

**OAK PARK and RIVER FOREST HIGH SCHOOL**  
**201 N. Scoville Ave., Oak Park, Illinois 60302**

**BOARD OF EDUCATION**  
**INSTRUCTION COMMITTEE OF THE WHOLE MEETING**  
**Thursday January 21, 2010**  
**7:30 A.M.**  
**Board Room**

**A G E N D A**

- |      |  |                        |
|------|--|------------------------|
| I.   | Call to Order  | Dr. Ralph H. Lee       |
| II.  | Approval of Minutes  | Phil Prale             |
| III. | Discussion of Weighted and Ranking Systems<br>Review Committee             | Dr. Attila J. Weninger |
| IV.  | Discussion of EETT Grant Opportunity                                       | Mike Carioscio         |
| V.   | Additional Instructional Matters for<br>Committee Information/Deliberation | Dr. Ralph H. Lee       |

Docket

Update on Initiatives

Copies to: Instruction Committee Members, Dr. Ralph H. Lee, Chair  
Board Members  
Administrators  
Director of Community Relations and Communications

**Oak Park and River Forest High School**  
**201 N. Scoville**  
**Oak Park, IL 60302**  
**120**  
**An Instruction Committee of the Whole Board**  
**December 7, 2009**

An Instruction Committee meeting was held on Monday, December 7, 2009 in the Board Room. Dr. Ralph H. Lee opened the meeting at 7:40 a.m. Committee members present were John C. Allen, IV (arrived at 8:30 a.m.), Jacques A. Conway, Terry Finnegan, Dr. Ralph H. Lee, Amy McCormack, Dr. Dietra D. Millard and Sharon Patchak Layman. Also present were Dr. Attila J. Weninger, Superintendent; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Amy Hill, Director of Assessment and Research; Nathaniel L. Rouse, Principal; Cheryl L. Witham, Chief Financial Officer; and Gail Kalmerton, Executive Assistant/ Clerk of the Board.

Visitors included Kay Foran, Community Relations and Communications Coordinator; James Paul Hunter, FSEC Chair; Janel Bishop, Assistant Principal for Student Health and Safety, Jack Lanenga, Director of Data Systems; Esther Lieber, Site Director and Rebecca Montoya-Kostro, RSSP Director of HARBOR Academy; and Chuck Feldman of the Oak Leaves.

**Approval of November Instruction Committee Minutes**

It was the consensus of the Instruction Committee members to accept the November 12, 2009 minutes of that meeting, as presented.

**Harbor Alternative School Update**

Ms. Leiber and Ms. Montoya-Kostro provided background information on the start of the regional safe school programs. It was an outcome of West 40 Act 393 enacted in 1993 to give expelled students a fresh start and for home schools to have safe environments for those students who benefit from a more traditional setting.

The following information was presented:

- a PowerPoint presentation
- three end-of-the-year state reports
- highlights of OPRFHS students
- a student demographic report
- a listing of all courses offered at HARBOR
- a listing of APEX course offerings

HARBOR Academy serves sixty-three (63) students and approximately twenty-eight (28) are OPRFHS students. The PowerPoint presentation included some of the activities in which students have participated, e.g., a project that was led by an intern from the School of the Art Institute and community service projects, and featured photos of the classrooms, e.g., computer room, exercise room, etc. The exercise room allows PE credit to be offered. Students wear uniforms. At HARBOR Academy, students are allowed to take up to eight accredited online courses from APEX Learning. Five teachers lead all of the necessary classes, accommodating students with varying ability levels.

HARBOR hosts a Family Night periodically where the children serve a meal to their parents, they play board games, have programs of interest, etc.

Significant time is spent on social/emotional issues with the students and the parents. Students who do not comply with HARBOR's rules can be removed from the program, but it is the home school that makes the decision to expel students. OPRFHS has not had to expel students who have attended HARBOR. After a student has returned to the main campus, decisions are made as to whether he/she is able to deal with its peer drama. Sometimes students will call HARBOR and ask to return because they become overwhelmed again.

The staff at HARBOR has tried to find grant money to hire a transition position to track how students did after returning to the high school. Ms. Bishop added that many of the students who have attended HARBOR were not there as a result of disciplinary action but on a voluntary basis.

When asked how the state budget downsizing affected HARBOR, it was noted that HARBOR's budget was reduced by 10 percent, which did not change the programs offered, but it did reduce the salary increases for staff.

