

COMMUNITY UNIT SCHOOL DISTRICT NO. 205

Board of Education

5:30PM – Tuesday, June 23, 2020

932 Harrison Street, Galesburg, IL 61401

**Via Zoom**

Join Zoom Meeting

<https://us04web.zoom.us/j/79340700295?pwd=dW1nR0JINGQyU1JodDNQeXQ1WGVBDz09>

Meeting ID: 793 4070 0295

Password: special

SPECIAL MEETING

AGENDA

- I. Call to Order
- II. Roll Call
- III. Consider Approval of PSIC Renewal
- IV. Consider Approval of Consolidated Grant Application
- V. Consider Approval of Personnel Agenda
- VI. Consider Approval of King Soffit Material Change Order Request
- VII. Consider Approval of Jr-Sr High Kitchen-Concrete Moisture Mitigation
- VIII. Consider Approval of Resolution Reference the Honorable Dismissal of Certain Educational Support Personnel During the COVID-19 Pandemic (with Exhibits)
- IX. Consider Approval of Resolution Reference Decision to Discontinue Certain Extra-Duty/Stipend Assignments and Duties During the COVID-19 Pandemic (with Exhibits)
- X. Closed Session for the Purpose of Appointment, Employment, Compensation, Discipline or Dismissal of an Employee(s) and Negotiations
- XI. Adjourn

# **Bushue HR, Inc.**

**Bushue HR, Inc.** Phone: (217) 342-3046  
P.O. Box 89 Fax: (217) 342-5673  
Effingham, IL 62401 Email: info@bushuehr.com

*An Outsourced Risk Management Company Focusing on Human Resources, Insurance,  
Background Screening and Fingerprinting*

June 15, 2020

Galesburg CUSD #205  
932 Harrison Street  
Galesburg, IL. 61401  
Attention: Dr. John Asplund

Dear Dr. Asplund,

## **RE: PROPERTY/CASUALTY/LIABILITY INSURANCE RENEWALS**

The attached summary illustrates the expiring and renewal coverages with the current Insurance Carrier, Prairie State Insurance Cooperative (PSIC), through Purdum Gray Ingledue Beck, Inc. from Macomb, IL.

Our attached Renewal Worksheet Forms show the expiring and renewal coverage from PSIC. The first column of each page is the expiring insurance coverage for the District. The second column is the renewal coverage as presented by the current Insurance Carrier and Agent.

### **Following are some changes from the expiring:**

- The Blanket Limit and Statement of Values (SOV) have been reviewed with Administration, and the values have been increased to better reflect Replacement Cost Values. The Property Blanket Limit increased from \$216,917,180 to \$223,464,559.
- PSIC decreased the pooled Earthquake Limit from \$76,000,000 to \$20,000,000 for the renewal.
- PSIC increased the program's Deductible Per Occurrence from \$1,000 to \$2,500 for the renewal.
- PSIC decreased the pooled Flood Limit from \$61,000,000 to \$31,000,000 for the renewal.
- The number of insured vehicles decreased from twenty-four (24) to twenty (20).
- PSIC increased the program's Auto Comprehensive and Collision Deductibles Per Occurrence from \$1,000 to \$2,500 for the renewal.
- PSIC decreased the program's Umbrella Limit from \$18,000,000 to \$8,000,000 for the renewal.
- The Worker's Compensation payrolls have been amended for the renewal. The 8868 Class Code (Colleges or Schools, Teachers) payroll increased from \$26,407,598 to \$26,691,958. The 7380 Class Code (Drivers, Chauffeurs, & Their Helpers) payroll increased from \$102,524 to \$119,780. The 9101 Class Code (All Other Employees) payroll increased from \$983,911 to \$1,014,252. The Class Code 9082 (Cafeteria) payroll increased from \$810,285 to \$839,541.

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- The Worker's Compensation rates have been decreased for the renewal. The 8868 Class Code (Colleges or Schools, Teachers) rate decreased from 0.30 to 0.29. The 7380 Class Code (Drivers, Chauffeurs, and Their Helpers) rate decreased from 7.97 to 7.66. The 9101 Class Code (All Other Employees) rate decreased from 3.25 to 3.12. The Class Code 9082 (Cafeteria) rate has been decreased from 1.54 to 1.44.
- The Worker's Compensation Experience Modification Factor decreased from 1.27 in 2019 to 1.20 for 2020. The standard Experience Modification Factor is 1.00.

This renewal reflects an increase in premium in the amount of \$102,125; which is 16.51% over the expiring. The increase is due to loss history, market conditions, and PSIC taking COVID-19 into consideration. Over the past three (3) years, the PSIC program has seen a significant increase in large claims that still are not closed. The market continues to harden due to increased weather-related catastrophic losses (wildfire, flood, tornados, and hurricanes).

The District filed twenty-six (26) Property/Casualty claims during the last five (5) policy terms. One (1) claim remains open. The Insurance Carrier paid a total of \$298,976.73 and has set \$52854.61 in Open Reserves. The District's 2014-2015 Property/Casualty Loss Ratio is 213%. The District's 2015-2016 Property/Casualty Loss Ratio is 192%. The District's 2016-2017 Property/Casualty Loss Ratio is 428%. The District's five (5) year Loss Ratio is 168%.

The District filed seventy-six (76) Worker's Compensation claims during the last five (5) policy terms. Three (3) claim remains open. The Insurance Carrier paid a total of \$882,305.62 and has set \$158,271.24 in Open Reserves. The District's 2014-2015 Worker's Compensation Loss Ratio is 218%. The District's 2015-2016 Worker's Compensation Loss Ratio is 139%. The 2016-2017 Worker's Compensation Loss Ratio is 182%. The District's five (5) year Loss Ratio is 119%.

We appreciate the opportunity to serve the District. If you have any questions, please feel free to contact our office.

Respectfully,



Steve Bushue  
CEO, Bushue HR, Inc.

VSS

**Galesburg CUSD #205 - Renewal Date: 07/01/2020**  
**Property & General Liability Renewal Form**

Insurance Agency Name	Purdum Gray Ingledue Beck, Inc.	
Insurance Carrier Name	PSIG	PSK
Limit of Liability - Property - Blanket/All Risk	Current	Renewal
Blanket, All Risk	216,917,180	223,464,559
Overall Building Limit	Included	Included
School District Personal Property	Included	Included
Replacement Cost/ACV	RC	RC
Deductible Per Occurrence	1,000	2,500 *
Coinsurance %	100%	100%
Earthquake Coverage Limit	76,000,000	20,000,000 *
Earthquake Deductible Per Occurrence	1,000	2,500 *
Rate Level Guaranteed (If yes, how long)	-	One (1) Year
<b>Total Property Premium</b>	<b>\$58,832.00</b>	<b>\$116,827.00</b>

Will the policy provide full coverage, up to maximum policy Limits, for Backup of Sewer/Surface Water coverage?	Yes	Yes
<i>If no, please state the Limit.</i>	N/A	N/A
Does the policy provide coverage for Flood Coverage?	Yes	Yes
<i>If yes, please state the Limit.</i>	61,000,000	31,000,000 *
<i>If yes, please state the Flood Coverage Deductible Per Occurrence.</i>	1,000	2,500 *
Does the policy provide coverage for Mine Subsidence?	Yes	Yes
<i>If yes, please state the Limit.</i>	750,000	750,000
<i>Blanket Limit, If Applicable.</i>	-	-
Does the policy provide Ordinance or Law coverage?	Yes	Yes
<i>Limit Per Coverage A</i>	Included in Building Limit	Included in Building Limit
<i>Limit Per Coverage B</i>	Included in Building Limit	Included in Building Limit
<i>Limit Per Coverage C</i>	Included in Building Limit	Included in Building Limit
<i>Limit Per Building, If Applicable</i>	-	-
<i>Blanket Limit, If Applicable.</i>	-	-
Does the policy have Time Element (Extra Expense) Coverage, if so please state the Limit(s)?	Yes	Yes
<i>Blanket Limit, If Applicable.</i>	1,000,000	1,000,000
<i>Per Location Limit, If Applicable.</i>	-	-
Does the policy have Business Income Coverage, if so please state the Limit(s)?	Yes	Yes
<i>Blanket Limit, If Applicable.</i>	Included	Included
<i>Per Location Limit, If Applicable.</i>	-	-

Insurance Carrier Name	PSIG	
Limit of Liability - Pollution Liability	Current	Renewal
Annual Aggregate	15,000,000	15,000,000
Coverage A: Third Party Claims for Bodily Injury, Property Damage, and Remediation	1,000,000	1,000,000
Coverage B: First Party Remediation	1,000,000	1,000,000
Coverage C: Emergency Response Expense	1,000,000	1,000,000
Deductible Per Occurrence	25,000	25,000
Mold and Legionella Deductible Per Occurrence	100,000	100,000
Coverage D: Business Interruption	5,000,000 / Ninety (90) Days	5,000,000 / Ninety (90) Days
Deductible Per Occurrence	Ten (10) Days	Ten (10) Days
Coverage E: Disinfection Event Expense	500,000	500,000
Deductible Per Occurrence	25,000	25,000
<b>Total Pollution Liability Premium</b>	<b>\$2,282.00</b>	<b>\$2,287.00</b>

**Galesburg CUSD #205 - Renewal Date: 07/01/2020**  
**Property & General Liability Renewal Form**

Insurance Carrier Name	PSIG	PSIG
Limit of Liability - General Liability	Current	Renewal
General Aggregate	4,000,000	4,000,000
Products Completed Ops.	4,000,000	4,000,000
Personal & Advertising Injury	2,000,000	2,000,000
Each Occurrence Limit	2,000,000	2,000,000
Fire Damage Limit	500,000	500,000
Medical Expense Limit	Excluded	Excluded
Deductible Per Occurrence	0	0
Employee Benefits Liability	-	-
Aggregate Limit	4,000,000	4,000,000
Occurrence Limit	2,000,000	2,000,000
Deductible Per Occurrence	0	0
Retroactive Date	7/1/2006	7/1/2006
Sexual Abuse and Molestation	-	-
Aggregate Limit	4,000,000	4,000,000
Occurrence Limit	2,000,000	2,000,000
Policy Form: Claims Made or Occurrence	Occurrence	Occurrence
Law Enforcement	-	-
Aggregate Limit	4,000,000	4,000,000
Occurrence Limit	2,000,000	2,000,000
Crisis Management	-	-
Aggregate Limit	100,000	100,000
Occurrence Limit	50,000	50,000
<b>Total Liability Premium</b>	<b>Included</b>	<b>Included</b>

Insurance Carrier Name	PSIG	PSIG
Limit of Liability - Cyber/Identity Theft Liability	Current	Renewal
Technology Errors & Omissions	N/A	N/A
Security & Privacy Liability (Includes Employee Privacy)	1,000,000	1,000,000
Privacy Regulatory Claims	1,000,000	1,000,000
Security Breach Response	1,000,000	1,000,000
Multimedia Liability	1,000,000	1,000,000
Cyber Extortion	1,000,000	1,000,000
Business Income	1,000,000	1,000,000
Digital Asset Restoration	1,000,000	1,000,000
PCI DSS Assessment	100,000	100,000
Deductible Per Occurrence	5,000	5,000
Aggregate Limit	No Aggregate Limit	No Aggregate Limit
Policy Form	Claims Made	Claims Made
<b>Total Cyber/Identity Theft Liability Premium</b>	<b>\$4,941.00</b>	<b>\$5,534.00</b>

Insurance Carrier Name	PSIG	PSIG
Limit of Liability - Crisis Protect	Current	Renewal
Aggregate Limit	No Aggregate Limit	No Aggregate Limit
Occurrence Limit (Per District)	1,000,000	1,000,000
Sub-Limits	-	-
Ransom	1,000,000	1,000,000
In Transit / Delivery	1,000,000	1,000,000
Expenses	1,000,000	1,000,000
Judgements, Settlements, and Defense Costs	150,000	150,000
Funeral Expenses	1,000,000	1,000,000
Counseling	1,000,000	1,000,000
Abandonment of Building	50% of Limit	50% of Limit
Crisis Communication	1,000,000	1,000,000
Emergency Evacuation	1,000,000	1,000,000
Deductible Per Occurrence	10,000	10,000
Policy Form	Occurrence	Occurrence
<b>Total Crisis Protect Premium</b>	<b>\$4,749.00</b>	<b>\$4,693.00</b>

Insurance Carrier Name	PSIG	PSIG
Limit of Liability - Crime	Current	Renewal
Employee Theft - Blanket Limit	1,000,000	1,000,000
Deductible Per Occurrence	1,000	2,500 *
Depositor's Fidelity & Forgery	1,000,000	1,000,000
Deductible Per Occurrence	1,000	2,500 *
Counterfeit Money Orders & Currency	1,000,000	1,000,000
Deductible Per Occurrence	1,000	2,500 *
Theft, Disappearance, and Destruction	-	-
Inside	1,000,000	1,000,000
Outside	1,000,000	1,000,000
Deductible Per Occurrence	1,000	2,500 *
<b>Total Crime Premium</b>	<b>Included</b>	<b>Included</b>



**Galesburg CUSD #205 - Renewal Date: 07/01/2020**  
**Property & General Liability Renewal Form**

Insurance Carrier Name	PSIG	PSIG
Limit of Liability - Boiler & Machinery	Current	Renewal
Per Accident	250,000,000	250,000,000
Deductible Per Occurrence	5,000	5,000
Extra Expense	Included	Included
<b>Total Boiler &amp; Machinery Premium</b>	<b>\$5,047.00</b>	<b>\$6,870.00</b>

Insurance Carrier Name	PSIG	PSIG
Limit of Liability - Inland Marine	Current	Renewal
Mobile Equipment	74,000	74,000
Electronic Data Processing (EDP) Equipment	1,430,000	1,430,000
Electronic Data Processing (EDP) Media	400,000	400,000
Electronic Data Processing (EDP) Extra Expense	200,000	200,000
Audio/Visual Equipment	14,000	14,000
Musical Instruments	285,000	285,000
Accounts Receivable	5,000	5,000
Valuable Papers	10,000	10,000
Miscellaneous	50,000	50,000
Fiber Optic Cables	10,000	10,000
Deductible Per Occurrence	1,000	2,500 *
<b>Total Inland Marine Premium</b>	<b>Included</b>	<b>Included</b>

Premium	PSIG	PSIG
	Current	Renewal
Total Property Premium	58,832.00	116,827.00
Total Pollution Liability Premium	2,282.00	2,287.00
Total Liability Premium	Included	Included
Total Cyber/Identity Theft Liability Premium	4,941.00	5,534.00
Total Crisis Protect Premium	4,749.00	4,693.00
Total Crime Premium	Included	Included
Total Boiler & Machinery Premium	5,047.00	6,870.00
Total Inland Marine Premium	Included	Included
<b>Total Premium</b>	<b>\$75,851.00</b>	<b>\$136,211.00</b>

Does the coverage & premiums include Terrorism Risk Insurance Act (TRIA) coverage?

Yes

Yes

If yes, please advise the total dollar amount.

Included

Included

**Notes:**

**Prairie State Insurance Cooperative (PSIC)**

- \* PSIC decreased the pooled Earthquake Limit from \$76,000,000 to \$20,000,000 for the renewal
- \* PSIC increased the program's Deductible Per Occurrence from \$1,000 to \$2,500 for the renewal.
- \* PSIC decreased the pooled Flood Limit from \$61,000,000 to \$31,000,000 for the renewal

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**Galesburg CUSD #205 - Renewal Date: 07/01/2020**  
**Automobile Renewal Form**

Insurance Agency Name	Purdum Gray Ingledue Beck, Inc.	Purdum Gray Ingledue Beck, Inc.
Insurance Carrier Name	PSIC	PSIC
Limits of Liability - Auto	Current	Renewal
Number of Vehicles	24	20
Bodily Injury and Property Damage Liability	2,000,000	2,000,000
Medical Payments	Excluded	Excluded
Uninsured Motorist	1,000,000	1,000,000
Underinsured Motorists	1,000,000	1,000,000
Hired Auto	1,000,000	1,000,000
Non-Owned Auto	1,000,000	1,000,000
Garage Liability	1,000,000	1,000,000
Garage Keepers Legal Liability	1,000,000	1,000,000
Deductible Per Occurrence		
Comprehensive	1,000	2,500 *
Collision	1,000	2,500 *
<b>Total Automobile Premium</b>	<b>Included</b>	<b>Included</b>

Does the coverage & premiums include Terrorism Risk Insurance Act (TRIA) coverage?	Yes	Yes
Will the insurance carrier grant permission to operate the buses under conditions where a charge would be made to the students?	Yes	Yes
Will the insurer provide coverage for all additional insured's, including coverage for Board of Education Members, Employees, and Volunteers while using their own vehicles on behalf of the School District?	Yes - Excess Basis	Yes - Excess Basis
Does the medical payments coverage include students as passengers in vehicles?	Yes	Yes
Will the company accept this coverage without other lines?	No	No
Will the insurer furnish "special trips" coverage for tours, outings, picnics, games, and similar activities. Also, the use of the buses by the elderly as permitted by law shall be included. The carrier will confirm that coverage shall be available for these activities and indicate the audit charge per trip in the proposal	Yes	Yes
Will the insurance carrier provide coverage for rental vehicles?	Yes	Yes
Does the policy include Replacement Cost on Buses? <i>If yes, please provide details.</i>	Yes Five (5) Years Old or Newer	Yes Five (5) Years Old or Newer

**Note:**

Prairie State Insurance Cooperative (PSIC)

\* PSIC increased the program's Auto Comprehensive and Collision Deductibles Per Occurrence from \$1,000 to \$2,500 for the renewal.

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**Galesburg CUSD #205 - Renewal Date: 07/01/2020**  
**Umbrella Renewal Form**

<b>Insurance Agency Name</b>	<b>Purdum Gray Ingledue Beck, Inc.</b>	<b>Purdum Gray Ingledue Beck, Inc.</b>
<b>Insurance Carrier Name</b>	<b>PSIC</b>	<b>PSIG</b>
<b>Limits of Liability - Umbrella</b>	<b>Current</b>	<b>Renewal</b>
General Aggregate Limit	18,000,000	8,000,000 *
Self-Insured Retention (SIR)	0	0
General Liability	2,000,000	2,000,000
Employee Benefits Liability	2,000,000	2,000,000
Sexual Misconduct & Molestation	2,000,000	2,000,000
Automotive Liability	2,000,000	2,000,000
School Board Legal Liability (SBLL)	2,000,000	2,000,000
Employers Liability - Worker's Compensation	2,000,000	2,000,000
<b>Total Annual Premium</b>	<b>\$8,067.00</b>	<b>\$11,703.00</b>

**Does the coverage & premiums include TRIA  
(Terrorism Risk Insurance Act) coverage?**

Yes

Yes

*If yes, please advise the total dollar amount.*

Included

Included

**Note:**

*Prairie State Insurance Cooperative (PSIC)*

\* PSIC decreased the program's Umbrella Limit from \$18,000,000 to \$8,000,000 for the renewal.

