = Title III, including LIEP and Immigrant Education
8 = Title IV, Part A - Student Support and Academic Enrichment

2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used)

Through the use of various committee structures and surveys, the LEA was able to gather input from a variety of stakeholders around the development of our Consolidated plan. In January, the LEA met with the MTSS committee, a group comprised of teachers, specialists, administrators, and student support personnel. The LEA, who also serves as the Bilingual director, communicated with our district bilingual Parent Advisory group and our Title I families to inquire about input/feedback on proposed programming recommendations. The District Parent Leadership Team and the All-District Leadership Team also provided feedback to help inform our planning related to program initiatives and student supports. We plan to allocate all funds at the elementary level to support intervention with a focus on identification and support in the earlier grades. Schools identified for targeted assistance would be Central Elementary School and Ames Elementary School, based upon the low-income population.

Response from the FY20 Consolidated District Plan.

Through the use of various committee structures and surveys, we are able to gather input from community stakeholders around the development of our Consolidated plan. We met with our MTSS committee in February and that group is comprised of teachers, specialists, administrators, and student support personnel. We also met with our Bilingual Parent Advisory group and our Title I families on February 27, 2019 at which time we sought input/feedback on proposed program recommendations and opportunities. We also distributed a Title I survey to all parents of students receiving services at the end of FY 2017-18. We received responses from 16 parents and used that information and feedback to guide our planning. We also met with a social emotional committee consisting of district leaders, principals, student services personnel and classroom teachers to review current programming and to conduct a gap analysis to identify additional needed supports.

Consolidated District Plan

SESSION TIMEOUT 59:48

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Private School Participation

File Upload instructions are linked below. Click here for general page instructions

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

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NOTE: This page may remain blank if no private schools are listed or participating in the programs

NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available verified data, private schools within the district's boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA Titles I, II, and IV, as well as both IDEA grants. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Will Private Schools participate in the Program?

Yes No

Private School Name	Consultation Date	School Closing
	Titles I, II, IV	
St Mary School	6/3/2020	<input type="checkbox"/>
Tallgrass Sudbury School	6/3/2020	<input type="checkbox"/>

Title Programming Nonpublic Consultation

In addition to private schools within the district boundaries, ESEA also requires timely and meaningful consultation with private schools outside the boundaries of the district if students are known to attend them. Those schools can be added by selecting Create Additional Entries. For each school listed, provide the date of consultation for Titles I, II, IV. If a school has closed, select that option under School Closing. Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For each nonpublic school enrolling public school students from within the district, submit a signed copy of the Nonpublic School Consultation Participation Form (blank form linked below). Forms may be uploaded separately or may be combined into a single scanned PDF document as one upload.

For detailed instructions on how to upload and for naming conventions for uploaded files, **click on the link to Title Funding Upload – NOTE: READ BEFORE IMPORTING link** below.

[Title Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions](#)
[Consultation Form](#)

[Nonpublic School](#)

Choose File No file chosen

<input type="checkbox"/> St. Mary Title Consultation Form.pdf

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Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, Specific R

Preschool Coordination

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District selected.

ISBE Goals:

- Student Learning - Every child will make significant academic gains each year...
Learning Conditions - All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments...
Educator Quality - Illinois' diverse student population will have effective educators who are prepared through multiple pathways...

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.
To promote student learning and growth in academic and social and emotional domains we will continually assess and adjust curriculum, instruction, and assessment of student programs by district data.

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or including plans for the transition of participants in such programs to local elementary school programs.* [1]

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan. If the district does not offer early childhood education programs, enter No Preschool Programs

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Our early childhood program screens our students for kindergarten readiness and we are able to determine supports that may be necessary prior to the start of the kindergarten year. We transition meetings from Early Childhood to kindergarten where the receiving school team participates inclusive of the kindergarten teacher, interventionists, social worker and principal. administers a summer screening assessment to assess readiness and identify at-risk kindergarten students prior to the start of the year so that accommodations can be put into place at Response from the approved FY20 Consolidated District Plan.

Our early childhood program screens our students for kindergarten readiness and we are able to determine supports that may be necessary prior to the start of the kindergarten year. We transition meetings from Early Childhood to kindergarten where the receiving school team participates inclusive of the kindergarten teacher, interventionists, social worker and principal. administers a summer screening assessment to assess readiness and identify at-risk kindergarten students prior to the start of the year so that accommodations can be put into place at

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 1112(b)(8)

*Required field for Title I and/or IDEA Preschool

Form input fields for required information.

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Applicant: RIVERSIDE SD 96
Application: 2020-2021 Consolidated District Plan - 00
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Consolidated District Plan v

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Table with 11 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, Specific R

Student Achievement and Timely Graduation

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District

ISBE Goals:

- Student Learning - Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a s
Learning Conditions - All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped 50ne
Educator Quality - Illinois' diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized for the every child an education that meets their needs.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement [1]

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Students who do not meet grade level standards on our benchmark assessments (i.e. FastBridge, Fountas and Pinnell, and NWEA MAP) are serviced in tiers according to our district Multi-Tiered Supports (MTSS) program. Students who are moderately below grade level standards receive 90-150 minutes of English/Language Arts or mathematics interventions per week. Students below grade level standards receive 150-300 minutes of English/Language Arts or mathematics interventions per week. These interventions are designed to support students' deficits in reading and math. Students who are identified as gifted and talented through our advance placement process are provided by classroom teachers, reading specialists, and mathematics interventionists. Students who are identified as gifted and talented through our advance placement process are provided by classroom teachers, reading specialists, and mathematics interventionists. Students who are identified as gifted and talented through our advance placement process are provided by classroom teachers, reading specialists, and mathematics interventionists. Students who are identified as gifted and talented through our advance placement process are provided by classroom teachers, reading specialists, and mathematics interventionists.

Response from the FY20 Consolidated District Plan.

Our academically at-risk students are serviced in tiers. Students at moderate risk receive 90-150 minutes of intervention time per week in the areas of reading and/or math. Students in the areas of reading and/or math. Students at moderate risk receive 90-150 minutes of intervention time per week in the areas of reading and/or math. Students in the areas of reading and/or math. Students at moderate risk receive 90-150 minutes of intervention time per week in the areas of reading and/or math. Students in the areas of reading and/or math.

2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.* Include criteria for low-income, education, neglected, and delinquent as applicable to the district. [2]

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

We have a defined Multi-Tiered Systems and Supports (MTSS) process that reviews benchmark data three times a year to determine students' levels of need. We also progress monitor interventions and review the data from the progress monitoring every six-weeks to determine if services have 1) been effective in bringing students to grade level and should be decreased, but need to be continued, or 3) services have not been effective and need to be changed to better meet the student's needs. All students, including low-income, EL, special education, are universally screened in the Fall, Winter, and Spring with our benchmark assessments (i.e. FastBridge, Fountas and Pinnell, and NWEA MAP). These assessments assess students in reading and math, but not limited to, reading fluency, reading comprehension, early literacy measures for kindergarten and first-grade students, early numeracy measures for kindergarten and first-grade students, and social-emotional qualities. We also administer a cognitive screening measure to students in grades three and five. Students who are English learners are also assessed using assessment to determine level of English services needed along with any needed interventions.

Response from the FY20 Consolidated District Plan.

We have defined MTSS process. All students are universally screened three times per year using reading and mathematics standardized benchmark assessments. These may include but are not limited to: Reading fluency measure, reading comprehension measures, early literacy measures (K and 1), early numeracy measures (K and 1), computational measure, NWEA MAP reading and math screener. We also administer a cognitive screening measure annually to students in grades 3-7.

3. Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and language proficiency, as applicable.* [3]

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

We have a reading specialist and a math interventionist who deliver interventions to students in the areas of English/Language Arts and mathematics. These interventions are delivered in small group instruction or through in-class support at the elementary level. The minutes of intervention are determined by the levels of support needed based on our Multi-Tiered Supports (MTSS) process, and can range anywhere from 90-150 minutes for students who are moderately below grade-level standards to 150-300 minutes for students significantly below grade-level standards. We also have certified specialists work with students who are below grade-level standards with students moderately below standards receiving a push-in and/or pull-out model of support. Students below standards receive an additional 40-minute block of reading and/or math instruction daily. For students needing enrichment, we employ three certified staff members to deliver enrichment, and our middle school teachers staff our accelerated programs. Students who are English learners are provided language supports by a certified bilingual or EL endorsed teacher.

Response from the FY20 Consolidated District Plan.

