



ESSA LEA Plan Report

Almond-Bancroft School District

2020-2021

Wisconsin Department of Public Instruction
Jill K. Underly, PhD, State Superintendent
Madison, Wisconsin

- Almond-Bancroft School District is not required to submit documentation demonstrating consultation with American Indian Nations.
- Almond-Bancroft School District does not currently receive funding for Title I-D Neglected and Delinquent Subpart 2.
- Almond-Bancroft School District does not have any schools identified for comprehensive or targeted supports.

ESSA LEA Plan Narrative

1. Describe how you will monitor student progress in meeting the state academic standards. In answering this question, please make sure to address the following elements:

- Development and implementation of a well-rounded program of instruction to meet the academic needs of all students.
 - Identification of students who may be at risk for academic failure.
 - Provision of additional educational assistance to individual students. The local educational agency or school determines need help in meeting the challenging State academic standards.
 - Identification and implementation of instructional and other strategies intended to strengthen academic progress and improve school conditions for student learning.
- Development and implementation of a well-rounded program of instruction to meet the academic needs of all students.

Beginning in the 2018-2019 school year, Almond-Bancroft Public Schools (ABPS) will revise its curriculum, utilizing an online program to document the information. This online program will make the curriculum available through the district website once the curriculum is fully revised. The curriculum will be aligned to the most up-to-date common core and state standards for each area. Additionally, each grade band includes opportunities within the curriculum that focus on the development of the whole child, student engagement, student interest, differentiation, and modification of curriculum. Specifically, at each grade band, the curriculum is as follows:

Our EC/4K Curriculum follows the WMELS-Wisconsin Model Early Learning Standards and provides a play based and sensory approach when working with young children. The student's self-concept and emotional needs are addressed through the EC/4K programs to get them ready for future academic success. Pre-academic and social-emotional skills are assessed quarterly using the WMELS as a guide for evaluation (standards-based report cards). The WMELS are also used to assess present-level of academic and functional performance and to develop IEP goals for students that receive EC special education programming.

K-5 Curriculum: Common Core State Standards, Music, Physical Education, Art, Library, Guidance (Character Education/Second Step, Academic and Career Planning/Career Cruising program), COUNTER-ACT (drug prevention programming implemented by the school police liaison officer), Rural Safety Day, Bike Rodeo/Bike Safety

6-12 Curriculum: Common Core State Standards, Band, Choir, Art, Tech Ed., Environmental Ed., Family and Consumer Science, Spanish, Business Education, Guidance (Character Education/Second Step, Academic and Career Planning/Career Cruising program), Student Council, Forensics, Drama, Math League, Spelling Bee, Geography Bee, Quiz Bowl Junior Achievement, peer mentoring, peer tutoring.

- Identification of students who may be at risk for academic failure.

To identify students who may be at risk for academic failure, ABPS uses the following measures:

Benchmark Testing: AIMSweb/FastBridge (beginning 2018-19 school year), PALS, Fountas & Pinnell Reading Benchmark Assessment, Teacher Observations/Running Records, easyCBM (progress monitoring), Formative and Summative assessments, AIMSweb/FastBridge (beginning 2018-19 school year) reading and math progress monitoring, and data team meetings that happen after each benchmarking period. For students performing at or below the 10th percentile on benchmark assessments, key staff members meet more regularly (at least every 9 weeks) to review weekly progress monitoring data and effectiveness of academic and/or behavioral interventions. In regards to behavioral screening, the district will begin using the FastBridge behavior screening tool 2 times per year with Middle and High school students. This data will be reviewed by the Tier 2 PBIS team and the Building Consultation Teams in order to help identify students that may need more social-emotional supports.

APBS has Elementary, Middle and High school BCT (Building Consultation Team) meetings which help to identify students of concern. At the elementary level, these meetings are scheduled 3 times per year, with the option for classroom teachers to request special BCT meetings at any time. Middle and High School BCT meetings happen upon teacher request or by data team request.

- Provision of additional educational assistance to individual students. The local educational agency or school determines need help in meeting the challenging State academic standards.
 - Title I
 - ELL supports
 - Classroom Educational Assistants
 - Rtl time, after school program
 - Co-teaching with Special Education teachers
 - Edmentum (PLATO) Alt Ed program (computer based) and Individualized Learning Plan for students who are failing their core classes in the regular education setting.

- Identification and implementation of instructional and other strategies intended to strengthen academic progress and improve school conditions for student learning.

Professional Development--on campus and off campus professional development days (inservice days). During the 2018-19 school year, all PreK-12th grade teachers will be provided additional professional development days to review the state academic standards, align their lessons and assessments with these standards. Staff will be provided with training on how to use the district's new online curriculum website in order to help improve instruction for all students.

District Goals:

1. Each student will participate in at least one co-curricular activity, club or school/community based opportunity annually.

We will develop and implement an annual community service project for all K-12 grade students and staff to participate in. We will invite community members/businesses into school to work with and share their knowledge and experiences with students. We will create a club extravaganza to showcase all of our co-/extra- curricular opportunities. We will creatively utilize multiple modes of communication and promotion to increase student awareness of school and community based opportunities. We will strengthen existing and develop new partnerships with our communities and surrounding communities. We will provide a partnership with the community and the school district to encourage student participation in service learning.

2. By 2020-2021, ABPS will implement Standards Based Grading for all grade levels.

We will develop learning targets that we will base our grading system on. We will focus on mastery of a subject rather than mystery/working for a grade. We will contact Skyward to develop a standards based report card that can easily be understood by students and parents.

3. By 2019-2020, ABPS will implement experiential learning opportunities for it's students.

We recognize that students learn by doing and by being able to make mistakes. ABPS will design learning experiences that are embedded into the curriculum so that students are able to learn by doing. We will create a learning culture in which making mistakes is not looked upon negatively, instead it is seen as part of the learning process (growth mindset).

4. By 2019-2020, all 6-12 grade students will be surveyed and participate in a prevention program of self-harm and suicide education.

We will support & encourage our students to participate in bullying/harassment prevention, at all ages, including Penguins 4 Prevention. We will utilize a mental health screening tool, acquired through FastBridge, for regular screenings to determine if we have students that are at risk in this area. We will implement an awareness week 3x's a year to promote mental health education. We will work to further encourage the development of trusting relationships between students and staff where students feel safe to share with staff issues regarding self-harm and suicide. We will provide students with knowledge and understanding of healthy choices and suicide prevention. We will establish an evidence based survey that assesses the mental health needs of youth and appropriate interventions. Our school safety team will analyze the survey results and make the necessary decisions for the betterment of the students' mental health.

To strengthen instructional practices, ABPS educators participate in the Educator Effectiveness process which includes reflection of current teaching practices through the Teacher Self-Review as well as goal setting through writing Professional Practice Goals. Using information from EE, student achievement data, and staff surveys, ABPS plans professional development days to include topics that are relevant and necessary to their success in the classroom. These opportunities focus on both what the educators feel they need to enhance and improve practice and what the data shows students need related to professional practice to improve achievement. ABPS educators also have opportunities to attend focused professional development throughout the year as needed or desired.