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**Galesburg CUSD #205 - Renewal Date: 07/01/2020**  
**School Board Legal Liability Renewal Form**

Insurance Agency Name	Purdum Gray Ingledue Beck, Inc.	Purdum Gray Ingledue Beck, Inc.
Insurance Carrier Name	ESIC	ESIC
Limits of Liability - School Board Legal Liability (SBLI)	Current	Renewal
Aggregate Limit	4,000,000	4,000,000
Each Claim Limit	2,000,000	2,000,000
Non-Monetary Claim Expense Limit	250,000 / 500,000	250,000 / 500,000
Deductible Per Occurrence	10,000	10,000
Employment Practices Liability Insurance (EPLI) Deductible Per Occurrence	10,000	10,000
Total Annual Premium	Included	Included

\* All taxes, surplus line charges, fees, etc. must be included in the Annual Premium.

Does the coverage and premium include Terrorism Risk Insurance Act (TRIA) coverage?	Yes	Yes
Does a Retroactive Date apply? <i>If yes, please specify the date.</i>	Yes 7/1/2006	Yes 7/1/2006
Please indicate whether coverage is on Claims Made or Occurrence Basis.	Claims Made	Claims Made
For Claims Made policies, is Prior Acts coverage available? <i>If yes, please indicate the additional cost.</i>	Full Prior Acts - Up to the Retroactive Date Included	Full Prior Acts - Up to the Retroactive Date Included
If additional requirements must be met prior to binding please indicate	N/A	None
Does the above proposal provide full coverage for Sexual Misconduct/Abuse/Molestation/Harassment?	Yes	Yes
Does the policy provide coverage for Defense Costs, even if not successful?	Yes	Yes
Does the policy provide coverage for Due Process? <i>State Sub-Limit for this, if any.</i>	Yes 250,000	Yes 250,000
Does the policy provide a Consent to Settle Provision?	Yes	Yes
Are Defense Expenses within the Limit of Liability? <i>State Sub-Limit for Defense Expenses, if any.</i>	Yes 500,000	Yes 500,000
Please Describe any policy Sub-Limits: (Please list other Sub-Limits not included in this list below)		
Limit/Sub-Limit for Special Education.	250,000	250,000
Limit/Sub-Limit Breach of Contract.	100,000	100,000
Limit/Sub-Limit Sexual Abuse/Molestation.	-	-

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**Galesburg CUSD #205 - Renewal Date: 07/01/2020**  
**Worker's Compensation Renewal Form**

<b>Insurance Agency Name</b>	<b>Purdum Gray Ingledue Beck, Inc.</b>		<b>Purdum Gray Ingledue Beck, Inc.</b>	
<b>Insurance Carrier Name</b>	<b>PSIC</b>		<b>PSIC</b>	
<b>Employers Liability Limit</b>	<b>Current</b>		<b>Renewal</b>	
Bodily Injury Accident	2,000,000		2,000,000	
Bodily Injury Disease	2,000,000		2,000,000	
Bodily Injury Disease - Employee	2,000,000		2,000,000	
<b>Codes</b>	<b>Estimated Payroll</b>	<b>Rate Per \$100</b>	<b>Estimated Payroll</b>	<b>Rate Per \$100</b>
8868: Colleges or Schools, Teachers	\$26,407,598	0.30	\$26,691,958	0.29
7380: Drivers, Chauffeurs, and Their Helpers	\$102,524	7.97	\$119,780	7.66
9101: All Other Employees	\$983,911	3.25	\$1,014,252	3.12
9082: Cafeteria	\$810,285	1.54	\$839,541	1.44
<b>Total Estimated Premium</b>	<b>\$406,859.00</b>		<b>\$430,939.00</b>	

Experience Modification 1.27 1.20

**Notes:**

Prairie State Insurance Cooperative (PSIC)

- \* The Loss Fund is the amount of money the insurance carrier requires that the Cooperative is responsible to pay claims in any one (1) policy term. The 2017-2018 expiring Worker's Compensation Loss Fund amount is \$354,081. The 2018-2019 proposed Worker's Compensation Loss Fund amount is \$371,313. The Loss Fund amount is included in the above premium.
- \* PSIC is an auditable policy.

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**Galesburg CUSD #205 - Renewal Date: 07/01/2020**  
**Student Accident Renewal Form**

Insurance Agency Name	Purdum Gray Ingledue Beck, Inc.	
Insurance Carrier Name	PSIG	PSIG
Blanket Student Accident Insurance Coverage	Current	Renewal
Limit of Insurance	25,000	25,000
Coinsurance	100%	100%
Deductible Per Occurrence	0	0
<b>Total Premium</b>	<b>\$21,927.00</b>	<b>\$21,599.00</b>

Is this Insurance Primary?	No	No
Is the Student Accident Insurance School Time Coverage Only?	Yes	Yes
<i>If no, please explain the coverage time.</i>	N/A	N/A
<i>If School Time Coverage Only, please define School Time.</i>	Regular Class Time; Extra Curricular Activities & Transportation, To and From	Regular Class Time; Extra Curricular Activities & Transportation, To and From
Does this Insurance cover Student Athletes for Football?	Yes	Yes
Does this Insurance cover Summer Sports Activities?	Yes - School Sponsored	Yes - School Sponsored
Does this Insurance cover Student Athletes for activities that start before the actual School year begins?	Yes	Yes

Insurance Agency Name	Purdum Gray Ingledue Beck, Inc.	
Insurance Carrier Name	PSIG	PSIG
Catastrophic Student Accident Insurance Coverage	Current	Renewal
Limit of Insurance	5,000,000	5,000,000
Deductible Per Occurrence	25,000	25,000
Benefit Period	Ten (10) Years	Ten (10) Years
<b>Total Premium</b>	<b>\$6,327.00</b>	<b>\$6,245.00</b>

Is this Insurance Primary?	No	No
Is the Student Accident Insurance School Time Coverage Only?	Yes	Yes
<i>If no, please explain the coverage time.</i>	N/A	N/A
<i>If School Time Coverage Only, please define School Time.</i>	Regular Class Time; Extra Curricular Activities & Transportation, To and From	Regular Class Time; Extra Curricular Activities & Transportation, To and From
Does this Insurance cover Student Athletes for Football?	Yes	Yes
Does this Insurance cover Summer Sports Activities?	Yes - School Sponsored	Yes - School Sponsored
Does this Insurance cover Student Athletes for activities that start before the actual School year begins?	Yes	Yes

These Proposal worksheets were provided and prepared as a service to Galesburg CUSD #205. These worksheets or excerpts thereof contain information that (a) is or may be LEGALLY PRIVILEGED, CONFIDENTIAL, PROPRIETARY IN NATURE, OR OTHERWISE PROTECTED BY LAW FROM DISCLOSURE, and (b) is intended only for the use of Galesburg CUSD #205. You are hereby notified that using, copying, or distributing any part of these proposal worksheets is strictly prohibited. Copyright 2020 Bushue HR, Inc.

**Galesburg CUSD #205 - Renewal Date: 07/01/2020**

**Totals**

<b>Insurance Agency Name</b>	<b>Purdum Gray Ingledue Beck, Inc.</b>	
<b>Insurance Carrier Name</b>	<b>PSIC</b>	
<b>Coverage</b>	<b>Current</b>	<b>Renewal</b>
Total Property Premium	58,832.00	116,827.00
Total Pollution Premium	2,282.00	2,287.00
Total Liability Premium	Included	Included
Total Cyber/Identity Theft Liability Premium	4,941.00	5,534.00
Total Crisis Protect	4,749.00	4,693.00
Total Crime Premium	Included	Included
Total Boiler & Machinery Premium	5,047.00	6,870.00
Total Inland Marine Premium	Included	Included
<b>Commercial Auto</b>	Included	Included
<b>Umbrella</b>	8,067.00	11,703.00
<b>School Board Legal Liability</b>	Included	Included
<b>Worker's Compensation</b>	406,859.00	430,939.00
<b>Blanket Student Accident</b>	21,927.00	21,599.00
<b>Catastrophic Student Accident</b>	6,327.00	6,245.00
<b>Terrorism Coverage (All Lines)</b>	Included	Included
<b>PSIG Loss Fund &amp; Fees</b>	99,691.00	114,150.00
<b>Total Premium</b>	<b>\$618,722.00</b>	<b>\$720,847.00</b>
<b>Savings</b>		<b>(\$102,125.00)</b>
<b>Percentage of Increase</b>		<b>16.51%</b>

**Notes:**

**Prairie State Insurance Cooperative (PSIC)**

- \* PSIC decreased the pooled Earthquake Limit from \$76,000,000 to \$20,000,000 for the renewal.
- \* PSIC increased the program's Deductible Per Occurrence from \$1,000 to \$2,500 for the renewal.
- \* PSIC decreased the pooled Flood Limit from \$61,000,000 to \$31,000,000 for the renewal.
- \* PSIC increased the program's Auto Comprehensive and Collision Deductibles Per Occurrence from \$1,000 to \$2,500 for the renewal.
- \* PSIC decreased the program's Umbrella Limit from \$18,000,000 to \$8,000,000 for the renewal.
- \* The Loss Fund is the amount of money the insurance carrier requires that the Cooperative is responsible to pay claims in any one (1) policy term. The 2019-2020 expiring Package Loss Fund amount is \$70,014 and the Worker's Compensation Loss Fund amount is \$354,081. The 2020-2021 proposed Package Loss Fund amount is \$83,718 and the Worker's Compensation Loss Fund amount is \$379,313. The Loss Fund amount is included in the above premium.
- \* PSIC is an auditable policy.

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For your review, we have prepared an illustrative summary which provides a brief outline of coverages provided.

This summary is for illustrative purposes only, and does not provide a comprehensive overview of your complete policies, please refer to your complete policy for review of all endorsements, limitations, and exclusions. If you feel that any of these coverages or limits are not correct, inadequate, please let us know.

**eGrant Management System**

**Printed Copy of Application**

Applicant: GALESBURG CUSD 205

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: GALESBURG CUSD 205

Date Generated: 6/19/2020 11:00:02 AM

Generated By: asplund205

**1. Contact Information for Person Completing This Form**

Last Name\*

Phone\*

First Name\*

Middle  
Initial

Email\*

**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)

We recognize that there are barriers that impede equitable access or participation within the educational system, such as gender, race, national origin, color, disability, or age. However, we are working to improve instruction, access, rigor, and connectedness for all of our students regardless of gender, race, national origin, color, disability, or age. In addition, we have partnered with Dr. Paul Gorski who is the founder of EdChange and the Multicultural Pavilion as well as the author of several books: Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap, Case Studies on Diversity and Social Justice Education, and Multicultural Education and the Internet: Intersections and Integrations. As a school district, we have placed concerted effort on the evaluation of our practices in relation to equity, inclusivity, and diversity across all grade levels. School Improvement Teams have called upon the building staff members to rate their respective schools against the criteria found on the New England Research Center for Higher Education's Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education (NERCHE rubric). While this rubric is specifically directed to the Higher Education population, its focus was appropriate to our work in the K-12 realm. From these individual evaluations, the schools worked with their School Improvement Teams to develop an overall plan to address areas of challenge and celebrate areas of strength. Action items within school improvement plans have been developed to meet these areas of challenge, but we are still in need of greater understanding as a school district. With the facilitation and direction of Dr. Gorski we are going to develop a leadership team that includes administrators, teachers, community members, and board members for the coming school year. From this, we will be developing a leadership plan to strengthen our efforts towards building an even greater culture of equitable access and participation within our community, district, schools and classrooms. We are in year 2 of this process and will weave in focused asynchronous learning modules to further this work. The IDEA and Pre-K funds will be used to provide FAPE and to improve instruction to students with identified needs. From the needs assessment, funds needs to be used to assist staff in meeting the Social Emotional and mental health needs of the students in the district

**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



Amendments

Indicate whether this is the first submission for the fiscal year or an amendment to the APPROVED initial plan for the fiscal year.\*

NOTE: This page must be completed each time a new plan version within the fiscal year is submitted to ISBE.

- ☒ Initial submission for the fiscal year
- ☐ Amendment to approved plan for the fiscal year

Plan Changes

Provide a brief description of the changes which have been made to the APPROVED initial application for the fiscal year or a subsequent APPROVED amendment with this amendment. Include the name of any page that was changed.

[[count] of 5000 maximum characters used]

\*Required field, applicable for all funding sources

**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)

Title I, Part A-School Improvement Process (building and district-wide), Improvement of Instructional Programs and Offerings (reading, math, STEM, elective offerings, and Co-Teaching implementation for students with special needs), Assessment Tools to evaluate, monitor, and remediate student performance (Scantron Performance Series, AimsWeb+ for progress monitoring and SEL, ECRA/ECRISS platform, Edgenuity, and ThinkCERCA), student performance Summer School K-12, After School Tutoring K-12, District-Wide Communication with all stakeholders, English Language Learner Liaison (Bilingual Parent Advisory Committee, Parent Support, improvement of instruction for our ELL population), Parent Involvement (integration of systems that provide greater communication with our parents and students-AppetgySeeSaw, Google and Skyward are examples of these platforms of support), year 2 of instructional coaching across the district to increase the collective efficacy and effectiveness of our teaching population, and the consistent presence of mental health counselors to meet the growing mental health needs of our student population. In addition, we have two high schools within our district-both a traditional high school and an alternative high school to meet the needs of our students. State and local resources will be utilized through the employment of teachers, support staff, and additional materials needed to provide high-quality education. We have also added in elective opportunities at the 5th and 6th grade levels to incorporate band and choir, along with intervention periods for those who need extra support. In addition, we provide a variety of activities and clubs for students through the use of state and local resources to meet the needs of our students and provide a well-rounded education. Title I, Part A-1003a-We are working towards building engagement through the solidification of schoolwide practices for engagement and classroom management. We are also working at both Churchill Junior High and Lombard Middle School to integrate co-teaching and continue the training and professional development of our teachers as we seek to push resources into the classroom and support student needs, rather than pull students out for services unless necessary. Title I, Part D-We employ an instructor to oversee the Edgenuity offerings at the Mary Davis home and to provide instruction to at-risk students who are incarcerated in the juvenile detention center. Title II-We conduct several grade level and department meetings with our teaching staff focused on the improvement of instruction. We are introducing LETRS to bring literacy instruction focused on the science of reading and improvement of instruction in literacy for all teachers. We will be training all teachers over a period of two years and also training four of our district's employees to become facilitators and strengthen our internal capacity. School leaders will also be working with Scott Kuffel and other Veteran Administrator Consultants to engage in administrative coaching, similar to our instructional coaching with teachers. The district is committed to providing professional development opportunities to staff in the areas of blended learning, technology integration, essential skills development-aligned to the New Illinois Learning Standards, balanced authentic assessment, differentiation of instruction, student engagement, best-practice instruction in the core areas, and data-driven decision making. We continue to work on training district staff on the Safe and Civil School model for classroom management. Teachers are also encouraged to take continuing education courses throughout the school year to improve their instructional practice and understanding. Our teacher recruiting team will continue to recruit at WIU, EIU, NIU, ISU, Harris Stowe State, and U of I U-C. We plan to provide recruiting information that attracts new teachers and train teachers once they have chosen to work for District #205. We utilize a mentoring program, new teacher book studies, and student loan forgiveness with our new teacher groups. In addition, we are embarking on year 2 of our partnership with Dr. Paul Gorski who is the founder of EdChange and the Multicultural Pavilion as well as the author of several books: Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap, Case Studies on Diversity and Social Justice Education, and Multicultural Education and the Internet: Intersections and Integrations. As a school district, we have placed concerted effort on the evaluation of our practices in relation to equity, inclusivity, and diversity across all grade levels. Our leadership team is working to develop a district plan led by Dr. Gorski's team to evaluate our current practice, identify areas of strength and challenge, as well as develop both short and long term goals to improve our schools and district as a whole. We will also continue to provide professional development in math, reading, science, and social studies to support the improvement of instruction. State and local resources will be utilized through the employment of teachers, support staff, and additional materials needed to provide a high-quality education. Title III-We plan to provide more professional development for our ESL staff as we partner with Olivia Mulcahy of the IRC, plan and conduct local professional development/department meetings, and improve our ESL resources through supplementary materials to improve our teachers' instructional resource library. We are working with Ms. Mulcahy to focus on themes of equity, responsive practices, multilingualism, and Universal Design for Learning. Plans will be formalized in July. Currently, we employ several ESL staff members to provide services throughout our attendance centers through the use of state and local dollars. Title IV-These activities and funds are enveloped into Title I. Title V-We plan to purchase instructional laptops to improve the flexibility in learning and enhancement of instructional delivery. State and local resources are utilized through the employment of district technology staff to meet the needs of our district's students, teachers, staff members. IDEA funds will be utilized to improve the instruction of students in PreK through 12th grade by providing training and in-services in the areas identified in the annual needs assessment. This includes trauma, behavior management, least restrictive environment, e-learning, co-teaching, and technology.

Response from the approved FY20 Consolidated District Plan.

