



ESSA LEA Plan Report

Colfax School District

2018-2019

Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, State Superintendent
Madison, Wisconsin

- **Colfax School District is not required to submit documentation demonstrating consultation with American Indian Nations.**
- **Colfax School District does not currently receive funding for Title I-D.**
- **Colfax 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.**

1. The School District of Colfax has chosen a reading and math curriculum that is designed to meet the needs of all students by providing instruction at various skill levels and instructional groupings. The programs also provide remedial instructional practices as well as enrichment practices. Evidence of effectiveness can be found through curricular assessments, Star Reading, Star Math, and the Forward exam.
2. Students are identified as at risk for failure based on falling below the 40th percentile on Star Reading and Star Math. Data from DIBELS and classroom performance is also considered when identifying students who may be at risk for academic failure.
3. Additional educational assistance is provided to students identified as at risk for academic failure through Title I support, ELL support, RtI support, special education and peer mentoring. Students may also be required to attend summer school courses that focus on maintaining and mastering skills that are needed to meet the state academic standards.
4. The district is currently in the process of curriculum mapping for reading and math. Teams will review state standards and compare them to our curricular units to identify areas that may need additional instructional materials. This work will be done biannually.

Colfax School District has developed and implemented a well-rounded program of instruction to meet the academic needs of all students. The universal curriculum is based around meeting the Common Core State Standards and designed to meet all students' needs. Our reading program is based on using Direct Instruction Reading, which provides differentiation to meet each student at the reading level they are at. When schedules are being created, we take care as a district to prioritize reading and math instruction time. Students are assessed at least three times a year on their guided reading level, STAR, PALS, sight words, fluency. Teachers meet in grade-level teams to review the data and discuss progress. Data analysis includes looking at demographic characteristics of the group. After analyzing assessment data, the staff identifies areas of academic need, develop a priority list, and choose to make structural and instructional revisions.

All students grades 6-12 are assessed by STAR in reading and math three times a year. A data analysis team meets yearly to look at state testing data. At the end of the year, 6-12 staff, administration, and parents take a day to hold a data analysis retreat and a spring Title I Annual Review in preparation for next school year. After analyzing assessment data, the staff identifies areas of academic need, develops a priority list, and chooses to make structural and instructional revisions, as outlined in the school improvement plan. SWIS data related to student behavior is also analyzed and discussed at the meeting.

Curriculum is based on the Common Core State Standards and is reviewed yearly. Updated curriculum is based on request and need. In the middle school, students do Explore classes in the fine arts areas. In the HS, students are offered ITV classes, AP classes, various electives, credit recovery, and remedial math courses to choose from to best fit their needs.

The Colfax schoolwide program offers opportunities for every child to achieve his/her highest academic potential and to meet the state's academic standards. In order to do so, we offer help individually, in small groups, in large groups and through team teaching. Working in conjunction with the School-wide Plan and the RtI model, the classroom teacher assumes the initial remedial role. All grade levels have an intervention time. At the data meetings, students are grouped by the skills they need to work on during the intervention time. These are flexible groups and are progress monitored to see if students are responding to the intervention. Students that meet the criteria for a Tier 3 intervention also receive this in addition to their Tier 2 intervention time. Follow-up meetings with weekly progress monitoring are required for these students. For students above benchmarks, they are in enrichment groups.

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.

1. All staff in regular education settings are highly qualified in their area of instruction. When classroom lists are made, principals make all attempts to create an all-inclusive group of students and take into account any new staff and who their students will be. Administration supervises and utilizes CESA 6 Educator Effectiveness Tool to formally assess staff.

Our school district follows the DPI model for Teacher Effectiveness to help ensure all teachers are highly qualified. Teachers are on a rotating summative year schedule and principals are in charge of making sure teachers are highly qualified. We also use take into consideration classroom teachers' experience and licensure when making class lists for the following year. All teachers hold current license(s) in the area(s) that they teach. Our SAFE report is reviewed by the Board and Administration to ensure that there are no disparities or ineffective, inexperienced, or out-of-field teachers in areas they shouldn't be in. Professional Development is guided by student learning. Workshops and in house PD are provided based on needs identified through informal and formal assessment opportunities including informal classroom, district level screening, and state assessments.