Other services provided to students include the following.

- Referral to social services, e.g., OPRFHS counseling services, drug rehab, etc.
- Parenting classes—parent nights
- Life skills training, a full credit class
- School-to-work consists of career discussions, field trips to colleges and businesses (discussions are ensuing about a proposed school-to-work program)
- Parenting classes for students (only one student was sent to Parenthesis for this)
- Behavior Modification
- Individual/Group counseling
- Community Service

When students return to their home school, an authorization of release of information is signed so that HARBOR staff can speak with the school counselors. A recommendation is also made as to whether they should either stay at HARBOR or return to the main campus. If the student returns, social worker services are suggested. If students have done well in a small environment, they need to have that environment maintained; they need safe "arms" when they return.

When asked if HARBOR students were allowed to participate in co-curricular activities, Ms. Bishop replied that while some do, it would depend upon the situation.

Dr. Millard supported the administration's tracking of these students, e.g., why they were referred to HARBOR, how they did when they attended HARBOR, and how they did when they returned.

Dr. Lee thanked Ms. Leiber and Ms. Montoya-Kostro for their presentation.

## **Algebra 1-2 Block**

Mr. Prale provided a written update on the Algebra 1-2 Block Program. The report provided information that included how the Algebra 1-2 Block Program was introduced to the school in the 2006-07 school year and an analysis of it since that time. The program provides students with an average of 120 minutes of additional class time each week, the equivalent to an extra semester of math each year. The first students who completed the Algebra 1-2 Block course are now current seniors and they took the ACT-PSAE in April 2009.

### **I. Information Regarding Meeting State Standards and Algebra Course Taken**

The following Tables 1-4 provide a summary of the algebra course taken by student and whether or not the student reached the meets or exceeds level on the math portion of the PSAE. Student data comparing White students and African American students are shown. Other subgroups are not shown because the representative samples are too small to yield any conclusions.

<b>1. Class of 2009 students who took Algebra 1-2 and the ACT-PSAE</b>	<b>Number of students</b>	<b>Meet or Exceed</b>	<b>% of total</b>
Total enrolled in Algebra 1-2 and with a PSAE score	208	139	67
White students enrolled and with a PSAE score	124	93	75
African American students enrolled and with a PSAE score	56	27	48

<b>2. Class of 2010 students who took Algebra 1-2 and the ACT-PSAE</b>	<b>Number of students</b>	<b>Meet or Exceed</b>	<b>% of total</b>
Total enrolled in Algebra 1-2 and with a PSAE score	204	147	72
White students enrolled and with a PSAE score	117	91	78
African American students enrolled and with a PSAE score	45	27	60

<b>3. Class of 2010 students who took Algebra 1-2 Block and the ACT-PSAE</b>	<b>Number of students</b>	<b>Meet or Exceed</b>	<b>% of total</b>
Total enrolled in Algebra 1-2 Block and with a PSAE score	76	34	45
White students enrolled and with a PSAE score	27	15	56
African American students enrolled and with a PSAE score	36	9	25

<b>4. Class of 2010 students who took Algebra 1-2 Block or Algebra 1-2 and the ACT-PSAE</b>	<b>Number of students</b>	<b>Meet or Exceed</b>	<b>% of total</b>
Total enrolled in either Algebra course and with a PSAE score	280	181	61
White students enrolled and with a PSAE score	144	106	74
African American students enrolled and with a PSAE score	81	36	44

The above information suggests that Algebra 1-2 Block is not promoting significant changes in the percentages of Algebra program students who meet or exceed state standards (comparison of Table 1 and Table 4); however, the total number of students who meet and exceed increased for the Class of 2010. It may be worth noting that the number of students enrolled in basic level math in the ninth grade decreased from 154 to 114 for the Class of 2010. One possibility is that the Algebra 1-2 Block places more students in the regular level program providing access to more academic rigor.

## II. Information Regarding Meeting State Standards and Second Year Algebra Course Taken

After considering the correlation of the students taking Algebra 1-2 Block and attaining a meets or exceeds on the PSAE, a table was generated showing the second year algebra course for the students who took Algebra 1-2 or Algebra 1-2 Block. The course totals are summarized in Table 5 below.