We have a reading specialist and a math interventionist that deliver the instruction both in small group pull out or through in-class support at the K-5 level. Minutes are determined by the students as previously described; 90-150 mpw for moderately at-risk students; 150-300 mpw for significantly at-risk students. In grades 6-8, we also have certified specialists to work with at-risk students. Tier 2 students receive both push in and/or pull out support as described for K-5. The Tier 3 students receive daily block of reading and/or math instruction. For students needing enrichment, we employ three certified staff to deliver the enrichment at the K-5 level and our 6-8 teachers are staff programs.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student these are implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic programs for English learners and immigrant students, as applicable.* [4]

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Interventions are designed to meet the individual needs of students. In reading the use of foundation skills programs, fluency programs, leveled literacy instruction models and comprehensive support the learning of students. We utilize a variety of resources customized to the needs of the students; these programs include, but are not limited to: Leveled Literacy Intervention Success, Wilson Foundations, Read Live, Leveled Text, Intervention Up, and Voyager Sopris Language!, etc. In mathematics, we utilize intervention materials and transition guides for our core mathematics programs, Math in Focus and Carnegie Learning. We also use skill-based intervention programs that provide direct instruction, practice, and assessment in isolated needed skills are determined by programmatic placement tests. For some students, we also offer a direct instruction mathematics approach that is supplemental to the core mathematics teachers use project based approaches in English/Language Arts, and in math we compact the mathematics curriculum to provide extensions to the core experience at the elementary school accelerated classes are provided and include daily instruction at a grade level above the students' placements. Students who are English learners are provided supports with the program bilingual or EL endorsed teachers.

Response from the FY20 Consolidated District Plan.

Interventions are designed to meet the individual needs of students. In reading the use of foundational skills programs, fluency programs, leveled literacy instruction models and comprehensive support the learning of students. We utilize a variety of resources customized to the needs of the students. Examples include, but are not limited to: LLI kits, Soar to Success, Wilson Leveled Text, Intervention Up from the core reading program, Explode the Code, etc. In mathematics, we utilize intervention materials and transition guides to previous grade levels from Math in Focus and Carnegie Learning. In addition, we utilize a skill based intervention program that provides direct instruction, practice and assessment on isolated mathematics skills determined

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Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, Title I Specific R

College and Career Readiness

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District

ISBE Goals:

- Student Learning - Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a s
Learning Conditions - All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped 55me
Educator Quality - Illinois' diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized for the every child an education that meets their needs.

District Goal(s):

Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary educa applicable, through:* [1]

i. Coordination with institutions of higher education, employers, and other local partners;* and

ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interest

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

Response from the approved FY20 Consolidated District Plan.

In the transition from elementary to middle school, the data from the Multi-Tiered Systems and Supports (MTSS) process is provided in support of middle school placement recommendations assessed at the end of the fifth-grade year in preparation for the move to middle school. The data from the end of fifth grade is utilized to make class assignment recommendations. It be considered for support or enrichment as a part of the transition process. Students are also provided an opportunity to take a transition class to familiarize themselves with the middle school team consults regularly with their counterparts at the high school. We also schedule administrator articulation meetings three times per year between our district and the feed into. At the end of the year, our eighth-grade team of teachers visits the high school to discuss placement of individual students who assessment scores may not reflect their true provide opportunities for double acceleration in mathematics and provide a high school level course for eighth-grade students who qualify for the program.

Response from the approved FY20 Consolidated District Plan.

In the transition from elementary to middle school, the data from the MTSS system is provided in support of middle school placement recommendations. All students are assessed at year in preparation for the move to middle school. The data from the end of Grade 5 is utilized to make class assignment recommendations. All students are eligible to be considered as a part of the transition process. Students are also provided an opportunity to take a transition class to familiarize themselves with the middle school model. Our middle school team their counterparts at the high school. We also schedule administrator articulation meetings three times per year. At the end of the year, our eighth grade team visits the high school to individual students whose assessment scores may not reflect their true learning potential. We do provide opportunities for double acceleration in mathematics and provide a high school grade students qualifying for that program.

2. If applicable, describe the district's support for programs that coordinate and integrate the following:* [2]

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth industry professionals and, if appropriate, academic credit.

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

NOTE: If not applicable because district serves only grades K-8, enter Elementary District

Response from the approved FY20 Consolidated District Plan.

Elementary District
Response from the approved FY20 Consolidated District Plan.
District 96 offers a STEAM program at the middle school level that integrates technical skills in design and modeling. The district has also shifted instruction in all content areas to be focusing on problem-solving, exploration, complex thinking, communication (oral and written) and collaboration with others to get at the expected learning outcomes. The district is a opportunities for integrated units of instruction across disciplines helping students to make the connections between content and real life. Our district also still has a heavy emphasis on course selections and extracurricular programming to tap into the many gifts and talents our students demonstrate.

Legislative References:

- [1] Title I, Part A, Section 1112(b)(10)(A and B)
[2] Title I, Part A, Section 1112(b)(12)(A and B)

* Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title IV, Part A; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

Table with 10 columns and 10 rows for data entry.

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Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, Specific R

Professional Development - Highly Prepared and Effective Teachers and School Leaders

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District goal must be selected.*

ISBE Goals:

- Student Learning - Every child will make significant academic gains each year...
Learning Conditions - All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments...
Educator Quality - Illinois' diverse student population will have effective educators who are prepared through multiple pathways...

District Goal(s):

Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

For each program for which funding is anticipated for the 2020-2021 school year, provide a brief description of professional development activities to be funded as applicable.* [1]

NOTE: - If Professional Development will not be provided for a funded program below, enter NOT PROVIDING.

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

Not Providing

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

Not Providing

C. Title I, Part D - Delinquent

Not Providing

D. Title I, Part D - Neglected

Not Providing

E. Title I, Part D - State Neglected/Delinquent

Not Providing

F. Title II, Part A - Preparing, Training, and Recruiting

We will use funds to support the implementation of the Universal Design for Learning philosophy, while also address training on diversifying instructional strategies and approaches to addition to the academic supports and training, we will focus on the whole child by training on the importance of social-emotional structures to support a positive learning environment include trainings in strategies like Responsive Classroom, Restorative Justice, and Equity Training, helping our district to continue to nurture a more inclusive and student-centered curriculum. The participating private school, St Mary's, will continue with training of professional learning communities to foster collaborative structures and a more student-centered curriculum.

G. Title III - LIEP

H. Title III - Immigrant Education

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

Funding will support activities and programming that address supporting a healthy and safe school community. The training will assist teachers in helping students to navigate an increasingly complex social world and provide the students with strategies in addressing social conflict, bullying and creating a positive school culture and climate. The participating private school will allocate funds to improve school culture and climate.

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

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

District 96, in collaboration with the participating private school, plan to support professional development with instructional strategies in academic, functional, and social-emotional to meet the needs of the diverse learners in our special education programs, if allocations allow beyond the necessary program services.

L. IDEA, Part B - Preschool

If funds allow, we will work with our local Special Education Cooperative to access professional development for Early Childhood, focusing on best practices for supporting Early Learning.

Legislative Requirement:

[1] Title III, Section 3115(c)(2)

[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

* Required if funding selected for Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Title V, Part B; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

Table with 2 columns and 5 rows, likely for tracking funding requirements.

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Title I Specific R
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Safe and Healthy Learning Environment

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District ISBE Goal:

- Student Learning – Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a s attention paid to historic inequities.
- Learning Conditions – All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped 67ne and emotional needs of each and every child.
- Educator Quality – Illinois’ diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized for the every child an education that meets their needs.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe the process through which the districts will:*

- i. reduce incidences of bullying and harassment**
- ii. reduce the overuse of discipline practices that remove students from the classroom [1]**
- iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as define**
 - a. each major racial and ethnic group;
 - b. economically disadvantaged students as compared to students who are not economically disadvantaged;
 - c. children with disabilities as compared to children without disabilities;
 - d. English proficiency status;
 - e. gender; and
 - f. migrant status.

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

District 96 continues to actively engage in promoting a culture of inclusivity. These efforts will continue through the allocation of staff to address chronic tardies and absenteeism. A staff member is dedicated to checking middle school students in after the bell rings for the day. This staff member is charged with building relationships with at-risk students and initiating strategies to get these students to school more regularly and on time. The middle school staff continues to partner with Facing History and Ourselves to engage in staff training around getting to know students, cultural competency, and restorative justice. The administrative team is committed to problem-solving and imposing consequences that do not cause disruption to the learning process. The district tracks discipline data and analyzes it by subgroup to be sure there is no disparity or inequity in how the schools respond to students. District 96 takes a proactive approach with social-emotional learning and inclusion. All schools have focused on social emotional lessons on bullying, reporting bullying behaviors, and the role of the bystander. We also have an anonymous online bullying reporting system that provides any individual an opportunity to report incidents of concern. The school level team will respond and follow-up with the concerns to determine the necessary intervention and remedy the situation. As a district we are implementing a restorative justice model to work on the underlying causes for the behavior of a perpetrator and determine how best to address the behaviors. We track discipline data to be sure we are attending to patterns of inequity in response to students based on race, ethnicity, socio-economic status, English proficiency, disabilities, and/or gender. We also implement programs to raise parent and staff awareness around these issues including the use of outside agencies like Sarah's Inn to address the adolescents in the middle school and implementing units of instruction from Facing History and Ourselves to address issues of equity and bias in decisions made by both students and staff.

Response from the FY20 Consolidated District Plan.