Title I-A Application

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

Colfax 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.

Priorities - We prioritize students based upon the Star Reading and Star Math benchmark scores in fall, winter, and spring. Students identified below the average range (25th percentile or lower) will demonstrate a student growth percentile of 45 or higher. All students in grades 1st - 6th will demonstrate a student growth percentile of 35 or higher.

Staffing - We currently have 1 full-time employee providing interventions to students in kindergarten through 6th grades. We have a .75 employee who provides interventions to students in kindergarten through 5th grades.

Leadership Team Meetings - We hold monthly meetings for all staff members and the ELA/Title I team meets monthly as well. Additional meetings are call for as needed.

Parent Engagement - Our goal is to schedule a reading activity and a math activity night on separate dates. We also have the annual open house, parent teacher conferences, concerts, programs, etc.

Supplies/Interventions - We are currently using Words Their Way, Sound Partners, and Lexia Core5 as our main interventions. We also have available Leveled Literacy Interventions, Comprehension Toolkit, and Rave-O along with a multitude of activities that focus on specific skills.

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.

The district does not have any students living in or receiving services, from a local institution for neglected and delinquent children/students.

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:

Polly Rudy, Special Education Director is the district's liaison for homeless children and youth. All staff are made aware of who is identified as the liaison at the annual fall inservice training.

Each year the liaison shares information to all staff members on identifying homeless students at the fall inservice training. This communication includes the rights and definition of homeless students. Specific training is held with secretaries and counselors.

An annual notice is included in the district newsletter. Training on at risk youth is provided to the bus drivers by the special education director and includes information to look for with homeless students. The district website includes the required annual notice.

Public notice of the educational rights of homeless youth is disseminated in such public places as schools, meal sites, shelters, and other locations frequented by low-income families.

5.2. Community Coordination & Collaboration:

We maintain communication with food pantry staff to be aware of new/existing homeless families through face to face communication weekly when

they drop off groceries or food.

Posters of the educational rights of children and youth experiencing homelessness are provided to each community organization to post in a predominant location for staff awareness and to communicate with families and youth that may be accessing services and support.

Communication with local agencies and providers is mainly via email but also via phone for more immediate needs. We coordinate to provide services such as weekly food which are donated to school and clothes when needed.

In an effort to build positive relationships with local agencies and to support the many different needs of homeless youth, we collaborate with and provide information to families and unaccompanied youth about the following agencies: The Salvation Army, Family Preservation, Family Therapy Associates, County Human Services, and the local medical agencies.

5.3. Identification & Referral:

The district protocol for referral is as follows:

Procedures for Staff, Counselors and the District Liaison

1. Once you become aware a student might be in a homeless situation, meet with the youth or contact the parent /guardian to gain additional information. At this point, contact the district homeless liaison or your building principal by phone or email.
2. Parents / students should be informed of their right to fully participate in school and have been invited to participate in extracurricular activities or after school programs/ mentoring programs if available.
3. The District Homeless Liaison will ensure free lunch is provided and transportation issue are worked out.
4. The District Homeless Liaison will contact the district business office to waive all school fees.
5. The District Homeless Liaison will approve or deny requests for assistance.
6. If student needs bussing, the district Homeless Liaison will work with the bus company to set up the child's bussing. The Liaison will communicate with the parents/guardians the specific bussing information.
7. There is also a McKinney-Vento checklist available for use when staff meet with the parents/ student.
8. The central office will enter homeless information into the district SIS.

All staff are trained yearly and provided the Homeless Facts Sheet. A flowchart is utilized to help make decisions. The Homeless identification forms include checklists to assure all services are provided.

Secretaries and counselors during registration ask questions about residence and pass on any information to the liaison which might suggest homelessness. Students are immediately allowed free participation in school nutrition programs as indicated on the checklist and provided free school supplies if needed. The homeless fact sheet is distributed to families in an understandable written format, and includes a list of local service providers and areas to get assistance.

All schools have the McKinney-Vento posters hung in their public hallways, as well as information packets that explain the procedures and contact information for the liaison. Also, the McKinney-Vento rights information is on our website for all families to access. If requested, the district attempts to provide the information in a language other than English for families that have English as their second language.