<b>5. 2<sup>nd</sup> Year Algebra Course for Class of 2010 students who took Algebra 1-2 Block or Algebra 1-2 and the ACT-PSAE</b>	<b># Meets Standards</b>	<b># Below Standards</b>
CAT/CATA	32	4
Advanced Algebra	105	28
Intermediate Algebra	15	38

Students who meet standards took Advanced Algebra or a course at a higher level. According to Table 5 above, the modal class for students who have not met standards is the Intermediate Algebra course.

## III. Information Regarding Growth on ACT-type tests and Algebra Course Taken

Finally, a series of tables was created showing the average growth for students from EXPLORE or PLAN to the ACT-PSAE. The growth averages for the math subtest score and the composite score were tabulated and are contained in Tables 6-8 below.

### 6. Class of 2009 – Growth from EXPLORE to ACT-PSAE for students who took Algebra 1-2 during the 2005-2006 school year

(Matched scores only. No Exceeds or Academic Warning Students included)

<b>Meets State Standards</b>	<b>White Students (n = 84)</b>	<b>African American Students (n = 23)</b>
Average Growth Math	4.7	3.5
Average Growth Composite	5.4	4.0

<b>Below State Standards</b>	<b>White Students (n = 26)</b>	<b>African American Students (n = 27)</b>
Average Growth Math	1.4	1.9
Average Growth Composite	3.4	2.2

### 7. Class of 2010 – Growth from PLAN to ACT-PSAE for students who took Algebra 1-2 during the 2006-2007 school year

(Matched scores only. No Exceeds or Academic Warning Students included)

<b>Meets State Standards</b>	<b>White Students (n = 89)</b>	<b>African American Students (n = 26)</b>
Average Growth Math	4.8	3.4
Average Growth Composite	4.9	3.3

<b>Below State Standards</b>	<b>White Students (n = 24)</b>	<b>African American Students (n = 15)</b>
Average Growth Math	2.3	1.6
Average Growth Composite	2.5	1.6

### 8. Class of 2010 – Growth from PLAN to ACT-PSAE for students who took Algebra 1-2 Block during the 2006-2007 school year

(Matched scores only. No Exceeds or Academic Warning Students included)

<b>Meets State Standards</b>	<b>White Students (n = 15)</b>	<b>African American Students (n = 9)</b>
Average Growth Math	4.1	4.9
Average Growth Composite	5.0	3.2

<b>Below State Standards</b>	<b>White Students (n = 11)</b>	<b>African American Students (n = 25)</b>
Average Growth Math	2.0	1.3
Average Growth Composite	2.5	1.7

The above tables show a consistency similar to other growth analyses of test data.

Additional tables showed a consistency similar to other growth analyses of test data. Gaps appear between White and African-American students and between students who meet and those who score below state standards. However, a relatively small number of African-American students who took Algebra 1-2 Block showed high growth on the math subtest between the PLAN and the ACT test. It was suggested to look at their experiences more closely. And, for each pair of growth averages, the average growth for the composite score is greater than average growth for the math subtest EXCEPT for the African-American students in the class of 2010.

Thus, the administration recommended continued review of the program's effectiveness and consideration of the following:

- Continue to offer Algebra 1-2 Block, but more effort should be made to align the curriculum standards and assessments more closely with the Algebra 1-2 program.
- Improve the percentages of students who take either Algebra course and meet or exceed on the ACT-PSAE. The Algebra 1-2 Block class has been effective in reducing the number of students who enroll in the transition or basic level ninth grade math courses while maintaining the percentage of students who meet and exceed. More growth progress would be realized by reducing the number of students who take basic level math and increasing the percentage of students who meet standards.
- Consider supplemental math courses for students who, after completing Algebra 1-2 or Algebra 1-2 Block, are not projected to meet state standards. Students who enroll in Advanced Algebra are better prepared for the PSAE exam and are more likely to meet state standards. A supplemental math course for targeted students, either as a summer school or a regular school year course, could lead more students to enroll in Advanced Algebra or in a more challenging math course in their junior year.

From the class of 2009 to 2010, there was an increase of 72 students in the Algebra I program, including a nearly 50% increase of African-American students in the Algebra program with a roughly equivalent portion meeting or exceeding standards, so that a greater number of African American students met or exceeded standards in the class of 2010 compared to the class of 2009. Table 5 shows results from a second analysis to see how students they fare on the PSAE based on enrollment in different second-year algebra courses. Students taking Advanced Algebra or higher were more likely to meet or exceed standards.