District 96 has been actively engaged in promoting a culture of inclusivity. These efforts will continue through the allocation of staff to address chronic tardies and absenteeism. A staff member is dedicated to checking middle school students in after the bell rings, building relationships with at-risk students and initiating strategies and plans for getting these students to school time. The middle school staff continues to partner with Facing History and Ourselves to engage in staff training around getting to know students, cultural competency and restorative administrative team is committed to problem-solving and imposing consequences that do not cause disruption to the learning process. The district tracks discipline data and analyzes there is no disparity or inequity in how the schools respond to students.

With respect to social emotional learning and discipline, District 96 takes a proactive approach. We have an anonymous online bullying reporting system, which provides any individual an opportunity to report incidents of concern. The school level team will respond and follow up with the concerns to determine the necessary intervention/support needed to remedy the situation. Additionally, we are implementing a restorative justice model to work on the underlying causes for the behavior of the perpetrator and determine how best to address those needs to change behavior. We are also implementing programs to raise parent and staff awareness around these issues including the use of outside agencies like Sarah's Inn to address the social emotional health of adolescents in the middle school and implementing units of instruction from Facing History and Ourselves to address issues of equity and bias in decisions made by both students and adults in our system.

2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.):*

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Our homeless children and youth will be supported with the provision of necessary school supplies and any other resources that are required to successfully access the learning in District 96. We have also set aside funds to support our students with basic needs as they relate to their participation in the educational experience (i.e. provision of gym shoes for PE, daily snacks, etc). For families in need of counseling or community services, our social workers partner very closely with them to provide the necessary referrals for any identified need.

Response from the FY20 Consolidated District Plan.

Our homeless children and youth will be supported with the provision of necessary school supplies and any other resources that are required to successfully access the learning in District 96. We have also set aside funds to support our students with basic food and clothing needs as they relate to their participation in the educational experience (provision of gym shoes for PE, daily snacks, etc.). For families in need of counseling or community services, our social workers partner very closely with them to provide the necessary referrals for any identified need.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children not meeting such standards

Legislative Requirements:

- [1] Title I, Part A, Section 1112(b)(11)
- [2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(6)

* Required if funding selected for Title I, Part A and/or Title IV, Part A

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Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, Title I Specific R. Includes sub-headers for Title I Specific and Title I Specific Part Two.

Title I Specific Requirements - Part Two

Empty text input field.

If Title I funding was selected on the Coordinated Funding page, this page is required. If the page is blank and the entity does plan to receive and use Title I Funding page and select Title I, save the page, and return to this page.

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INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District ISBE Goals:

- Student Learning - Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a : attention paid to historic inequities.
Learning Conditions - All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped to meet the needs of each and every child.
Educator Quality - Illinois' diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized for their every child an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Empty checkbox.

1. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1), (111(d)),* (Section 1112(b)(3)) and (Section 1111(d))

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

If the district does not have any schools identified as comprehensive or targeted, enter

No schools identified under this part

([count] of 7500 maximum characters used)

At this time, no schools in the district have officially been identified as requiring a school improvement plan. Additionally, at this time no schools are identified as comprehensive or targeted for improvement under ESSA. If we were to have a school identified for comprehensive or targeted improvement, the school would generate an improvement plan with identified academic goals, we would conduct a needs assessment to determine the necessary professional development and resources that would help the school to meet the needs of the students. We would offer high quality development to the targeted/comprehensive school in the areas that were identified as needing adjustments, and we would examine the resources available at the school to determine any need supports to deliver a high-quality program which met the needs of all students.

Re-display of the approved response from the FY20 Consolidated District Plan.

At this time, no schools in the district have officially been identified as requiring a school improvement plan. Additionally, at this time no schools are identified as comprehensive or targeted for improvement under ESSA. If we were to have a school identified for comprehensive or targeted improvement, the school would generate an improvement plan with identified academic goals, there, we would conduct a needs assessment determining the necessary professional development and resources that will help to meet the needs of the students. We would offer high quality development to our targeted/comprehensive school in the areas identified as needs for students. We would also examine the resources available at that school to determine any gaps or need to deliver a high quality program meeting students' needs.

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution (Section 1112(b)(5))

- Yes
No

3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measures children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112 Measures of Poverty from 1113(5)(A) and (B))

- School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,
Direct Certification

4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of the program. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected children.* (Section 1112(b)(5)) and (Section 1114 and 1115)

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Ames Elementary School and Central Elementary school are identified for targeted assistance based on their percentage of low income students. The goals of the targeted assistance program are to identify at-risk students in meeting expected growth targets as determined by individual goal setting and progress monitoring based on their universal screening results. Multiple measures of the growth of these students and may include, but are not limited to, standardized reading fluency, comprehension, early literacy and numeracy measures, computation measures, NWEA assessments, and Student Learning Objectives (SLOs). Students will participate in intensive, targeted instruction delivered by reading and/or math specialists based on the identified gaps in outcomes. The grant will support additional personnel to assist in providing the targeted interventions. For gifted/talented students, students in grade three will continue to receive instruction and students in grades four and five will continue to receive daily math replacement. We will continue our advanced programs of instruction for our middle school students.

Re-display of the approved response from the FY20 Consolidated District Plan.

Central Elementary is the school identified for targeted assistance based on percentage of low income students. We also plan to target Blythe Park and Hollywood due to lower achievement average with respect to proficiency on NWEA MAP and historical PARCC data. The goals of the program will be to support the identified at-risk students in meeting expected growth targets through individual goal setting and progress monitoring based on their universal screening results. Multiple measures will be used to track the growth of these students and may include but not limited to, assessments in reading and math: Standardized reading fluency, comprehension, early literacy and numeracy measures, computation measures; NWEA MAP data; Unit assessments; Student Learning Objectives (SLOs). As previously described, students will participate in intensive, targeted instruction delivered by reading and/or math specialists based on the identified gaps in their skills/learning identified interventions as outlined in Part 2. We will provide support through additional personnel in reading and kindergarten intervention supported by the grant. For gifted/talented students, we will provide support through additional personnel to assist in providing the targeted interventions. For gifted/talented students, students in grade three will continue to receive instruction and students in grades four and five will continue to receive daily math replacement in Grade 4 (an increase from 60 min per week in previous years). We continue our advanced programs of instruction for our middle school students.

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target populations (Section 1112(b)(9))

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

If the district does not serve any schools identified as targeted assistance, enter Schoolwide Program Only
([count] of 7500 maximum characters used)

We have a systemic approach to identification through our Multi-tiered System and Supports (MTSS) process. Once universal benchmark data is collected, school teams meet to review 1 consists of classroom teachers, an English learner teacher, a special education teacher, a gifted teacher, the school psychologist, the school social worker, the principal, and when appro At times the physical education, music, or art teacher may participate if the child has a particular strength in this area that can be capitalized on in supporting the student's growth. Nurs student has a medical condition that may impact learning. The team talks through the data for each individual student and determines how best to meet their instructional needs. If it is would benefit from additional support, the parent is invited to a meeting with the team to discuss the proposed plan developed to meet the student's needs. At that time, additional inpu welcomed to assist in designing an appropriate plan. The team reviews the student performance every six weeks and individual programs for students are flexibly adjusted if needed aft

Re-display of the approved response from the FY20 Consolidated District Plan.

We have a very systematic approach to MTSS. Once universal screening data is collected, school teams meet to review the data. The team consists of classroom teachers, an EL teacher teacher, gifted teacher, the school psychologist, social worker, principal and when appropriate paraprofessionals. At times, the PE, art or music teacher may participate if the child has a can be capitalized upon in supporting their growth. Nurses also participate if the student has a medical condition that may impact learning. The team talks through the data for each indi determines how best to meet the instructional needs. If a child is determined to benefit from additional support, the parent is invited to a meeting with the team to discuss the proposed their child. At that time, additional input from parents is welcomed to design the more appropriate plan. The team reviews student performance every six weeks and individual programs adjusted if needed after each six week check-in.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and th not meeting such standards.

*Required Field

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Specific R
Foster Care Transportation Requirements		Foster Care Transportation Plan Contacts			BID - School Stability		Care Transport		

Overview

*****NOTE: This plan section is not required for the Department of Juvenile Justice*****

PROGRAM: Foster Care Transportation Plan
PURPOSE: To comply with ESSA requirements for educational stability for students in foster care
REQUIRED FOR: All Illinois school districts and state-authorized charter schools

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RESOURCES: [FD and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)
[US Department of Education \(USDE\) web page for Students in Foster Care](#)
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)
[Educational Stability Requirements \(Effective October 7, 2008\)](#)
[Public Act 099-0781 \(effective 8/12/2016\)](#)
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)
[Finance, Budgets & Funding - Transportation Programs \(scroll to Foster Care Transportation section\)](#)
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

BACKGROUND

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop a clear written procedures governing how transportation to maintain children in foster care in the school of origin when in their best interests will be provided, arranged, and fund duration of the time in foster care.

DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total. First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburb manufacturer sticker (Federal Certification Label) located on the inside of the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle) Passenger Car [49 CFR 571.3]

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf
https://www.isbe.net/Documents/vehicle_use_summary.pdf
<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>
Transportation Programs:
<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

REQUIREMENTS

A. The following factors should be considered when developing the transportation procedures for a student in foster care:

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

B. The following low-cost/no-cost options should be considered when developing the transportation procedures:

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
 - a. Contracted services - taxis, student transport companies, etc. - see note below
 - b. Public transportation such as city buses, rails, etc.
 - c. Carpools- see note below
 - d. School/District staff- see note below
 - e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport with licensed child placing agencies or group homes

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]

C. The following funding options should be considered when developing the transportation procedures for a student in foster care:

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds

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Table with 8 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pa. Rows include Foster Care Transportation Requirements, Foster Care Transportation Plan Contacts, and BID - School Stability.

Contact Information

*****NOTE: This page is not required for the Department of Juvenile Justice*****

As part of the foster care transportation plan development process, several stakeholders should be involved. These may include, but are not limited to:

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- a. Local educational agency (LEA) point of contact for foster students (LEA-POC)
b. LEA transportation director
c. Child welfare agency point of contact
d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
e. Title I director
f. School social worker
g. Guidance counselor
h. Special education personnel

Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are be included as applicable.

1. Foster Care LEA-POC - required*

Form fields for Foster Care LEA-POC: Last Name* (Dolezal), First Name* (Angela), Position/Title* (Director of Teaching and Learning), Email* (dolezala@dist)

2. LEA Transportation Director - required*

Form fields for LEA Transportation Director: Last Name* (Shaw), First Name* (Pamela), Position/Title* (Director of Special Education), Email* (shawp@distri)

Click here to add information for other personnel involved in the plan development.

*Required field

Table with 2 columns and 12 rows, likely for additional personnel information.

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Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, Specific R. Rows include Foster Care Transportation Requirements, Foster Care Transportation Plan Contacts, BID - School Stability, and Care Transport.

Best Interest Determination as it relates to School Stability

*****NOTE: This page is not required for the Department of Juvenile Justice*****

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care. Describe the positions of all district personnel involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in his or her best interest, as it relates to the child's educational and social needs. For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.

See IDEA legislation here See Section 504 here For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

3. Describe any special consideration and legal requirements taken into account for children who are English learners.*

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

4. Describe the dispute resolution process should there be disagreement among parents, education decision makers, and other stakeholders regarding the best interest determination.

Be sure to include the step-by-step process if one would want to initiate a dispute through the resolution. NOTE: include that DCFS has the final say if a resolution cannot be reached. For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

*Required field

Grid of empty input fields for data entry.

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Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, Specific R. Row 1: Foster Care Transportation Requirements, Foster Care Transportation Plan Contacts, BID - School Stability, Care Transport

Transportation Plan Development

*****NOTE: This plan section is not required for the Department of Juvenile Justice*****

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

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1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process. Be sure to include the factors that should be considered when developing the transportation procedures for a student in foster care.

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan. The LEA will work with the SEA to develop a plan for safe, reliable, and cost-effective transportation to the agreed upon educational placement of the child.

Response from the approved FY20 Consolidated District Plan.

The LEA will work collaboratively with the SEA to develop a plan for safe, reliable and cost-effective transportation to the agreed upon educational placement of the child. Factors including, but not limited to, the child's social, emotional, academic and physical well-being will be considered in the development of the transportation plan.

2. Indicate which options will be considered when developing the transportation plan. Check all that apply.*

- a. Pre-existing transportation route
b. New transportation route
c. Route-to-route hand-offs
d. District-to-district boundary hand-offs
e. Other services for which student is eligible, such as IDEA transportation options
f. Options presented by DCFS worker
g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

- h. Other - describe
i. Other - describe
j. Other - describe

3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.*

Be sure to include the funding options that should be considered when developing the transportation procedures for a student in foster care.

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

The following funding sources will be considered in the development of the transportation plan: District Transportation Fund and Cost-Sharing agreement if appropriate.

Response from the approved FY20 Consolidated District Plan.

The following funding sources will be considered in the development of the plan: District Transportation Fund and Cost-Sharing agreement if appropriate.

4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.*

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

The district will appeal to the appropriate state agency for a final determination.

Response from the approved FY20 Consolidated District Plan.

The district will appeal to the appropriate state agency for a final determination.

5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are resolved.*

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

In order to ensure the consistent educational programming for the student, the district will maintain the established transportation plan and address the issues related to the dispute once resolved.

Response from the approved FY20 Consolidated District Plan.

The district will maintain the established transportation plan and address the issues related to the dispute once resolved, in order to maintain consistent educational programming for the child.

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become notified of a student who is eligible for such services.*

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

The Foster Care Transportation plan will remain on file with the LEA and the Title I Coordinator. The plan will be reviewed with the full District Leadership Team to ensure all administrators are notified of a student in foster care.

Response from the approved FY20 Consolidated District Plan.

The Foster Care Transportation will remain on file with the LEA and the Title I Coordinator. The plan will be reviewed with the full District Leadership Team so that all are aware and can be notified of a student in foster care.

*Required field

Table with 10 rows and 2 columns, likely for data entry or tracking.

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Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
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Board Approval, Certification, and Assurances

Instructions

By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

08/05/2020

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to—
 - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. the local educational agency agrees to pay for the cost of such transportation; or
 - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide

early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

8. each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. in the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.

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Plan Assurances	State Assurances	Debarment	Lobbying	GEP 442	Assurances
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Grant Application Certifications and Assurances

[Instructions](#)

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

DEFINITIONS

"Applicant" means an individual, entity or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

"Grant" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant," "award," "program," and "project" may be used interchangeably.

"Grantee" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"Project" means the activities to be performed for which grant funds are being sought by the applicant. The terms "project" and "program" may be used interchangeably.

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

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

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

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

5. 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.
6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

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FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.333.
11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.

INVOLUNTARY TERMINATION

15. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
16. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

17. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals

with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (*Plyler v. Doe*, 457 U.S. 202, 102 S.Ct. 2382 (1982)).

18. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/ grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
19. 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.
20. 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.
21. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
22. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
23. 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.
24. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/ grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
25. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
26. 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.

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JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

27. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/ grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
28. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
 - a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - b) Maintain separate accounts and ledgers for the project;
 - c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project

- d) Properly post all expenditures made on behalf of the project;
- e) Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
- f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
- g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/ obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/ grantees on actual expenditures/obligations that occur within project beginning and ending dates;
- h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
- i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
- j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

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DRUG-FREE WORKPLACE CERTIFICATION

29. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, "applicant," "grantee," or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state

The applicant certifies and agrees that it will provide a drug-free workplace by:

- a) Publishing a statement:
 - 1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the 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
 - 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.

30. The applicant represents and warrants that all of the certifications and assurances set forth herein, in

the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

v3.2020

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Applicant: RIVERSIDE SD 96

County: Cook

Consolidated District Plan ▾

Application: 2020-2021 Consolidated District Plan - 00

Cycle: Original Application

[Printer-Friendly](#)

Project Number: 21-CDP-00-06-016-0960-02

[Click to Return to Application Select](#)

Plan Assurances	State Assurances	Debarment	Lobbying	GEP 442	Assurances
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Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions

[Instructions](#)

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read instructions below.

CERTIFICATION

By checking this box, the prospective lower tier participant certifies that:

1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
4. It will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

Instructions for Certification

1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Government-Wide System for Award Management Exclusions" (SAM Exclusions) at:
www.sam.gov
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in

order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

v1.2019

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Applicant: RIVERSIDE SD 96

County: Cook

Consolidated District Plan

Application: 2020-2021 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

Project Number: 21-CDP-00-06-016-0960-02

Click to Return to Application Select

<u>Plan Assurances</u>	<u>State Assurances</u>	<u>Debarment</u>	<u>Lobbying</u>	<u>GEP 442</u>	<u>Assurances</u>
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Certification Regarding Lobbying

Instructions

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.

v1.2019

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Applicant: RIVERSIDE SD 96

County: Cook

Consolidated District Plan ▾

Application: 2020-2021 Consolidated District Plan - 00

Cycle: Original Application

[Printer-Friendly](#)

Project Number: 21-CDP-00-06-016-0960-02

[Click to Return to Application Select](#)

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
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GEPA 442 Assurances

[Instructions](#)

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, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant", "award" and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

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

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State board of Education's Internet website. 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), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
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.

v3.2020

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Applicant: RIVERSIDE SD 96

County: Cook

Consolidated District Plan

Application: 2020-2021 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 21-CDP-00-06-016-0960-02

Spell Check

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

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
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Assurances

Instructions

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

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

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

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq), and the Illinois False Claims Act (740 ILCS 175/). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

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

- Assurances for all covered programs
- Grant Application Certifications and Assurances (State Assurances)
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions
- Certification Regarding Lobbying
- GEPA 442 Assurances

MARTHA RYANTOYE Signature of School District Superintendent / Agency Administrator

Agreed to on this Date: 07/30/2020

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

RCDT when agreed to: 06-016-0960-02

RIVERSIDE PUBLIC SCHOOL DISTRICT 96

3340 S. Harlem Ave. Riverside, IL 60546
708-447-5007
708-447-3252 fax
www.district96.org



To: Dr. Martha Ryan-Toye, Superintendent
From: Angela Dolezal, Director of Teaching and Learning
Don Tufano, Director of Technology and Innovation
Date: August 5, 2020
Re: Learning Management System - Schoology

Background

As the data management discussion progressed throughout the 2016-2017 and 2017-2018 school years, a discussion about a learning management system occurred concurrently, as some of the data management systems also incorporated a learning management system. Otus was one of these data management systems that included a learning management system as well. Schoology was another learning management system that was being reviewed at this time.