5.4. Policy & Procedure Review/Revision:

We update our policies regularly via Neola. Neola typically provides the cross-referencing necessary to ensure policies are in coordination with one another.

Procedures are reviewed annually (or when a change in practice is needed). This review takes place each fall, prior to the fall inservice training provided to staff. Our procedures are written to remove any barriers that may occur for families, children and youth who are experiencing homelessness.

Our policies and procedures are written with a lens of equity for every family and student and do not stigmatize or segregate children and youth based upon their economic and housing status.

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

Colfax school district will provide transportation for homeless students at the request of the parent, unaccompanied youth, or the local Homeless liaison or designee to the school of origin. The district has the right to determine the mode of transportation to the school of origin (bussing, gas cards, parental transportation, or a private driver).

In the case where the school of origin and current residence are in different school districts, the local district homeless liaisons of the two districts will agree on the method of transportation and share the cost.

** If a family chooses to stay in the school of origin after permanent housing has been found, **transportation will be provided until the end of the**

school year, if the family requests it.

If the student receives gas cards, parental transportation, or a private driver, the parent and student must sign the Transportation Agreement. The school designee must record the transportation information each time a gas card is given out. The form will be kept at the school for the school year and then sent to the District Homeless Liaison at the end of the school year.

Information on transportation rights are posted with public notices, on the district's webpage, and within the information packet that are provided to families who are experiencing homelessness. When a student/youth qualifies as homeless and makes contact with the district's liaison, information is provided about their rights and the services that are offered. If requested, the district attempts to provide the information in a language other than English for families that have English as their second language.

5.6. Immediate Enrollment:

The Terms "enroll" or "Enrollment" is defined to mean attending school and participating fully in school activities.

1. The district shall immediately enroll the child/youth, even if they lack records normally required for enrollment. Records will be requested immediately from the previous school.
2. For the purposes of school placement, any parent/guardian or person who has legal physical custody of the homeless youth shall enroll the child directly in the Colfax school district.
3. Homeless youth, who do not live with their parents, may enroll themselves in school.
4. The address listed on the enrollment form becomes the proof of residency.

5.7. Dispute Resolution:

A written dispute procedures document is on file in the office of the Homeless Liaison and in the administration office. It is shared annually with building-level administrators.

If a dispute arises over school selection or enrollment, the youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute.

The local Homeless Liaison shall carry out the dispute process after receiving the notice of the dispute.

The parent/guardian of the youth, or unaccompanied youth shall be provided with a written explanation of the appealed decision regarding school selection, enrollment, including the rights of the parent, guardian or youth to appeal the decision to the office of coordination for Education of Homeless Children and Youth in the Wisconsin Department 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.

1. We are a school wide Title I elementary school program; therefore all students and parents are included in programs and activities. Parents are invited to meetings via board minutes in the local newspaper, school newsletter, student handouts.
2. Attendance sign in sheets are present at meetings. Meeting times may vary to accommodate work schedules of parents and other family members. Other family activities can be a barrier.
3. Non-English speaking families are contacted via interpreter for meetings. Transportation is not determined to be a barrier as parent teacher conference data shows 90% or more attendance of all students with 100% attendance of minority families the past school year.
4. Engagement policies are reviewed annually. District has a special education liaison. Parents input is requested for meetings dates and topics.
5. Teachers complete a checklist of families that attend conferences and meetings and data is reviewed by the principal. Attendance can be affected by conflicts with other activities. Family engagement policies are reviewed annually. Parent input is requested and noted during meetings and activities.

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):

We will work with Head Start and Birth to three programs during IEP meetings.

We will utilize screeners at the beginning and end of the year to assess readiness(Gold).

We will review behavioral data from our PBIS program.

Students in kindergarten through 6th grades are part of the schoolwide Title I program. Data from Star Reading, Star Math, PALS, DIBELS, and classroom performance are analyzed for entry and exit from the Title I program.

Children beginning the educational system have 4K/PreK/K Registration and Orientation in the spring. In Spring, students who are entering kindergarten and have been in Headstart visit Colfax classrooms one morning. Our ESSA/HS/EC Agreement specifies that each spring we collectively have a meeting that includes all stakeholders (LEA EC staff, HS staff, and the School Counselors) to share the most recent evaluations, student progress updates and any information for students with IEPs. Parents are encouraged to attend these transition meetings whenever possible.