Mr. Prale concluded that the growth patterns in most of the tables presented mirror the general academics: White students tend to score higher, and composite growth for all students tends to be greater than math growth. The one exception to this pattern was for African-American students enrolled in the block program, but there were only nine such students in the sample. It is interesting and worth looking into that. (Table 8).

Ms. Hill noted that OPRFHS has not adopted ACT readiness standards as its standards. OPRFHS standards include state standards, many of which are aligned with ACT, as well as its local standards.

Referring to graphs 6, 7, and 8, it was noted that growth by African-Americans is larger than others in two of the graphs. Consideration is being given to ironing out some of the variations where there is a matched program across the two. Ms. Hill added that the Algebra Learning Team will examine and review the curriculum including looking at student data on classroom assessments and determining how the instruction may be altered. When asked how students get caught up to the rest of their class, the reply was that the high school needs to strengthen the articulation with the elementary districts.

Ms. Patchak-Layman asked if when teachers disaggregate data, did they also disaggregate what happens instructionally between the African-American and the White students. Are there things that occur with White students that could be isolated in order to identify changes that need to be made to the program? Ms. Hill responded that teachers have done this work to examine their curriculum and instruction and they would like to do more differentiation. She felt it would break down by student need rather than race. If a need for differentiation was found, they would then have to ask whether they should address something for African-American students.

Dr. Millard asked if the school could target certain students and require them to take a particular course. Ms. Hill stated that the culture at OPRFHS is not one of mandate, because there could be a number of reasons why a student could/should take a course. However, one element of the culture is that parents do have the final say. If a parent had a reason why the student should not take the course, it would be honored. Mr. Rouse stated that once the 8<sup>th</sup> grade scores are received, conversations are had with the parents, but ultimately they do have the final say in making recommendations. When a parent goes against the school's recommendation, what will happen? Previously, the math chair had tracked who requested an override and what additional tutoring was given. Ms. Patchak-Layman felt that parents requesting overrides was not wrong. She asked if the high school had ever attempted to address the issue of whether or not there are such things as OPRFHS standards as opposed to all standards being set by the parents. Ms. Patchak-Layman continued that parents are not allowed to set behavior standards, but they are allowed to set academic standards for course entrance. Where are there academic standards being set by the high school? Mr. Rouse replied that standards are set via the *Academic Catalog*, but how parents interpret the standards may be a different issue.

Dr. Weninger noted that two of the recommendations had to do with students. One recommendation had to do with professional development of teachers. All teachers had the Algebra Block training but what is now occurring in professional development is the working with the team on best practices. As such, they have decided to give tests every two weeks, which assesses all of the instructional material up to that point. Thus, some of what is happening is because 1) two teachers attended motivational classes last spring on assessment and are advocating the teaching of the class differently; and 2) the team then works effectively together and has introduced innovations to individual teaching by working together.

## **Progress Reports**

### **Test Prep ACT/PSAE Prep Programs Class 2009**

Ms. Hill had shared the results of three test prep programs used by OPRFHS students 1) EXCEL Edge; 2) Revolution Prep, and 3) College Admissions Prep (CAP) in her written report. Excel Edge and Revolution Prep are offered to junior students at large and CAP is a for-credit course that runs during the school day second semester which is targeted for juniors identified from prior standardized test scores as being on the margin of potential for meeting PSAE standards. The highest scores achieved by students were in the Excel Edge program, followed by Revolution Prep and then CAP.

Ms. Hill reported on the success of the CAP program. Of the 126 students targeted for participation in the CAP course, 38 enrolled, 16 enrolled in Excel Edge, and 72 did not enroll in any test prep program offered through the high school. CAP students' average ACT scores were equal to or slightly lower than average scores for non-participants. Their average score in math was slightly better than the 16 ExcelEdge participants' average math score, but the ExcelEdge participants had higher average ACT scores in English, Reading, and Science than did CAP students. CAP student's rate of meeting and exceeding standards in reading was the lowest.

CAP students outperformed non-participants in their growth from the sophomore year Instructional ACT to the junior year PSAE-ACT in all subject areas. The differences in English and Math were slight, but in Science CAP students grew on average a full point more than non-participants. CAP students' growth exceeded that of ExcelEdge participants in Math and Science, while ExcelEdge participants showed more growth on average in English and Reading.

