

## CONSOLIDATED FEDERAL PROGRAM ASSURANCES

**These assurances are subject to change as we learn more about the timelines and requirements of ESSA.**

**The LEA and the participating schools agree and maintain records that document the following:**

### **Communications to Parents and Community**

1. Produce and disseminate to parents annual LEA and school report cards by the beginning of each school year with disaggregated assessment results *and* information on Title I schools identified for improvement. The report card must be in an understandable and uniform format and, to the extent practical, in a language that non-English speaking parents can understand.
2. Provide to the public, the educator quality data required to be included in the annual LEA and school report cards including: the percentage of core area classes taught by teachers who were not highly qualified for their assignments (including situations where special educators are providing primary instruction in a core area), the percentage of teachers who were on emergency licenses, and the professional qualifications of the LEA's and school's educators.
3. Provide parents, of children in a Title I school, information on the level of achievement of their children in each of the State academic assessments.
4. Provide all notices to parents in a format that is understandable and, to the extent practicable, in a language that the parents can understand.
5. Notify, at the beginning of each school year, parents in Title I schools of their right *to request* information regarding the professional qualifications of their child's classroom teachers. If requested, the information shared should include (a) if the teacher has met state licensing criteria for the grade levels and subjects taught, (b) whether the teacher is teaching under a licensure waiver, (c) the teacher's degree major, and (d) whether their child is provided any services by paraprofessionals, and if so, their qualifications.

### **Parental Involvement**

1. Involve parents in the development of the Consolidated Federal Programs (CFP) application, including asking for input relative to Title I and Title IIA.
2. Develop a written parent involvement policy for the LEA *and* each Title I school. This policy will be developed jointly with, agreed on with, and distributed to, parents of participating children. The policy shall be incorporated into the local educational agency's plan and describe the agency's expectations for parent involvement. Title I schools are also required to have a Parent-School Compact.

## Professional Learning

1. Conduct a periodic needs assessment that includes local needs for professional learning and hiring taking into account the activities that are needed to give teachers the means (including subject matter knowledge, teaching, and technology skills) to provide students with the opportunity to meet challenging state and local student academic achievement standards *and* give principals the instructional leadership skills to help teachers to provide students with the opportunity to meet challenging state and local student academic achievement standards. In conducting the needs assessment, we will consider information such as:
  - student achievement data;
  - information about numbers of teachers who lack full teacher licensure;
  - projections of teacher supply in critical areas;
  - student enrollment data;
  - information on evidence-based research on proposed programs and strategies, and educator evaluations.
2. Align the professional learning provided to teachers and principals with challenging State academic content standards, student academic achievement standards, State assessments, and the curricula and programs tied to those standards.
3. Base professional learning activities on a review of evidence-based research that will have a substantial, measurable, and positive impact on student academic achievement, and will be used as part of a broader strategy to eliminate the achievement gap that separates the performance of low-income and minority students from other students.
4. Coordinate professional learning activities authorized under Title II, Part A with professional learning activities provided through other Federal, State, and local programs.
5. Ensure that the professional learning needs of teachers (including teacher mentors) and principals will be met with the LEA's Title II, Part A, *Supporting Effective Instruction*, funds.
6. Provide training to enable teachers to (1) teach to the needs of students with different learning styles – particularly students with disabilities, students with special learning needs (including those who are gifted and talented), and those with limited English proficiency; (2) improve student behavior in the classroom; (3) involve parents in their child's education; and (4) understand and use data and assessments to improve classroom practice and student learning.
7. Ensure that the professional learning meets the **NCLBA** definition of professional learning including activities that:
  - Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom *and are not* one-day or short-term workshops or conferences;

- Are an integral part of broad schoolwide and LEA-wide educational improvement plans; and as a whole, are no less than annually evaluated for their impact on increased teacher effectiveness and improved student academic achievement, and the findings of the evaluations are used to improve the quality of professional learning.
8. Support the recruitment, hiring, and training of highly qualified teachers, including teachers who became highly qualified through state and local alternative routes to certification.
  9. If identified for LEA Improvement, spend not less than 10 % of the Title I funds received for each year that the LEA is so identified to address the professional learning needs of their instructional staff. This amount may include Title I funds set aside to serve teachers and principals in identified Title I schools within the LEA, but may not include Title I monies set aside to ensure teachers and paraprofessionals are highly qualified.

### **Homeless Education**

1. Designate a liaison for students in homeless situations, even if no child in the LEA is currently considered homeless.
2. Provide transportation to and from the school of origin for homeless students, if requested by the parent and is feasible and in the best interest of the child, so the child can continue his or her educational experience uninterrupted.
3. The LEA will adopt policies and practices to ensure that homeless students are not stigmatized or segregated on the basis of their status as homeless.
4. In accordance to the homeless student's best interest, the LEA must continue the student's education in the school of origin for the duration of homelessness:
  - a) In any case in which a family becomes homeless between academic years or during the academic year; or
  - b) For the remainder of the academic year, if the student becomes permanently housed during an academic year; or
  - c) Enroll the student in any public school that non-homeless students, who are living in the same attendance area as the homeless student, are eligible to attend.
5. In determining the best interest of the homeless student, the LEA must:
  - a) To the extent feasible, keep a homeless student in the school of origin, except when doing so is contrary to the wishes of the student's parent or guardian;
  - b) Provide a written explanation, including a statement of the right to appeal, to the student's parent or guardian, if the LEA sends such student to a school other than the school of origin or a school requested by the parent or guardian; and
  - c) In the case of an unaccompanied youth, ensure that the designated homeless liaison (see #7) assists in placement or enrollment decisions, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.

