



# **ESSA LEA Plan Report**

Shell Lake School District

2018-2019

Wisconsin Department of Public Instruction  
Tony Evers, PhD, State Superintendent  
Madison, Wisconsin

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

The district monitors student progress using Fastbridge, state assessments like Forward, ACT, ACT Aspire, formative common assessments. We use EDUclimber to analyze our data.

Our district has done work on aligning curriculum with the state standards. We currently have standards based report cards at Grades Kindergarten-5th Grade. We are working on developing common assessments (rubrics) that are aligned with the standards.

In addition to a move to standard based report cards, our district has developed math and literacy guarantees that ensure relevance and rigor of our curriculum. We monitor our grade level data with Fastbridge to ensure that 80% of our students are achieving in the core instruction.

Students are identified as at risk by analyzing our Fastbridge data three times a year grades K-6 and twice a year grades 7-10. Grades K-6 and 7-10 both have their own entrance and exit criteria specific to the data being analyzed.

The district analyzes the demographic characteristics of these kids annually at the data retreat including looking at gender, race, and economic status. Students that are at-risk are provided additional instruction through Tier 2 and Tier 3 interventions. Grades K-6 provide additional instruction based on skill deficits and strengths during a daily half hour intervention time. Grades 7-10 are provided additional instruction for one to two class periods a day. Students in grades 7-10 receive this additional instruction in place of an elective class. At-risk students are also encouraged to attend after school programming which can include additional reinforcement of instruction, tutoring, and /or work completion.

The district also participates in a county alternative school program. This program provides credit deficient students an opportunity to obtain a high school diploma through a combination of work/volunteer experience and academic classes to gain credits.

The district is also using a county provided School to Home coordinator. Referrals are made by the pupil services department and administration to the School to Home coordinator. This person works with the family to provide services to assist the at risk student. This includes helping the family find resources, figure out a plan for tutoring, connecting the family to counseling resources, figure out a plan to promote consistent attendance.

In addition the district has two full time guidance counselors that provide mental health support and things like instruction in organizational skills to at risk students. The district has a Native American Coordinator through the St. Croix Chippewa Indians of Wisconsin that support the Native American students by making home school connections, providing tutoring support, and connecting the families to resources.

The district uses the Schoolwide Implementation Review (SIR) through the RTI Center to evaluation effectiveness for K-12. In addition the district has PLC's at the K-6 level, monthly math and literacy meetings, and a RTI committee.

7-12 instructional strategies are monitored through teacher SLOs, monthly grade level meetings and ongoing professional development on curriculum and practices.

Students identified with a disability have an Individualized Education Plan (IEP) which is monitored by a case manager and teachers of the student. IEP goals are progress monitored specific to each student's goal and progress is reported to parents at the same time all

students receive report cards.

Students identified as receiving alternate curriculum take the State Alternate Assessment - the Dynamic Learning Maps (DLM), whereas all other students take the district and state assessments with or without designated supports and accommodations as determined by their IEP team each year.

IEP teams also make decisions on when and where students receive instruction - from included with peers with accommodations or modifications to being in a general education class with inclusion support from special education teachers or support staff to receiving pull-out instruction in a special education classroom.

Students with disabilities at the 7-12 level are also provided the option (per their IEP team decision) to participate in a smaller group, supported study hall by special education staff. Staff are available to provide support for studying, homework completion, organization skills, etc.

**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.**

At the elementary school we do not track students according to low income and all of our teachers are properly licensed.

Classroom rosters are balanced with equity for all in mind. At the K-8 level, the teachers that are teaching interventions are all licensed in the content area that they are intervening in.

All students grades 7-12 are placed with experienced and qualified (according to DPI) math and ELA teachers. All students in a grade level will have the same teacher for math/ELA for at-risk students and not at-risk students. Students who are in need of intervention receive an additional period of intervention with a teacher who is licensed in that content area.

In the district, all new or less experienced teachers are paired up with a mentor who follows our district mentoring program for the year. Teachers will meet with their mentors monthly to discuss best practices and any concerns or questions the new teacher may have.