7.2. Middle grades to high school:

We're a small district with only 1 building for PK-12. Our students move easily throughout the building and teachers and students at all levels, know one another well.

We will utilize screeners at the beginning and end of the year to assess readiness(Gold). This information is shared with teachers each spring to provide information for fall instructional planning.

We review behavioral data from our PBIS program. Students in middle through high school are each given the career readiness assessment. The results of this assessment inform their ACP's.

The Post-Secondary Transition Plan review is done annually for students with IEPs.5th grade students visit Middle School at the end of the year to meet their teachers and see what MS is like. A parent night is also offered to let them know what to expect the following year in Middle school. The spring assessment results from the prior school year are shared with the new teachers in the fall when school starts. Teachers are creating folders for each student to pass to the next teacher.

August: Fall Open House the week before school starts when students visit classroom and teachers and get their schedules.

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

1. The School District of Colfax is currently using a PBIS system that records data on the SWIS and Skyward systems. We are looking at this data entered into our SWISS program to see what instructional time is missed and who the students are that are missing instruction.
2. We need to develop a plan for minimizing students missing instructional time due to behavioral issues. This will be worked on by the PBIS committee.
3. Professional development related to PBIS has been limited. The Tribes program will be implemented during the 2018-19 school year.

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.

Contracting with our local CESA 11 to provide curriculum mapping and alignment with our state standards of curriculum and instruction.

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.

Through our local CESA's, we are part of the TEACH Grant system and provide several opportunities for our staff to attend professional development trainings.

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.

Colfax 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.

1. Staff meetings will be held monthly to discuss data and to look at continually updating and improving activities related to professional development and student instruction. Grade level team meetings are held weekly to review data and plan for instruction. The administrative team meets weekly to discuss various matters related to students, staff and instruction.
2. In-depth data digs are held annually to look at our student results and plan ways to improve instruction so as to improve student results.
3. Response to Intervention meetings are held every 8 weeks so grade level teams, specialists, and administration can look at the data from our most fragile students. This data is used to help regroup students to best serve their needs, identify areas that need additional support, and drive the instruction that is provided.
4. We use Educator Effectiveness, based on the CESA 6 model to determine areas in need of improvement for professional development. We also use MyLearningPlan Oasys.

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.**

1. The School District of Colfax utilized Career Cruising to assist students in identifying post secondary career options.
2. Furthermore, we have an Early College Credit Program, which allows students to participate in classes for credit at local technical schools and universities. Students may participate in transition conferences or career fairs. Local employers provide a Reality Store experience for high school seniors, in which they practice paying bills, applying for jobs, find transportation and daycare, etc.... We also host a career fair in which employers are invited in to describe jobs in their field along with preparatory requirements. Universities, tech schools and military also participate in a resource fair hosted by our District, in which all students attend. Students are also allowed to participate in job skills release for credit their senior year. Transition services for those with disabilities includes job shadow or job coaching support practiced first in the school setting and later into the community. We partner with Project Search (2 students will be attending next year), DVR, IRIS, Dunn County Office on Aging, and other transition partners on a regular basis. We will continue these practices.

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.

Colfax 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.

Colfax 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) .

Colfax 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.

1. The School District of Colfax believes that a variety of programs can be effective in helping English learners increase their English language proficiency and meet the rigors of State academic standards. The choice of which program or programs will be used is made after careful consideration of the needs of the students involved and the resources available. We currently have a very small cell size of EL students. We currently use one of the two program models delineated below. These programs provide neither instruction in the native language nor direct instruction in ESL. However, instruction is adapted to meet the needs of students who are not proficient in English.
 - A. **Sheltered English or content-based programs in which** language minority students from different language backgrounds would be grouped together in classes where teachers use English as the medium for providing content area instruction, adapting their language

to the proficiency level of the students. They may also use gestures and visual aids and technology to help students understand. Although the acquisition of English is one of the goals of sheltered English and content-based programs, instruction focuses on content rather than language.