ABPS also has the following school initiatives to strengthen academic progress and improve school conditions for student learning.

- GED Option #2-meet requirements set by the district to earn the GED
- CTE-Career and Technical Education (not a state requirement)
- College and Career Readiness-ACP (Academic and Career Planning) (state requirement).

- Student access to WI Virtual School and other online course work, allowing students to broaden the number of course offerings that are available to them.

2. How will you identify and address any disparities that result in low-income and minority students being taught at

higher rates than other students by ineffective, inexperienced, or out-of-field teachers as defined in the state educator equity plan? Inexperienced is a teacher that has been teaching in a licensure area for three years or less. Out-of-Field is a teacher that is teaching on an emergency license/permit. Ineffective is a teacher that does not meet the Wisconsin teaching standards. LEAs are encouraged to use local data to help further determine ineffective teachers.

ABPS employs “highly qualified” staff and we don’t segregate students based on income or other reasons. Inclusion is for everyone.

All teachers new to the profession will receive a mentor for the first 2 years of their time with the district, while teachers new to the district, but not new to the profession, will receive a mentor for their first year with the district. All teachers are expected to participate in and successfully progress through the Educator Effectiveness program. ABPS also employs highly qualified paraprofessionals and provides them the necessary training to assist all students they are assigned to work with.

Almond-Bancroft Public Schools has adopted hiring practices that aim at avoiding situations of inequity or disparity. We require staff to be appropriately licensed or certified in their content areas. Further, we use the Educator Effectiveness system data to identify both staff in need of development and provide resources, support, and professional development opportunities to help the teacher become effective. All staff have access to a variety of professional development opportunities to enhance and improve their knowledge and instructional strategies. Inexperienced teachers, out-of-field teachers, teachers new to the district, as well as teachers in need of development and support, all participate in the district mentoring program.

Title I-A Application

3. Describe the poverty criteria that will be used to select school attendance areas for Title I schools.

Almond-Bancroft School District is using the National School Lunch Act poverty measure source to determine the number of students from low income families in Title I school attendance areas.

Title I-A LEA Plan Title I-A Questions

4.1. Describe the nature of the programs to be conducted by Title I schoolwide programs.

The Almond-Bancroft Title I schoolwide program will address the reading needs of students below grade level expectations according to the Fountas and Pinnell screener. Students will be provided small group one-on-one instruction, and their progress will be monitored and communicated to both the classroom teacher and parent(s).

4.2. Describe the nature of the programs to be conducted by Title I targeted assistance programs.

4.3. Where applicable, describe the nature of the programs and educational services for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

If the LEA does not have children living in local institutions for neglected and delinquent children, or for neglected and delinquent children in community day school programs, the LEA should simply state that as the answer.

Almond-Bancroft School does not have children living in local institutions for neglected and delinquent children, or for neglected and delinquent children in community day school programs.

ESSA LEA Plan Narrative

5. Describe the services you will provide homeless children and youths to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local education agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

5.1 Public & Staff Awareness:

ABPS designates an appropriate staff person (Superintendent or whomever) who is able to carry out the duties as the homeless liaison for children and youth experiencing homelessness, including unaccompanied homeless youth.

The homeless liaison discusses homelessness and resources available at various staff meetings throughout the year. In addition, the educational rights of children and youth experiencing homelessness are reviewed during staff meetings so staff are aware of the district's homelessness policy so then are enabled to report student homelessness to the district Homeless Coordinator.

ALMOND-BANCROFT SCHOOL DISTRICT

Administrative Rules 420-Rule(2)

PROCEDURES FOR ENROLLMENT AND PLACEMENT OF HOMELESS CHILDREN AND YOUTH

Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the District shall have equal access to the same free, appropriate public education as provided to other children and youths who reside in the District. They shall be provided services comparable to services offered other children attending District schools, including transportation services, educational services for which the children/youths meet eligibility criteria (e.g., special education, Title I programming, gifted and talented programming), vocational and technical education programs and school nutrition programs. No homeless child or youth shall be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel.

A. District Liaison for Homeless Children and Youths

The principal has been designated as the District's liaison for homeless children and youths and will ensure that:

1. Homeless children and youths residing in the District are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless children and youths enroll in, and have a full and equal opportunity to succeed in schools in the District.
3. Homeless families, children and youths receive educational services for which they are eligible and referrals to other appropriate services (e.g., health care services).
4. The parent/guardian of a homeless child and any unaccompanied homeless youth is informed of the educational and related opportunities available to them and are provided with meaningful opportunities to participate in the education of the child/youth.
5. Public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services such as the schools and family shelters.
6. Enrollment disputes are mediated in accordance with legal requirements.
7. The parent/guardian of a homeless child and any unaccompanied homeless youth is fully informed of transportation services that may be available to them under the law and assist them in accessing such transportation services.

B. Admission and Placement of Homeless Child or Youth

When a homeless child or youth seeks enrollment in the District, these procedures shall be followed:

1. The homeless child's parent/guardian or any unaccompanied homeless youth shall be advised of their choice of schools. The homeless child/youth shall be allowed to either continue his/her education in the school of origin for the duration of the homelessness or be placed in the school that non-homeless children/youths who live in the attendance area in which the child/youth is actually living are eligible to attend. School selection decisions shall be made based on the best interest of the homeless child/youth. 420-Rule(2), Page 2 If the District assigns a homeless child to a school other than the school of origin or a school requested by the parent/guardian, the District shall provide the child's parent/guardian with a written explanation, including a statement regarding the right to appeal the school selection decision. An unaccompanied homeless youth shall also be provided notice of his/her right to appeal the school selection decision. School selection disputes shall be handled as outlined in Section C below.
2. The homeless child/youth shall be immediately enrolled in the assigned school. This must be done even if the child/youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation. The enrolling school shall immediately contact the school last attended by the child/youth to obtain relevant academic and other records. If the child/youth needs to obtain immunizations, or immunization or medical records, the enrolling school shall immediately refer the parent/guardian or the unaccompanied homeless youth to the District's liaison for homeless children and youths, who is expected to assist in obtaining the necessary immunization or medical records.
3. The homeless child/youth shall be placed in an appropriate grade level by the building principal or designee, using the same procedures that are used for placing non-homeless children and youth attending that school. Educational programming and services shall be provided for the child/youth consistent with legal requirements and established District policies and procedures.
4. Once enrolled, homeless children/youths shall have all the rights and privileges of non-homeless children attending school in the District and shall be subject to the same school rules and regulations.

C. School Selection or Enrollment Disputes

If a dispute arises over school selection or enrollment in a school:

1. The homeless child, youth, parent/guardian shall be referred to the District's liaison for homeless children and youths, who shall carry out the dispute resolution process outlined by the Department of Public Instruction as expeditiously as possible after receiving notice of the dispute.
2. The homeless child or youth shall be immediately enrolled in the school in which the enrollment is sought, pending resolution of the dispute.
3. The parent(s)/guardian or homeless youth shall be provided with a written explanation of the District's decision on the dispute and a notice of the right to appeal to the State Superintendent of Public Instruction.