7-12 teachers meet once a month with their grade level teams to collaborate around student needs and provide support for all teachers.

District special education staff participate in bimonthly staff meetings with director of special education.

Our district has policies on discrimination and these policies are reviewed on a regular basis.

## Title I-A Application

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

Shell Lake 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 Narrative Questions

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

Priorities

The vision of the Shell Lake School district is to use Federal Funds in conjunction with local funding to provide students with high quality educational opportunities. Shell Lake Schoolwide Title 1's focus is on providing Title 1 services primarily in the area of reading. Priorities include staffing of the following Title 1 highly qualified individuals to ensure a well-rounded education specific to student educational needs. Two Title 1 teachers are funded or partially funded through our Title 1 allocation.

#### \*Staffing

We have two Title 1 teachers dedicated to our Schoolwide program. We also have 2 part time instructional aides that assist in our Title 1 service area. We have three grade level teachers K-3 and two teachers at each grade for 4-6. Local dollars are used to support the Title 1 staff as Title 1 funding covers a limited FTE.

#### \*Target grades for services

Shell Lake School District is focused on providing schoolwide Title 1 services for grades K-6.

#### \*Schedule of leadership team meetings

Our leadership team meets the last Thursday of each month. This ensures continuous communication and collaboration.

#### \*Collaborative parent engagement activities

Many engagement activities are provided for collaboration between families and the School District. Academic profiles will serve as the Family/School Compacts. Classroom teachers will be responsible for sharing the academic profiles with families, discussing the shared responsibilities, acquiring a signature, and retaining those copies in their academic profile folders.

Parent notification about School Wide Title are annually distributed through the staff and student/parent handbook and the annual district newsletter (August.)

The district directly communicates with families and guardians through several platforms including: Facebook, Remind, Instagram, Twitter, our Laker Weekly newsletter and our school website as well as face-to-face through parent-teacher conference and monthly outreach with our 4K parents. In addition, our interventionists provide monthly progress reports to families.

Transitions include 4K-2 orientation, open house, and Child Development Days, 4K and Kindergarten graduation.

Opportunities are provided throughout the year to connect with parents through different activities. These activities include: Books and Breakfast, Book Fair November 2018 (During Parent Teacher Conferences), Math Event Afternoon - STEM activities, Reading Event Spring 2019, PTA, the use of Volunteers- Parent and STEP, After-school family activities (After School Program activities,) Community Education, Rising Stars (Destination Imagination) – Family volunteers, Media Fair, Christmas programs, Gingerbread House Building 1st Grade, 100 Book Club- Grade 1, STEM, and Off site exploration.

#### \*Supplies/intervention materials used to support students

Shell Lake teachers use Benchmark assessment for reading and writing to pinpoint student literacy needs. Academic profiles are used for ongoing growth monitoring. Common planning is utilized for teacher collaboration. Materials for intervention and/or differentiated instruction in literacy include Reading workshop, guided reading, best practices, Lucy Calkins Unit of Study, HMH Decoding Power and Fountas and Pinnell Phonics Lessons, Read Naturally, and Lexia. And Leveled Literacy Intervention. Laker Intervention time has been established to work with student skill needs. We use the following math interventions: Do the Math, ALEKS, Focus Math, IXL, PRESS, number corner and Bridges.

PBIS is a schoolwide focus. This includes Tier 1: reteaching, conferences, individualized instruction, alternative seating, fix-it plans, loss of privilege, time out, etc. Tier 2 PBIS focuses on CICO.

In addition, guidance is provided whole, small and at an individual level. We utilize Second Step for Grade 1 and Protecting You, Protecting Me AODA Program for grade 2.

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

N/A Shell Lake is a schoolwide Title 1 district.

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**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:

The elementary principal is the homeless liaison. Staff members, county workers, parents, students, and community members are all reporters of potential homeless students. Staff members are informed of the homeless definition via email and at staff meetings. Shell Lake provides the following for our homeless students when needed: transportation, school supplies, free lunch, athletic fees waived, and access to after school programming and all field trips that require fees.

School District of Shell Lake as the 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. 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:

During the winter season we coordinate with the local churches for winter clothing for homeless students.