Title I, Part A-School Improvement Process (building and district-wide), Improvement of Instructional Programs and Offerings (reading, math, STEM, elective offerings, and Co-Teaching implementation for students with special needs), Assessment Tools to evaluate, monitor, and remediate student performance (Scantron Performance Series, AimsWeb+ for progress monitoring and SEL, ECRA/ECRISS platform, Edgenuity, and ThinkCERCA), student performance Summer School K-12, After School Tutoring K-12, District Wide Communication with all stakeholders, English Language Learner Liaison (Bilingual Parent Advisory Committee, Parent Support, improvement of instruction for our ELL population), Parent Involvement (integration of systems that provide greater communication with our parents and students-Appetgy and Skyward are examples of these platforms of support), use of instructional coaches across the district to increase the collective efficacy and effectiveness of our teaching population, and the consistent presence of mental health counselors to meet the growing mental health needs of our student population. In addition, we have two high schools within our district-both a traditional high school and an alternative high school to meet the needs of our students. State and local resources will be utilized through the employment of teachers, support staff, and additional materials needed to provide a quality education. In addition, we provide a variety of activities and clubs for students through the use of state and local resources to meet the needs of our students and provide a well-rounded education. Title I, Part D-We employ instructors at the Mary Davis home to provide instruction to at-risk students who are incarcerated in the juvenile detention center. Title II-We conduct several grade level and department meetings with our teaching staff focused on the improvement of instruction. In addition, we work in consultation with Dr. Robert Mann (Associate Professor of Mathematics at Western Illinois University) to improve our mathematics instruction and delivery. School leaders will also be working with Scott Kuffel to engage in administrative coaching, similar to our instructional coaching with teachers. The district is committed to providing professional development opportunities to staff in the areas of essential skills development, aligned to the New Illinois Learning Standards, balanced authentic assessment, differentiation of instruction, student engagement, best practice instruction in the core areas, and data-driven decision making. We also plan to train our newly hired instructional coaches as we integrate them into our district school improvement process. Teachers are also encouraged to take continuing education courses throughout the school year to improve their instructional practice and understanding. Our teacher recruiting team will continue to recruit at WIU, EIU, NIU, ISU, and U of I U-C. We plan to provide recruiting information that attracts new teachers and train teachers once they have chosen to work for District #205. We utilize a mentoring program, new teacher book studies, and student loan forgiveness with our new teacher groups. In addition, we are embarking on a new partnership with Dr. Paul Gorski who is the founder of EdChange and the Multicultural Pavilion as well as the author of several books: Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap, Case Studies on Diversity and Social Justice Education, and Multicultural Education and the Internet: Intersections and Integrations. As a school district, we have placed concerted effort on the evaluation of our practices in relation to equity, inclusivity, and diversity across all grade levels. We are working to develop a leadership team led by Dr. Gorski to evaluate our current practice, identify areas of strength and challenge, as well as develop both short and long term goals to improve our schools and district as a whole. We will also continue to provide professional development in math and reading to support the improvement of instruction. State and local resources will be utilized through the employment of teachers, support staff, and additional materials needed to provide a quality education. Title III-We plan to provide more training for our ESL staff, plan and conduct local professional development/department meetings, and supplementary materials to improve our teachers' instructional resources. Currently, we employ several ESL staff members to provide services throughout our attendance centers through the use of state and local dollars. Title IV-These activities and funds are enveloped into Title I. Title V-We plan to purchase instructional laptops to improve the flexibility in learning and enhancement of instructional delivery. State and local resources are utilized through the employment of district technology staff to meet the needs of our district's students, teachers, staff members. IDEA- Funds will be utilized to improve the instruction of students in PreK through 12th grade by providing training and in-services in the areas identified in the annual needs assessment. This includes trauma, behavior management, least restrictive environment through things such as co-teaching and technology as well as legal. Behavior intervention specialists will be utilized to improve the instruction of students with emotional behavioral needs.

**Legislative References:**

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

\*Required field, applicable for all funding sources

**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

List and describe other instruments and/or processes that were used in the needs assessment.

Special education annual needs assessment went out to school and community members to assess the needs of the district for the 2020-2021 school year. Analysis of Student Achievement Data as presented at District Improvement Meetings. General Professional Development and Technology Professional Development Survey Data. Fall 2019 MTSS staff response survey. Academic and Behavioral Scantron Performance Series Data. Vision 3030 Data based on Community Feedback.

**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 needs assessment process, as applicable. \* Writing space appears if a program was selected on the Coordinated Funding page; to make changes in program funding, return 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**

i. Data: Winter benchmark (as spring benchmarks were not available due to COVID 19) data: Of the 277 2nd grade students who took the Scantron Reading Foundations assessment: 64 students (23%) were at the 10th percentile or below nationally (indicating more than 1 grade level behind) Of the 948 3rd-5th grade students who took the Scantron Reading assessment: 294 students (31%) were at the 10th percentile or below nationally (indicating more than 1 grade level behind) Of the 918 6-8th grade students who took the Scantron Reading assessment: 260 students (28.3%) were at the 10th percentile or below nationally (indicating more than 1 grade level behind) Of the 953 9th-11th grade students who took the Scantron Reading assessment: 235 students (24.7%) were at the 10th percentile or below nationally (indicating more than 1 grade level behind) Of the 1193 2nd-5th grade students who took the Scantron Math assessment: 391 students (32.8%) were at the 10th percentile or below nationally (indicating more than 1 grade level behind) Of the 919 6th-8th grade students who took the Scantron Math assessment: 328 students (35.6%) were at the 10th percentile or below nationally (indicating more than 1 grade level behind) Of the 637 9th and 10th grade students who took the Scantron Math assessment: 168 students (26.4%) were at the 10th percentile or below nationally (indicating more than 1 grade level behind) The district currently uses a variety of different tools to identify students at risk. The following assessments and tools are used within District #205: Scantron Performance Series, Scantron Achievement Series, PARCC, SAT, WIDA (APT/IPT/Model), Access, DLM, Illinois Science Assessment, Individual Skill Probes, and Moby Max. The national norms for these tests are used in conjunction with the district norms for certain assessments to identify students in need of additional help in the areas of math and reading. We will utilize the ECRA Group to monitor the propensity of student growth against the actual calculated growth. We also recognize that since our schools are being reorganized and our attendance boundaries are revamped, we will encounter new situations and have to adjust our staffing and delivery as needed, based on achievement data. In going from 5 elementary schools to 3 and 2 middle schools to 1, 5th and 6th grade building and 1, 7th and 8th grade building, we are aware that things will be different. ii. In the elementary buildings, interventionists are used in both a push-in and pull-out model to provide small group and one-on-one instruction for students identified for Tier III interventions under the district's multiple tiers of support model. During the 2020-2021 school year we plan to continue the implementation of an even greater structure for after-school tutoring programs at all schools. After school tutoring is made available for the lowest-performing students at all schools. All K-6 schools will have training on LETRS to provide greater instructional delivery in the area of Literacy. In addition, all K-8 teachers will be trained in Ready Math to provide high-quality mathematics instruction that meets the needs of varied learners and provides access to grade-level content. iii. Churchill Junior High staff and Lombard Middle School will continue to fine-tune their comprehensive school improvement plans that identify areas of strength and areas of need. Goals have been created after a thorough review of student and school data. Tasks and improvement goals have been identified for achievement at both Churchill Junior High and Lombard Middle School and will include the following: co-teaching professional development, school improvement meetings, staff data review, and monitoring of subgroup area performance (ECRA, Scantron, IAR, ISA, and DLM). Safe and Civil Schools Training, Ready Math Training, Blended Learning Training and Instructional Coach Support as needed. Job-embedded professional development, such as Co-Teaching Instruction will take place during throughout the school year in an after school capacity. Also, we will focus on resource allocation in regards to the purchase of quality materials and provide all schools with equitable access of resources and instructional support. Within the School Improvement Process, we will engage parents, community members, and staff to develop an action plan for improving student achievement, engaging the community and improving climate and culture. We will utilize perception surveys to elicit qualitative data which will help to inform our decisions. We are also improving our multi-tiered systems of support process with new procedures, expectations, processes and problem solving teams. This work is being done so that we can further refine our practices at tier 1, solidify our procedures and expectations for providing greater instructional, behavioral and social-emotional support at tier 2 and reducing the number of students identified at tier 3 based on the additional supports and structures at the initial instructional level first. The Director of Curriculum and Instruction will be an active participant in the school improvement process, providing feedback to the school improvement team and monitoring the school improvement plan for effectiveness, along with the building principal. Regular meetings and notes from these meetings will be used to guide the process towards identified goals and future action steps. In addition, the school improvement team will monitor student data (i.e.-behavior, IEP goals, assessment data-state and local and attendance/truancy data) and make changes in programming as necessary. Equitable access to programs, activities, resources, etc. will be provided for all students, regardless of gender, race, national origin, color, disability, or age. Supports will be put in place for students who need assistance at both schools. In addition, we will seek out resources and professional development for staff in regards to best practice instruction, the co-teaching model of instruction-particularly focused on subgroups and behavioral strategies and supports for all learners.

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

i. We have attendance needs of students under the subgroup of CWD services at Churchill Junior High and Lombard Middle School was added this last year because they were identified as underperforming in the subgroup of Two or More Races. ii. We recognize that teachers need additional training and we need stronger Tier 1 instruction across all buildings. We are working on this through professional development in math and literacy as well as in classroom management and engagement. iii. Lombard will put a concerted focus on classroom management strategies through Safe and Civil Schools training; Outreach/Mentoring plan for chronically absent/truant students; Utilizing ECRA to identify students within subgroup(s) to recommend targeted tutoring services outside of regular instruction; Exploring new classroom instructional practices and options. Churchill will continue to provide intensive service minutes to qualifying students; incorporate the use of instructional strategies that increase student engagement; analyze trends in discipline referral data; include outreach and mentoring; enhance the training of teachers in Safe and Civil Schools Model, and develop attendance goals and celebrations for CWD students.

**C. Title I, Part D - Delinquent**

i. Information regarding students being placed in the Mary Davis Home is provided to our district. ii. We recognize that each of the students held in the Mary Davis Home are in need of quality instruction. We seek to do this through a high quality resource known as Edgenuity that provides a vast array of courses that meets the needs of such a varied group of learners from all ages in 6th-12th grades. iii. We employ an instructor for the Mary Davis home to guide and monitor instruction through Edgenuity to at-risk students who are incarcerated in the juvenile detention center.

**D. Title I, Part D - Neglected**

i. Information regarding students being placed in the Mary Davis Home is provided to our district. ii. We recognize that each of the students held in the Mary Davis Home are in need of quality instruction. We seek to do this through a high quality resource known as Edgenuity that provides a vast array of courses that meets the needs of such a varied group of learners from all ages in 6th-12th grades. iii. We employ an instructor for the Mary Davis home to guide and monitor instruction through Edgenuity to at-risk students who are incarcerated in the juvenile detention center.

**E. Title I, Part D - State Neglected/Delinquent****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 opportunities for teachers and principals.**

i. Our fall professional development survey yielded 122 responses. The areas of greatest need included the following: instructional technology within the classroom, classroom management needs, student engagement strategies, guided reading instruction, and building student and teacher relationships. ii. We conduct several grade level and department meetings with our teaching staff focused on the improvement of instruction. School leaders will also be working with Scott Kuffel and other Veteran Administrator Consultants to engage in administrative coaching, similar to our instructional coaching with teachers. The district is committed to providing professional development opportunities to staff in the areas of blended learning, technology integration, essential skills development-aligned to the New Illinois Learning Standards, balanced authentic assessment, differentiation of instruction, student engagement, best-practice instruction in the core areas, and data-driven decision making. We continue to work on training district staff on the Safe and Civil School model for classroom management. Teachers are also encouraged to take continuing education courses throughout the school year to improve their instructional practice and understanding. Our teacher recruiting team will continue to recruit at WIU, EIU, MTU, ISU, Harris Stowe State, and U of I U-C. We plan to provide recruiting information that attracts new teachers and train teachers once they have chosen to work for District #205. We utilize a mentoring program, new teacher book studies, and student loan forgiveness with our new teacher groups. In addition, we are embarking on year 2 of our partnership with Dr. Paul Gorski who is the founder of EdChange and the Multicultural Pavilion as well as the author of several books: Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap, Case Studies on Diversity and Social Justice Education, and Multicultural Education and the Internet: Intersections and Integrations. As a school district, we have placed concerted effort on the evaluation of our practices in relation to equity, inclusivity, and diversity across all grade levels. Our leadership team is working to develop a district plan led by Dr. Gorski's team to evaluate our current practice, identify areas of strength and challenge, as well as develop both short and long term goals to improve our schools and district as a whole. We will also continue to provide professional development in math, reading, science, and social studies to support the improvement of instruction. State and local resources will be utilized through the employment of teachers, support staff, and additional materials needed to provide a high quality education. iii. We are introducing LETRS to bring literacy instruction focused on the science of reading and improvement of instruction in literacy for all teachers. We will also be training administrators within the K-6 buildings on the LETRS science of reading content so that they can lead and foster literacy-rich environments. We will be training all teachers over a period of two years and also training four of our district's employees to become facilitators and strengthen our internal capacity. We are also training teachers to utilize Ready Math as a curricular resource for math instruction. We continue to embrace and integrate co-teaching across the district and plan to train teachers after school to complete this work. In addition, we utilize instructional coaches to deliver professional development across the school district in the form of book studies, individual coaching sessions, group coaching sessions, Professional Development training sessions, and more. We are continuing in year 3 of our ThinkCERCA writing across the curriculum initiative and year 2 of our Amplify Science adoption in grades K-5. We will continue to collaborate with science teachers in grades 6-8 to develop and refine our instructional delivery and movement from domain specific to integrated instructional design with the NGSS. We are also planning to include courageous conversations asynchronous learning module across the district this year for teacher learning. This includes information related to diversity, inclusivity and equity. We

plan to use the LINC Spring platform to deliver this asynchronous delivery and incorporate this training within our institute and professional development days. We also seek to include Dr. Gorski's team to lead our district in developing our equity, inclusivity and diversity plan. This will be year 2 in partnership with Dr. Gorski.

#### **G.Title III - LIEP**

i. Our ESL staff is in need of professional development and additional training as our program continues to grow. We have a great ESL staff that is eager to work with students and have demonstrated student gains. Our staff, in regard to teaching ESL, is rather young (under 7 years on average) and is in need of instructional support and training to build a more comprehensive understanding of language acquisition, instructional methods and lesson design.ii. Our population of English Language Learners continues to grow and we continue to add staff. We have added an ESL Coordinator to lead our ESL staff and guide instructional delivery for our ESL students. We continue to utilize our ESL Family Liaison as a major resource in supporting our ESL families.iii. We plan to provide more professional development for our ESL staff as we partner with Olivia Mulcahy of the IRC, plan and conduct local professional development/department meetings, and improve our ESL resources through supplementary materials to improve our teachers' instructional resource library. We are working with Ms. Mulcahy to focus on themes of equity, responsive practices, multilingualism, and Universal Design for Learning. Plans will be formalized in July. Currently, we employ several ESL staff members to provide services throughout our attendance centers through the use of state and local dollars. We also seek to find ways to include more push in supports through the delivery of Co-Teaching training and the incorporation of Safe and Civil Schools training into the coordinated professional development time with our ESL staff.

#### **H.Title III - Immigrant Education Program**

i. Our ESL staff is in need of professional development and additional training as our program continues to grow. We have a great ESL staff that is eager to work with students and have demonstrated student gains. Our staff, in regard to teaching ESL, is rather young (under 7 years on average) and is in need of instructional support and training to build a more comprehensive understanding of language acquisition, instructional methods and lesson design.ii. Our population of English Language Learners continues to grow and we continue to add staff. We have added an ESL Coordinator to lead our ESL staff and guide instructional delivery for our ESL students. We continue to utilize our ESL Family Liaison as a major resource in supporting our ESL families.iii. We plan to provide more professional development for our ESL staff as we partner with Olivia Mulcahy of the IRC, plan and conduct local professional development/department meetings, and improve our ESL resources through supplementary materials to improve our teachers' instructional resource library. We are working with Ms. Mulcahy to focus on themes of equity, responsive practices, multilingualism, and Universal Design for Learning. Plans will be formalized in July. Currently, we employ several ESL staff members to provide services throughout our attendance centers through the use of state and local dollars.

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

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

i. Vision 3030 Data and Teacher Technology Professional Development Data based on Community Feedback demonstrated that there is a growing need to prepare students for an economy that is rich in technology, STEM careers, robotics, and entrepreneurship. In addition, we recognize that all students need to be able to utilize current technology to be successful today and in the future. Students who are both college and career-bound need to be able to manipulate technology, enhance their vocational skills and communicate globally.ii. We are in need of instructional laptops to gradually build our infrastructure to meet the needs of our students. Teachers also requested assistance in utilizing Flipped Classrooms, Skyward student management (for communication and assessment), the use of interactive displays, and improving antiquated desktop units within the classroom.iii. We plan to purchase instructional laptops to improve the flexibility in learning and enhancement of instructional delivery. We have also incorporated a Financial Literacy Course that incorporates career surveys, researching career interests and fields, public speaking, working with local businesses to complete mini-internships, partner with the local economic development board and other area businesses and trades to work with our students. We also plan to incorporate Junior Achievement into our Financial literacy course at the 7th and 8th grade level to work more on economics, managing household budgets and finances, planning for a career, and participating in virtual real-world simulations.

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

The annual needs assessment conducted with the school district and community members showed a need for increased training in the areas of trauma, behavior management, IEP process to include FAP and LRE, e-learning, co-teaching, and the MTSS process. Funds will be expended to improve student performance by providing staff training opportunities in the identified areas of needs. A focus will be on increasing student performance by managing student behaviors through the education of staff members on processes and interventions.

#### **L.IDEA, Part B - Preschool**

The annual needs assessment shows a need for training in trauma, non-verbal communication, emotional outbursts, and MTSS at the PreK level. Providing staff with training and education in these areas will lead to increased student performance and learning.

#### **Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected

**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, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with special 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 unique academic and social 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 their efforts to provide each and 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. 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)*

Members of School Improvement teams are representative of a variety of stakeholders, which includes educators from various grade levels, content areas and/or departments, guidance staff, building principals, district administrators, instructional support personnel, parents and/or other community constituents and students. The district administration, principals, Director of Curriculum and Instruction, school level leadership teams are responsible for monitoring the implementation of these plans in order to sustain the continuous improvement process and to provide input and direction in assessing the progress achieved. In addition, instructional staff has been surveyed to identify areas of district need through the MTSS staff input information along with areas that they believe are in need of additional support. MTSS and Gifted committees have been formed to elicit staff input, develop processes to meet ISBE goals and enhance the learning structures and supports. Parents have been asked to be a part of this process as well to develop comprehensive plans to improve student performance. In addition, through the IL-Empower partnership we have worked with the Regional Office of Education in year 1 and embedded training on Safe and Civil Schools in year 2 for Churchill and Year 1 for Lombard. School Improvement Teams meet on a monthly basis to review student data, identify areas of strength and challenge, as well as to develop goals for continued school improvement.

Response from the FY20 Consolidated District Plan.

Members of School Improvement teams are representative of a variety of stakeholders, which includes educators from various grade levels, content areas and/or departments, guidance staff, building principals, district administrators, instructional support personnel, parents and/or other community constituents and students. The district administration, principals, Director of Curriculum and Instruction, school level leadership teams are responsible for monitoring the implementation of these plans in order to sustain the continuous improvement process and to provide input and direction in assessing the progress achieved. In addition, instructional staff has been surveyed to identify areas of district need through the MTSS staff input information along with areas that they believe are in need of additional support. MTSS and Gifted committees have been formed to elicit staff input, develop processes to meet ISBE goals and enhance the learning structures and supports. Parents have been asked to be a part of this process as well to develop comprehensive plans to improve student performance. In addition, through the IL-Empower partnership we have worked with the Regional Office of Education to develop a plan to meet the underperforming status needs of Churchill Junior High and Steele Elementary School. School Improvement Teams meet on a monthly basis to review student data, identify areas of strength and challenge, as well as to develop goals for continued school improvement. Th

**3. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied populations.\*\* [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)*

The district will continue to engage in a variety of activities to include families in the school improvement planning process. Parents will continue to be invited to participate in School Improvement Teams and District Committees. Parents and families will continue to be asked to participate in school and district feedback sessions once the goals are written and incorporated in the individual school plans for improvement. Parent input will also be collected at Parent-Teacher conferences in the fall and spring, at parent group meetings, parent surveys, and through a variety of program orientation meetings throughout the district. The Bilingual Parent Advisory Committee (BPAC) meets approximately every month to serve as a communication avenue and opportunity for feedback, need identification and ideas between schools and parents of EL students, including those parents with language barriers. We plan to provide family nights to assist parents and students with specific strategies for learning how to engage in reading, writing, math, and in some cases culturally appropriate behavior. In addition, we are including the development of Lau Plans within our schools so that we can further improve the communication among all of our ELL stakeholders. We will continue in year 3 with a District Improvement Committee, led by our Director of Curriculum and Instruction, for school and district-wide improvement, feedback and professional development planning purposes. This Committee will meet three times each year (fall, winter and spring meeting times). This District Improvement Committee will include a wide variety of members of the Galesburg community (including, but not limited to Knox College, the Galesburg Fire Department, United Against Hate Community Organization, Heart and Soul, Galesburg Public Schools Foundation, District #205 Board Members, Galesburg Economic Development Board, and the NAACP). We also work with Knox College to coordinate programming for our students, offerings for students in the teacher preparation programs, and in working to enhance offerings for our teachers (i.e.-new ESL teacher training cohort with Knox College).