The District will continue to work with the private companies Excel Edge and Revolution Prep. Based on the growth analysis, test scores increase more as a result of enrollment in CAP than when students do not participate in test prep programs, the District will run two sections of that course second semester. The results of the program will not be known until the District receives PSAE results in late summer.

Ms. Hill was told by the counselors that opportunities for test preparation during the day have proven worthwhile for those students who have taken advantage of them.

### **Additional Instructional Matters for Committee**

While no additional items were discussed, it was noted that a report on grading would be shared at the January Instruction Committee meeting.

### **Adjournment**

The Instruction Committee meeting adjourned at 8:56 a.m. on Monday, December 7, 2009.



# ***Oak Park and River Forest High School District 200***

*201 North Scoville Avenue • Oak Park, IL 60302-2296*

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TO: Board of Education

FROM: Attila J. Weninger, Superintendent

DAET: January 15, 2010

RE: Weighted and Ranking Systems Review Committee

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## **BACKGROUND**

In November, Phil Prale provided the Board Instruction Committee with a memo entitled, "Update on Discussion Regarding Grading" as a follow-up to the October Instruction Committee discussion on grading policy and practices. That memo is attached. As a result of the November discussion, the Committee charged the Superintendent with three items regarding this issue:

1. determine the charge for such a group (focus and scope), including work to be reviewed, researched, and about which recommendations would be made;
2. develop the composition for a study/group, task force, etc., to include school and community stakeholders; and
3. develop a name/title for such a group.

## **SUMMARY**

Below, please find my recommendation regarding the charge.

### **I. A. Focus/Scope/Charge**

1. Committee charged by the superintendent to undertake work and monitor progress
2. GPA (what courses are included; what courses should be included)
3. weighted/unweighted systems
  - a. 3 methods are currently available and possible (weighted "select" courses; unweighted "select" courses; unweighted all courses)
  - b. 2 methods are currently used (weighted "select" courses; unweighted "select" courses)
  - c. what other method(s) should we adopt and use, if any?
4. system of ranking
  - a. same as 2.
5. reporting of ranking
  - a. same as 2.

### **B. Research**

1. survey of high schools (information regarding their current method of calculating GPA, weighted/unweighted ranking systems, reporting, etc.)
2. survey of colleges/universities (how they view high school GPA calculations, weighted/unweighted ranking systems, reporting, etc., what they do with them, etc.)
3. survey of parents (online)
4. survey of students (online)
5. survey of faculty (online)
6. literature review
7. hold forums for parent input
8. hold focus groups for faculty input
9. hold focus groups for student input
10. financial impact of changes, if any

# ***Oak Park and River Forest High School***

## ***District 200***

*201 North Scoville Avenue • Oak Park, IL 60302-2296*

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### **C. Recommendations to be made by the Committee**

1. Recommendation to retain current GPA calculation and weighted systems, ranking, and reporting with rationale and basis for same **or**
2. Recommendation to adopt revised GPA calculation and weighted systems, ranking, and reporting with rationale and basis for same **or**
3. Recommendation to adopt new GPA calculation weighted systems, ranking, and reporting with rationale and basis for same **and**
4. Recommendation(s) for future work, if any

### **II. Committee Composition**

1. Administrators (DLT/BLT: 2-3)
2. Division Heads (5) (different divisions than represented by faculty)
3. Faculty (5) (different divisions than represented by division heads)
4. Parents (5) (representing various grade levels and academic levels in which their students take courses)
5. Students (3) (one representing each academic level)

### **III. Title of Committee**

1. Weighted and Ranking Systems Review Committee

### **RECOMMENDATION**

I recommend that the Board direct the Administration to undertake a weighted and ranking systems review per the above beginning September 2010, and complete the review with recommendations to the Board Instruction Committee by May 2011.

**Oak Park and River Forest High School - District 200**  
201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Board of Education  
FROM: Phil Prale  
DATE: November 4, 2009  
RE: Update on Discussion Regarding Grading

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**BACKGROUND**

At its October 15, 2009 meeting, the Instruction Committee of the Board of Education deferred to a later date a discussion of a process for discussing current grading policy and practices at the high school. On November 3, 2009 Ralph Lee, Sharon Patchak-Layman, Cristy Harris, and Phil Prale met to discuss options for proceeding with a thorough discussion of grading that would involve all stakeholders and provide appropriate guidance for the Board of Education.