A learning management system would allow for a more personalized learning experience, and it would provide a way to maximize the district's one-to-one program device utilization. A learning management system would also help the district move to a mostly digital-based curriculum.

While a learning management system was identified as a need at least four years ago, the need for this system was highlighted during our ten-week remote learning period. During the remote learning period this past spring, parents identified a need for one consistent platform to house assignments and communications. And, both teachers and parents expressed a need for a method to communicate lessons, assignments, and feedback with students directly.

Process

The following characteristics were identified as necessary for a learning management system:

- Maintain all learning materials in one location for students and families to have easy access
- Ability to continue to use instructional materials created in Google Suite
- Ability to have two-way communication between teachers and classes, as well as between teachers and individual students
- Ability to use a virtual platform (i.e., Zoom, Google Meets, Google Teams, etc.) within the learning management system
- Ability to sync with PowerTeacher and Gradebook for grading purposes

Between 2016 and 2019, the learning management systems were reviewed in conjunction with data management systems that included them. The administration had determined that the priority was to

identify a data management system, and then select a learning management system, as the prior often impacted the later in terms of establishing needs and criteria.

While reviewing data management systems with members of the district leadership team, various learning management systems were also considered. These learning management systems included Otus, Canvas/Mastery Connect, and Schoology. All three of the learning management systems were determined to have met the needs of our administrators, so the programs were taken to certified staff members. Between April and May 2020, a team of certified staff members and members from the district leadership team reviewed the learning management systems. The team determined that both Schoology and Canvas/Mastery Connect met our predetermined needs.

Table 1: Pricing Comparisons

Vendor	First Year	One Time Set-up Fee	Total First Year Cost
Canvas/Mastery Connect	\$26,225	\$8,500	\$34,725
Otus	\$29,647*	\$1,992	\$31,639
Schoology	\$14,505	\$3,300	\$17,805**

*This price includes the OTUS data management system.

**PowerSchool total first-year cost for the data management system (Performance Matters) and the learning management system (Schoology) is \$33,135.

Technology Considerations

PowerSchool’s Schoology service falls under the umbrella of the existing terms of service and data sharing agreement already in place with the PowerSchool products currently in use by District 96.

Recommendation for Consideration

Your favorable consideration and approval are requested for the purchase of a learning management system for the 2020-2021 school year. After careful consideration and thoughtful discussions, it is the recommendation that the district purchases Schoology.

Implementation for the learning management system will begin with the sixth- through eighth-grade staff and students for at least the first five months of the school year. Upper elementary staff and students will start making the transition to the learning management system during the later part of the school year, with primary staff and students beginning implementation during the beginning of the 2021-2022 school year. Full implementation of the learning management system will occur by the beginning of the 2022-2023 school year.



PowerSchool Group LLC
150 Parkshore Dr., Folsom, CA 95630
Quote #: Q-388257 - 2

Quote Expiration Date: 6/26/2020

Prepared By: Jonathan Barry

Customer Contact: Angela Dolezal

Customer Name: Riverside School District 96

Title: Director of Teaching and Learning

Enrollment: 1,700

Address: 63 Woodside Rd

Contract Term: 36 Months

City: Riverside

Start Date: 7/1/2020

State/Province: Illinois

End Date: 6/30/2023

Zip Code: 60546

Phone #: (708) 447-5007

Product Description	Quantity	Unit	Extended Price
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Initial Term 7/1/2020 - 6/30/2021

License and Subscription Fees

Schoology LMS Subscription	1,700.00	Students	USD 14,450.00
Schoology Content Subscription Professional Learning	1.00	Per Person	USD 1,500.00
PowerSchool Performance Matters Assessment Analytics Core+	1,700.00	Students	USD 8,308.75
PowerSchool Assessment Item Bank	1,700.00	Students	USD 2,890.00
Schoology LMS One Time Discount	1.00	Each	USD -1,445.00
PowerSchool Performance Matters One Time Discount	1.00	Each	USD -1,119.80

License and Subscription Totals: **USD 24,583.95**

Professional Services and Setup Fees

Schoology LMS Implementation - Basic	1.00	Each	USD 1,800.00
PM Student Assessment & Analytics Deployment - Basic <10K	1.00	Each	USD 4,125.00
Educational Impact Consulting per Hour	7.00	Hours	USD 2,625.00

Professional Services and Setup Fee Totals: **USD 8,550.00**

Training Services

Schoology Remote Professional Development	12.00	Hours	USD 3,600.00
PowerSchool Performance Matters Training Remote	2.00	Day	USD 3,000.00

Training Services Total: **USD 6,600.00**

Quote Total

Total Discount:	USD 7,091.05
Initial Term	7/1/2020 - 6/30/2021
Initial Term Total	USD 39,733.95

Annual Ongoing Fees as of 7/1/2021

Schoology LMS Subscription	1,700.00	Students	USD 14,450.00
Schoology Content Subscription Professional Learning	1.00	Per Person	USD 1,500.00
PowerSchool Performance Matters Assessment Analytics Core+	1,700.00	Students	USD 8,308.75
PowerSchool Assessment Item Bank	1,700.00	Students	USD 2,890.00

Annual Ongoing Fees Total: **USD 27,148.75**

Fees charged in subsequent periods within the duration of this quote will be subject to an annual uplift. On-Going PowerSchool Subscription/Maintenance and Support fees are invoiced at the then current rates and enrollment per terms of the Master Services Agreement. Any applicable state sales tax has not been added to this quote. Subscription Start and Expiration Dates shall be as set forth above, which may be delayed based upon the date that PowerSchool receives your purchase order. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote.

All invoices shall be paid before or on the due date set forth on invoice.

All purchase orders must contain the exact quote number stated within. Customer agrees that purchase orders are for confirming this order and its own internal purposes, and no other. Treatment of purchases orders are governed as provided in the Master Services Agreement referenced below.

By execution of this quote, or its incorporation, this and future purchases of subscriptions or services from PowerSchool are subject to and incorporate the terms and conditions found at <https://www.powerschool.com/wp-content/uploads/PowerSchool-Service-Agreements/PowerSchool-MASTER-SERVICES-AGREEMENT-01-01-20.pdf>.

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC
Signature:



Printed Name: Eric Shander

Title: Chief Financial Officer

Date: 6-1-2020

Riverside School District 96
Signature:

Printed Name:

Title:

Date:

RIVERSIDE PUBLIC SCHOOL DISTRICT 96

3340 S. Harlem Ave. Riverside, IL 60546
708-447-5007
708-447-3252 *fax*
www.district96.org



To: Dr. Martha Ryan-Toye, Superintendent
From: Angela Dolezal, Director of Teaching and Learning
Don Tufano, Director of Technology and Innovation
Date: August 5, 2020
Re: Data Management System - Performance Matters

Background

Since the 2016-2017 school year, administrators and staff members have been discussing the purchase of a data management system. During the 2016-2017 school year, four data management systems were reviewed, including SchoolCity Suite, OTUS, DecisionED, and PowerSchool Analytics.

During the 2017-2018 school year, the team evaluated two more data management systems. Although the decision was made to implement in the 2019-2020 school year, a team of administrators, technology staff, and certified staff members still reviewed products with the hope of making a recommendation before the end of the 2017-2018 school year. The tech steering committee discussed data management systems in January 2017, September 2017, February 2018, and April 2018.

In the Spring of 2018, the team selected PowerSchool Unified Insights; however, shortly after the selection of this data management platform, PowerSchool no longer supported Unified Insights, and the team had to go back to the drawing board. They reviewed their second choice, IO education, and determined it still met their needs. However, in January 2019, IO education was acquired in a merger, and it was decided that the platform would no longer be supported. The team agreed that the process of selecting a data management system would be put on hold until the new Director of Teaching and Learning was hired and in the role.

Process

The following characteristics were identified as necessary for a data management system:

- Centralize data and allow for data sharing in a secure environment
- Support multiple assessment sources, specifically NWEA MAP, CogAT, FastBridge, Illinois Assessment of Readiness, Illinois Science Assessment, Fountas and Pinnell, and District Curriculum-Based Measures
- Generate performance comparison reports
- Select combinations of assessments and demographic data
- Analyze correlations based on identified parameters
- Incorporate custom data
- Assist with early identification of at-risk students

- Report data longitudinally

A committee of administrators, technology staff, and certified staff members reviewed about six data management systems over two years. While the committee selected a program in Spring 2018, it was acquired in a merger and no longer supported. The news of this acquisition came around the time the former Assistant Superintendent of Curriculum and Instruction announced she would be leaving at the end of the year; therefore, it was determined that the search for a new data management system would begin when the new Director of Teaching and Learning started.