D. Transportation

Homeless children and youth shall be eligible for transportation services similar to non-homeless students residing in the District. In addition, transportation shall be arranged to and from the school of origin if the homeless child or youth continues to be enrolled in that school. If the school of origin and current residence are in different school districts, the two school districts must agree upon a method to apportion responsibility and costs for transportation to the school of origin, or the costs must be equally shared.

Annual Notice Regarding Homeless Children

Homeless children and youth (twenty-one years of age and younger) are defined as:

- * Children and youth who lack a fixed, and adequate nighttime residence, and includes children and youth who are:
- * Children and youth who have a primary nighttime residence that is a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation

for human beings.

* Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

* Migratory children who qualify as homeless because they are living in circumstances described above.

If you are personally aware of or are acquainted with any children who may qualify according to the above criteria, the ABPS provides the following assurance to parents of homeless children:

* There shall be immediate enrollment and school participation, even if educational and medical records and proof of residency are not available.

* All educational opportunities and related opportunities for homeless students (preschool to age 21), including unaccompanied youth, shall be the same as for the general student population.

* Enrollment and transportation rights, including transportation to the school of origin shall be possible. "School of origin" is defined as the school the child attended when permanently housed or when last enrolled.

* Written explanation of why a homeless child is placed other than in a school of origin or school requested by the parent, with the right to appeal within the local dispute resolution process.

* Meaningful opportunities for parents to participate in the education of their children. These shall include: special notices of events, parent-teacher conferences, newsletters, and access to student records.

Please contact Jeff Rykal, homeless liaison for Almond-Bancroft Public Schools for additional information about homeless issues. Mr. Rykal can be reached at (715) 336-2941 Extension 123.

5.2. Community Coordination & Collaboration:

Almond-Bancroft Public Schools annually publishes and distributes resources concerning homelessness. We work with Portage County to distribute information and resources to the public using a variety of methods including social media, website postings, and written materials. Furthermore, the administration works very closely with our partners throughout the community including Portage County Human Services, churches, food pantry, civic organizations, and local law enforcement.

Information on the local service provided to address homeless will be shared with the community through the following methods:

- the district newsletter
- local newspaper
- district website
-

We will work with Portage County (who currently offer assistance to families) to communicate district services as well as partner with them to ensure that the needs of our homeless students and families are met. We also work with area churches, the food pantry, civic organizations, health providers, and local law enforcement to ensure that the community is aware of the educational rights of children and youth experiencing homelessness and can provide support and services accordingly.

5.3. Identification & Referral:

Staff refer children and youth experiencing homelessness to the district Homeless Coordinator. The Homeless Liaison Coordinator (HLC) will connect with families to inform them of their McKinney-Vento educational rights. Written information will be provided in the families home language and in simple terms for families to understand. The HLC will work with families to ensure that they understand their rights. The HLC will work with families to coordinate lunch services, school supplies, course fee waivers, and referrals to Head Start services. The HLC will connect with Waushara County to coordinate services for homeless students and families related to mental health, basic needs, housing, and other appropriate services so that families have access to proper care and resources.

We keep track of our homeless students in Skyward. ABPS works closely with all stakeholders in our community to identify and support our homeless student population.

5.4. Policy & Procedure Review/Revision:

School Board policies reviewed on a regular basis. The ABPS Board of Education use the WASB policy resource center as a tool to aid in finding the most current and applicable policies. Part of this process is reviewing the policies and procedures to ensure the district has eliminated barriers to the enrollment, attendance, and academic success of children and youth experiencing homelessness.

5.5. Transportation to & from School of Origin (including preschool):

Excerpt from Policy 442 Administrative Rule - (2)

D. Transportation

Homeless children and youth shall be eligible for transportation services similar to non-homeless students residing in the District. In addition, transportation shall be arranged to and from the school of origin if the homeless child or youth continues to be enrolled in that school. If the school of origin and current residence are in different school districts, the two school districts must agree upon a method to apportion responsibility and costs for transportation to the school of origin, or the costs must be equally shared.

When it is known that a student is experiencing homelessness and is in need of transportation to and from school, and the travel crosses district boundaries, the ABPS homeless liaison reaches out to the other district(s) liaison(s), via phone calls, email, and occasionally face-to-face meetings, to work together in creating a plan for each student. This plan includes specific responsibilities for the transportation and/or monetary responsibility. The goal is to help the student to minimize the days missed due to the homeless circumstances.

5.6. Immediate Enrollment:

Per state law, ABPS will accept and provide transportation and education needs of homeless students in accordance with Almond-Bancroft Public Schools Policy 442, Administrative Rule (2): PROCEDURES FOR ENROLLMENT AND PLACEMENT OF HOMELESS CHILDREN AND YOUTH.

5.7. Dispute Resolution:

Any disputes are worked through with the Homelessness Coordinator (Mr. Rykal) and Portage County resources. Almond-Bancroft Public Schools follow Board Policy #442, Administrative Rule (2): PROCEDURES FOR ENROLLMENT AND PLACEMENT OF HOMELESS CHILDREN AND YOUTH to resolve disputes. Excerpt is below:

C. School Selection or Enrollment Disputes

If a dispute arises over school selection or enrollment in a school:

1. The homeless child, youth, parent/guardian shall be referred to the District's liaison for homeless children and youths, who shall carry out the dispute resolution process outlined by the Department of Public Instruction as expeditiously as possible after receiving notice of the dispute.
2. The homeless child or youth shall be immediately enrolled in the school in which the enrollment is sought, pending resolution of the dispute.
3. The parent(s)/guardian or homeless youth shall be provided with a written explanation of the District's decision on the dispute and a notice of the right to appeal to the State Superintendent of Public Instruction.

6. Describe the strategy you will use to implement effective parent and family engagement under Title I, Part A, Section 1116 of ESSA.

The Board recognizes the importance of parent/guardian involvement in the Title I Program and, therefore, will provide appropriate opportunities for parents/guardians to become involved in the design and implementation of the District's program. Each school year, parents/guardians should receive an orientation by the Title I staff about the program. The orientation should include, but not be limited to, explanations about the Title I program including; curriculum, amount of instruction provided to each student, how, when and where the instruction is delivered to the students, parent involvement activities, parent-teacher conferences, and training sessions for parents.

Parent involvement activities include the following suggestions:

- Encourage their child's efforts and be available for questions.
- Help their child attend school and be on time.
- Establish a time for homework and make sure work is done.
- Stay aware of what their child is learning and offer assistance at home.
- Support the school in its efforts to maintain proper discipline.
- Read with their child and let their child see them read.
- Limit their child's television viewing and encourage learning activities instead.

In addition, each school year parents/guardians shall receive notice of their right to request and receive information regarding the professional qualifications of their child's teachers including:

- 1) Whether the teacher meets state qualification and licensing criteria for the grade levels and subject areas they teach;
- 2) Whether the teacher is teaching under emergency or provisional status through which state licensing criteria have been waived;
- 3) Whether the teacher is teaching in the field of discipline of the certification or degree held by the teacher; and
- 4) Whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, ABPS provides 1-2 Family Engagement nights with a focus of reading and math per year.