**SUMMARY OF DISCUSSION**

At the November 3 meeting, we discussed the following issues:

- The process for proceeding with a series of meetings to discuss grading
- The composition of the group that would meet to discuss grading
- The work product that would result from these meetings

With regard to the process for proceeding with meetings to discuss grading, the discussion began with an acknowledgement that the process should provide for wide participation and multiple views. We discussed initiating the process with a public forum at which we would gather ideas, generate questions, and bring issues to the surface. The forum would be publicized via a general invitation posted on the school web page and through other available venues. We also would invite representatives of the five District parent groups, as well as students, faculty, and school committees. A goal of the forum would be to raise the grading questions and topics of interest or concern specific to any of these groups. Following the public forum, a study group or task force would be formed to consider the questions and issues raised.

A discussion regarding the nature of the study group/task force yielded several points of agreement, including the following:

- The study group/task force would include students, parents, community, administration, and faculty. Specific numbers of representatives from each group were not discussed, although representation from all parent groups and divisions was considered important.
- Participants would adhere to norms that include remaining open to all views while acknowledging a particular interest. Also, study group/task force members would be expected to work between meetings.
- The Superintendent would appoint a chairperson for the study group/task force.
- A core value remains that the grading policies and practices at the high school embody equity and fairness.
- The expected complexity of the discussion and any forthcoming recommendations from the study group/task force probably would result in changes for which there may be a cost in time or budget resources.

## ***Oak Park and River Forest High School - District 200***

*201 North Scoville Avenue • Oak Park, IL 60302-2296*

- The study group/task force would consult with the CIO to explore using shared electronic documents to maintain the flow of information throughout the group.
- The study group/task force would provide reports summarizing the ongoing work of the group. The reports would occur at public meetings of the Board of Education.

The November 3, 2009 meeting did not reach a consensus on an important element of the nature and procedure of the study group/task force. Ideas discussed were to

- Hold all meetings as public Board meetings, complete with posting agendas, maintaining meeting minutes, and allowing public comment at all meetings. Small groups would form from the full study group/task force to work on specific questions that arise from the discussion. The smaller work groups then would present ideas to the large group for further discussion.
- Convene the study group/task force as an internal work committee open to the public. Meeting notes would be kept, as opposed to meeting minutes, and the group would meet as a working committee of the school and not as a Board committee.
- Convene the study group/task force as an internal work committee of the school that would maintain meeting notes, as opposed to meeting minutes, and would open discussions to the general public when appropriate.

Finally, the Board of Education would need to provide sufficient clerical support for the meetings of the study group/task force. Last school year the administration eliminated four clerical positions from the divisional and counselor areas. The clerical support for a study group/task force of this scope is not available in the District's current staff, and the Board of Education might need to authorize additional clerical support for this work.

The study group/task force would produce a recommendation to the Board of Education regarding the several questions it would discuss. The specific nature of the questions and therefore the scope of the recommendations are not known at this time. The time frame for receiving the recommendations was not specified in our discussion, although we noted the work of the task force could be a lengthy process.

### **RECOMMENDATIONS (OR FUTURE DIRECTIONS)**

This information is provided at the request of the Board of Education. A recommendation is sought from the Board of Education as to the nature and the procedure for the study group/task force. Specifically, should the study group/task force meet in public Board meetings, as an internal work committee open to the public, or as an internal work committee? Also, the Board of Education must consider the extent of District resources that this process could entail.

TO: Board of Education Instruction Committee

FROM: Michael Carioscio and Phil Prale

DATE: January 21, 2010

RE: Enhancing Education through Technology (EETT) Grant Proposal

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## **BACKGROUND**

In early December 2009 we became aware of American Recovery and Reinvestment Act of 2009 (ARRA) funding that will become available as part of a competitive grant as part of the Enhancing Education through Technology (EETT) program. Members of administration and staff met to determine the feasibility of submitting a proposal for this grant. We worked over the winter break and submitted a grant proposal by the January 8<sup>th</sup> deadline.

Oak Park and River Forest High School is eligible for this grant because of the school's NCLBA Status. Through the grant the ISBE is offering an unprecedented one-time opportunity for eligible applicants to acquire low-cost laptop/ultra-portable netbook computers to create fully integrated, state-of-the-art learning environments.