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 via email, phone, and monthly meetings with human services. We coordinate to provide services such as needed snacks 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: Homeless shelter, WCO (Washburn Christian Outreach), 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 issues 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.

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#### 5.4. Policy & Procedure Review/Revision:

We update our policies regularly via PRG. PRG 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.

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

The School District of Shell Lake 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 School District of Shell Lake 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.

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#### 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 School District of Shell Lake.
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.

We are required by the State of Wisconsin to send any records for students experiencing homelessness that have transferred out of district, within 24 hours of a records request being received.

### **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.**

The Schoolwide Title leadership team sets goals annually for Title I programs and activities. This leadership team consists of a building level teacher representative, interventionists, GT teacher, principal, and parent representative.

Program evaluation occurs through an annual data analysis. Staff has input in the various family involvement events. Communication with parents and family happens through newsletters, invitations, social media, and the School newsletter the Laker. We try to balance activities that are held during the school day and evening.

Analysis of attendance data indicated a need to improve home to school connections. The district worked with the County Health and Human Services to provide a school-to-home coordinator to the district. Our school-to-home coordinator works with families of students with truancy concerns and other at-risk home issues.

We collect data on attendance for parent teacher conferences. In addition we collect data on attendance at any Title 1 family events. The parent representative on the Title 1 plan team participates in building the plan and analyzing the effectiveness of the plan.

Native American Coordinator - office in our school building, helps with tutoring of students, and connections with parents.

We have a very active PTA in our primary/elementary school. They involve parents and students in a fall carnival, winter Bingo night, a spring dance, and a color run. They also do a lot of fundraisers for our school.

Our special education teachers meet at least yearly with families for the annual IEP meeting. Approximately 10 students have home to school notebooks or daily sheets to communicate about their child's day back and forth on important updates, information, etc. In addition, we provide parents with local and state information regarding disability specific organizations, camps, and workshops for families.

### **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 offer several activities for students and families that are transitioning from 4K to K, 2nd grade to 3rd grade (building transition), 6th to 7th grade and 8th to 9th grade orientations.

Through 4K Round-Up and Child Development day children and families are provided with community resources and opportunities to explore the school. Based up informal screening, children ages 3-5 may be referred for a special education evaluation.

Students with disabilities who are not 4K eligible also may be placed for periods of time into the 4K setting with support from special education staff.

For students that are transitioning from 2nd to 3rd grade, they are provided two orientation days to explore the 3-12 building through a scavenger hunt throughout the building and having lunch with a third grade buddy. The students answer a question regarding how helpful the transition was for them. The Elementary School Counselor gathers that data and keeps records for areas of improvement in the future.

Through Shell Lake Intervention Planning (SLIP), intervention and enrichment plans are transferred to the students' upcoming teachers, interventionists, and special education teachers. For students who are in 2nd grade and attending the after school program, they are bussed to the 3-12 grade building to help introduce them to that new building they will be in for 3rd grade.

## **7.2. Middle grades to high school:**

6th grade students have an opportunity to participate in a Mentorship program (SMILES) in which they meet with a high school student weekly for mentoring.

Students transitioning from 6th to 7th grade and 8th to 9th grade are provided with an orientation. 6th graders meet a panel of students and teachers to discuss the differences they will experience in middle school. 7th grade teachers have transition curriculum that they provide for students during the first few weeks of school in the fall. In the spring SLIP meeting, 6th grade teachers share insights and information about students with the 7th grade teachers.

Also, students transitioning from 6th to 7th grade do meet for a career conference with the elementary counselor and their parents. They discuss career plans, strengths, career cruising, and changes in 7th grade. The student and parents also complete a survey indicating how helpful the conference was. The elementary school counselor collects that data for future improvements when needed.

7th - 9th grade students who are struggling have the opportunity to work with a tutor for homework help after school in the library. In addition, many of our struggling students are paired with high school mentors from NHS for study skills support. The first days of school include team and community building activities for all students which is intended to create a welcoming culture for students who are transitioning.