7. Describe how you will implement strategies to facilitate effective transitions for students from:

7.1. Early childhood education programs to elementary school programs (for elementary schools this includes:

support, coordination, and integration of services provided under Title I, Part A with early childhood education programs at the LEA or individual school level):

ABPS has an MOU (memorandum of understanding) with the Portage County Birth to Three program to transition upcoming 3 year olds with possible needs for the EC/Spec. Ed. program. Once in the EC program those students are gradually transitioned to 4K and or Kindergarten based on their readiness for those programs. Once they exit Kindergarten and move through elementary school, if needs are there, support will be continued through Special Ed., Title I, instructional differentiation, as well as RtI.

For our regular education early childhood students (4 year old kindergarten) we engage them all in high quality play-based learning strategies. As they progress through the year, we work on kindergarten readiness skills, including beginning reading, writing, and mathematics skills. We engage our early childhood parents in outreach activities that are designed to provide parents with strategies to continue to work with their child on readiness skills. Again, we focus on these skills through a play-based process to maximize student and parent engagement.

7.2. Middle grades to high school:

Our school counseling program provides a transition activity/program to introduce 5th grade elementary students to the middle school environment.

They do so by holding a middle school preview day in which the students are shown the middle school area, meet with the middle school staff, practice with their locker combinations, and general discussion on how to be successful in middle school. At the beginning of every school year, during the K-12 open-house, 6th and 9th grade students and their parents are provided an orientation to introduce them to the higher grade levels. Periodically, a follow up is provided by our school counselors to assure students are adjusting positively to their new environments.

8. Describe how you will support efforts to reduce the overuse of discipline practices that remove students from the classroom.

Positive Behavior Intervention Strategies (PBIS) are in place as a preventive measure to decrease student behavioral referrals. Teachers have classroom expectations established to focus on Eagle PRIDE; Prepared, Responsible, Integrity, Developing Citizenship, and Earn and Give Respect. Teachers continually model classroom expectations as well as have them posted in every classroom with routine references to those expectations.

The district is seeking training on restorative practices to find means to keep students in the learning environment and avoid using suspension as a disciplinary measure unless absolutely necessary. The student handbooks will undergo a complete update for the 2019-2020 school year.

Zones of Regulation is incorporated into elementary and middle school classrooms to help students learn how to identify their emotions and self regulation strategies when in the different zones. Students are taught coping skills so that they may respond appropriately to the various situations that arise throughout the school day. Guidance classes are implemented bi-weekly in K-5 classes to support positive social and emotional growth. Each year ABPS provides several of the district staff with ProAct training for crisis non-violent deescalation, particularly with students that struggle with regulation of emotions.

Within our Progressive Discipline Step System, students referred to the dean of students and/or principal will receive disciplinary action as outlined in the Discipline Step System, which has been implemented to address the types of student conduct that is a cause for classroom disruption or other behaviors that hinder a positive learning environment. Below is an excerpt from the student handbook that outlines the progressive discipline plan:

STEPS:

Step 1 (1st referral) Conference with the Dean of Students. Incident is recorded in student's folder as a verbal warning. Parents Notified.

Step 2 (2nd referral) Conference with the Dean of Students. Incident is recorded in student's folder. The student may be assigned community service hours. Parents will be notified of the incident and any changes to the student's schedule.

Step 3 (3rd referral) The student and his or her parents are required to meet with the teacher of the referral, and an administrator. A behavioral contract may be created and parents and student required to sign. 2-3 hours of community service may be assigned at the discretion of the principal and/or the dean of students.

Step 4 (4th referral) One (1) day of in/out-of-school-suspension. Parents notified.

Step 5 (5th referral) Two (2) days of in/out-of-school-suspension. Parents notified.

Step 6 (6th referral) One (1) to Three (3) days out-of-school suspension. Re-entry conference with parents may be required.

Step 7 (7th referral) Three (3) to five (5) days out-of-school suspension. Re-entry conference with parents required.

Step 8 (8th referral) Expulsion hearing before the Board of Education.

Note: These steps are subject to the discretion of the Dean of Students or Principal.

At step 3 and beyond, the student may not be eligible for field trips, extracurricular activities, and competitions.

Once a student has received a referral, or multiple referrals, for each 30 consecutive days the student attends school without receiving a referral, their step location on the above plan will be reduced by one.

Title II-A LEA Plan Title II-A Questions

9.1. Describe the activities to be carried out under Title II and how these activities will be aligned with challenging academic standards.

Our Title II-A funds will be used to pay a literacy coach to work with our K-5 elementary teachers on incorporating best practices into the balanced literacy instructional model. She will be providing in-service workshop activities, online Go to Meetings with teachers, and she will be coaching teachers in their classrooms. This will include 10 teachers with the purpose of improving instruction and raising student achievement in literacy.

Training educators to effectively implement high-quality instructional and curricular materials. We also keep class sizes small so there is more one-on-one interaction between student and teacher.

10.1. Describe your systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

We offer all staff paid time off to attend administration approved professional development opportunities. Staff can request time off to attend professional development opportunities that will further them in their teaching career.

Continuous Improvement Process Reporting (CIPR)

11. Describe how the LEA will prioritize Title II funds to schools served that are implementing comprehensive support and improvement (CSI) activities and targeted support improvement (TSI) and/or additional targeted support and improvement (ATSI) activities under section 1111(d) and have the highest percentage of children counted for Title I, Part A purposes.

Almond-Bancroft School District does not have any schools identified for comprehensive or targeted supports.

ESSA LEA Plan Narrative

12. Describe how you will use data and ongoing consultation to continually update and improve activities supported under Title II, Part A. Please note that consultation must include teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (if you have a charter school in your LEA), parents, and community partners.

Professional development activities provided under Title II A will provide teacher training to assist with communication to parents, so parents can understand and assist their child with the new math standards and curriculum. Surveys will be used to continue parent/teacher communication and assistance. Student and parent math nights will be held throughout the school year to also assist everyone with the knowledge and understanding of the math curriculum expectations.

Quarterly Data Meetings are held with the Title I Coordinator and the school psychologist with the elementary teachers to analyze student assessment data (benchmark and progress monitoring), teacher observations, and general student concerns to place them into Tier II or III interventions. Progress monitoring is done weekly to track student growth with those students that scored below the grade level "cut" scores.

District Wide - Bi-Weekly Tier 2 meetings are held with principal, dean of students, director of Special Education, guidance counselors, classroom teachers to implement the best practices to ensure the educational potential of behavior-troubled students.