It is anticipated that individual grant awards will range from a minimum of \$450,000 to \$900,000. The number of grants to be awarded will not be determined until the application scoring and ranking process is completed.

## **SUMMARY OF PROPOSAL**

The overall goal of this proposal is to transform teaching and learning by utilizing one-to-one netbook technology for all students in the graduating class of 2014, the incoming freshman class for the 2010-2011 school year. The project will involve a full integration of technology, particularly in English and math courses, with every ninth grade student using his/her own netbook as soon as next school year. The grant plan call for the use of student response systems (SRS, also known as Clickers) into ninth grade math and English classes

We have requested the maximum grant amount of \$900,000. One third of the amount is for Professional Development to support the transformation of the curriculum to make full use of the one-to-one technology. A number of issues still need to be addressed, including the sustainability of the program and faculty and staff discussion regarding the specifics of the prospective changes to the curriculum and instruction models in the school. However, we felt that this was a significant opportunity to improve the use of educational technology here at OPRF.

**RECOMMENDATION** - This is for information only. No action is required at this time.



# Illinois State Board of Education

100 West Randolph Street, Suite 14-300 • Chicago, Illinois 60601-3268-3169  
www.isbe.net

Jesse H. Ruiz  
Chairman

Christopher A. Koch, Ed.D.  
State Superintendent of Education

Date: RECEIVED JAN 08 2010

This letter will serve as a receipt for the following:

Oak Park & River Forest SD#200

From the following program/district:

Oak Park & River Forest High School Dist 200

This receipt does not guarantee completeness or correctness of application, only that it was received.

Thank you,

ILLINOIS STATE BOARD OF EDUCATION  
100 W. RANDOLPH SUITE 14-300  
CHICAGO, ILLINOIS 60601

Illinois State Board of Education  
866-262-6663

Application is for:  
 Check (x) one.  
☒ Single District  
☐ Partnership

ILLINOIS STATE BOARD OF EDUCATION  
 Curriculum and Instruction Division  
 100 North First Street, C-215  
 Springfield, Illinois 62777-0001

ATTACHMENT 1

FY 2010 ARRA TITLE II-D  
 ENHANCING EDUCATION THROUGH TECHNOLOGY PROGRAM (COMPETITIVE)  
 ILLINOIS SCHOOL REFORM THROUGH TECHNOLOGY INITIATIVE  
 COVER PAGE

High-need school district and (Check 1 box only) ☒ has school in improvement status OR ☐ has substantial need for technology.

INSTRUCTIONS: Submit 1 original and 4 copies. No faxed copies will be accepted. No electronic submissions will be accepted.

NAME OF SUPERINTENDENT/AUTHORIZED OFFICIAL Attila Weninger		REGION, COUNTY, DISTRICT, TYPE CODE 140162000130001	
TITLE Superintendent		PROGRAM CONTACT Mike Carioscio	
DISTRICT NAME AND NUMBER Oak Park and River Forest High School District 200		TITLE OF PROGRAM CONTACT Chief Information Officer	
ADDRESS (Street, City, State, Zip Code) 201 North Scoville Avenue		ADDRESS (Street, City, State, Zip Code) 201 North Scoville Avenue	
TELEPHONE (Include Area Code) 708-434-3211	FAX (Include Area Code) 708-434-3917	TELEPHONE (Include Area Code) 708-434-3220	FAX (Include Area Code) 708-434-3920
E-MAIL aweninger@oprfs.org		E-MAIL mcarioscio@oprfs.org	

I certify that the program administrator/contact person identified above is authorized to act on behalf of the institution with regard to the ARRA Title II-D Enhancing Education Through Technology Program (Competitive).

1/7/10

Date

Original Signature of Superintendent or Authorized Official

ISBE USE ONLY

DATE RECEIVED:	
	<p>Date</p> <p>Original Signature of LEA Superintendent/Authorized Official</p>



# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001  
www.isbe.net

Rod Blagojevich  
Governor

Jesse H. Ruiz  
Chairman

Christopher A. Koch, Ed.D.  
State Superintendent of Education

August 21, 2007

Dr Susan J Bridge  
Oak Park - River Forest School District 200  
201 North Scoville Avenue  
Oak Park, IL 60302-2296

Dear Dr Bridge:

The Illinois State Board of Education (ISBE) hereby approves your technology plan. This approval is based on recommendations made by a panel of peer reviewers, chosen by ISBE, who evaluated the plan and found it to meet the criteria outlined below.