Career Fairs through WITC and Career Academic Planning through the guidance program prepare our students to transition from school to college or school to career or work.

To assist with the transition of our students with disabilities, case managers are invited to IEP meetings of students transitioning up from 2nd grade to 3rd grade, especially for those students identified with significant needs and/or by parent request. For new students transitioning into our district, all efforts are made to meet with parents ahead of time or quickly after they start to open communication lines and receive background information on their child.

Students with disabilities also participate in Career Cruising in grades 6-12th as well as have a Transition Plan included in their IEP once they turn age 14. This Transition Plan includes goals related to post secondary training, employment and if needed, independent living skills.

At the 7-12 level, many students with disabilities participate in a small-group, supported study hall to assist with academic demands. In addition, there are approximately 10 students that receive Life Skills training during this time to meet their IEP goals related to independent living, transition, social skills, etc.

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

We collect evidence of discipline in educlimber and record minutes removed from the classroom in ½ day and full day suspensions. This data is recorded in Skyward as well.

Our Tier 1 PBIS team analyzed school data on a monthly basis and reports that to the staff at a staff meeting. Our Tier 2 PBIS team meets biweekly to analyze the data and plan for interventions. Interventions include Check In/Check Out, Reteaching of behaviors, Mentorships and SAIG Groups (Social, Academic Instructional Group).

We meet on individual students through a Child Study Team (CST) process when an individualized Tier 3 approach is needed for student with behavior.

All staff is trained in how to support behavior at the beginning of the school year. This included support staff, bus drivers, cooks,

substitute teachers, etc. Inclusionary practices as emphasized and trained. Love and logic training at the 7th-12th grades is also offered to complement our PBIS program at the 4K-6th grades.

Our guidance counselors bring other inclusionary practices to the staff at monthly staff meetings. These practices include zones of regulation and classroom calm down stations.

Student with disabilities are provided fidgets and sensory supports in regular education classrooms. They also are given social skills instruction in a multitude of settings. We have small rooms that they can use for cooldowns. Their plans provide behavior plans, supports, and strategies that are shared with general education staff.

## Title II-A LEA Plan Narrative 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 2 funding along with AGR allocations allow for Shell Lake School District to focus on class size reduction for aiding and assisting in retaining high quality professionals and to focus literacy coaching to aid in high quality instruction.

All grade levels have end of the year benchmarks and coaching added to compliment areas where the data is showing a need. We have 8 PD days scheduled during the school year. Below is our plan for how we use our PD days in Shell Lake. This planning relates to our utilization of Title 2 funds as stated above.

We gather together our DLT in August of each year and complete our data retreat. From that data we determine our SLO's (School learning Objectives), and professional development that is needed to achieve these goals. Our professional development days are set in the calendar and the district leadership team guides the activities that are selected for each of these days. The admin team shares a google doc called our PD plan for the year for each of the school levels in our district.

All of our professional development plans are identified from data that aligns with the Common Core State Standards. Our PD plans for the 18-19 school year include:

- Safety
- Curriculum development in math and literacy including following common core state standards and research based instructional strategies
- Data Literacy
- Educator Effectiveness
- Mental Health Awareness and Trauma Informed Practices

Following our in school professional development activities out of school independent trainings, we have teachers complete a PD evaluation and ask that they share information with staff at staff meetings.

All teachers complete the following:

- fill out a professional development form and submit that to the building principal following a PD day. These forms are located in our title one plan both electronically and in our binder.
- are required to document a PPG in My Learning Plan. That goal is shared with their building principal, reflected on, and evaluated at the end of the school year.
- are required to be on an academic committee. The leader keeps minutes in a team drive for documentation of goals and progress toward goals. Our committees include: Safety, RTI/Leadership, Literacy, Math, PBIS, Title 1, AODA

### 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.

Title II funds are not utilized for professional development.

## Continuous Improvement Process Reporting (CIPR)

**11. Shell Lake 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.**

Administration, title teachers, counselors, and the special education director is directly involved in creating, reviewing, and monitoring this plan. This is reviewed at the teacher level through our DLT, District Leadership Team.