13. Describe how you will implement strategies to facilitate effective transitions for students from high school to

postsecondary education. Please note that this includes:

- Coordination with institutions of higher education, employers, and other local partners
- Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Almond-Bancroft Public Schools has implemented the Academic and Career Planning (ACP) component of College and Career Readiness, which states that all students in grades 6-12 have a plan that addresses their academic and career-readiness needs. All the current initiatives in place are meant to prepare students for their lives after high school, whether that be post-secondary institutions, military, workforce, and/or entering the community as a prepared and responsible adult. Initiatives include: job shadows, weekly class meetings, transitional meetings with students (Department of Vocational Rehabilitation), participating in work study and job experiences on and off campus, projected 4-year academic planning and extracurricular involvement to help identify student strengths and areas of interest (which includes opportunities to pursue college-level coursework on and off campus), engagement in Career Exploration course and Career Cruising software, participating in interest and skill assessments and career inventories, attending meetings for financial aid and scholarship applications, year-round off-campus opportunities such as the Wisconsin Education Fair (11th-12th grade), college campus tours (9th-12th), workplace visits, Discovery Day (7th grade). We will be adding a careers course in our middle school exploratory class rotation that will focus on various careers each school year and provide on-site experiences where students can interact with professionals in that career area.

Continuous Improvement Process Reporting (CIPR)

15.1. Describe the LEA's plan to meet the responsibilities to support schools identified for comprehensive supports and improvement (CSI). Please note these responsibilities include:

- Partnering with stakeholders to develop and implement a 'support and improvement' plan to improve student outcomes.
- The plan must -
 - Be informed by student performance indicators, including performance when measures against state long-term goals;
 - Include evidence-based interventions;
 - Be based on a school-level needs assessment; and
 - Identify resource inequities.

Almond-Bancroft School District does not have any schools identified for comprehensive supports.

15.2. Describe the LEA's plan to meet the responsibilities to support schools identified for additional targeted support and improvement (ATSI) and/or targeted support and improvement (TSI). Please note these responsibilities include:

- Partnering with stakeholders to develop and implement a 'support and improvement' plan to improve student outcomes.
- The plan must -
 - Be informed by student performance indicators, including performance when measures against state long-term goals;
 - Include evidence-based interventions;
 - Identify resource inequities;
 - Be approved by the LEA prior to implementation;
 - Monitored by the LEA; and
 - Result in additional action following unsuccessful implementation of the plan after a number of years determined by the LEA.

Almond-Bancroft School District does not have any schools identified for targeted supports.

15.3. Describe the LEA's process for approving and monitoring school improvement plans for the schools

identified for additional targeted support and improvement (ATSI) and/or targeted support and improvement (TSI) .

Almond-Bancroft School District does not have any schools identified for targeted supports.

Title I-A LEA Plan Title I-A Questions

16. Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program, will identify the eligible children most in need of services.

ESSA LEA Plan Narrative

17. Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under Title III that will help English learners increase their English language proficiency and meet the challenging State academic standards.

During the 2017-2018 school year Almond-Bancroft Public Schools had a 22.7% (90 students) Hispanic Population. 13.1% (52 Students) of the student population is considered English Language Learners (ELL)/Limited English Proficient (LEP). Our ELL students are placed in the regular classroom environment and provided appropriate supports within the classroom to help them students progress both academically and in the English Language. This may include support from an interventionist, paraprofessional, peers, one-on-one or small group intervention, and a modified/differentiated curriculum. Additionally, the student may be identified for Title I support and receive Title I services. We believe that by ensuring the student has both in-class supports as well as receiving additional services that address core curricular areas, the student has the resources needed to increase English language proficiency as well as meet academic standards.

18.1. Describe how you will ensure that elementary schools and secondary schools receiving funds under Title III assist English learners in achieving English proficiency based on the State's English language proficiency assessment and consistent with the State's long term goals.

Almond-Bancroft Public Schools engages in data analysis from state and local assessments as well as formative assessments to create student profiles and address individual student needs. To ensure that all ELL students achieve English proficiency, we create academic and language goals for EL's and progress monitor frequently to make adjustments as needed to their programming. Language goals are based on the WIDA Language Proficiency Standards. Classroom teachers work collaboratively with the Title I and other Intervention staff to ensure that students are on track to meet academic and language goals through assessments (local and formative) including progress monitoring. The curriculum or individual learning plan for ELL students may be adjusted according to their progress. Lastly, we encourage our ELL students to participate in the after-school tutoring program our district provides in conjunction with the Portage County Boys & Girls Club.

18.2. Describe how you will ensure that elementary schools and secondary schools receiving funds under Title III assist English learners in meeting the challenging State academic standards.

Almond-Bancroft Public Schools analyze data from state and local assessments as well as formative assessment to create student profiles and address individual student needs. To ensure that all ELL students achieve English proficiency, we create academic and language goals for ELL Students and progress monitor frequently to make adjustments as needed. Classroom teachers work collaboratively with the Title I staff to ensure that students are on track to meet academic and language goals through assessments (local and formative) including progress monitoring. The curriculum or individual learning plan for ELL students may be adjusted according to their progress. Lastly, we encourage our ELL students to participate in the after-school program our district provides so that they have additional opportunities for support.

19. Describe how you will promote parent, family, and community engagement in the education of English learners.

Almond-Bancroft Public Schools will follow the same policies and procedures to promote family, parent, and community engagement in the education of ELL Students as it does for engaging families of Title I students and all families. We engage families through the following methods:

- Annual meeting with parents to discuss ACCESS and other testing results, Language Proficiency goals, student academic and language goals, curriculum, and possible modifications/differentiated instruction

- Open house
- Family outreach with assistance from district interpreter
- Parent-Teacher events
- Social media updates
- District-based and classroom newsletters
- Information accessible in families' native languages
- Provide a translator for written and verbal translations

Title IV-A LEA Plan Title IV-A Questions

20. Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under Title IV, Part A, Subpart 1. Note: LEAs or consortium leader that do not have a partnership with an entity with a demonstrated record of success in implementing activities under Title IV, Part A, Subpart 1, may state, "Not applicable" in the text field.

Not applicable

ESSA LEA Plan Narrative

21. If determined appropriate by the LEA, describe how you will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.

Almond-Bancroft Public Schools has implemented the Academic and Career Planning (ACP) component of College and Career Readiness, which states that all students in grades 6-12 have a plan that addresses their academic and career-readiness needs. All the current initiatives in place are meant to prepare students for their lives after high school, whether that be post-secondary institutions, military, workforce, and/or entering the community as a prepared and responsible adult. Initiatives include: job shadows, weekly class meetings, transitional meetings with students (Department of Vocational Rehabilitation), participating in work study and job experiences on and off campus, projected 4-year academic planning and extracurricular involvement to help identify student strengths and areas of interest (which includes opportunities to pursue college-level coursework on and off campus), engagement in Career Exploration course and Career Cruising software, participating in interest and skill assessments and career inventories, attending meetings for financial aid and scholarship applications, year-round off-campus opportunities such as the Wisconsin Education Fair (11th-12th grade), college campus tours (9th-12th), workplace visits, Discovery Day (7th grade). We will be adding a careers course in our middle school exploratory class rotation that will focus on various careers each school year and provide on-site experiences where students can interact with professionals in that career area.