Response from the FY20 Consolidated District Plan.

The district will continue to engage in a variety of activities to include families in the school improvement planning process. Parents will continue to be invited to participate in School Improvement Teams and District Committees. Parents and families will continue to be asked to participate in school and district feedback

sessions once the goals are written and incorporated in the individual school plans for improvement. Parent input will also be collected at Parent-Teacher conferences in the fall and spring, at parent group meetings, parent surveys, and through a variety of program orientation meetings throughout the district. The Bilingual Parent Advisory Committee (BPAC) meets approximately every month to serve as a communication avenue and opportunity for feedback, need identification and ideas between schools and parents of EL students, including those parents with language barriers. We plan to provide family nights to assist parents and students with specific strategies for learning how to engage in reading, writing, math, and in some cases culturally appropriate behavior. In addition, we are including the development of Lau Plans within our schools so that we can further improve the communication among all of our ELL stakeholders. We will also begin a District Improvement Committee, led by our Director of Curriculum and Instruction, for school and district-wide improvement, feedback and professional development planning purposes. This Committee will meet three times each year (fall, winter and spring meeting times). This District Improvement Committee will include a wide variety of members of the Galesburg community (including, but not limited to Knox College, the Galesburg Fire Department, United Against Hate Community Organization, Heart and Soul, Galesburg Public Schools Foundation, District #205 Board Members, Galesburg Economic Development Board, and the NAACP).

**4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, 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 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)

We will continue to develop and implement a Parent-Student-School Compact with all of our stakeholders. The compact will include the outlined responsibilities of each member of the compact, so as to provide high-quality engagement among all stakeholders and a world-class education for all of our students. In addition, we will continue to utilize our Communication Specialist to improve our website, parent access to necessary educational materials, communication regarding programming, activities, and offerings. We will also utilize this individual to host events for parents and students at each of the districts' schools. Furthermore, we will develop district publications to demonstrate student work and progress towards our district goals. We plan to incorporate a Lau Plan within our school improvement plans to demonstrate the importance of educating our English Language Learner population. This plan will outline the process and plan for educating our ELL population to ensure consistent and comprehensive practice. We also plan to continue with parent and teacher conferences to promote communication between home and school. These conferences will take place twice each year. In addition, we will plan family engagement activities at the schools in the form of Curriculum Nights, Parent Universities, Orientations, Open Houses, Backpack Nights, Fall Festivals and more. We will also make a concerted effort to engage our parents in the blended learning process through the use of newly acquired resources and tools. We will host a number of parent universities for our families so that they are aware and able to successfully navigate both face to face and virtual learning opportunities with their students.

Response from the FY20 Consolidated District Plan.

We will continue to develop and implement a Parent-Student-School Compact with all of our stakeholders. The compact will include the outlined responsibilities of each member of the compact, so as to provide high-quality engagement among all stakeholders and a world-class education for all of our students. In addition, we will continue to utilize our Communication Specialist to improve our website, parent access to necessary educational materials, communication regarding programming, activities, and offerings. We will also utilize this individual to host events for parents and students at each of the districts' schools. Furthermore, we will develop district publications to demonstrate student work and progress towards our district goals. We plan to incorporate a Lau Plan within our school improvement plans to demonstrate the importance of educating our English Language Learner population. This plan will outline the process and plan for educating our ELL population to ensure consistent and comprehensive practice. We also plan to continue with parent and teacher conferences to promote communication between home and school. These conferences will take place twice each year. In addition, we will plan family engagement activities at the schools in the form of Curriculum Nights, Parent Universities, Orientations, Open Houses, Backpack Nights, Fall Festivals and more.

**Title I Requirement:**

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.

[ESEA section 1112\(a\)\(1\)\(A\)](#)

**Title III Requirement:**

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private entities, and institutions of higher education. (Section 3121(b)(4)(C))

**Legislative References:**

[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)

[2] Title I, Part A, Section 1116(a)(2)

[3] Title I, Part A, Section 1116(a)(2) and Section 1112(b)(7)

\*Required field

\*\* Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A





**Private School Participation**File Upload instructions are linked below. [Click here for general page instructions](#)

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 districts 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.

Private School Name	Titles I, II, IV		Consultation Date IDEA Flow-Through	IDEA Preschool	School Closing
Galesburg Christian Schc	06/18/2020				<input type="checkbox"/>
Costa Catholic School	06/18/2020				<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 Nonpublic School Consultation Form](#)

Choose File no file selected

☐ GCS ISBE - Title 2.pdf

**IDEA Nonpublic Consultation**

Only private schools WITHIN the district boundaries require consultation for IDEA Flow Through and Preschool programs. However, any home schools of which the district is aware should also be included. For home schools, click on the Create Additional Entries button to add a line for listing it and naming in an identifiable manner (for example, E. Jones Home School). Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For detailed instructions on how to upload information and for naming conventions for uploaded files, **click on the link to IDEA Funding Upload NOTE: READ BEFORE IMPORTING link** below. At a minimum, upload the proof of advertisement. If a timely and meaningful consultation was held, also upload the attendee list, invitation letters, agenda, handouts and attestation form(s).

[IDEA Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions Data Import Template](#)

Choose File no file selected

**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, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with special 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 unique academic and social 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 their efforts to provide each and 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.

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

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)*

The district scheduled ECE/Pre-K staff to develop goals and essential skill criteria for the Pre-K program that support the essential skills established for Kindergarten. Discussions will continue to include the development of essential skills coming into Kindergarten, behavioral expectations and criteria, and development of assessments and benchmarking probes for Pre-K students. In addition, the development of transition criteria and tools will be developed by this team.

Response from the approved FY20 Consolidated District Plan.

The district scheduled ECE/Pre-K staff to develop goals and essential skill criteria for the Pre-K program that support the essential skills established for Kindergarten. Discussions will continue to include the development of essential skills coming into Kindergarten, behavioral expectations and criteria, and development of assessments and benchmarking probes for Pre-K students. In addition, the development of transition criteria and tools will be developed by this team.

**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

**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, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with special 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 unique academic and social 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 their efforts to provide each and 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 the program(s).\* [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.

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*((count) of 7500 maximum characters used)*

District #205 staff has participated in the development, revision, and implementation of core and elective subject area quarterly curriculum plans and the vertical and horizontal articulation of the curriculum. Elementary school students are provided with standards-aligned lessons that are delivered through the use of research-based strategies. Curriculum in grades K-5 is based on skills, defined by quarter and accompanied by multiple assessment measures. A standards-based report card is utilized to report student progress to parents. Assessment data is used to identify students who need additional support/enrichment. K-5 students are provided a rotation of music, art, and PE. Each elementary school will begin utilizing the Safe and Civil School model. 4 outreach workers will support our district's students and all schools have a dean. These individuals make home to school connections, meet with students daily, develop incentive programs, provide connections with community resources, provide an opportunity to talk through conflicts individually and in small groups, in addition to utilizing social stories to assist students who are unable to engage appropriately regarding day-to-day, peer-to-peer or staff-to-student relationships. These interactions seek to enhance student's abilities to manage conflict, self-regulate and attend school on a regular basis. The two JH schools within the district have worked over the past several years to align curriculum, elective offerings, extra-curricular opportunities, tutoring programs and social/emotional support for all students. Instructional minutes are equitable, following the schools' concerted effort to adjust building schedules and course offerings. Work has been done to develop common assessments that align to standards, but this work is still in progress. In grades K-8 we utilize assessment data from AimsWeb +, Scantron and IAR to identify students in need of intervention/enrichment. A diverse schedule of elective courses in grades 5-8 provides opportunities for students to explore fine arts, technology, STEM, financial literacy and career readiness courses. Electives include band, choir, technology, keyboarding, financial literacy, industrial arts, and fine arts. These courses provide students the chance to explore different modalities of learning and expand the traditional curriculum. The schedule also provides for daily PE and a quarter of health ed. School-wide initiatives support the SEL needs of the students within both junior high schools. Both schools model expected behaviors, coupled with incentives and celebrations for positive behavior and academic effort. There are community partnerships with the YMCA Solutions Program that assist at-risk students with career readiness activities, self-care training, and community mentorship opportunities. Both schools will continue with a mental health counselor in the 2020-2021 school year to assist with students' mental health needs. In addition, the schools have the support of a certified guidance counselor. We have two high school programs that offer students an academic route to meet their academic and SEL needs. GHS offers a traditional 4-year high school program on a 4 block schedule. Students are offered a wide array of core content classes as well as electives in the areas of music, fine arts, family and consumer science, business, agriculture, industrial arts, social studies, science, technology, literature, and physical education. There are courses within the core and elective areas that provide opportunities for struggling learners and those who need enrichment and further challenges. GHS also offers honors courses, Advanced Placement courses, dual-credit options through Carl Sandburg College and Knox College, as well as credit recovery through Edgenuity. Galesburg High School North, our alternative high school, meets the needs of students through the format of a non-traditional learning environment. GHSN is a unique learning environment that provides smaller groupings of students who need intensive support to be successful. These students are struggling due to home issues that impact attendance, academic struggles, unique life circumstances, and in some cases behavioral issues. Smaller class sizes, increased supports from teachers and staff at GHSN provide students, who are at risk of failing or dropping out, the opportunity to focus on credit recovery, attainment of essential skills, and supports to ensure their success. This program has been revamped with additional SEL supports. The Galesburg Area Vocational Center focuses on college and career readiness activities. The program gives a student the opportunity to take courses that will provide them with real-world workplace skills and knowledge to be competitive in the workforce after graduation. Some of the programs offered include cosmetology, culinary arts, computer repair, welding, fire science, automotive repair, and a CEO program through a community partnership. Both GHS and GHSN offer tutoring and credit recovery for students to assist with staying on track for graduation. This year, students who are struggling at either GHS or GHSN will be provided after school tutoring in the core academic areas, by a certified teacher, Monday through Thursday of each school week after school. A 5-member counseling department will provide academic and SEL support to students with the assistance of social workers, support personnel, and licensed practical nurses (LPNs). Support staff members assist with truancy, behavioral referrals, medical concerns, and assisting students with accessing community partners. YMCA's Solutions and Streaks Dads have a daily presence at both high schools and offer community outreach/mentoring services to students. All of the programs and support throughout the district will be implemented with the assistance of building School Improvement Plan (SIP) Teams, department and grade-level teams, and a variety of administrative support from the Director of Curriculum and Instruction, the Professional Development Coordinator, building administrators, and community partners like the YMCA and Bridgeway Mental Health Services. New potential EL eligible students are identified through a Home Language Survey upon registration; Potential EL students are screened for English proficiency using the WIDA Screener; Parents are informed of eligibility and the option to accept/refuse services; Students are evaluated for language proficiency every year until their proficiency exits them out of the program (and continue to be monitored in the event further services should be needed); Provided EL services and times vary depending on the English and academic level of the student (service amounts of Low/Moderate/High are dependent on their WIDA proficiency level); Middle School and High School include classrooms which count as English support along with push-in instruction; Elementary School includes a combination of push-in and pull-out services. EL teachers in the district facilitate multilingual communication and parents receive text notifications in multiple languages of important notifications related to important school announcements. Professional development is provided to staff regarding program specifics as well as cultural and linguistic student needs.

*Response from the FY20 Consolidated District Plan.*

District #205 staff has participated in the development, revision, and implementation of core and elective subject area quarterly curriculum plans and the vertical and horizontal articulation of the curriculum. Elementary school students are provided with standards-aligned lessons that are delivered through the use of research-based strategies. Curriculum in grades K-5 is based on skills, defined by quarter and accompanied by multiple assessment measures. A standards-based report card is utilized to report student progress to parents. Assessment data is used to identify students who need additional support/enrichment. K-5 students are provided a rotation of music, art, and PE. Each elementary school approaches SEL differently. Some schools utilize a "team" concept to create school-wide groupings. Teams are used to model school-wide expectations and are reinforced by individual and group rewards. Each school is supported by an outreach worker or dean of students. These individuals make home to school connections, meet with students daily, develop incentive programs, provide connections with community resources, provide an opportunity to talk through conflicts individually and in small groups, in addition to utilizing social stories to assist students who are unable to engage appropriately regarding day-to-day, peer-to-peer or staff-to-student relationships. These interactions seek to enhance student's abilities to manage conflict, self-regulate and attend school on a regular basis. The two JH schools within the district have worked over the past three years to align curriculum, elective offerings, extra-curricular opportunities, interventions, tutoring programs and social/emotional support for all students. Instructional minutes are equitable, following the schools' concerted effort to adjust building schedules and course offerings. Work has been done to develop common assessments that align to standards, but this work is still in progress. Both JHS utilize assessment data from the Scantron and IAR to identify students in need of intervention/enrichment. A diverse schedule of elective courses provides opportunities for students to explore fine arts, technology, STEM, and career readiness courses. Electives include band, choir, technology, or a blend of family and consumer science, industrial arts, and fine arts. These courses provide students the chance to explore different modalities of learning and expand the traditional curriculum. The schedule also provides for daily PE and a quarter of health ed. School-wide initiatives support the SEL needs of the students within both junior high schools. Both schools model expected behaviors, coupled with incentives and celebrations for positive behavior and academic effort. There are community partnerships with the YMCA Solutions Program that assist at-risk students with career readiness activities, self-care training, and community mentorship opportunities. Both schools will continue with a mental health counselor in the 2019-2020 school year to assist with students' mental health needs. In addition, the schools have the support of a certified guidance counselor. We have two high school programs that offer students an academic route to meet their academic and SEL needs. GHS offers a traditional 4-year high school program on a 4 block schedule. Students are offered a wide array of core content classes as well as electives in the areas of music, fine arts, family and consumer science, business, agriculture, industrial arts, social studies, science, technology, literature, and physical education. There are courses within the core and elective areas that provide opportunities for struggling learners and those who need enrichment and further challenges. GHS also offers honors courses, Advanced Placement courses, dual-credit options through Carl Sandburg College and Knox College, as well as credit recovery through Edgenuity. Galesburg High School North, our alternative high school, meets the needs of students through the format of a non-traditional learning environment. GHSN is a unique learning environment that provides smaller groupings of students who need intense support to be successful. These students are struggling due to home issues which impact attendance, academic struggles, unique life circumstances and in some cases behavioral issues. Smaller class sizes, increased supports from teachers and staff at GHSN provide students, who are at risk of failing or dropping out, the opportunity to focus on credit recovery, attainment of essential skills, and supports to ensure their success. This program has been revamped with additional SEL supports. The Galesburg Area Vocational Center focuses on college and career readiness activities. The program gives a student the opportunity to take courses that will provide them with real-world workplace skills and knowledge to be competitive in the workforce after graduation. Some of the programs offered include cosmetology, culinary arts, computer repair, welding, fire science, automotive repair, and a CEO program through a community partnership. Both GHS and GHSN offer tutoring and credit recovery for students to assist with staying on track for graduation. This year, students who are struggling at either GHS or GHSN will be provided after school tutoring in the core academic areas, by a certified teacher, Monday through Thursday of each school week after school. A 5-member counseling department will provide academic and SEL support to students with the assistance of social workers, support personnel, and licensed practical nurses (LPNs). Support staff members assist with truancy, behavioral referrals, medical concerns, and assisting students with accessing community partners. YMCA's Solutions and Streaks Dads have a daily presence at both high schools and offer community outreach/mentoring services to students. All of the programs and support throughout the district will be implemented with the assistance of building School Improvement Plan (SIP) Teams, department and grade level teams, and a variety of administrative support from the Director of Curriculum and Instruction, the Professional Development Coordinator, building administrators, and community partners like the YMCA and Bridgeway Mental Health Services. New potential EL eligible students are identified through a Home Language Survey upon registration; Potential EL students are screened for English proficiency using the WIDA Screener; Parents are informed of eligibility and the option to accept/refuse services; Students are evaluated for language proficiency every year until their proficiency exits them out of the program (and continue to be monitored in the event further services should be needed); Provided EL services and times vary depending on the English and academic level of the student (service amounts of Low/Moderate/High are dependent on their WIDA proficiency level); Middle School and High School include classrooms which count as English support along with push-in instruction; Elementary School includes a combination of push-in and pull-out services. EL teachers in the district facilitate multilingual communication and parents receive text notifications in multiple languages of important notifications related to important school announcements. Professional development is provided to staff regarding program specifics as well as cultural and linguistic student needs.

**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, EL, special education, neglected, and delinquent as applicable to the district. [2]**

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*((count) of 7500 maximum characters used)*

The district currently uses a variety of different tools to identify students at risk. The following assessments and tools are used in District #205; AimsWeb Plus Scantron Performance Series Scantron Achievement Series PARCCSATWIDA (APT/IPT/Model) Access DLM Illinois Science Assessment Individual Skill Probe AimsWeb+ local screener for social and emotional wellness, to determine whether students are in need of these supports Think CERCA Reading and Writing Assessments Edgenuity Ready Math Tests with national norms are used in conjunction with the district norms to identify students in need of additional help in the areas of math and reading.

*Response from the FY20 Consolidated District Plan.*

The district currently uses a variety of different tools to identify students at risk. The following assessments and tools are used in District #205; Scantron Performance Series Scantron Achievement Series PARCCSATWIDA (APT/IPT/Model) Access DLM Illinois Science Assessment Individual Skill Probe Moby Max AimsWeb+ This will include our new local screener for social and emotional wellness, to determine whether students are in need of these supports. Think CERCA Reading and Writing Assessments Edgenuity Tests with national norms are used in conjunction with the district norms to identify students in need of additional help in the areas of math and reading.