Beginning in Fall 2019, the search for a new data management system started with various members of the district leadership team. Between August 2019 and March 2020, the team reviewed PowerSchool Performance Matters, OTUS, Illuminate eduClimber, and Forecast 5’s 5 Lab. An early determination was made that eduClimber and 5 Lab would not meet the predetermined needs; however, PowerSchool Performance Matters and OTUS did successfully meet those needs. When reviewing both systems side by side, they offered several similar components. Because the two programs were comparable, Performance Matters was selected as it is compatible and works in conjunction with PowerSchool, our current Student Information System.

Table 1: Pricing Comparisons

Vendor	First Year	One Time Set-up Fee	Total First Year Cost
OTUS	\$29,647*	\$1,992	\$31,639
PowerSchool Performance Matters	\$10,080	\$5,250	\$15,330

*This cost includes the OTUS learning management system.

**PowerSchool total first-year cost for the data management system (Performance Matters) and the learning management system (Schoology) is \$33,135.

Technology Considerations

PowerSchool’s Performance Matters service falls under the umbrella of the existing terms of service and data sharing agreement already in place with the PowerSchool products currently in use by District 96.

Recommendation for Consideration

Your favorable consideration and approval are requested for the purchase of a data management system. After careful consideration and thoughtful discussions, it is the recommendation that the district purchases PowerSchool Performance Matters Assessment and Analytics.

Implementation for the data management system will begin at the administrative level during the 2020-2021 school year. Certified staff will begin implementation during the 2021-2022 school year, with full implementation of the data management system by the 2022-2023 school year.

RIVERSIDE PUBLIC SCHOOL DISTRICT 96

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To: Dr. Martha Ryan-Toye, Superintendent
From: Angela Dolezal, Director of Teaching and Learning
Don Tufano, Director of Technology and Innovation
Date: August 5, 2020
Re: Math Supplemental Resource - Dreambox

Background

TenMarks was the supplemental math resource used throughout the district until it folded in Spring 2019. At the time of its termination, the annual cost to District 96 was about \$30,000. The exploration of a replacement product with the same data privacy and functionality began during the 2018-2019 school year. When the Assistant Superintendent for Curriculum and Instruction announced that she would be leaving at the end of the year, the search for a replacement program was put on hold until the new Director of Teaching and Learning took over the role.

The need for a supplemental math program was established with the termination of TenMarks, as teachers regularly expressed a need to fill the gap left by the discontinuation of this program. Further, our ten-week remote learning period also highlighted the need for a supplemental math program that would allow teachers to assign work based on student needs and instruction. The ten-week remote learning period also demonstrated the need for a supplemental math program that would allow for an assessment of student growth over time.

Process

The following characteristics were identified as necessary for any replacement product:

- Aligns to Common Core State Standards
- Allows teachers autonomy to assign lessons to students based on current classroom instruction
- Allows specialists to assign lessons to students based on ongoing MTSS work
- Provides data by student, class, school, and district to help drive small group instruction and curricular decisions
- Includes of digital manipulatives
- Provides options for kindergarten through eighth grade

The Director of Teaching and Learning, the Innovative Learning Specialist, two primary and intermediate classroom teachers, an elementary and middle school math interventionist, all reviewed three math programs - Dreambox, Freckle, and IXL. These programs were selected based on prior experiences with the free versions of the programs, as well as from conversations with other school districts in the West 40 consortium. Through the review of the programs, the team discovered that the

three programs offered different functions and support. Dreambox and Freckle offer more conceptual instruction working to ensure students understand how to complete the problem compared to IXL, which focuses more on procedural instruction - whether the problem is right or wrong. We also learned that Dreambox uses digital manipulatives that are similar to real-life manipulatives to teach the math problems. In contrast, Freckle uses some manipulatives, but not the same range of manipulatives, as seen with Dreambox. IXL does not use digital manipulatives during its instruction.

Table 1: Pricing Comparisons

Vendor	First Year Cost	Second Year Cost	Third Year Cost	Total Three-Year Cost
Dreambox	\$36,700	\$35,260	\$35,260	\$107,220
Freckle	\$26,090	\$26,090	\$26,090	\$78,270
IXL	\$22,605	\$12,953	\$12,952	\$48,510

Technology Considerations

District 96 continues to work with Dreambox Learning on finalizing details of the terms of service and data-sharing agreement. Dreambox Learning services are compliant with all existing state and federal student data privacy laws. Given that the terms of service and data privacy agreements are part of the contractual service agreement, these items will not be finalized until District 96 administration has received the Board of Education approval to execute the agreement.

Recommendation for Consideration

Your favorable consideration and approval are requested for the purchase of a supplemental math program for the 2020-2021 school year. After careful consideration and thoughtful discussions, it is the recommendation that the district purchases Dreambox as a supplemental math program to replace TenMarks.

Implementation of Dreambox will begin during the fall of the 2020-2021 school year. The first year will focus on utilizing the program with fidelity. The second year (2021-2022) will focus on building a commitment to the program, and the third year (2022-2023) will focus on ensuring Dreambox is a part of our Riverside District 96 culture.



Licensing Agreement for RIVERSIDE SD 96, IL

May 28, 2020

DreamBox is a SaaS instructional technology that provides personalized math instruction in an engaging environment for students. DreamBox provides a three-pronged approach to math focusing on teaching concepts, problem solving and procedures that is underpinned with an intelligent adaptive engine that sequences and personalizes instruction to meet the needs of each student.

Agreement and Quotation Summary:

- Pricing proposal is valid through 06-26-2020
- Includes 24/7 access for all licensed students and administrators
- DreamBox Client Success team is available to support teachers, administrators and parents

Contract Summary	
Customer: Angela Dolezal Curriculum Director dolezala@district96.org 7084475007	Agreement Prepared By: Lindsey Hackbarth District Partner Manager lindsey.hackbarth@dreambox.com 513-913-8133
Customer's Billing Address: RIVERSIDE SD 96, IL 63 WOODSIDE RD RIVERSIDE, IL 60546	Company Mailing Address: 600 108 th Ave. NE, Suite 805 Bellevue, WA 98004-4454 Phone: 877.451.7845 Fax: 425.484.6476
Service Start Date: 07-01-2020 Invoice Date: 07-01-2020 Payment Date: 07-31-2020	Contract Term (Months): 14

Qty	Description	Price Per	Sub-Total
1	New 501-1,000 DreamBox Site License 24/7 Access for ALL Students and Teachers at Hauser Jr High (Year 1: 2020-21 SY)	\$ 7,437.50	\$ 7,437.50
2	New <501 DreamBox Site License 24/7 Access for ALL Students and Teachers at Ames & Central (Year 1: 2020-21 SY)	\$ 6,970.00	\$ 13,940.00
375	New DreamBox Seat License Subscription 24/7 Access for 375 Students & Teachers at Blythe Park and Hollywood (Year 1: 2020-21 SY)	\$ 25.50	\$ 9,562.50
16	Up to 60-Minute Webinar Custom Live PD Webinars - 4 each for Ames/Central/Hauser Jr High and 4 combined for Blythe Park and Hollywood (Year 1: 2020-21 SY)	\$ 360.00	\$ 5,760.00
	Sales Tax	\$ 0.00	\$ 0.00
	Outside of the states of Washington South Carolina, Arizona and Hawaii, customers are responsible for remitting any taxes imposed by their states.	Total Amount:	\$36,700.00 USD

Pricing

Pricing Category	Fees Per Annual Period

Invoicing and Payment Terms

Subscription Period	Fees	Invoice Date	Payment Due Date
Year 1 (July 2020 - Sept 2021)	\$36700	07-01-2020	07-31-2020
Year 2 (Sept 2021 - Sept 2022)	\$35260	07-01-2021	07-31-2021
Year 3 (Sept 2022 - Sept 2023)	\$35260	07-01-2022	07-31-2022

TERMS AND CONDITIONS

DreamBox Learning, Inc. (“DreamBox Learning”) offers software products and services that provide personalized math instruction in an engaging environment for students. DreamBox Learning provides a three-pronged approach to math, focusing on teaching concepts, problem-solving, and procedures, that is underpinned with an intelligent, adaptive engine that sequences and personalizes instruction to meet the needs of each student. DreamBox Learning’s software products and services are offered to you on a software-as-a-service basis pursuant to the terms and conditions set forth in this Software-as-a-Service Agreement (the “Agreement”). This Agreement is made and entered into by and between DreamBox Learning and you, the customer identified on the attached order form (“you” or “Customer”). This Agreement sets forth the terms and conditions pursuant to which DreamBox Learning agrees to provide to you access to and use of the software products and services described in this Agreement (collectively, the “Software and Services”). This Agreement comprises the attached order form (the “Order Form”) and these terms and conditions (the “Terms and Conditions”), each of which are an integral part of this Agreement and incorporated herein by this reference. If this Agreement reflects your understanding, please indicate your agreement to be legally bound hereto by having a duly authorized signatory sign below. The Agreement will only be effective when executed and delivered by a duly authorized signatory of each party. Capitalized terms used but not otherwise defined in these Terms and Conditions (whether in singular, plural, or possessive) have the meaning ascribed to such terms in the text of these Terms and Conditions or the Order Form.