22. If determined appropriate by the LEA, describe how you will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Not Applicable

23. If determined appropriate by the LEA, describe how you will use ESSA funds to assist schools in identifying and serving gifted and talented students.

Not Applicable -Not using ESSA funds for GT.

24. If determined appropriate by the LEA, describe how you will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Not Applicable



LEA Code 490105	Local Educational Agency Almond-Bancroft School District
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ASSURANCES

GENERAL ASSURANCES

Any Local Educational Agency (LEA) or other qualifying entity in Wisconsin that submits a plan or application under the ESEA (a LEA or other qualifying entity will collectively be referred to as Applicant), whether separately or pursuant to 20 USC § 7845, shall have on file with the Wisconsin Department of Public Instruction (DPI) a single set of assurances, applicable to each program for which a plan or application is submitted, that provides the following assurances:

- (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications, and each program shall comply with the terms and conditions of Wisconsin's consolidated State plan under the ESEA as approved by the U.S. Department of Education;
- (2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to these entities; and
 (B) the Applicant will administer the funds and property to the extent required by the authorizing statutes;
- (3) the Applicant will adopt and use proper methods of administering each such program including—
 (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (4) the Applicant will cooperate in carrying out any evaluation of each such program conducted by or for the state educational agency, the Secretary, or other Federal Officials;
- (5) the Applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the Applicant under each such program;
- (6) the Applicant will—
 (A) submit such reports to the DPI (which shall make the reports available to the Governor) and the Secretary as the DPI and Secretary may require to enable the DPI and the Secretary to perform their duties under each such program; and
 (B) maintain such records, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
- (7) before the application was submitted, the Applicant afforded a reasonable opportunity for public comment on the application and considered such comment;
- (8) that all funds received under ESEA will be used to supplement and not supplant those from other sources otherwise available to continue current or past efforts;
- (9) the application will be available for review by the public;
- (10) the Applicant will comply with all requirements of the ESEA programs included in its consolidated application, whether or not the program statute identifies these requirements as a description or assurance that the Applicant would have addressed, absent this consolidated application, in a program-specific plan or application, and maintain records of its compliance with each of those requirements; and

(11) any printed (or other media) description of ESEA programs will state the total amount being spent on the project or activity and will indicate the percentage of funds from the ESEA programs which are involved.

(12) the Applicant will only use ESSA funds to administer and support evidence-based practices as described in 20 USC § 7801(21)(A).

(13) the Applicant shall meaningfully consult with stakeholders as required under each applicable Title.

GEPA 427-Equitable Access and Participation

Under section 427 of the General Education Provisions Act, each Applicant is required to include in its plan a description of steps that will be taken to remove barriers that may exist regarding equitable access to, or equitable participation in, activities and programs the state will undertake with the federal funds provided.

Gun-Free Schools Requirements 20 USC § 7961

Each LEA that submits a plan or application under the ESEA assures:

(1) that the LEA is in compliance with Wis. Stat. § 120.13(1)(c)2m requiring commencement of proceedings to expel from school for a period of not less than one year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, under the jurisdiction of the LEA; and

(2) the LEA shall provide to the DPI, in the application requesting assistance under the ESEA, a description of the circumstances surrounding any expulsions imposed under Wis. Stat. § 120.13(1)(c)2m, including—

- (A) the name of the school concerned;
- (B) the number of students expelled from such school; and
- (C) the type of firearms concerned.

Civil Rights 20 USC § 7914

Each Applicant that submits a plan or application under the ESEA assures its understanding that:

(1) nothing in the ESEA shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the ESEA; and

(2) nothing in the ESEA shall be construed to require the disruption of services to a child or the displacement of a child enrolled in or participating in a program administered by an eligible entity, as defined in 20 USC § 1111(d), at the commencement of the entity's participation in a grant under section 20 USC § 1116.

School Prayer 20 USC § 7904(b)

Each Applicant that submits a plan or application under the ESEA assures that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools.

FISCAL ASSURANCES

Each Applicant that submits a plan or application under the ESEA provides the assurances set forth below.

(1) Statutes and Regulations: The Applicant shall comply with all applicable statutory and regulatory requirements. These requirements include, but are not limited to, applicable provisions of—

ASSURANCES (cont'd)