**3. Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and language standards. This includes a description of any additional educational assistance designed to assist English learners and immigrant students to access academic content and develop language proficiency, as applicable.\* [3]**

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There are a variety of different services available to help struggling students throughout the district. In the elementary buildings, interventionists are used in both a push-in and pull-out model to provide small group and one-on-one instruction for students identified for Tier III intervention under the district's multiple tiers of support model. In addition, our new curricular support program through Ready Math is available to assist students with an independent path for instructional delivery to provide intensive support in specific areas of need, based on individual student assessment data. This is updated three times within the year to continue to evaluate student progress, enhance learning, and personalize the students' experience. This year we plan to implement an even greater structure to our after-school tutoring programs at all schools. After school tutoring is made available for the lowest-performing students at the elementary schools. Building administrators reach out to community members to access the Community Reading Buddy Program and education major volunteers from both Knox and Monmouth Colleges who work with small groups of students. These resources are dependent upon community volunteers and student needs. At the junior high level, both schools have after-school tutoring that is run by certified teachers to assist struggling learners. This program is offered to all students, but those identified with skill deficits are encouraged to attend for additional assistance. In addition, we are providing additional instructional support for children who need assistance with current core content. This will be offered to any student who needs additional help, two times per week at each junior high school. Part of the tutoring program includes matching students up with community mentors, which is part of our partnership with the YMCA Solutions program. The two high schools GHS or GHSN will provide after-school tutoring in the core academic areas, by a certified teacher, Monday through Thursday of each school week. In addition, EL staff is available to assist our EL students who need additional language attainment assistance. Summer school will be provided for students in grades kindergarten through twelfth grade. Students will be provided remedial instruction in English/language arts and mathematics in grades K-5. In grades 6-12, students will be provided personalized remedial instruction based on benchmarking data, classroom

performance and areas of need. In addition, we plan to provide students with an opportunity for hands-on, exploratory learning as a portion of their summer school day. In regards to our ELL population of students, we provide the following: New potential EL eligible students are identified through a Home Language Survey upon registration; Potential EL students are screened for English proficiency using the WIDA Screener; Parents are informed of eligibility and the option to accept/refuse services; Students are evaluated for language proficiency every year until their proficiency exits them out of the program (and then they continue to be monitored in the event further services should be needed); Provided EL services and times vary depending on the English and academic level of the student (service amounts of Low/Moderate/High are dependent on their WIDA proficiency level); Middle School and High School include classrooms which count as English support along with push-in instruction; Elementary School includes a combination of push-in and pull-out services. The Bilingual Parent Advisory Committee (BPAC) meets approximately every month to serve as a communication avenue and opportunity for feedback, need identification and ideas between schools and parents of EL students, including those parents with language barriers. School documents such as the Code of Conduct, Report Card Documents, medical requirements, etc. are provided in Spanish and French. The school website also has an instant translation option for a number of languages. The District employs an EL Family Liaison for parents for a wide range of communication needs, including communicating by phone and text in multiple languages. A number of EL teachers in the district also facilitate multilingual communication. Interpreters are provided as needed for parent-teacher conferences as well as IEP meetings and other parent-school engagements. Parents receive text notifications in multiple languages of important notifications related to important school announcements. Annual professional development is provided to staff regarding program requirements as well as relevant cultural and language information and how this applies to our district.

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There are a variety of different services available to help struggling students throughout the district. In the elementary buildings, interventionists are used in both a push-in and pull-out model to provide small group and one-on-one instruction for students identified for Tier II and Tier III intervention under the district's multiple tiers of support model. This year we plan to implement an even greater structure to our after-school tutoring programs at all schools. After school tutoring is made available for the lowest performing students at the elementary schools. Building administrators reach out to community members to access the Community Reading Buddy Program and education major volunteers from both Knox and Monmouth Colleges who work with small groups of students. These resources are dependent upon community volunteers and student needs. At the junior high level, both schools have after-school tutoring that is run by certified teachers to assist struggling learners. This program is offered to all students, but those identified with skill deficits are encouraged to attend for additional assistance. In addition, we are providing additional instructional support for children who need assistance with current core content. This will be offered to any student who needs additional help, two times per week at each junior high school. Part of the tutoring program includes matching students up with community mentors, which is part of our partnership with the YMCA Solutions program. The two high schools GHS or GHSN will provide after-school tutoring in the core academic areas, by a certified teacher, Monday through Thursday of each school week. In addition, EL staff is available to assist our EL students who need additional lead time for assessment assistance. Summer school will be provided for students in grades kindergarten through twelfth grade. Students will be provided remedial instruction in English/language arts and mathematics in grades K-5. In grades 6-12, students will be provided personalized remedial instruction based on benchmark data, classroom performance and areas of need. In addition, we plan to provide students with an opportunity for hands-on, exploratory learning as a portion of their summer school day. In regards to our ELL population of students, we provide the following: New potential EL eligible students are identified through a Home Language Survey upon registration; Potential EL students are screened for English proficiency using the WIDA Screener; Parents are informed of eligibility and the option to accept/refuse services; Students are evaluated for language proficiency every year until their proficiency exits them out of the program (and then they continue to be monitored in the event further services should be needed); Provided EL services and times vary depending on the English and academic level of the student (service amounts of Low/Moderate/High are dependent on their WIDA proficiency level); Middle School and High School include classrooms which count as English support along with push-in instruction; Elementary School includes a combination of push-in and pull-out services. The Bilingual Parent Advisory Committee (BPAC) meets approximately every month to serve as a communication avenue and opportunity for feedback, need identification and ideas between schools and parents of EL students, including those parents with language barriers. School documents such as the Code of Conduct, Report Card Documents, medical requirements, etc. are provided in Spanish and French. The school website also has an instant translation option for a number of languages. The District employs an EL Family Liaison for parents for a wide range of communication needs, including communicating by phone and text in multiple languages. A number of EL teachers in the district also facilitate multilingual communication. Interpreters are provided as needed for parent-teacher conferences as well as IEP meetings and other parent-school engagements. Parents receive text notifications in multiple languages of important notifications related to important school announcements. Annual professional development is provided to staff regarding program requirements as well as relevant cultural and language information and how this applies to our district.

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

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The district is committed to providing professional development opportunities to staff in the areas of essential skills development, aligned to the New Illinois Learning Standards, balanced authentic assessment, differentiation of instruction, student engagement, best practice instruction in the core areas, and data-driven decision making, as defined in the District #205 five year curriculum plan. We also plan to train teachers in the use and incorporation of Ready Math and LETRS literacy training. Furthermore, we seek to incorporate a more concerted effort to evaluate our practices in regard to equity, diversity and inclusivity. We plan to use LINC Spring's Courageous Conversations and Dr. Paul Gorski to further guide us in this endeavor and evaluate district practices. These opportunities are presented in a variety of different formats including teacher institute workshops, school improvement team planning and training, quarterly grade-level meetings, instructional coaching partnerships and trainings, as well as our August training regarding instructional coaching. The district has recently adopted a curricular program entitled ThinkCERCA. This program provides a differentiated reading platform, along with writing instruction for students in elementary school through high school. The content within ThinkCERCA is current, engaging and meaningful. Through the implementation of this program, students will be instructed by utilizing CERCA sets that weave reading and writing across the curriculum. Across all schools, diverse populations of student learners will encounter a variety of leveled texts, engage with relevant and interesting content and think critically in and across all core areas. Training will take place throughout the 2020-2021 school year. In addition, staff continue training in August and continue that training throughout the school year. Implementation and assessment of students' reading and writing skills will be utilized to meet the varied needs of learners within the ThinkCERCA program and within classroom literacy instruction, as well as reading and writing in the content areas. In addition, we will continue the integration of our writing and public speaking rubrics within the district. We will utilize these rubrics to provide a consistent standard of writing and public speaking in grades K-12. We will utilize these rubrics and student samples to discuss instructional needs and plans for our curriculum during department and grade level meetings. We also plan to start year 2 of our 3 year MTSS plan. This year's focus is on tier 2 core instruction in reading and mathematics. We will utilize instructional coaches throughout the district to provide training for teachers across all grade levels. We will also spend time developing tier 3 over the course of the year, as we begin to firm up our understanding of the LETRS training and Ready Math implementation across our K-8 schools. New potential EL eligible students are identified through a Home Language Survey upon registration. Potential EL students are screened for English proficiency using the WIDA Screener. Parents are informed of eligibility and the option to accept/refuse services. Students are evaluated for language proficiency every year until their proficiency exits them out of the program (and then they continue to be monitored in the event further services should be needed). Provided EL services and times vary depending on the English and academic level of the student (service amounts of Low/Moderate/High are dependent on their WIDA proficiency level). Middle School and High School include classrooms which count as English requirement. There is also push-in instruction. Elementary School includes a combination of push-in and pull-out services. The Bilingual Parent Advisory Committee (BPAC) meets approximately every month to serve as a communication avenue and opportunity for feedback, need identification and ideas between schools and parents of EL students, including those parents with language barriers. School documents such as the Code of Student Conduct, Report Card Documents, medical requirements, etc. are provided in Spanish and French. The school website also has an instant translation option for a number of languages. The District employs an EL Family Liaison for parents for a wide range of communication needs, including communicating by phone and text in multiple languages. A number of EL teachers in the district also facilitate multilingual communication. Interpreters are provided as needed for parent-teacher conferences as well as IEP meetings and other parent-school engagements. Parents receive text notifications in multiple languages of important notifications related to important school announcements. Annual professional development is provided to staff regarding program requirements as well as relevant cultural and language information and how this applies to our district.

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Instructional Coaches need deep knowledge and skills in at least six essential domains: (1) adult learning (2) an instructional coaching cycle, (3) using video recordings to gather data, (4) instructional practices described in an instructional playbook, (5) communication skills, and (6) leadership skills (as taken from <https://www.instructionalcoaching.com/institutes/>). Deliberate time and resources will be planned to teach and prepare instructional coaches in the six domains. We will utilize instructional coaches in kindergarten through twelfth grades. Intensive training will be provided to the hired instructional coaches and administrators. In addition, we will have book studies, embedded coach training by the Instructional Training Group, and Zoom sessions related to coaching as well. We will continue to utilize the consultation of Scott Kuffel for administrative coaching to better improve the efficacy and effectiveness of our school and district leadership. The district has recently adopted a curricular program entitled ThinkCERCA. This program provides a differentiated reading platform, along with writing instruction for students in elementary school through high school. The content within ThinkCERCA is current, engaging and meaningful. Through the implementation of this program, students will be instructed by utilizing CERCA sets that weave reading and writing across the curriculum. Across all schools, diverse populations of student learners will encounter a variety of leveled texts, engage with relevant and interesting content and think critically in and across all core areas. Training will take place throughout the 2019-2020 school year, beginning on August 7th for administrators. In addition, staff continue training in August and continue that training throughout the school year. Implementation and assessment of students' reading and writing skills will be utilized to meet the varied needs of learners within the ThinkCERCA program and within classroom literacy instruction, as well as reading and writing in the content areas. In addition, we will implement our new writing and public speaking rubrics within the district. We will utilize these rubrics to provide a consistent standard of writing and public speaking in grades K-12. We will utilize these rubrics and student samples to discuss instructional needs and plans for our curriculum during department and grade level meetings. We also plan to start year 1 of our 3 year MTSS plan. This year's focus is on tier 1 core instruction in reading and mathematics. We will utilize instructional coaches throughout the district to provide training for teachers across all grade levels. New potential EL eligible students are identified through a Home Language Survey upon registration. 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Annual professional development is provided to staff regarding program requirements as well as relevant cultural and language information and how this applies to our district.

**5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.\*\*[5]**

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District #205 is committed to hiring qualified teachers to fill our teaching positions. Teacher qualifications are reviewed at the Central office with verification from the universities and/or colleges that teachers attended. In addition, we verify all teacher employment with ISBE qualifications on the ISBE certification site. Any questions regarding potential hires are fielded through our ROE with the Certification Officer and Director of CTE programming. We hire qualified candidates for the positions that are posted. In regards to effectiveness, we utilize the Charlotte Danielson Model for our teacher evaluation system, along with an "all in" model for the demonstration of student growth. Our district utilizes the components of Senate Bill 7 when evaluating teachers and follows the guidelines listed within. This year, we will continue to provide mentoring for our new teachers, along with the opportunity to utilize an instructional coach to improve instructional delivery and student engagement. Currently, the district is continuing its work with the ECRA group to determine the district's student growth patterns. The ECRA group data is derived from multiple district assessments and gives detailed disaggregation of information by key demographic areas such as race, gender, and low-income. We will continue to use this information to identify if any disparities exist in teaching qualifications and currently have a cohort of teachers who are becoming EL certified. We also utilize the Danielson Framework, within our Professional Evaluation Plan. This data, combined with ECRA data will be used to monitor teacher practice and performance to determine if any disparities exist. The district is committed to its integration in year 2 of the instructional coaching model. Instructional Coaches utilize deep knowledge and skills in at least six essential domains: (1) adult learning (2) an instructional coaching cycle, (3) using video recordings to gather data, (4) instructional practices described in an instructional playbook, (5) communication skills, and (6) leadership skills (as taken from <https://www.instructionalcoaching.com/institutes/>). Deliberate time and resources will be taken place to teach and prepare instructional coaches in the six domains. We will utilize instructional coaches in kindergarten through twelfth grades. LETRS training regarding the science of reading will take place across grades K-6 and include all teachers. We will also train instructional leaders in the LETRS program so that all schools have a leader who is knowledgeable about and fosters effective reading practices that provide equity.

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District #205 is committed to hiring qualified teachers to fill our teaching positions. Teacher qualifications are reviewed at the Central office with verification from the universities and/or colleges that teachers attended. In addition, we verify all teacher employment with ISBE qualifications on the ISBE certification site. Any questions regarding potential hires are fielded through our ROE with the Certification Officer and Director of CTE programming. We hire qualified candidates for the positions that are posted. In regards to effectiveness, we utilize the Charlotte Danielson Model for our teacher evaluation system, along with an "all in" model for the demonstration of student growth. Our district utilizes the components of Senate Bill 7 when evaluating teachers and follows the guidelines listed within. This year, we will continue to provide mentoring for our new teachers, along with the opportunity to utilize an instructional coach to improve instructional delivery and student engagement. Currently, the district is continuing its work with the ECRA group to determine the district's student growth patterns. The ECRA group data is derived from multiple district assessments and gives detailed disaggregation of information by key demographic areas such as race, gender, and low-income. We will continue to use this information to identify if any disparities exist in teaching qualifications and currently have a cohort of teachers who are becoming EL certified. We also utilize the Danielson Framework, within our Professional Evaluation Plan. This data, combined with ECRA data will be used to monitor teacher practice and performance to determine if any disparities exist. The district has committed to implement an instructional coaching model in the 2019-2020 school year. We plan to begin the professional development process and hiring of instructional coaches in the fall. Instructional Coaches need deep knowledge and skills in at least six essential domains: (1) adult learning (2) an instructional coaching cycle, (3) using video recordings to gather data, (4) instructional practices described in an instructional playbook, (5) communication skills, and (6) leadership skills (as taken from <https://www.instructionalcoaching.com/institutes/>). Deliberate time and resources will be planned to teach and prepare instructional coaches in the six domains. We will utilize instructional coaches in kindergarten through twelfth grades.

**6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement.\*\* [6]**

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The district will continue now employ 3 district librarians that lead library activities within each of the district's schools. Each school has a library paraprofessional or librarian that assists with book checkout, research resources, and library curriculum implementation under the direction of the district librarians. All district libraries are open to students and staff throughout the school day. In addition, we have also added Gale Digital Literacy Research to all of our district's schools. Students will be able to use this research tool in the early elementary through their senior year at Galesburg High School. This provides Kids Info Bits, research in context (science, social studies, math, etc.), and In Context suite to access essential content for research projects in all of the core subjects. We will also continue with our Books and Bites program that is hosted by our district librarians and our partnership with the Galesburg Public Library Youth and Adolescent Librarian. Students are able to read books and meet during lunchtime to discuss questions and ideas about the literature and engage in conversation regarding a variety of genres. Also, the district librarians will continue their Galesburg Reads program and Illinois Young Author program in the 2019-2020 school year to engage all of the district's readers and writers in additional opportunities for literacy and academic achievement.

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The district will continue to employ two district librarians that lead library activities within each of the district's schools. Each school has a library paraprofessional that assists with book checkout, research resources, and library curriculum implementation under the direction of the district librarians. All district libraries are open to students and staff throughout the school day. In addition, we have also added Gale Digital Literacy Research to all of our district's schools. Students will be able to use this research tool in the early elementary through their senior year at Galesburg High School. This provides Kids Info Bits, research in context (science, social studies, math, etc.), and In Context suite to access essential content for research projects in all of the core subjects. We will also continue with our Books and Bites program that is hosted by our district librarians and our partnership with the Galesburg Public Library Youth and Adolescent Librarian. Students are able to read books and meet during lunch time to discuss questions and ideas about the literature and engage in conversation regarding a variety of genres. Also, the district librarians will continue their Galesburg Reads program and Illinois Young Author program in the 2019-2020 school year to engage all of the district's readers and writers in additional opportunities for literacy and academic achievement.

**7. Describe how the district will identify and serve gifted and talented students by using objective criteria.\*\* [7]**

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((count) of 7500 maximum characters used)

A student referred for gifted and talented programming will be involved in a child study team approach. Once a referral is submitted and it is determined that the student should be evaluated, the child study team will enlist a school psychologist to evaluate the student utilizing the Iowa Acceleration Scale (IAS). The IAS gives the child study team a holistic view of the student, including assessments of ability, aptitude, and achievement. The child study team will consider the student's prior school experiences, academic performance, developmental factors, interpersonal skills, attitude, and available support. This evaluation will be conducted in a timely fashion. The child study team will make recommendations that could include one or more of the following: Whole-Grade AccelerationSingle Subject AccelerationMentoringEnrichmentOther alternatives Community Opportunities and ResourcesThe Iowa Acceleration Scale Summary and Planning Report will include the details of the student's transition plan and the individuals responsible for monitoring student progress.

Response from the FY20 Consolidated District Plan.

A student referred for gifted and talented programming will be involved in a child study team approach. Once a referral is submitted and it is determined that the student should be evaluated, the child study team will enlist a school psychologist to evaluate the student utilizing the Iowa Acceleration Scale (IAS). The IAS gives the child study team a holistic view of the student, including assessments of ability, aptitude, and achievement. The child study team will consider the student's prior school experiences, academic performance, developmental factors, interpersonal skills, attitude, and available support. This evaluation will be conducted in a timely fashion. The child study team will make recommendations that could include one or more of the following: Whole-Grade AccelerationSingle Subject AccelerationMentoringEnrichmentOther alternatives Community Opportunities and ResourcesThe Iowa Acceleration Scale Summary and Planning Report will include the details of the student's transition plan and the individuals responsible for monitoring student progress.