6. If a dispute arises over school selection or enrollment in a school, the student shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute.
7. The school selected shall immediately enroll the homeless student, even if the student is unable to produce records normally required for enrollment, such as previous academic records, medical records and proof of residency.
8. The LEA must adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin until the student's family obtains permanent housing.
9. The LEA must designate a liaison for students experiencing homelessness, even if there are no students currently identified as homeless. The liaison must ensure that:
  - a) Homeless children and youths are identified by school personnel and through coordination activities with other entities and agencies;
  - b) Homeless students enroll in and have full and equal opportunity to succeed in school;
  - c) Homeless students and their families receive educational services for which they are eligible, including free meals, Title I, Part A services, public pre-school programs and/or Head Start; and referrals to health, housing, and other appropriate services;
  - d) Parents or guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
  - e) Public notice of the educational rights of homeless students is disseminated in schools and other places where homeless students and their families receive services;
  - f) Enrollment disputes are mediated; and
  - g) The parent or guardian of a homeless student or any unaccompanied youth is fully informed of all transportation services including transportation to the school of origin, if that is the school placement.

### **Persistently Dangerous Schools**

1. Allow a student that attends a persistently dangerous school, as designated by the State, or who has been a victim of a violent criminal offense on the grounds of the public school the student attends, to transfer to a safe public school within the LEA.

### **Consultation**

1. Provide for systematic consultation with parents of elementary and secondary school children, teachers and administrators and other groups such as librarians, school counselors and pupil services personnel in the planning, design and implementation of all activities and strategies described in the Consolidated Federal Programs application. Description of this process must be on file at the LEA office.

2. Consult with and involve representatives of important stakeholder groups in the preparation and implementation of the CFP application, including planning for professional learning. These groups include parents of children attending elementary and secondary schools in the LEA, teachers, administrators, independent school representatives and others.

### **Flexibility**

1. Inform participating schools of their right to request a waiver under the State's ED FLEX authority.

### **Limited English Proficient (LEP) Students**

1. Include LEP students in state assessments.
2. Assess annually the English language proficiency of all LEP students in reading, writing, speaking, and listening, and report data on English language proficiency to the State.

### **Assessment**

1. Participate in National Assessment of Educational Progress (NAEP) testing if the LEA is requested to participate in the State sample.
2. Use student academic assessments to review annually the progress of each school served and its students to ensure all students will meet the State Standards within 12 years.

### **Program Reporting and Evaluation**

1. Maintain such records and provide such information to the Vermont Agency of Education, as may be reasonably required for fiscal audit and program evaluation and federal reporting purposes.
2. Annually evaluate CFP Title programs. Use the results of the annual evaluation to make decisions about appropriate changes in programs for the subsequent year.

### **Title I, Part A – Improving the Academic Achievement of the Disadvantaged**

1. Inform eligible schools and parents of schoolwide program authority and the ability to consolidate funds from Federal, State and local sources.
2. Work with schools to develop schoolwide plans and provide technical assistance and support for these programs.

3. Take into account that services may be most effective if focused upon students in the earliest grades.
4. Comply at a minimum, when providing early childhood services, with the performance Standards of Head Start.
5. Coordinate and collaborate with the SEA and others if identified schools request assistance.
6. Assist each Title I school in the development or identification of examples of high quality, effective curricula consistent with the State Plan.
7. Assure that migratory children and former migratory children who are eligible to receive Title I, Part A services are selected to receive services on the same basis as other children are selected to receive Title I, Part A services.
8. Ensure, through incentives for voluntary transfers, the provision of professional learning, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out of field or inexperienced teachers.

### **Safe and Drug-Free Schools and Communities**

1. The LEA assures that it will continue to provide a drug-free workplace by:
  - a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violations of such prohibition;
  - b. Establishing an on-going drug-free awareness program to inform employees about -
    - i. The dangers of drug abuse in the workplace,
    - ii. The grantee's policy of maintaining a drug-free workplace,
    - iii. Any available drug counseling, rehabilitation, and employee assistance programs, and
    - iv. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
  - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement.
  - d. Notifying the employee in the statement required a) that, as a condition of employment under the grant, the employee will abide by the terms of the statement, and notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the work-place no later than five calendar days after such conviction.

e. Notifying the agency, in writing, within ten calendar days after receiving notice from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

f. Taking one of the following actions, within 30 calendar days of receiving notice with respect to any employee who is so convicted:

- i. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended, or
- ii. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency; and
- iii. Making a good faith effort to continue to maintain a drug-free workplace through implementation of the above.

2. Assure that each school within the LEA will adopt and implement policies regarding any student/staff that brings a weapon to school, which complies with Vermont and Federal law. [ESEA, §4141(h) and VT Title 16, §1166]

## General

1. Take into account evidence-based research, model programs & findings.
2. Not discriminate against and deny equal access or a fair opportunity for meeting space to any group officially affiliated with the Boys Scouts of America, or any other youth group listed in Title 36, that wishes to conduct a meeting within a designated open forum or limited public forum.
3. Provide, upon request from military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone numbers. Parents may request in writing that their child's name not be on the list.
4. Use funds only to supplement, not supplant the level of funds from non-federal sources. The use of federal funds will not result in a decrease in state or local funds for a particular activity, which, in the absence of federal funds, would have been available to conduct an activity supported by the programs authorized in the CFP application.
5. Submit, if the LEA CFP plan is unsatisfactory to any parents, the parents' comments when the LEA submits its application to the State.
6. As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, 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 the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
  - b) 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 the Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
  - c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts).
7. As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at CFR Part 85, Sections 85.105 and 85.

The applicant certifies that it and its principals:

- Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- Are not presently indicted for or other-wise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (A) b) of this certification; and
- Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and
- Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.