- (A) Title VI of the Civil Rights Act of 1964 [45 U.S.C. 2000d through 2000d-4]
- (B) Title IX of the Education Amendments of 1972 [20 U.S.C. 1681-1683]
- (C) Section 504 of the Rehabilitation Act of 1973 [29 U.S.C.794]
- (D) The Age Discrimination Act [42 U.S.C. 6101 et seq.]
- (2) Allowable Costs: Costs incurred shall be allowable under the principles established in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards; Final Rule [2 CFR Part 200, Subpart E-Cost Principles].
- (3) Budget Modifications: The Applicant will obtain an approved budget amendment when it is anticipated that claimed expenditures will vary significantly from the amount in the current approved budget. A significant variance is an increase of 10 percent (summary of all line items) of the current total approved budget [2 CFR § 200.308(e)].
- (4) Confidentiality: The Applicant shall comply with provisions regarding confidentiality of student information [WI Statute § 118.125, pupil records] and 34 CFR Part 99, Family Educational Rights and Privacy Act].
- (5) Conflict of Interest: No board or staff member of an LEA or CESA may use his or her position to obtain financial gain or anything of substantial value for the private benefit of himself or herself or his or her immediate family, or for an organization with which he or she is associated, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit [Wis. Stat. § 19.59 (1) (a)] [2 CFR § 200.112].
- (6) Contracts and procurement: The Applicant will use its own procurement procedures that reflect applicable state and local laws and regulations, provided the procurements conform to applicable federal law and the standards in [2 CFR §§ 200.318-200.326] Procurement Standards.
- (7) Cooperation with Evaluation: The Applicant shall cooperate with the performance of any evaluation of the program by the DPI or USDE of by their contractors [2 CFR § 200.328(1)].
- (8) Copyright, Acknowledgement, and Publications: The Applicant/Recipient will comply with all copyright and materials acknowledgement requirements as addressed in the projects' grant guidelines. The U.S. Department of Education and the DPI reserve royalty-free, nonexclusive, and irrevocable licenses to reproduce, publish or otherwise use, and to authorize others to use, for their purposes. The copyright in any work developed under this subgrant or contract under this subgrant; and any rights of copyright to which the Applicant or a contractor purchases ownership with grant support. The content of any grant-funded publication or product may be reprinted in whole or in part, with credit to the USDE and DPI acknowledged. However, reproduction of this product in whole or in part for resale must be authorized by the DPI. When issuing statements, press releases, and other documents describing projects or programs funded in whole or in part with federal grant funds, the grant award recipient shall clearly acknowledge the receipt of federal funds in a statement.
- (9) Fiscal Control: The Applicant will use fiscal control and fund accounting procedures and will ensure proper disbursement of, and accounting for, federal funds received and distributed under this program [2 CFR § 328(1)].
- (10) Indirect Costs: If the fiscal agent intends to claim indirect costs, the total amount budgeted for indirect costs is limited to and cannot exceed the negotiated indirect rate established with the DPI. Indirect costs cannot be charged against capital objects.
- (11) Legal and Regulatory Compliance: Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations and the approved application [34 CFR § 76.700].
- (12) OMB Standard Form 424B: The Applicant will comply with all applicable assurances in OMB standard Form 424B (Assurances for Non-Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all applicable federal laws, executive orders and regulations.
- (13) Programmatic Changes: The Applicant will obtain the prior approval of the DPI whenever any of the following actions is anticipated:
- (A) Any revision of the scope or objectives of the project;
 - (B) Changes in key persons where specified in the application or grant award;
 - (C) A disengagement from the project for more than three months, or a 25 percent reduction in time devoted to the project, by the approved project director;
 - (D) Contracting out or otherwise obtaining services of a third party to perform activities central to the purpose of the award;
 - (E) Changes in the amount of approved cost-sharing or matching provided by the subrecipient [2 CFR § 200.308(c)(1,2,3,6,7)].
- (14) Record Retention: In accordance with 2 CFR § 200.333(b), this is written notification to the subrecipient that DPI requires an extension to the record retention period for grants addressed in the *Wisconsin Records Retention Schedule for School Districts*. For all other grants, the Applicant will ensure records are maintained for a period of at least three years after the end of the project year (2 CFR § 200.333). If any litigation, claim, negotiation, audit, or other action involving the records starts before the end of the period, the records will be retained until completion of the action and resolution of all issues.
- (15) Reporting: The Applicant will ensure all required financial and program data is reported to the DPI timely on a schedule established by the DPI. The Applicant will report to DPI using the accounts in the Wisconsin Uniform Financial Accounting Requirements (WUFAR) [2 CFR § 200.302(b)(2)].
- (16) Grant Evaluation: The Applicant shall ensure that all grant evaluation reporting will be timely on a schedule established by the DPI. Grant evaluation information provided to the DPI staff shall accurately assess the completeness of grant goals, activities, benchmarks and target dates [2 CFR § 300.328(b)(1)].
- (17) Single Audit: Any entity that expends in total (all sources) \$750,000 or more in federal funds during a fiscal year (July 1–June 30) is required to conduct a single audit. If a single audit is required, a copy of the audit is to be submitted to DPI School Financial Services auditor [2 CFR §200.501].
- (18) Text Messaging and E-Mailing While Driving: The Applicant/Recipient and their grant personnel are prohibited from text messaging while driving a government-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or e-mail when driving [Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving October 1, 2009].
- (19) Time and Effort Supporting Documentation: For costs to be allowable, compensation for personal services must adhere to the Standards for Documentation of Personnel Expenses as identified in 2 CFR §200.430(i)(1). The subrecipient must retain records that accurately reflect the work performed and be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated.
- (20) Trafficking in Persons: The grant condition specified in 2 CFR §175.10 includes the following language: "i. Trafficking in persons. 1 You as the recipient, your employees, subrecipients under this award, and subrecipients' employees may not i. Engage in severe forms of trafficking in persons during the period of time that the award is in effect; ii. Procure a commercial sex act during the period of time that the award is in effect; or iii. Use forced labor in the performance of the award or subawards under the award." A subrecipient is required to inform the federal agency immediately of any information received from any source alleging a violation of this condition. The federal agency may unilaterally terminate this award, without penalty, if a subrecipient is determined to have violated this condition.

ASSURANCES (cont'd)

PROGRAM-SPECIFIC ASSURANCES**Title I, Part A**

Each LEA that submits a plan under Title I, Part A of the ESEA assures that the LEA will:

- (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 20 USC § 6320, 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 20 USC § 9622(b)(3);
- (4) coordinate and integrate services provided under this part with other educational services at the LEA 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, county, and tribal 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) 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 42 USC § 675(4)(A); and
 - (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if—
 - (I) the local child welfare agency agrees to reimburse the LEA for the cost of such transportation;
 - (II) the LEA agrees to pay for the cost of such transportation; or
 - (III) the LEA and the local child welfare agency agree to share the cost of such transportation.
- (6) shall ensure the educational stability of children in foster care, through collaboration with county and tribal child welfare agencies and by assuring that:
 - (A) any such child enrolls or remains in such child's school of origin, unless a determination is made that it is not in such child's best interest to attend the school of origin, which decision shall be based on all factors relating to the child's best interest, including consideration of the appropriateness of the current educational setting and the proximity to the child's out-of-home care placement for the duration of the time that the child is in an out-of-home care placement;
 - (B) when a determination is made that it is not in such child's best interest to remain in the school of origin, the LEA of the new school will immediately enroll the student - even if the student is unable to produce records normally required for enrollment - and
 - (C) when receiving a new student, the LEA will immediately contact the school of origin to obtain relevant academic and other records and, if the school of origin, immediately transfer those records.

(7) will provide services to homeless children and youths, including services to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.) [(20 USC § 6312 (b) (6)].

(8) 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;

(9) in the case of a LEA 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)); and

(10) comply with school improvement activities and requirements if one or more schools in the LEA is identified for comprehensive or targeted supports pursuant to Wisconsin's consolidated State plan under the ESEA as approved by the U.S. Department of Education.

Title I, Part A, Comparability

Each LEA that submits a plan under Title I, Part A of the ESEA assures that the LEA has complied or will comply with comparability requirements under 20 USC § 6321(c) by establishing and implementing:

- (1) a local educational agency-wide salary schedule;
- (2) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and
- (3) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

Title I, Part A, School Improvement

Each LEA receiving funds under a grant awarded to the State pursuant to 20 USC § 6303 provides the following assurances to:

- (1) use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the local educational agency will partner;
- (2) align other Federal, State, and local resources to carry out the activities supported with these funds;
- (3) as appropriate, modify practices and policies to provide operational flexibility that enables full and effective implementation of the plans developed for schools identified for comprehensive support and improvement, schools identified for targeted support and improvement, and/or schools identified for additional targeted support and improvement; and
- (4) ensure that each school the LEA serves with these funds will receive all of the State and local funds it would have received in the absence of funds received under this section.

The LEA is knowledgeable and approves of the uses of funds made available under 20 USC § 6303 to provide services to schools implementing comprehensive support and improvement, schools identified for targeted support and improvement, and/or schools identified for additional targeted support and improvement activities on its behalf. These services includes direct support from DPI as well as through educational service agencies.