**Title I Requirements:**

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

**Legislative References:**

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

[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646

[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646

[5] Title I, Part A, Section 1112(b)(2)

[6] Title I, Part A, Section 1112(b)(13)(B)

[7] Title I, Part A, Section 1112(b)(13)(A)

\* Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

\*\*Required field for only Title I, Part A

**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, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with special 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 unique academic and social 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 their efforts to provide each and 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 education including, if 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 interests and skills.\***

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)*

The district will continue to engage in a variety of different programs to transition students from middle school to high school and then from high school to postsecondary institutions, training programs or workplace assignments. For the middle school to high school transition, the district will provide a variety of opportunities for students to begin high school course planning. Students will engage in Career Cruising activities to identify each student's interests, academic, and social/emotional strengths. This information will be a basis for the 4-year course planning done by the high school counseling program. In addition, students will engage in a variety of activities to help them acclimate to the high school environment, which will include a shadowing day at the high school and an informal Freshman Welcome Night at the beginning of the school year. The district will engage in a variety of transitional activities for students graduating from one of the two high schools. All juniors will be spending a day at the local community college to take the ACCESS test to identify opportunities for dual-credit courses and post-graduation planning. Students will have access to district counselors, as well as counselors at the community college level to discuss what academic and technical programs are available to students. The district will assist families in completing the FSFA to access monies for dual-credit opportunities and continue to work with a variety of community partners for scholarship opportunities. High School counselors have also created a freshman/new students transition guide to familiarize students with GHS. In addition, we offer a college fair onsite, a financial aid information night, a dual credit session and an Advanced Placement information session for students and parents. Counselors meet individually with the seniors for comprehensive planning. Additionally, since so many of our students attend CSC, we facilitate the entire process to complete the steps for the Galesburg Promise. The Galesburg Promise ensures all first-generation college students who attend Galesburg school and graduate may attend Carl Sandburg College tuition free. The district pays for students to take GAVC courses. We also plan to offer Dual Credit Biology within GHS this year and are beginning our first year of partnership with Knox College for the Knox Early College program for students in their senior year. This partnership allows students with a 3.9 GPA to attend Knox College and earn 10 credits with no cost. Following successful completion of the senior year, students are eligible for automatic admittance to Knox College.

Response from the approved FY20 Consolidated District Plan.

The district will continue to engage in a variety of different programs to transition students from middle school to high school and then from high school to postsecondary institutions, training programs or workplace assignments. For the middle school to high school transition, the district will provide a variety of opportunities for students to begin high school course planning. Students will engage in Career Cruising activities to identify each student's interests, academic, and social/emotional strengths. This information will be a basis for the 4-year course planning done by the high school counseling program. In addition, students will engage in a variety of activities to help them acclimate to the high school environment, which will include a shadowing day at the high school and an informal Freshman Welcome Night at the beginning of the school year. The district will engage in a variety of transitional activities for students graduating from one of the two high schools. All juniors will be spending a day at the local community college to take the ACCESS test to identify opportunities for dual-credit courses and post-graduation planning. Students will have access to district counselors, as well as counselors at the community college level to discuss what academic and technical programs are available to students. The district will assist families in completing the FSFA to access monies for dual-credit opportunities and continue to work with a variety of community partners for scholarship opportunities. High School counselors have also created a freshman/new students transition guide to familiarize students with GHS. In addition, we offer a college fair onsite, a financial aid information night, a dual credit session and an Advanced Placement information session for students and parents. Counselors meet individually with the seniors for comprehensive planning. Additionally, since so many of our students attend CSC, we facilitate the entire process to complete the steps for the Galesburg Promise. The Galesburg Promise ensures all first-generation college students who attend Galesburg school and graduate may attend Carl Sandburg College tuition free. The district pays for students to take GAVC courses. We also plan to offer Dual Credit Biology within GHS this year and are beginning our first year of partnership with Knox College for the Knox Early College program for students in their senior year. This partnership allows students with a 3.9 GPA to attend Knox College and earn 10 credits with no cost. Following successful completion of the senior year, students are eligible for automatic admittance to Knox College.

**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 and promote skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with 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 needs.

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

*([count] of 7500 maximum characters used)*

The district is supporting a variety of programs that focus on providing skill attainment for the workforce. The district is the administrative and fiscal agent for the Galesburg Area Vocational Center. A variety of programs with applicable certifications are offered to students. Programs range from welding, LPN certification, and computer repair to child care, cosmetology, and fire/police science studies. These programs are designed to give students real-world knowledge and experience to be able to enter the workforce after graduation. In addition, the district is working with local businesses to create training partnerships. Galesburg High School was given a CNC machine from Pegasus Manufacturing last year so that students could learn computer numeric control manufacturing techniques. This is a high demand field in our area and the hope is that students will be able to transfer these skills into the workplace or as a springboard to other technical training programs at area community colleges. The district is also continuing in its 3rd year of a community-supported CEO program at GHS. This program will give area students access to successful business owners who will serve as mentors. These mentors will help students develop a business plan and launch an actual product or service. This program will help students develop the skills and professional network to enter into the entrepreneurial world. We have also engaged in the development of a curriculum that allows students to engage in high-level coding, mobile application development, technical literacy, augmented reality, virtual reality and more. We seek to enhance our technology offerings to promote skills for in-demand technology occupations on a global level. This is year 2 of this program.

Response from the approved FY20 Consolidated District Plan.

The district is supporting a variety of programs that focus on providing skill attainment for the workforce. The district is the administrative and fiscal agent for the Galesburg Area Vocational Center. A variety of programs with applicable certifications are offered to students. Programs range from welding, LPN certification, and computer repair to child care, cosmetology, and fire/police science studies. These programs are designed to give students real-world knowledge and experience to be able to enter the workforce after graduation. In addition, the district is working with local businesses to create training partnerships. Galesburg High School was given a CNC machine from Pegasus Manufacturing last year so that students could learn computer numeric control manufacturing techniques. This is a high demand field in our area and the hope is that students will be able to transfer these skills into the workplace or as a springboard to other technical training programs at area community colleges. The district is also continuing in its second year of a community supported CEO program at GHS. This program will give area students access to successful business owners who will serve as mentors. These mentors will help students develop a business plan and launch an actual product or service. This program will help students develop the skills and professional network to enter into the entrepreneurial world. We have also engaged in a community partnership with Main Street Coding to develop curriculum that allows students to engage in high-level coding, mobile application development, technical literacy, augmented reality, virtual reality and more. We seek to enhance our technology offerings to promote skills for in-demand technology occupations on a global level.

**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



**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, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with special 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 unique academic and social 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 their efforts to provide each and 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.

**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 by the program 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 page and return to this page.

**Program and Description**

**A. Title I, Part A - Improving Basic Programs**

The district is committed to providing professional development opportunities to staff in the areas of essential skills development, aligned to the New Illinois Learning Standards, balanced authentic assessment, differentiation of instruction, student engagement, best practice instruction in the core areas, and data-driven decision making, as defined in the District #205 five year curriculum plan. We also plan to train teachers in the use and incorporation of Ready Math and LETRS literacy training. Furthermore, we seek to incorporate a more concerted effort to evaluate our practices in regard to equity, diversity and inclusivity. We plan to use LINC Spring's Courageous Conversations and Dr. Paul Gorski to further guide us in this endeavor and evaluate district practices. These opportunities are presented in a variety of different formats including teacher institute workshops, school improvement team planning and training, quarterly grade-level meetings, instructional coaching partnerships and trainings, as well as our August training regarding blended learning. The district has committed to continuing the instructional coaching model in the 2020-2021 school year. Instructional Coaches continue to deepen their knowledge and skills in at least six essential domains: (1) adult learning (2) an instructional coaching cycle, (3) using video recordings to gather data, (4) instructional practices described in an instructional playbook, (5) communication skills, and (6) leadership skills (as taken from <https://www.instructionalcoaching.com/institutes/>). Deliberate time and resources have taken place to teach and prepare instructional coaches in the six domains. We will continue to utilize instructional coaches in kindergarten through twelfth grades. In addition, we will have book studies, embedded coach training by the Instructional Training Group, and Zoom sessions related to coaching as well. We will continue to utilize the consultation of Scott Kuffel and veteran administrators for administrative coaching to better improve the efficacy and effectiveness of our school and district leadership. The district has recently adopted a curricular program entitled ThinkCERCA. This program provides a differentiated reading platform, along with writing instruction for students in elementary school through high school. The content within ThinkCERCA is current, engaging and meaningful. Through the implementation of this program, students will be instructed by utilizing CERCA sets that weave reading and writing across the curriculum. Across all schools, diverse populations of student learners will encounter a variety of leveled texts, engage with relevant and interesting content and think critically in and across all core areas. Training will continue to take place throughout the 2020-2021 school year. In addition, staff continue training in August and continue that training throughout the school year. Implementation and assessment of students' reading and writing skills will be utilized to meet the varied needs of learners within the ThinkCERCA program and within classroom literacy instruction, as well as reading and writing in the content areas. The Director of Curriculum and Instruction will be an active participant in the school improvement process, providing feedback to the school improvement team and monitoring the school improvement plan for effectiveness, along with the building principal. Regular meetings and notes from these meetings will be used to guide the process towards identified goals and future action steps. In addition, the school improvement team will monitor student data (i.e.-behavior, IEP goals, assessment data-state and local and attendance/truancy data) and make changes in programming as necessary. Equitable access to programs, activities, resources, etc. will be provided for all students, regardless of gender, race, national origin, color, disability, or age.

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

Lombard will put a concerted focus on classroom management strategies through Safe and Civil Schools training; Outreach/Mentoring plan for chronically absent/truant students; Utilizing ECRA to identify students within subgroup(s) to recommend targeted tutoring services outside of regular instruction; Exploring new classroom instructional practices and options. Churchill will continue to provide intensive service minutes to qualifying students; incorporate the use of instructional strategies that increase student engagement; analyze trends in discipline referral data; include outreach and mentoring; enhance the training of teachers in Safe and Civil Schools Model, and develop attendance goals and celebrations for CWD students. The Director of Curriculum and Instruction will be an active participant in the school improvement process, providing feedback to the school improvement team and monitoring the school improvement plan for effectiveness, along with the building principal. Regular meetings and notes from these meetings will be used to guide the process towards identified goals and future action steps. In addition, the school improvement team will monitor student data (i.e.-behavior, IEP goals, assessment data-state and local and attendance/truancy data) and make changes in programming as necessary. Equitable access to programs, activities, resources, etc. will be provided for all students, regardless of gender, race, national origin, color, disability, or age. Supports will be put in place for students who need assistance at both schools. In addition, we will seek out resources and professional development for staff in regards to best practice instruction, the co-teaching model of instruction-particularly focused on subgroups and behavioral strategies and supports for all learners.

**C. Title I, Part D - Delinquent**

We will provide training in Edgenuity for its use at the Mary Davis Home, with the instructor that is guiding this work and monitoring student performance.

**D. Title I, Part D - Neglected**

We will provide training in Edgenuity for its use at the Mary Davis Home, with the instructor that is guiding this work and monitoring student performance.

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

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

We utilize a mentoring program, new teacher book studies, and student loan forgiveness with our new teacher groups. The district is committed to providing professional development opportunities to staff in the areas of essential skills development, aligned to the New Illinois Learning Standards, balanced authentic assessment, differentiation of instruction, student engagement, best practice instruction in the core areas, and data-driven decision making, as defined in the District #205 five year curriculum plan. We also plan to train teachers in the use and incorporation of Ready Math and LETRS literacy training. Furthermore, we seek to incorporate a more concerted effort to evaluate our practices in regard to equity, diversity and inclusivity. We plan to use LINC Spring's Courageous Conversations and Dr. Paul Gorski to further guide us in this endeavor and evaluate district practices. These opportunities are presented in a variety of different formats including teacher institute workshops, school improvement team planning and training, quarterly grade-level meetings, instructional coaching partnerships and trainings, as well as our August training regarding blended learning. The district has committed to continuing the instructional coaching model in the 2020-2021 school year. Instructional Coaches continue to deepen their knowledge and skills in at least six essential domains: (1) adult learning (2) an instructional coaching cycle, (3) using video recordings to gather data, (4) instructional practices described in an instructional playbook, (5) communication skills, and (6) leadership skills (as taken from <https://www.instructionalcoaching.com/institutes/>). Deliberate time and resources have taken place to teach and prepare instructional coaches in the six domains. We will continue to utilize instructional coaches in kindergarten through twelfth grades. In addition, we will have book studies, embedded coach training by the Instructional Training Group, and Zoom sessions related to coaching as well. We will continue to utilize the consultation of Scott Kuffel and veteran administrators for administrative coaching to better improve the efficacy and effectiveness of our school and district leadership. The district has recently adopted a curricular program entitled ThinkCERCA. This program provides a differentiated reading platform, along with writing instruction for students in elementary school through high school. The content within ThinkCERCA is current, engaging and meaningful. Through the implementation of this program, students will be instructed by utilizing CERCA sets that weave reading and writing across the curriculum. Across all schools, diverse populations of student learners will encounter a variety of leveled texts, engage with relevant and interesting content and think critically in and across all core areas. Training will continue to take place throughout the 2020-2021 school year. In addition, staff continue training in August and continue that training throughout the school year. Implementation and assessment of students' reading and writing skills will be utilized to meet the varied needs of learners within the ThinkCERCA program and within classroom literacy instruction, as well as reading and writing in the content areas.

**G. Title III - LIEP**

We plan to provide more professional development for our ESL staff as we partner with Olivia Mulcahy of the IRC, plan and conduct local professional development/department meetings, and improve our ESL resources through supplementary materials to improve our teachers' instructional resource library. We are working with Ms. Mulcahy to focus on themes of equity, responsive practices, multilingualism, and Universal Design for Learning. Plans will be formalized in July. Currently, we employ several ESL staff members to provide services throughout our attendance centers through the use of state and local dollars. We also seek to find ways to include more push in supports through the delivery of Co-Teaching training and the incorporation of Safe and Civil Schools training into the coordinated professional development time with our ESL staff.

**H. Title III - Immigrant Education**

We plan to provide more professional development for our ESL staff as we partner with Olivia Mulcahy of the IRC, plan and conduct local professional development/department meetings, and improve our ESL resources through supplementary materials to improve our teachers' instructional resource library. We are working with Ms. Mulcahy to focus on themes of equity, responsive practices, multilingualism, and Universal Design for Learning. Plans will be formalized in July. Currently, we employ several ESL staff members to provide services throughout our attendance centers through the use of state and local dollars. We also seek to find ways to include more push in supports through the delivery of Co-Teaching training and the incorporation of Safe and Civil Schools training into the coordinated professional development time with our ESL staff.

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

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

We will continue to utilize instructional coaches in kindergarten through twelfth grades. We also partner with Junior Achievement to train the Financial Literacy teacher in the Junior Achievement real life learning opportunities and align this work with state standards.

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

The annual needs assessment conducted with the school district and community members showed a need for increased training in the areas of trauma, behavior management, IEP process to include FAP and LRE, e-learning, co-teaching, and the MTSS process. Funds will be expended to improve student performance by providing staff training opportunities in the identified areas of needs. A focus will be on increasing student performance by managing student behaviors through the education of staff members on processes and interventions.

**L. IDEA, Part B - Preschool**

The annual needs assessment conducted with the school district and community members showed a need for increased training in the areas of trauma, behavior management, IEP process to include FAP and LRE, e-learning, co-teaching, and the MTSS process. Funds will be expended to improve student performance by providing staff training opportunities in the identified areas of needs. A focus will be on increasing student performance by managing student behaviors through the education of staff members on processes and interventions.

**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

**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, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with special 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 unique academic and social 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 their efforts to provide each and 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 defined below. [2]**
  - 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 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)

The district will use a variety of programs and strategies to reduce the incidents of bullying and harassment, and ensure that discipline practices are fair, reduce the time students are removed from the classroom, and comply with Illinois SB 100 criteria. The district will continue to utilize social workers, deans, and counselors to deal with issues of bullying and harassment in grades K-5. The junior high counselor and Bridgeway Mental Health Counselor will work together to identify needs for small group or individual counseling opportunities to address this issue. In addition, advisories and advocacy periods in grades 5-12 are used to build relationships with students. The high school programs also utilize counselors and social workers to assist students with conflict resolution, as well as academic, social and emotional problem solving. In addition, these support staff are able to access Bridgeway Mental Health Services to assist students with needs outside of the school's area of expertise. The overall district disciplinary philosophy is to return the student to the learning environment as quickly as possible and support the student with interventions that set him/her up for success. In terms of ensuring fair discipline practices that reduce time out of the classroom, the district will continue to implement SB 100 criteria in all of its schools. The SB 100 criterion requires that behavioral interventions are implemented and documented with individual students at all grade levels. In addition, we will be incorporating Safe and Civil Schools across the district. To ensure that no one subgroup of students are receiving behavioral interventions or discipline at a disproportionate rate compared to other groups, the district will review data quarterly to identify any trends that may exist that reflect aversive disciplinary measures within any specific group. These will be reported to the Board of Education on a quarterly basis within the administrator's reports.

Response from the FY20 Consolidated District Plan.

The district will use a variety of programs and strategies to reduce the incidents of bullying and harassment, and ensure that discipline practices are fair, reduce the time students are removed from the classroom, and comply with Illinois SB 100 criteria. The district will continue to utilize social workers, deans, and counselors to deal with issues of bullying and harassment in grades K-5. The junior high counselor and Bridgeway Mental Health Counselor will work together to identify needs for small group or individual counseling opportunities to address this issue. In addition, advisories in the junior highs is used to build relationships with students. The high school programs utilize counselors and social workers to assist students with conflict resolution, as well as academic, social and emotional problem solving. In addition, these support staff are able to access Bridgeway Mental Health Services to assist students with needs outside of the school's area of expertise. The overall district disciplinary philosophy is to return the student to the learning environment as quickly as possible and support the student with interventions that set him/her up for success. In terms of ensuring fair discipline practices that reduce time out of the classroom, the district will continue to implement SB 100 criteria in all of its schools. The SB 100 criterion requires that behavioral interventions are implemented and documented with individual students at all grade levels. To ensure that no one subgroup of students are receiving behavioral interventions or discipline at a disproportionate rate compared to other groups, the district will review data quarterly to identify any trends that may exist that reflect aversive disciplinary measures within any specific group.

**2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]**

[\(42 U.S.C. 11301 et seq.\):\\*](#)

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 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 #205 has a significant population of youth that qualify as homeless under the McKinney-Vento Homeless Assistance Act. For our homeless youth that also qualify for ELL services, we provide several supports including an ELL liaison who works directly with families in their native language to register for school, and ELL related services provided by the district. The district also has a substantial population of homeless students who are enrolled in our alternative high school, GHS North. To support these individuals, administration, our Alternative Instructional Service Facilitator and guidance counselors work to help homeless families register with the district and access resources within the school and community. For other families that may attend other schools, the district has outreach workers, guidance counselors, YMCA Solutions mentors, and ROE liaisons that assist in the access of district and community resources.