The student data reviewed on a regular basis is State assessments, MAPS, benchmark assessments, formative common assessments, and report cards. Analysis of gap data determines need for possible placement and/or intervention supports.

We use My Learning Plan to collect classroom data through observations, surveys, SLO's, and PPG's. This data is used to analyze school improvement and professional practices.

**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.**

Every student in grades 6-12 has an Academic Career Plan (ACP). Every other year, we host a career fair for students in grades 9, 10, 12 and grades 8 and 11 attend the career fair at WITC annually.

Seniors participate in Mad City (a career and daily living simulation) with community employers and local partners annually. Seniors attend a College Fair and many colleges come into the building for college visits.

We use Career Cruising and student completion of the program is monitored regularly with a goal of 80% completion of the student's plan.

We collect the data on participation of students in Early College Credit, AP courses, college options through ITV and dual enrollment options provided on campus. These course offerings are advertised to students 4-6 times a year through email, announcements and through our websites. Our ECC numbers have increased from last year.

### Continuous Improvement Process Reporting (CIPR)

**15.1. Shell Lake School District does not have any schools identified for comprehensive or targeted supports.**

**15.2. Shell Lake School District does not have any schools identified for comprehensive or targeted supports.**

**15.3. Shell Lake School District does not have any schools identified for comprehensive or targeted supports.**

### Title I-A LEA Plan Narrative 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.**

N/A Shell Lake is a schoolwide Title 1 district.

## 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.**

Instruction provided for EL's is taught by teachers who are highly effective and trained in instructional best practices that are proven to improve student outcomes. All teachers are fluent in English and written and oral communications skills.

All educators are provided with ongoing, student-centered professional development that targets instructional practices that support language acquisition.

**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.**

An IRP(Individualized Record Plan) is created for each EL student, listing the academic and language goals for that year. Assessment scores are also documented on this form, along with accommodations or additional educational services.

The ACCESS test is administered every year, and growth is measured through this assessment. The MODEL assessment is administered as needed.

ACCESS Student and Teacher forms reveal areas of proficiency and areas of weakness.

Our programming for EL students includes:

- Providing tutoring in academics
- Computer based program to learn English language

Every EL is provided with equitable access and is engaged in the core curriculum. Appropriate language assistance serve to provide students full participation in classroom learning a they acquire English.

**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.**

We are part of our CESA Title III consortium. Our EL coordinator participates in meetings provided at our local CESA. At that time they review the assessments and best practices for this program.

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 student so that all learning partners are informed.

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

Parents of ELs are invited to participate in school activities such as volunteering in school-based activities.

We use our High School Spanish teacher for translating. This resource is available for parent meetings and parent teacher conferences. We send home communications in Spanish including their report card. We collect attendance at PT conferences and for family engagement.

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Title IV-A LEA Plan Narrative 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.**

N/A

**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.**

The following are opportunities 6th-12th grade students have to work on transition to adulthood.

These opportunities happen thanks to local businesses in our community:

Youth Apprenticeship opportunities

Work Release

Job Shadowing experiences

Career Speakers

Career Field Trips

Department of Vocational Rehabilitation

Aging and Disabilities Resource Center

Career Fairs at WITC

Mad City-with Chamber of Commerce

Career Cruising-online platform

HIREd Program through Northwest Concentrated Education Program

CNA course work and certifications with WITC

**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.**

We have a GT coordinator that is 40% FTE. She services students in grades 1-6. She provides 30 minutes of small group instruction during our RTI time. She also coordinates with the classroom teachers to compact the learning for the GT students. She also sets up mentors for students with specific interests.

**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 <b>5306</b>	Local Educational Agency <b>Shell Lake School District</b>
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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;

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**ASSURANCES (cont'd)**


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(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.

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## 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).

**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  <b>5306</b>	Local Educational Agency  <b>Shell Lake School District</b>
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Name of Agency Administrator  
  
**David Bridenhagen**

Signature  ➤ <b>Digitally Signed</b>	Date Signed <i>Mo./Day/Yr.</i>  <b>06/22/2018</b>
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Title of Individual Signing  
  
**District Authorizer**