ASSURANCES (cont'd)

Title I, Part C, Migrant Education

Each Applicant receiving funds under a grant awarded to the State pursuant to 20 USC § 6394(c) provides the following assurances:

- (1) funds received under this part will be used only—
 - (A) for programs and projects, including the acquisition of equipment, in accordance with 20 USC § 6396; and
 - (B) to coordinate such programs and projects with similar programs and projects within the State and in other states, as well as with other federal programs that can benefit migratory children and their families;
- (2) such programs and projects will be carried out in a manner consistent with the objectives of 20 USC § 6314, subsections (b) and (d) of 20 USC § 6315, subsections (b) and (c) of section 20 USC § 6321 and 20 USC ch. 70, Part F;
- (3) in the planning and operation of programs and projects, there is consultation with parent advisory councils for programs of 1 school year in duration and that all such programs and projects are carried out—
 - (A) in a manner that provides for the same parental involvement as is required for programs and projects under 20 USC § 6318, unless extraordinary circumstances make such provision impractical; and
 - (B) in a format and language understandable to the parents;
- (4) in planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children and migratory children who have dropped out of school
- (5) the effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under 20 USC ch. 70, Part A;
- (6) such programs and projects will provide for outreach activities for migratory children and their families to inform such children and families of other education, health, nutrition, and social services to help connect them to such services;
- (7) to the extent feasible, such programs and projects will provide for—
 - (A) advocacy and outreach activities for migratory children and their families of, or helping such children and families gain access to other education, health, nutrition, and social services;
 - (B) professional development programs, including mentoring, for teachers and other program personnel;
 - (C) family literacy programs;
 - (D) the integration of information technology into educational and related programs, and
 - (E) programs to facilitate the transition of secondary school students to postsecondary education or employment.

Title I, Part D, Sub Part 1, Neglected and Delinquent

The State Agency receiving Title I, Part D, Subpart 1 funds shall:

- (1) except for institution-wide projects, serve only those students who are failing, or most at-risk of failing, to meet the state's challenging student performance standards. 20 USC § 6435(a)(2)(B)(i).
- (2) use multiple and appropriate measures to evaluate student progress. 20 USC § 6471(c).
- (3) provide the necessary training for appropriate staff, to ensure that the planning and operation of educational projects are of high quality. This includes program support for special education identified students. 20 USC § 6434(c)(10) & (17).
- (4) assist in locating alternative programs through which students can continue their education if they are not returning to school after leaving the institution. 20 USC § 6434(c)(13).

(5) coordinate with other programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 or other comparable programs, if applicable. 20 USC § 6434(c)(19).

(6) ensure that, in making services available to children and youth in adult correctional institutions, priority will be given to such children and youth who are likely to complete incarceration within a two-year period. 20 USC § 6434(c)(2).

(7) work with parents to secure parents' assistance in improving the educational achievement of their children and youth and preventing their children's and youth's further involvement in delinquent activities. 20 USC § 6434(c)(14).

(8) work with children and youth with disabilities in order to meet an existing individualized education program and notify the children's or youth's local school if the child or youth is identified as in need of special education services in the institution and intends to return to the local school. 20 USC § 6434(c)(15).

(9) work with children and youth who dropped out of school before incarceration in order to encourage the children and youth to reenter school and attain a regular high school diploma once the term of incarceration is completed or provide the child or youth with the skills necessary to gain employment, continue their education, or attain a regular high school diploma or its recognized equivalent if they do not intend to return to school. 20 USC § 6434(c)(16).

Title I, Part D, Sub Part 2, Neglected and Delinquent

Each LEA that enters into an agreement with a correctional facility pursuant to 20 USC § 6453(2) assures that in regard to services provided to neglected and/or delinquent youth under 20 USC § 6421, the agreement shall require the facility to:

- (1) where feasible, ensure educational programs in juvenile facilities are coordinated with the student's home school, particularly with respect to special education students with an individualized education program;
- (2) notify the local school if a youth is identified as in need of special education services while in the facility;
- (3) where feasible, provide transition assistance to help the youth stay in school, including coordination of services for counseling, assistance, in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
- (4) provide support programs which encourage youth who have dropped out to re-enter school once their term has been completed or provide such youth with the skills necessary for such youth to gain employment or seek a secondary school diploma or its recognized equivalent;
- (5) work to ensure such facilities are staffed with teachers and other qualified staff who are trained to work with children with disabilities and other students with special needs taking into consideration the unique needs of such children and students;
- (6) use, to the extent possible, technology to assist in coordinating educational programs between the juvenile facility and the community school;
- (7) where feasible, involve parents and family members in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;
- (8) coordinate funds received under this program with other local, State, and federal funds available to provide services to participating youths, such as funds under the Job Training Partnership Act, and vocational education funds;
- (9) coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and
- (10) if appropriate, work with local businesses to facilitate postsecondary and workforce success for participating youth.

ASSURANCES (cont'd)

Title II, Part A**Supporting Effective Instruction**

Each LEA receiving a subgrant under 20 USC § 6612 provides the following assurances:

- (1) the LEA will comply with 20 USC § 7881 (regarding participation by private school children and teachers); and
- (2) the LEA will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.
- (3) the LEA will use funds in accordance with 20 USC § 6613(b)(2) to address the learning needs of all students, including children with disabilities, students from low income families, English learners, and talented students.

(4) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under 20 USC § 7118 of this title;

(5) use a portion of funds received under this subpart to support one or more activities authorized under 20 USC § 7119(a) of this title, including an assurance that the local educational agency, or consortium of local educational agencies, will comply with 20 USC § 7119(b) of this title; and

(6) annually report to the State for inclusion in the report described in 20 USC § 7114(a)(2) how funds are being used under this subpart to meet the requirements of assurances (C) through (E).

Title III, Part A

Each LEA or other eligible entity that receives a subgrant under 20 USC § 6821 for purposes of supplementing and not supplanting efforts to improve the education of English learners provides the following assurances:

- (1) each LEA that is included in the eligible entity is complying with 20 USC § 6312(e) of this title prior to, and throughout, each school year as of the date of application;
- (2) the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with USC §§ 6846 and 6847 of this title;
- (3) the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
- (4) 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.
- (5) the eligible entity certifies that all teachers in any language instruction educational program for limited English proficient children 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 communication skills.

Title IV, Part A**Student Support and Academic Enrichment**

Each Applicant that applies for funds under 20 USC § 7115 shall include assurances that the LEA, or consortium of such agencies, will:

- (1) prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—
 - (A) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;
 - (B) have the highest percentages or numbers of children counted under 20 USC § 6333(c);
 - (C) are identified for comprehensive support and improvement under 20 USC § 6311(d)(2);
 - (D) are implementing targeted support and improvement plans as described in 20 USC § 6311(d)(2); or
 - (E) are identified as a persistently dangerous public elementary school or secondary school under 20 USC § 7912;
 - (2) comply with 20 USC § 7881 of this title (regarding equitable participation by private school children and teachers);
 - (3) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under 20 USC § 7117 of this title;
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ASSURANCES (cont'd)
CERTIFICATION / SIGNATURE

WE, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of our knowledge, that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated agency designated in this application is authorized to administer this grant.

WE FURTHER CERTIFY that the assurances listed above have been satisfied and that all facts, figures, and representations in this application are correct to the best of our knowledge.

LEA Code 490105	Local Educational Agency Almond-Bancroft School District
Name of Agency Administrator Melissa Clark	
Signature ➤ Digitally Signed	Date Signed <i>Mo./Day/Yr.</i> 06/02/2020
Title of Individual Signing District Authorizer	