1. CUSTOMER ACCOUNT

1.1 Access. These Terms and Conditions govern your access to the Software and Services. The Software and Services comprise the software to which you are granted access by DreamBox Learning (the “Software”) and the services provided by DreamBox Learning to you in connection therewith (the “Services”). Beginning on the Service Start Date, DreamBox Learning will provide you with the account activation information necessary for you to access the Software and Services via an online account (the “Customer Account”). Notwithstanding anything to the contrary herein, you will be responsible for obtaining and maintaining at your expense all the necessary computer hardware, software, modems, routers, connections to the Internet, and other equipment, systems, and networks required in order to access the Customer Account and the Software and Services provided in connection therewith. You are solely responsible for the confidentiality and use of the usernames, passwords, and account identifiers associated with the Customer Account. In no event will DreamBox Learning be liable for any loss of your data or other claims to the extent the same arose from unauthorized access to the Customer Account.

1.2 Updates; Enhancements. At no charge to you, DreamBox Learning will install on its servers any software updates deemed reasonably necessary to address errors, bugs, or other performance issues in the Customer Account or the Software and Services (collectively, “Updates”). Updates, if any, will be subject to this Agreement. DreamBox Learning reserves the right at any time and without prior notice to Customer to temporarily limit Customer’s access to the Customer Account and use of the Software and Services in order to perform repairs, make modifications, or as a result of circumstances beyond DreamBox Learning’s reasonable control. DreamBox Learning may, in its sole discretion, modify, enhance, or otherwise change the Software and Services upon written notice to you. DreamBox Learning shall not be obligated to provide to you any new feature, functionality, or service for which DreamBox Learning generally charges a separate fee.

1.3 License. Subject to the terms and conditions of this Agreement, DreamBox Learning hereby grants to you a limited, non-exclusive, non-sublicensable, non-transferable license during the Subscription Period to access the Customer Account and permit designated faculty and staff and enrolled students to use the Software and Services, as made available to you via the Customer Account, commencing on the Service Start Date, solely for your own educational purposes.

1.4 Protections Against Unauthorized Use. You will take all appropriate steps and precautions to protect the Software and Services from unauthorized use by your officers, directors, trustees, faculty, staff, employees, agents, and students, and any third parties who obtain access to the Software and Services directly or indirectly through you, including any former officers, directors, trustees, faculty, staff, employees, agents, or students. You understand that nothing in the license granted to you in Section 1.3 above permits you to disclose know-how, trade secrets, or other non-public information disclosed to you by DreamBox Learning to any third party without obtaining DreamBox Learning’s advance written consent except as otherwise required by applicable state or federal law. In the event of any actual or suspected unauthorized use by anyone who obtained access to the Software and Services directly or indirectly through you, you will take all steps reasonably necessary to terminate such unauthorized use. Further, you will provide to DreamBox Learning such cooperation and assistance related to any such unauthorized use as DreamBox Learning may reasonably request.

1.5 Compliance with Website Terms of Use, Privacy Policy, and Other Legal Terms. You understand and agree that you and your officers, directors, trustees, faculty, staff, employees, agents, and students will be bound by the terms and conditions set forth in DreamBox Learning’s Website Terms of Use (available at <http://www.dreambox.com/terms> or a successor site) to which you and such individuals will consent in connection with your and their access to and use of the Customer Account and the Software and Services.

1.6 Reservation of Rights. The Software and Services are licensed to you, not sold. You acknowledge that the Software and Services and any and all intellectual property rights therein, including any know-how, trade secrets, and other non-public information related to the Software and Services, are, and shall remain, the sole and exclusive property of DreamBox Learning and contain DreamBox Learning’s confidential and proprietary materials. All uses of DreamBox Learning’s trademarks and related goodwill incidental to your access to the

Customer Account or use of the Software and Services will inure solely to DreamBox Learning and you will obtain no rights with respect to any of DreamBox Learning's trademarks. You acknowledge and agree that, if you or your officers, directors, trustees, faculty, staff, employees, agents, or students provide any feedback or suggestions to DreamBox Learning concerning the Software and Services (including identifying any potential errors or improvements) ("Feedback"), DreamBox Learning is hereby assigned all right, title, and interest in and to the Feedback, including any and all intellectual property rights therein, and DreamBox Learning is free to use the Feedback without any payment or restriction.

2. TERM AND TERMINATION

2.1 Term. This Agreement will become effective as of the Effective Date, and it will continue in effect until it expires or is terminated in accordance with Sections 2.2, 2.3, and/or 2.4 below (the "Term"). For the avoidance of doubt, the Term comprises the period between the Effective Date and the Service Start Date, the Initial Period, and each Renewal Period.

2.2 Subscription Period. The Initial Period and each Renewal Period (collectively, the "Subscription Period") will be for the duration set forth in the Order Form. Following the end of the Subscription Period, this Agreement automatically will expire, unless the parties mutually agree in writing to renew this Agreement for one or more additional periods.

2.3 Termination without Cause. Neither party may terminate this Agreement without cause. For termination for cause, see Section 2.4 below. Notwithstanding the foregoing, you may terminate this Agreement at the end of the Initial Subscription Period or the then-current Subscription Renewal Period, as the case may be, in the event that an amount necessary to pay the Fee, or Fees, associated with the next Subscription Renewal Period are not included in your budget appropriation for the applicable appropriation period, provided that (a) you use your best efforts to seek and obtain the necessary amount to meet your payment obligations hereunder in each applicable budget appropriation; (b) you notify us of your intent to terminate the agreement within 60 days after the applicable budget appropriation is approved and no later than 30 days prior to the end of the Initial Subscription Period or the Subscription Renewal Period, as the case may be, and (c) you do not, and you hereby agree that you will not, seek and obtain replacement software or services that are the same as or similar to the Software and Services during the applicable appropriation period.

2.4 Termination or Suspension for Cause. Either party may terminate this Agreement and the rights granted hereunder by written notice to the other party in the event of any material breach by the other party of any term or condition set forth herein, if such breach remains uncured 10 days after receipt by the defaulting party of a written notice of default from the non-defaulting party. In addition to other remedies available to DreamBox Learning, it may, in its sole discretion, suspend your access to the Customer Account and use of the Software and Services if payment of any Fee is due and payable and remains outstanding for more than 45 days.

2.5 Survival. Upon termination or expiration of this Agreement, all rights and duties of the parties toward each other pursuant to the Agreement cease except that: (a) within 30 days of the effective date of termination, you will pay all amounts owing to DreamBox Learning, including any Fees accrued prior to the effective date of termination; and (b) Sections 1.4, 1.5, 1.6, 2.5, 3, and 4 survive termination or expiration of this Agreement.

3. PRIVACY

DreamBox Learning understands and agrees that you have obligations under the Family Educational Rights and Privacy Act and regulations and guidelines issued thereunder, as the same may be amended from time to time ("FERPA"), and other privacy laws to protect the confidentiality of personally identifiable information, as that term is defined in FERPA ("PII"), and to obligate those to whom you disclose PII to perform certain functions on your behalf in order to meet requirements and safeguards with respect to the use of such PII. During the term of this Agreement, DreamBox Learning is designated as your authorized representative (as that term is defined in FERPA) to receive, obtain, or create PII residing in one or more of DreamBox Learning's computer information systems used to host the Software and perform the Services. Without limiting any other obligations of this Agreement, DreamBox Learning will (a) not use PII for any purpose other than as expressly allowed under this Section 3; (b) not further disclose PII to any person, other than (i) to your applicable public school district and its employees or (ii) as specifically required or authorized by federal law; and (c) implement policies and procedures consistent with FERPA and in accordance with generally accepted practices, privacy laws, and regulations to safeguard PII from unauthorized use and further disclosure. Notwithstanding the foregoing, you acknowledge and agree that you are responsible for notifying DreamBox Learning concerning any changes to your public school district or its students, parents, teachers, or administrators that may impact DreamBox Learning's privacy policies. DreamBox Learning has no obligations to change its practices unless and until it has received notification from you of any such change, or changes, including, without limitation, any change in desired access by a student, parent, teacher, or administrator.