Response from the FY20 Consolidated District Plan.

District #205 has a significant population of youth that qualify as homeless under the McKinney-Vento Homeless Assistance Act. For our homeless youth that also qualify for ELL services, we provide several supports including an ELL liaison who works directly with families in their native language to register for school, and ELL related services provided by the district. The district also has a substantial population of homeless students who are enrolled in our alternative high school, GHS North. To support these individuals, administration, our Alternative Instructional Service Facilitator and guidance counselors work to help homeless families register with the district and access resources within the school and community. For other families that may attend other schools, the district has outreach workers, guidance counselors, YMCA Solutions mentors, and ROE liaisons that assist in the access of district and community resources.

**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 who are 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

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0023 - GALESBURG HIGH SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="06/22/2020"/>
1021 - CHURCHILL JR HIGH SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="06/22/2020"/>
1022 - LOMBARD JR HIGH SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="06/22/2020"/>
2015 - SILAS WILLARD ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="06/22/2020"/>
2017 - KING SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="06/22/2020"/>
2018 - GALE SCHOOL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="06/22/2020"/>
2020 - NIELSON ELEMENTARY SCHOOL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value="06/22/2020"/>
2021 - STEELE SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="06/22/2020"/>
3001 - BRIGHT FUTURES PRE-K PROG	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="06/22/2020"/>

Describe anticipated Reorganizations:

Gale and Nielson schools have been closed. Steele, Silas, and King Elementaries will now serve students in grades K-4. Lombard Middle School will serve all of our district's students in grades 5 and 6. Churchill Junior High will serve all of our district's 7th and 8th graders. Galesburg High School will continue to serve students in grades 9-12.

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 funds, return to the Coordinated Funding page and select Title I, save the page, and return to this page.

**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, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with special 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 unique academic and social 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 their efforts to provide each and 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 carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).\***  
**(Section 1112(b)(3))**

[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 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.*

*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)

For schools that may be identified as in need of comprehensive or targeted supports under the ESSA guidelines, the district will take a multi-prong approach in the areas of concern. Areas that are identified through the use of data will be addressed in the school improvement planning and implementation process, with the specific goals to address and close the deficit gaps. The district will also continue the frequent and thorough analysis of assessment and progress monitoring data to track and identify the need for any adjustments to the SIP documents. In addition, the district has hired a Director of Curriculum and Instruction who will monitor, oversee, facilitate, and review the targeted supports for areas of need.

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

For schools that may be identified as in need of comprehensive or targeted supports under the ESSA guidelines, the district will take a multi-prong approach in the areas of concern. Areas that are identified through the use of data will be addressed in the school improvement planning and implementation process, with the specific goals to address and close the deficit gaps. The district will also continue frequent and thorough analysis of assessment and progress monitoring data to track and identify the need for any adjustments to the SIP documents. In addition, the district has hired a Director of Curriculum and Instruction who will monitor, oversee, facilitate and review the targeted supports for areas of need.

**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 measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.\* (Section 1112(b)(4))**

[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 those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.\* (Section 1112(b)(5))**

[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 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 elementary school students are provided with standards-aligned lessons that are delivered through the use of research-based strategies. Specifically, the curriculum in grades K-5 is based on the district's establishment of essential skills, defined by quarter and accompanied by multiple assessment measures. The use of formative instruction is used to for the varying needs of students. A standards-based report card is utilized to report student progress to parents. Assessment data is used to identify students who need additional support/enrichment. Elementary students are provided a rotation of music, art, and PE. Building libraries are utilized all day for selecting literature and/or research. The SEL component of the curriculum and the overall desire to create a positive, nurturing school climate and culture is important to students' success. The two junior high schools within the district have worked over the past three years to align curriculum, elective offerings, extra-curricular opportunities, interventions, tutoring programs and social/emotional supports for all students. Instructional minutes at both schools are equitable, following the schools' concerted effort to adjust building schedules and course offerings. Both schools have worked cooperatively to develop standards-aligned curriculum plans for core and elective courses. Work has been done to develop common assessments, but this work is still in progress. Both schools utilize assessment data from the Scantron Performance Series and PARCC to identify students in need of intervention services, as well as enrichments. In addition to addressing the core curriculum, a diverse schedule of elective courses provides opportunities for students to explore a variety of fine arts, technology, STEM, and career readiness courses. These electives include band, choir, technology, or a blend of family and consumer science, industrial arts, and fine arts. These courses provide students the chance to explore different modalities of learning and expand the traditional curriculum. The newly implemented schedule also provides for daily physical education and a quarter of health education. All of these course offerings allow students to take full advantage of a robust and diverse educational experience. Galesburg has two high school programs that offer students an academic route to best meet their academic and social/emotional needs. Galesburg High School (GHS) offers a traditional 4 year high school program on a 4 block schedule. Students are offered a wide array of core content classes as well as electives in the areas of music, fine arts, family and consumer science, business, agriculture, industrial arts, social studies, science, technology, literature, and physical education. There are courses within the core and elective areas that provide opportunities for struggling learners and those who need enrichment and further challenges. GHS also offers honors courses, Advanced Placement courses, dual-credit options through Carl Sandburg College and Knox College, as well as credit recovery through Edgenuity. Last year, district adopted a curricular support program entitled ThinkCERCA. This program provides a differentiated reading platform, along with writing instruction for students in elementary school through high school. The content within ThinkCERCA is current, engaging and meaningful. Through the implementation of this program, students will be instructed by utilizing CERCA sets that weave reading and writing across the curriculum. Across all schools, diverse populations of student learners will encounter a variety of leveled texts, engage with relevant and interesting content and think critically in and across all core areas. We are introducing LETRS to bring literacy instruction focused on the science of reading and improvement of instruction in literacy for all teachers. We will also be training administrators within the K-6 buildings on the LETRS science of reading content so that they can lead and foster literacy-rich environments. We will be training all teachers over a period of two years and also training four of our district's employees to become facilitators and strengthen our internal capacity. We are also training teachers to utilize Ready Math as a curricular resource for math instruction. We continue to embrace and integrate co-teaching across the district and provide supports within the classroom for our students. The district works in conjunction with the Mary Davis home to provide educational services to students who are incarcerated in the facility. Galesburg District #205 provides 1 regular education teacher to provide services to students in the facility. Teachers and staff at the Mary Davis Home work with the child's home school to coordinate curriculums during the child's stay. We coordinate with Andy Bonis the Assistant Superintendent to make certain that students are enrolled and working on grade level curriculum. Students' schools, prior to placement at the Mary Davis Home, provide course schedules so that we can continue the work within the detention center for the student's stay. Materials for the specific curriculum are tailored to the students and are carried out by the employed teachers within the facility. The teachers provide the instruction, maintain student performance records, communicate performance to previous school and are entered and exited through SIS. This is coordinated by our SIS coordinator from Galesburg in conjunction with Mr. Andy Bonis of the Mary Davis Home.

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

District elementary school students are provided with standards-aligned lessons that are delivered through the use of research-based strategies. Specifically, the curriculum in grades K-5 is based on the district's establishment of essential skills, defined by quarter and accompanied by multiple assessment measures. The use of formative instruction is used to for the varying needs of students. A standards-based report card is utilized to report student progress to parents. Assessment data is used to identify students who need additional support/enrichment. Elementary students are provided a rotation of music, art, and PE. Building libraries are utilized all day for selecting literature and/or research. The SEL component of the curriculum and the overall desire to create a positive, nurturing school climate and culture is important to students' success. The two junior high schools within the district have worked over the past three years to align curriculum, elective offerings, extra-curricular opportunities, interventions, tutoring programs and social/emotional supports for all students. Instructional minutes at both schools are equitable, following the schools' concerted effort to adjust building schedules and course offerings. Both schools have worked cooperatively to develop standards-aligned curriculum plans for core and elective courses. Work has been done to develop common assessments, but this work is still in progress. Both schools utilize assessment data from the Scantron Performance Series and PARCC to identify students in need of intervention services, as well as enrichments. In addition to addressing the core curriculum, a diverse schedule of elective courses provides opportunities for students to explore a variety of fine arts, technology, STEM, and career readiness courses. These electives include band, choir, technology, or a blend of family and consumer science, industrial arts, and fine arts. These courses provide students the chance to explore different modalities of learning and expand the traditional curriculum. The newly implemented schedule also provides for daily physical education and a quarter of health education. All of these course offerings allow students to take full advantage of a robust and diverse educational experience. Galesburg has two high school programs that offer students an academic route to best meet their academic and social/emotional needs. Galesburg High School (GHS) offers a traditional 4 year high school program on a 4 block schedule. Students are offered a wide array of core content classes as well as electives in the areas of music, fine arts, family and consumer science, business, agriculture, industrial arts, social studies, science, technology, literature, and physical education. There are courses within the core and elective areas that provide opportunities for struggling learners and those who need enrichment and further challenges. GHS also offers honors courses, Advanced Placement courses, dual-credit options through Carl Sandburg College and Knox College, as well as credit recovery through Edgenuity. Last year, district adopted a curricular support program entitled ThinkCERCA. This program provides a differentiated reading platform, along with writing instruction for students in elementary school through high school. The content within ThinkCERCA is current, engaging and meaningful. Through the implementation of this program, students will be instructed by utilizing CERCA sets that weave reading and writing across the curriculum. Across all schools, diverse populations of student learners will encounter a variety of leveled texts, engage with relevant and interesting content and think critically in and across all core areas. The district works in conjunction with the Mary Davis home to provide educational services to students who are incarcerated in the facility. Galesburg District #205 provides 1 regular education teacher to provide services to students in the facility. Teachers and staff at the Mary Davis Home work with the child's home school to coordinate curriculums during the child's stay. We coordinate with Andy Bonis the Assistant Superintendent to make certain that students are enrolled and working on grade level curriculum. Students' schools, prior to placement at the Mary Davis Home, provide course schedules so that we can continue the work within the detention center for the student's stay. Materials for the specific curriculum are tailored to the students and are carried out by the employed teachers within the facility. The teachers provide the instruction, maintain student performance records, communicate performance to previous school and are entered and exited through SIS. This is coordinated by our SIS coordinator from Galesburg in conjunction with Mr. Andy Bonis of the Mary Davis Home.

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

*If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only***

([count] of 7500 maximum characters used)

Schoolwide program only

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

Schoolwide program only

**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 who are not meeting such standards.

\*Required Field



If IDEA 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 IDEA funds, return to the Coordinated Funding page and select IDEA, save the page, and return to this page.

**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, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with special 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 unique academic and social 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 their efforts to provide each and 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.

- ☒ Galesburg CUSD #205 schools will utilize the resources necessary to create safe, healthy and supportive learning environments for all students in PreK-grade 12 to meet their individual social/emotional needs.

**1. How was the comprehensive needs assessment information used for planning grant activities? \* This section should include the comprehensive needs identified that will be targeted by the activities and programs funded by IDEA.**

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)

The annual special education needs assessment was conducted in February 2020 to identify the needs for students and staff in the district. Last year the needs included trauma, social/emotional and behavior management. This year again the needs assessment focuses on needs in the areas of trauma, social/emotional, restraint/timeout, behavior management, and e-learning. Funds will be utilized to provide the support, training, and materials needed to meet the needs of the students in PreK through grade 12 in those identified need areas.

**2. Summarize the activities and programs to be funded within the grant application.\***

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)

Workshops and training in behavior management, trauma impacts, social/emotional restraint/timeout, and e-learning will be provided during the school improvement days and after school. Instructors will come from within the district, the local community, and other areas.

**3. Describe any changes in the scope or nature of services from the prior fiscal year.\***

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)

The major changes from the year before will be adding activities for restraint/time out procedures that fall under the new guidelines put out by the federal government and ISBE. Training will be conducted in e-learning as well as programs and activities for low incidence disabilities.

\*Required Field

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## Overview

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\*\*\*\*\*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

**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 and implement 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 funded for the 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 trips. 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 Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the drivers side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

[https://www.isbe.net/Documents/school\\_vehicle\\_guidance.pdf](https://www.isbe.net/Documents/school_vehicle_guidance.pdf)

[https://www.isbe.net/Documents/vehicle\\_use\\_summary.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 in contracts 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 parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 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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**Contact Information**

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**\*\*\*\*\*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:

- 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 required; others are optional and should be included as applicable.**

1. Foster Care LEA-POC - required\*

Last Name*	First Name*	Position/Title*	Email*
Hamm	Jennifer	Assistant Superintendent for Finance and Operation	jhamm@galesburg205.org

2. LEA Transportation Director - required\*

Last Name*	First Name*	Position/Title*	Email*
Earp	Paulette	Transportation	pearp@galesburg205.org

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

\*Required field

\*\*\*\*\*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. Include 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 ensuring school stability.

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.

C.U.S.D. #205 will work with DCFS to provide transportation to and from the school of origin within our district boundary upon notification of student being placed in foster care. The CWA worker, foster care POC, and other essential members of BID share information on the appropriateness of the current educational setting. C.U.S.D. #205 will work with DCFS and the school of origin to provide the best means of transportation upon notification of the student being placed in foster care. C.U.S.D. #205 will share in the cost of the transportation with said school of origin and/or DCFS. Factors that will be considered when determining a student's best interest will include safety, length of plan, types of transportation available, area traffic patterns, school schedules and potential flexibility within, developmental maturity and behavior, along with potential after or before school activities.

Response from the approved FY20 Consolidated District Plan.

C.U.S.D. #205 will work with DCFS to provide transportation to and from the school of origin within our district boundary upon notification of student being placed in foster care. The CWA worker, foster care POC, and other essential members of BID share information on the appropriateness of the current educational setting. C.U.S.D. #205 will work with DCFS and the school of origin to provide the best means of transportation upon notification of the student being placed in foster care. C.U.S.D. #205 will share in the cost of the transportation with said school of origin and/or DCFS. Factors that will be considered when determining a student's best interest will include safety, length of plan, types of transportation available, area traffic patterns, school schedules and potential flexibility within, developmental maturity and behavior, along with potential after or before school activities.

**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 hereSee 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.

The District provides free and appropriate transportation to all students including those covered by an IEP or Section 504 plan regardless of status which includes students in the Foster Care System and those who are Homeless.

Response from the approved FY20 Consolidated District Plan.

The District provides free and appropriate transportation to all students including those covered by an IEP or Section 504 plan regardless of status which includes students in the Foster Care System and those who are Homeless.

**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.

The District follows all legal requirements for servicing EL students. The District employs a English Language Community Liaison that assists the Transportation Coordinator with the needs of our EL families. We also employ an ESL Coordinator who leads our ESL programs and offerings across the district.

Response from the approved FY20 Consolidated District Plan.

The District follows all legal requirements for servicing EL students. The District employs a English Language Community Liaison that assists the Transportation Coordinator with the needs of our EL families.

**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 determined.

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.

If there is a dispute regarding transportation needs, the first inquiry goes to the District Complaint Manager, Tiffany Springer. She will consult with the District Assistant Superintendent for Finance and Operations, Jennifer Hamm, to find a resolution to the dispute. If resolution can not be reached, the Superintendent of Schools, Dr. John Asplund, will make a decision regarding the issue. As part of the formal complaint process established in Board Policy, the parents or stakeholders may request a hearing before the Board of Education. DCFS will have the final say if a resolution cannot be determined.

Response from the approved FY20 Consolidated District Plan.

If there is a dispute regarding transportation needs, the first inquiry goes to the District Complaint Manager, Tiffany Springer. She will consult with the District Assistant Superintendent for Finance and Operations, Jennifer Hamm, to find a resolution to the dispute. If resolution can not be reached, the Superintendent of Schools, Dr. John Asplund, will make a decision regarding the issue. As part of the formal complaint process established in Board Policy, the parents or stakeholders may request a hearing before the Board of Education. DCFS will have the final say if a resolution cannot be determined.

\*Required field

## 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.**

**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.*

A transportation plan will be developed with all stakeholders involved, including the superintendents of the districts involved, the transportation directors, foster parents, and DCFS caseworker. Factors that will be considered when developing the plan will include: safety, length of plan, types of transportation available, area traffic patterns, school schedules and potential flexibility within, developmental maturity and behavior, along with potential after or before school activities.

Response from the approved FY20 Consolidated District Plan.

A transportation plan will be developed with all stakeholders involved, including the superintendents of the districts involved, the transportation directors, foster parents, and DCFS caseworker. Factors that will be considered when developing the plan will include: safety, length of plan, types of transportation available, area traffic patterns, school schedules and potential flexibility within, developmental maturity and behavior, along with potential after or before school activities.

**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 possess a 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 best interest of the student is the primary consideration, not the most economical or the one that generates the greatest reimbursement. Funding options could include Title IV-E (if student is eligible), Title 1 (not those designated for homeless children and youth), or special education funds for students with IEPs.

Response from the approved FY20 Consolidated District Plan.

The best interest of the student is the primary consideration, not the most economical or the one that generates the greatest reimbursement. Funding options could include Title IV-E (if student is eligible), Title 1 (not those designated for homeless children and youth), or special education funds for students with IEPs.

**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.*

If there is a dispute between the Transportation Coordinator and DCFS, the District superintendent(s) will meet with DCFS to resolve the issues. DCFS has the final say if a resolution cannot be determined.

Response from the approved FY20 Consolidated District Plan.

If there is a dispute between the Transportation Coordinator and DCFS, the District superintendent(s) will meet with DCFS to resolve the issues. DCFS has the final say if a resolution cannot be determined.

**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 being 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.*

The School of Origin is responsible for the transportation while all disputes are being resolved. It is our goal to best meet the needs of the students and resolve disputes quickly.

Response from the approved FY20 Consolidated District Plan.

The School of Origin is responsible for the transportation while all disputes are being resolved. It is our goal to best meet the needs of the students and resolve disputes quickly.

**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 aware 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.*

All administrators are briefed annually on the process. In addition, this information is located in our internal electronic manual for reference called the "Red Book." This is a source that all employees can access 24/7.

Response from the approved FY20 Consolidated District Plan.

All administrators are briefed annually on the process. In addition, this information is located in our internal electronic manual for reference called the "Red Book." This is a source that all employees can access 24/7.

\*Required field

- ☐ 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.

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.

☐ 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](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.

#### 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.

#### 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.

#### **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 grantees or contractors 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 grantees or contractors 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.



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](http://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.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

☐ By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-37](#) "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

- ☐ By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:
1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and 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.