- B. **Structured immersion programs** which uses only English, but there is no explicit ESL instruction. As in sheltered English and content-based programs, English is taught through the content areas. The teacher's use of the children's first language is limited primarily to clarification of English instruction.

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.

Should our population change we would consider other programming option that might include ESL programs that could accommodate students from different language backgrounds in the same class, and teachers do not need to be proficient in the home language(s) of their students. The options we would choose from would include:

- A. **ESL pull-out** that would generally be used in elementary. Students would spend part of the school day in a mainstream classroom, but would be pulled out for a portion of each day to receive instruction in English as a second language.
- B. **ESL class period**-generally used in middle school settings. Students would receive ESL instruction during a regular class period and usually receive course credit. They may be grouped for instruction according to their level of English proficiency
- C. **The ESL classrooms** The resource center would concentrate ESL materials and staff in one location and be staffed by at least one full-time ESL teacher.
- D. **Late-exit programs**. Students would remain in late-exit programs throughout elementary school and continue to receive 40% or more of their instruction in their first language, even when they have been reclassified as proficient.
- E. **Two-way bilingual programs** these group language minority students from a single language background in the same classroom with language majority (English-speaking) students. Ideally, there is a nearly 50/50 balance between language minority and language majority students. Instruction is provided in both English and the minority language. Students serve as native-speaker role models for their peers. Two-way bilingual classes may taught by a single teacher who is proficient in both languages or by two teachers, one of whom is bilingual.

Utilizing one or more of the programs described above, students would achieve EL proficiency. Each student will have a EL plan with goals to improve EL proficiency. We will complete progress monitoring reports quarterly to review academic progress toward those goals. We also administer the ACCESS testing annually. We will utilize assistance and consultation advice from CESA 11 should we struggle to make progress toward annual goals. Parents would be involved in goal setting meetings and will receive progress reporting,

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.

ELs are given the supports necessary to enable them to fully participate in academic content and assessments. Assignments are modified and assessment accommodations are provided as described in the individual student plan written for each student. Specific supports are shared with teachers, parents and students so that all learning partners are informed.

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

We will offer parent meetings with interpreters. We will offer interpreting for parent teacher conferences and written material sent home to parents.

We will share community resources with families, as we become aware of them. We will create a safe environment within the school for families to attend all functions and events.

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.

We take part in partnerships with CVTC and local colleges so our students can receive college credit while in high school. We have also collaborated with Project Search and DVR to assist students with disabilities find work options after school. We also collaborate with 3 mental health agencies: Caillier Clinic, Northwest Directions, and Family Therapy and Associates. Students who are referred for mental health agencies can receive those services within district. Agencies privately bill parents. Mental health services could be expanded to support groups of students; however, this funding would need to be a District responsibility. Success in mental health supports would be measured through increased school attendance. Student's would no longer need to leave school for doctor appointments and could instead stay in school to receive these supports. Furthermore, success could be measured through screener information for all students such as YRBS.

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.

N/A

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.

N/A

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.

N/A



LEA Code 1176	Local Educational Agency Colfax 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.

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) 20 USC subch. 4 part C, 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—
 (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.]

ASSURANCES (cont'd)

- (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 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.

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;

ASSURANCES (cont'd)

(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.

When there is a disagreement the LEA and child welfare agency will split the cost of such transportation.

(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;

(7) 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

(8) 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: Educational Stability of Students in Out-of-Home Care

Each LEA that submits a plan under Title I, Part A of the ESEA shall ensure the educational stability of children in foster care, through collaboration with county and tribal child welfare agencies and by assuring that:

(1) 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;

(2) when a determination is made that it is not in such child's best interest to remain in the school of origin, the LEA will immediately enroll the student in the new school, even if the student is unable to produce records normally required for enrollment, and collaborate with the appropriate child welfare agency on the arrangement, provision, and funding of any needed transportation; and

(3) 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.

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.

ASSURANCES (cont'd)

Title I, Part D, 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, use 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 develop training and mentoring programs for participating youth.

Title II, Part A

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.

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;
 - (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).
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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 1176	Local Educational Agency Colfax School District
Name of Agency Administrator William Yingst	
Signature ➤ Digitally Signed	Date Signed <i>Mo./Day/Yr.</i> 06/27/2018
Title of Individual Signing District Authorizer	