4. MISCELLANEOUS

The Terms and Conditions and the Order Form contain the entire agreement of the parties with respect to the subject matter of this Agreement and supersede all previous communications, representations, understandings, and agreements, either oral or written, between the parties with respect to said subject. No terms, provisions, or conditions of any sales order, purchase order, acknowledgement, or other business form that either party may use in connection with the transactions contemplated by this Agreement will have any effect on the rights, duties, or obligations of the parties under, or otherwise modify, this Agreement, regardless of any failure of a receiving party to object to these terms, provisions, or conditions. This Agreement may not be amended, except by a writing signed by both parties. Applicable activation codes for the subscription purchased by you will be issued following receipt of your authorized signature on the Order Form. Receipt of a signed Order Form from you represents a binding agreement to purchase access to

the Software. All Fees and payments are non-refundable, unless you terminate this Agreement for cause pursuant to Section 2.4 above, in which case you will receive a prorated refund of any Fees paid in advance of receipt of the Software and Services. You will remit all payments in US Dollars. Fees are exclusive of any applicable taxes or surcharges. Taxes and surcharges, if applicable, are subject to change at the time of invoicing. DreamBox Learning will not charge you taxes or surcharges if you provide us with a valid tax exemption certificate. The parties shall attempt to settle any dispute, controversy, or claim arising out of or in connection with this Agreement through consultation and negotiation in good faith and a spirit of cooperation. This Agreement and all disputes, claims, or controversies arising out of or in connection with this Agreement, including any question regarding its formation, existence, validity, enforceability, performance, interpretation, breach, or termination shall be governed by and construed in accordance with the substantive local laws of the State of Washington, without reference to its choice of law rules and not including the provisions of the 1980 U.N. Convention on Contracts for the International Sale of Goods. Each party hereby irrevocably consents to the exclusive jurisdiction and venue of the federal and state courts located in King County, Washington, in connection with any action arising out of or in connection with this Agreement and agrees that service of process to the party's address set forth on the Order Form (as may be updated from time-to-time by written notice to the other party in accordance with this Section 4) will constitute effective service within the State of Washington. Any notice required or permitted under the terms of this Agreement or required by law must be in writing and must be: (a) delivered in person, (b) sent by first class mail, or (c) sent by overnight air courier, in each case properly posted and fully prepaid to the address set forth on the Order Form. Either party may change its address for notices by notice to the other party given in accordance with this Section 4. Notices will be deemed given at the time of actual delivery in person, three business days after deposit in the mail as set forth above, or one day after delivery to an overnight air courier service. DREAMBOX LEARNING DOES NOT WARRANT THE SOFTWARE OR SERVICES, EXCEPT AS SPECIFICALLY AGREED TO IN WRITING, AND EXPRESSLY DISCLAIMS ALL IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, QUALITY, ACCURACY, TITLE, AND NON-INFRINGEMENT. YOU WILL NOT HAVE THE RIGHT TO MAKE OR PASS ON ANY REPRESENTATION OR WARRANTY ON BEHALF OF DREAMBOX LEARNING TO ANY THIRD PARTY. NEITHER PARTY SHALL HAVE ANY CONTRACTUAL INDEMNIFICATION OBLIGATIONS TO THE OTHER PARTY. It is the express intention of the parties that DreamBox Learning perform the Services as an independent contractor. Nothing in this Agreement will in any way be construed to constitute DreamBox Learning as your agent, employee, or representative. Any waiver of the provisions of this Agreement or of a party's rights or remedies under this Agreement must be in writing to be effective. Failure, neglect, or delay by a party to enforce the provisions of this Agreement or its rights or remedies at any time, will not be construed as a waiver of the party's rights under this Agreement and will not in any way affect the validity of the whole or any part of this Agreement or prejudice the party's right to take subsequent action. Exercise or enforcement by either party of any right or remedy under this Agreement will not preclude the enforcement by the party of any other right or remedy under this Agreement or that the party is entitled by law to enforce. If any term, condition, or provision in this Agreement is found to be invalid, unlawful, or unenforceable to any extent, the parties will endeavor in good faith to agree to amendments that will preserve, as far as possible, the intentions expressed in this Agreement. If the parties fail to agree on an amendment, the invalid term, condition, or provision will be severed from the remaining terms, conditions, and provisions of this Agreement, which will continue to be valid and enforceable to the fullest extent permitted by law. This Agreement may be executed in counterparts, each of which will be deemed to be an original and together will constitute one and the same agreement. This Agreement may also be executed and delivered by facsimile or other electronic means and such execution and delivery will have the same force and effect of an original document with original signatures. This Agreement will be binding upon and will inure to the benefit of the parties and their respective successors and assigns.

DREAMBOX LEARNING, INC

CUSTOMER

Signature: _____

Signature: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

RIVERSIDE PUBLIC SCHOOL DISTRICT 96

3340 S. Harlem Ave. Riverside, IL 60546
708-447-5007
708-447-3252 *fax*
www.district96.org



To: Dr. Martha Ryan-Toye, Superintendent
From: Angela Dolezal, Director of Teaching and Learning
Don Tufano, Director of Technology and Innovation
Date: August 5, 2020
Re: Reading Supplemental Resource - Lexia

Background

During the 2017-2018 school year, the kindergarten team piloted the Benchmark Advance reading series. There were several positive things about the program, including the systemic and explicit approach used for phonics instruction, and so the program was adopted for the 2018-2019 school year. Also, during the 2018-2019 school year, the first-grade team adopted the phonics series for Benchmark Advance to be used in conjunction with the ReadyGen curriculum that was adopted the previous year.

During the pilot, the kindergarten team realized that due to the half-day kindergarten program, they were not able to get through all ten phonics units. They revamped their lessons, and for the 2018-2019 school year, they followed the pacing of the Benchmark Advance Phonics Skills. This faster-paced sequence would hopefully allow the teachers to get through all the phonics lessons in a half-day kindergarten program. However, as they taught with this new pacing guide, they learned that it was not developmentally appropriate, and they worked with the Assistant Superintendent to create a new phonics sequence for the 2019-2020 school year.

Process

During the 2019-2020 school year, the Director of Teaching and Learning had many discussions with the kindergarten teachers and the first-grade teachers around phonics instruction. The effectiveness of the new phonics sequence was revisited throughout the school year. And, it was determined that while the new sequence was better, gaps in phonics instruction were still noticeable. The Director of Teaching and Learning also met with the reading specialists throughout the year. During these discussions, the reading specialists shared their knowledge about the holes in students' phonics skills.

Throughout the 2019-2020 school year, the primary teachers, the reading specialists, the principals, and the Director of Teaching and Learning had several discussions around how to address these foundational gaps. Realizing a need for whole-class instruction, the Director of Teaching and Learning discussed with other districts how they were meeting their students' foundational skills needs. A few schools relayed their success with Lexia Core 5.

A summer pilot was established for use during the 2020 summer school program, with the intention of beginning district-wide implementation during the 2020-2021 school year.

Table 1: Pricing

Vendor	First Year Cost
Lexia Core5/Lexia PowerUp	\$27,925

Technology Considerations

District 96 continues to work with Learning Learning on finalizing details of the terms of service and data-sharing agreement. Learning Learning’s PowerUp Literacy services are compliant with all existing state and federal student data privacy laws. Given that the terms of service and data privacy agreements are part of the contractual service agreement, these items will not be finalized until District 96 administration has received the Board of Education approval to execute the agreement.

Recommendation for Consideration

Your favorable consideration and approval are requested for the purchase of a supplemental reading program for the 2020-2021 school year. After careful consideration and thoughtful discussions, it is the recommendation that the district purchase Lexia Core 5 and it’s middle school intervention program, Lexia PowerUp, as a supplemental reading program to enhance phonics instruction.

Implementation of Lexia will begin during the fall of the 2020-2021 school year with grades K-2. Teachers will use Lexia Core 5 and Lexia PowerUp as an intervention for students in grades 3-8 during the 2020-2021 school year. Further discussions will take place on whether to continue the program as an intervention for students in grades 3-5 or to move it to implementation for all students in grades K-5 for the 2021-2022 school year.



A Rosetta Stone® Company

Riverside Public SD 96

Jaclyn Shea
978-405-6223
jshea@lexialearning.com

July 10, 2020

Option #1

Package Includes	1-Year License	2-Year License	3-Year License
2 Unlimited Core5/PowerUp Site Licenses (Ames & Central) with Core5 Implementation Success Partnerships, 335 Core5/PowerUp Student Licenses, 2 Core5 Implementation Success Partnerships (Hollywood & Blythe), PowerUp Live Online Training Sessions	\$38,812.50 (Savings = \$5,987)	\$72,802.12 (Savings = \$16,872)	\$94,408.87 (Savings = \$30,991)
TOTAL	\$38,812.50	\$72,802.12	\$94,408.87

Option #2

Package Includes	Year 1: 3 Year Term License + 1 st Year Hosting	Year 2: 2 nd Year Hosting	Year 3: 3 rd Year Hosting
3 Year Term/Hosting: 2 Unlimited Core5/PowerUp Site Licenses (Ames & Central) with Core5 Implementation Success Partnerships, 335 Core5/PowerUp Student Licenses, 2 Core5 Implementation Success Partnerships (Hollywood & Blythe), 1 PowerUp Live Online Training Session	\$62,000 ***Includes Additional Discount	\$21,750	\$21,750
TOTAL	\$62,000	\$21,750	\$21,750

Option #3

Package Includes	1-Year License	2-Year License	3-Year License
2 Unlimited Core5/PowerUp Site Licenses (Ames & Central) with Core5 Virtual Implementation Success Partnerships, 335 Core5/PowerUp Student Licenses, 2 Core5 Virtual Implementation Success Partnerships (Hollywood & Blythe), PowerUp Live Online Training Sessions	\$36,125 (Savings = \$1,675)	\$66,891.25 (Savings = \$8,708)	\$93,698.75 (Savings = \$19,701)
TOTAL	\$36,125	\$66,891.25	\$93,698.75