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

Not calling IWAS Web Se

Signature of School District Superintendent / Agency Administrator

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

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

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

Application was created on:

3/20/2020

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Admin 1

ISBE Program Admin 2

ISBE Program Admin 3

ISBE Program Admin 4

Selectable Application Print

Request Print Job

☐ Consolidated District Plan

Requested Print Jobs

[Requested by asplund205 on 6/19/2020](#)

[Requested by asplund205 on 6/19/2020](#)

Completed Print Jobs



☒ Expand All

Consolidated District Plan	Page Status	Open Page for editing
<a href="#">Consolidated District Plan</a>		
Contact Information	OPEN	<input type="checkbox"/>
Coordinated Funding	OPEN	<input type="checkbox"/>
<a href="#">Plan Specifics</a>		
Needs Assessment Impact	OPEN	<input type="checkbox"/>
Stakeholders	OPEN	<input type="checkbox"/>
Private Schools Participation	OPEN	<input type="checkbox"/>
Preschool Coordination	OPEN	<input type="checkbox"/>
Student Achievement	OPEN	<input type="checkbox"/>
College and Career	OPEN	<input type="checkbox"/>
Professional Development	OPEN	<input type="checkbox"/>
Safe Learning Environment	OPEN	<input type="checkbox"/>
<a href="#">Title I Specific Pages</a>		
Title I Specific	OPEN	<input type="checkbox"/>
Title I Specific Part Two	OPEN	<input type="checkbox"/>
IDEA Specific Requirements	OPEN	<input type="checkbox"/>
<a href="#">Foster Care Transportation</a>		
Foster Care Transportation Plan Contacts	OPEN	<input type="checkbox"/>
BID - School Stability	OPEN	<input type="checkbox"/>
Foster Care Transportation Plan Development	OPEN	<input type="checkbox"/>
<a href="#">Assurance Pages</a>		
Plan Assurances	OPEN	<input type="checkbox"/>
State Assurances	OPEN	<input type="checkbox"/>
Debarment	OPEN	<input type="checkbox"/>
Lobbying	OPEN	<input type="checkbox"/>
GEPA 442	OPEN	<input type="checkbox"/>
AssurancesText	OPEN	<input type="checkbox"/>
Assurances	OPEN	<input type="checkbox"/>

Save





June 11, 2020

Dr. John Asplund  
Superintendent of Schools  
Community Unit School District #205  
932 Harrison St.  
Galesburg, IL 61401

Re: Galesburg CUSD #205  
King Elementary – Soffit Material Change

Dear Dr. Asplund:

Russell Construction has gathered pricing relating to changing the soffit panels at the main entrance and gym entrance to Nichiha matching the wall panels. During design Legat was led to believe that Nichiha material could not be used in a soffit condition and specified a different product with the intent to match the color of the siding at a minimum. During submittals we were able to discuss with the manufacturer and get clarification on how Nichiha could be used in a soffit condition. This change is in line with the original design intent and is Legat recommends we make this change. Below is the breakout of the material change for both soffits.

Russell has reviewed the pricing and scopes along with Legat and we are all in agree the cost is appropriate.

Change Soffit Material on Module A: \$8,517.76  
Change Soffit Material on Module B: \$4,344.70  
Total Change order to Valley Construction: \$12,862.46

Russell recommends issuing change orders for the changes listed above and funding them from the construction contingency.

Please let me know if you have any questions or concerns.

Sincerely,

A handwritten signature in blue ink, appearing to read "Lee Marbach".

Lee Marbach  
Senior Project Manager

Copy: Ms. Jennifer Hamm, CUSD 205



May 25, 2020

Russell Construction  
Logan Pflibsen  
4700 E. 53<sup>rd</sup> Street  
Davenport, IA 52807

**Re: COR #12A - Costs for changing soffit panels from Allura to Nichiha Spruce in Module A**

Mr. Pflibsen:

On behalf of Valley Construction Company, thank you for the opportunity to submit our proposal for your review for the change in scope on the King Elementary School General Trades Package project. Our proposal is based upon the request to change the soffit panels on the project from the Allura product to the same Nichiha Spruce product we are currently installing as siding in Module A. As we have discussed this option is not warranted by Nichiha and does involve some additional labor and trims to achieve the look wanted by the design team. We have included Valley Construction's pricing worksheets with any appropriate subcontractor and supplier backup behind this proposal for your review.

We have provided a worksheet showing the costs associated with each individual change item in the documentation to follow this cover sheet. Please review the costs totaling ~~\$8,828.00~~; and provide us with the appropriate direction on this matter. The contract timeframe should also be extended by 0 calendar days which is the timeframe for the additional work above the original contract scope.

Please contact me if you have any questions.

Sincerely,

Christopher J. Roginski  
Building Division Manager  
Valley Construction Company

\$8,517.76



012600-1.11-A-a-v states that office administration, project coordination, estimating, etc. are included the the allowed 15% O&P markup

COR #12A - Soffit Product Change in Module A

Description/Subcontractor	Quantity	Unit	MH Rate	Labor	Material	Sub	Equipment
<b>Labor</b>							
<del>Project Manager</del>	<del>3</del>	<del>HR</del>	<del>90</del>	<del>\$270.00</del>			
Carpenter	48	HR	80	\$3,840.00			
Carpenter	-24	HR	80	(\$1,920.00)			
<b>Subcontractor</b>							
<b>Material</b>							
ABC Supply (Allura)					-\$2,294.25		
ABC Supply (Nichiha Spruce)					\$7,781.00		
<b>Equipment Rental</b>							
Subtotals				<del>\$2,190.00</del>	\$5,486.75		\$0.00
Labor Burden @	0.00%			\$0.00			
ISST @	0.00%				\$0.00		
<b>Subtotals</b>	<b>\$0.00</b>			<b>\$2,190.00</b>	<b>\$5,486.75</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Recapitulation</b>							
Temp Labor	\$0.00						
Labor	<del>\$2,190.00</del>						
Materials	\$5,486.75						
Subcontractor	\$0.00						
Equipment	\$0.00						
Cost Subtotal	<del>\$7,676.75</del>						
General Liability	0.00						
P&P Bond	0.00						
Builders Risk	0.00						
VCC Mark up @ 15.0%	<del>1151.51</del>						
Sub Mark up @ 5%	0.00						
<b>Total</b>	<b><del>\$8,828.00</del></b>						

\$1,920.00

\$1,920.00

\$7,406.75

\$1,111.01

\$8,517.76

**BRANCH:**  
3810 W RIVER DR STE D  
DAVENPORT IA  
52802-2412

(563)323-4900

Superior Service - Quality Products - On-Time Delivery - Brands You Want

This Quotation is subject to the Terms and Conditions set forth on the reverse side. This Quotation is NOT VALID for purchases made beyond thirty (30) days of issuance unless signed by an officer or branch manager of ABC Supply, in addition to the signature of an ABC Supply salesman or other ABC Supply representative.

## QUOTATION

**CUSTOMER:**

VALLEY CONSTRUCTION CO.  
SHOP ACCOUNT  
3610 78TH AVE W  
ROCK ISLAND IL

## SHIP TO:

## KING ALLURA SOFFIT

GALESBURG

IL 61401

<b>SLS#</b>	<b>OT#</b>	<b>PAGE</b>
MD	JAW	1

[illegible]

Salesman or other ABC Supply Representative

**Title:** \_\_\_\_\_

Kristin Maynard  
Branch Manager or ABC Supply Officer

Title: MW CFS Director

Duration: \_\_\_\_\_

SUBTOTAL	3523.25
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FREIGHT	.00
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EST. SALES TAX	220.20
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<b>QUOTE TOTAL (U.S.)</b>	<b>3743.45</b>
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May 25, 2020

Russell Construction  
Logan Pflibsen  
4700 E. 53<sup>rd</sup> Street  
Davenport, IA 52807

**Re: COR #12B - Costs for changing soffit panels from Allura to Nichiha Spruce in Module B**

Mr. Pflibsen:

On behalf of Valley Construction Company, thank you for the opportunity to submit our proposal for your review for the change in scope on the King Elementary School General Trades Package project. Our proposal is based upon the request to change the soffit panels on the project from the Allura product to the same Nichiha Spruce product we are currently installing as siding in Module B. As we have discussed this option is not warranted by Nichiha and does involve some additional labor and trims to achieve the look wanted by the design team. We have included Valley Construction's pricing worksheets with any appropriate subcontractor and supplier backup behind this proposal for your review.

We have provided a worksheet showing the costs associated with each individual change item in the documentation to follow this cover sheet. Please review the costs totaling ~~\$4,655.00~~ and provide us with the appropriate direction on this matter. The contract timeframe should also be extended by 0 calendar days which is the timeframe for the additional work above the original contract scope.

Please contact me if you have any questions.

\$4,344.70

Sincerely,

Christopher J. Roginski  
Building Division Manager  
Valley Construction Company



012600-1.11-A-a-v states that office administration, project coordination, estimating, etc. are included in the allowed 15% O&P markup

COR #12B - Soffit Product Change in Module B

Description/Subcontractor	Quantity	Unit	MH Rate	Labor	Material	Sub	Equipment
<b>Labor</b>							
<del>Project Manager</del>	<del>3</del>	<del>HR</del>	<del>90</del>	<del>\$270.00</del>			
Carpenter	24	HR	80	\$1,920.00			
Carpenter	-8	HR	80	(\$640.00)			
<b>Subcontractor</b>							
<b>Material</b>							
ABC Supply (Allura)					-\$1,193.00		
ABC Supply (Nichiha Spruce)					\$3,691.00		
<b>Equipment Rental</b>							
Subtotals				<del>\$1,550.00</del>	\$2,498.00		\$0.00
Labor Burden @	0.00%			\$0.00			
ISST @	0.00%				\$0.00		
<b>Subtotals</b>	<b>\$0.00</b>			<b>\$1,550.00</b>	<b>\$2,498.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Recapitulation</b>							
Temp Labor	\$0.00						
Labor	<del>\$1,550.00</del>						
Materials	\$2,498.00						
Subcontractor	\$0.00						
Equipment	\$0.00						
Cost Subtotal	<del>\$4,048.00</del>						
General Liability	0.00						
P&P Bond	0.00						
Builders Risk	0.00						
VCC Mark up @ 15.0%	<del>607.20</del>						
Sub Mark up @ 5%	0.00						
<b>Total</b>	<b>\$4,655.00</b>						

\$1,280.00

\$1,280.00

\$3,778.00

\$566.70

\$4,344.70



**BRANCH:**  
3810 W RIVER DR STE D  
DAVENPORT IA  
52802-2412

(563)323-4900

Superior Service - Quality Products - On-Time Delivery - Brands You Want

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## QUOTATION

**CUSTOMER:**

VALLEY CONSTRUCTION CO.  
SHOP ACCOUNT  
3610 78TH AVE W  
ROCK ISLAND IL

## SHIP TO:

## KING ALLURA SOFFIT

GALESBURG

IL 61401

<b>SLS#</b>	<b>OT#</b>	<b>PAGE</b>
MD	JAW	1

[illegible]

Salesman or other ABC Supply Representative

**Title:** \_\_\_\_\_

Kristin Maynard  
Branch Manager or ABC Supply Officer

Title: MW CFS Director

Duration:

SUBTOTAL	3523.25
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FREIGHT	.00
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EST. SALES TAX	220.20
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<b>QUOTE TOTAL (U.S.)</b>	<b>3743.45</b>
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June 19, 2020

Dr. John Asplund  
Superintendent of Schools  
Community Unit School District #205  
932 Harrison St.  
Galesburg, IL 61401

Re: Galesburg CUSD #205  
Jr-Sr High Kitchen – Concrete Moisture Mitigation

Dear Dr. Asplund:

Russell Construction has gathered pricing to apply a topical concrete moisture mitigation product to seal the concrete before installing the Epoxy Flooring. Due to the quickness of schedule the concrete moisture is testing above the allowable range for the installation of the Epoxy Flooring product and provide a warranty. This is something that is not uncommon however is not always required depending on a variety of factors including cure time, soil moisture, and weather. Russell chose not to include the moisture mitigation in the Epoxy Flooring bid package to make sure we did not spend the dollars unless they were absolutely needed.

Russell has reviewed the pricing and scopes along with Legat and we are all in agree the cost is appropriate.

Total Change order to Desco Systems: \$16,998

Russell recommends issuing change orders for the changes listed above and funding them from the construction contingency.

Please let me know if you have any questions or concerns.

Sincerely,

A handwritten signature in blue ink, appearing to read "Lee Marbach".

Lee Marbach  
Senior Project Manager

Copy: Ms. Jennifer Hamm, CUSD 205



Desco Systems  
9587 Dielman Rock Island Drive  
St. Louis, MO 63132  
Phone: 314-918-9888  
Fax: 314-918-9777

June 19, 2020

## **Jr-Sr High Kitchen Renovation**

### **CO#1 Request to Apply Moisture Mitigation System**

#### **Scope of Work/Pricing**

##### **Scope of Work**

- Apply MVT Hydrabond System at 120-140 Mills thickness over mechanically prepared floor.

**Pricing:**      **ADD \$16,998.00 for Desco MVT Hydrabond System**

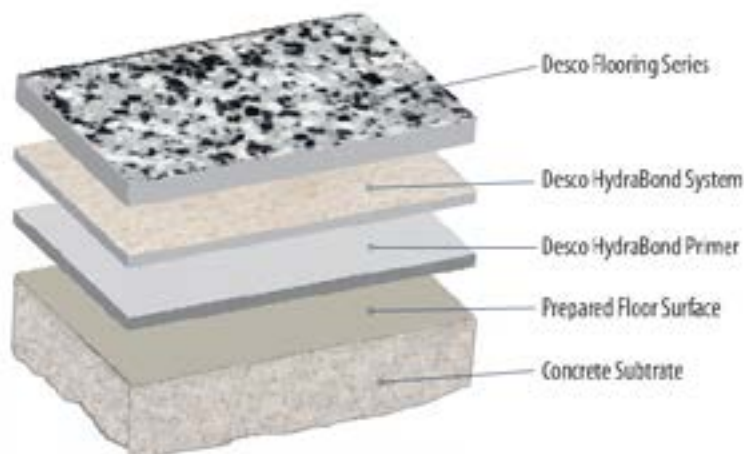
**Pricing:**      **ADD \$17,891.00 for Key Resin Moisture Mitigation System**

Moisture mitigation system is required because no vapor barrier was used. I have the square footage @ 4,771 SF.

Sincerely,

David Griesman  
Desco Systems  
314-740-5521

# HYDRABOND



DESCO

**DESCO HYDRABOND** gives you the confidence to specify a flooring system UNAFFECTED by rapid construction and fresh concrete. **Desco HydraBond** systems can be place over concrete as new as three days old. Desco HydraBond is NOT dependent on Moisture Vapor Transmission readings! **Desco HydraBond** reduces the passage of water vapor and moisture through slabs on, above or below grade, thus eliminating delamination and blistering of resin floor systems, epoxy terrazzo, coatings and other floor system. Contact your Desco approved applicator for further details.

## KEY ADVANTAGES

- No vapor barrier is required under concrete slabs
- Application can proceed without the need for moisture vapor readings
- Low VOC, water based
- High moisture tolerance
- Compatible with Desco flooring systems
- Does not support mold

## PHYSICAL PROPERTIES

**Material** ..... 2-component epoxy

**Density** ..... 12.70 lbs/gallon

VOC Content, Mixed ..... < 1 g/L

Volume Solids..... 59%

**Flash Point:** Part A ..... > 212°F

Part B ..... 170 °F

**Full Cure & Max. Resistance** ..... 7 days

Hardness, Shore D

ASTM-D-2240 ..... 70-75

**Compressive Strength**

ASTM-C- 579 ..... 6500 psi

**Flexural Strength**

ASTM-C-580 ..... 2100 psi

**Adhesion To:**

-New concrete (5 days) ..... 110 psi

-Moist concrete (28 days) ..... 550 psi

-Dry concrete (28 days) ..... 580 psi

**Temperature Resistance:**

a)Continuous:

-Dry heat..... 140°F (60°C)

- Humid ..... 113°F (45°C)

b)Intermittent:

- High pressure water ..... 185°F (85°C)

-Dry heat ..... 149-185°F (65-85°C)

## SYSTEM FINISH

It is always recommended that HydroBond be overcoated with a Desco finished floor system. A mandatory period of 18-24 hours is required before overcoating.

## SITE CONSIDERATIONS

- Substrate temperature must be a minimum of 50°F.
- Substrate must be free of dirt, waxes, curing agents, and other foreign materials.
- Must be installed at recommended coverage for use with moisture sensitive floor coverings.

## APPLICATION

### SURFACE PREPARATION

All substrates must be properly prepared as outlined. Work must be performed by Desco trained or experienced resin flooring or epoxy terrazzo contractors. Consult with Desco Coatings, Inc. regarding any questions. Shot concrete slabs to create a coarse texture surface profile minimum CSP-3. Edges may be diamond ground.

## INSTALLATION

### HOW DOES HYDRABOND WORK?

HydraBond is not affected by high levels of metasilicates (concrete densifiers). With proven Reservoir Technology HydraBond's porosity creates void "reservoirs" during initial cure. These interstitial voids attract and disperse vapor. Vapors then move away from the osmotic membrane (concrete to polymer interface). HydraBond's Reservoir Technology removes the key component of the osmotic cell which causes blistering of floor coatings.

## FINE PRINT LIMITATION BY OTHERS

- An effective vapor barrier must be in place under concrete slab or warranty is voided.
- Moisture vapor readings must be taken every 1,000 sq. ft. or warranty is voided.
- Moisture vapor readings must never build over 90% to 95% under installed flooring or warranty is voided.

## MAINTENANCE

After completing the application of Desco HydraBond and the topcoats or floor system, the installer should provide the owner with maintenance instructions relevant to the specific topcoats or floor system. If floors become slippery due to animal fats, oil, grease, or soap film, clean and rinse thoroughly. Desco Coatings, Inc. can be contacted at 800-426-4164 for suggestions on recommendation to be considered by your design experts.

*DESCO warrants its products to be free from defects in material and workmanship. DESCO's sole obligation and Buyer's exclusive remedy in connection with the products shall be limited, at DESCO's option, to either replacement of products not conforming to this warranty or credit to Buyer's account in the invoiced amount of the nonconforming products. Any claim under this Warranty must be made by Buyer to DESCO in writing within five days of Buyer's discovery of the claimed defect, but in no event later than the expiration of the applicable shelf life, or one year from the delivery date, whichever is earlier. Buyer's failure to notify DESCO of such nonconformance as required herein shall bar Buyer from recovery under this warranty.*

*Any recommendation or suggestion relating to the use of the products made by DESCO, whether in its technical literature, or in response to specific inquiry, or otherwise, is based on data believed to be reliable; however, the products and information are intended for use by Buyers having requisite skill and know-how in the industry, and therefore it is for the Buyer to satisfy itself of the suitability of the products for its own particular use, and it shall be deemed that Buyer has done so, at its sole discretion and risk. Variation in environment, changes in procedures of use, or extrapolation of data may cause unsatisfactory results. DESCO cannot guarantee that color will conform to sample, if provided.*

*DESCO makes no other warranties concerning this product. No other warranties, either expressed or implied, or statutory, such as warranties of merchantability or fitness for a particular purpose, shall apply. In no event shall DESCO be liable for consequential or incidental damages.*