This document is issued to certify that Oak Park - River Forest School District 200 (RCDT 14-016-2000-13) has an approved technology plan that has met the requirements set forth by the Schools and Libraries Division of the Universal Service Administrative Company for the E-Rate program as well as the federal Title II-D Enhancing Education through Technology (Ed Tech) program:

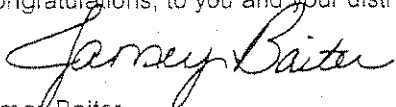
Our records indicate the following significant dates relative to your technology plan:

- The technology plan has an approval date of June 29, 2007.
- The technology plan is valid from July 1, 2007 until June 30, 2010.

This technology plan approval letter should be kept on file until June 30, 2015.

Please keep a copy of your technology plan at your district to be used for purposes connected to E-RATE program discounts.

Congratulations, to you and your district staff.

  
Jamey Baiter  
USAC Certified Technology Plan Approver  
Illinois State Board of Education

cc: Jack Lanenga, Technology Integration Plan Contact ✓  
Mary Warren, Learning Technology Center Director  
Master File



# STAR chart

Completed 12/17/09  
MC



CEO Forum  
and the School Improvement Process

## Oak Park and River Forest High School District 200

1. Hardware: **High Tech**
2. Connectivity: **Low Tech**
3. Content: **Mid Tech**
4. Professional Development: **Low Tech**
5. Integration and Use: **Low Tech**

Based on an average of your responses, your school is at the **Mid Tech** level.

### Mid Tech Educational Benefits:

- Improve higher-order critical thinking with access to multimedia content
- Master basic skills through drill and tutorial software
- Greater information resources available for research and education from Internet and CD-ROM
- Most students/teachers able to communicate with parents, experts, other students and teachers outside the school

### Summary of your answers:

#### Questions:

#### Your answers:

- |  |  |
|--|--|
| <b>1</b> How many students per instructional computer?   | <b>(c)</b> 5 or less   |
| <b>2</b> How long does it take to receive technical support?                                       | <b>(c)</b> Takes place same day  |
| <b>3</b> What percent of instructional rooms and administrative offices connected to the Internet? | <b>(c)</b> 75% or more   |
| <b>4</b> What is the quality of your school's connection to the Internet?                          | <b>(c)</b> *Direct connectivity in most classrooms *Adequate bandwidth |
| <b>5</b> What is the use and availability of other   | <b>(b)</b> VCRs, cable TV, telephones, voicemail, projection           |

forms of hardware technology?

devices, digital cameras, calculators

**6** What forms do delivery and format of professional development take?

**(a)** Trainer-led instruction

**7** What percent of the technology budget is allocated to professional development?

**(a)** Less than 10%

**8** What is the understanding and use of digital content by educators?

**(b)** \*100% at adaptation phases \*Some begin to use with students

**13** What is the content budget allocation to purchase digital content?

**(a)** Use some supplemental instructional materials funds only

**9** Software format:

**(c)** Manipulatable digital content and tools available commercially and on the Web

**10** What is the role of the educator and degree to which digital content is integrated into instruction?

**(b)** \*Teacher directed \*Beginning to integrate into instruction

**11** Do the students employ digital content to enhance learning?

**(b)** Use for research, communications and presentations

**12** What percentage of students are using digital content and what is their frequency of use?

**(a)** \*50% or more \*Weekly

**14** How does technology help student achievement and 21st century skills?

**(a)** Demonstrate improved basic skills

**15** What percent of your school or district aligns standards, curriculum, assessment and/or uses technology for continuous improvement?

**(a)** 25% align standards, curriculum and assessment using technology

**16** What percent of your school or district integrates digital strategies into assessment and/or measures 21st century skills?

**(a)** \*25% or more beginning to integrate digital strategies into assessment \*Limited to use of fixed answer format

**17** What percent of students has

**(a)** \*Some students have access to technology to

continuous access to technology?

**18** How is research used?

reinforce basic skills

**(b)** \*50% review external research and apply appropriately \*50% conduct internal research on program effectiveness \*50% of schools use IT for planning \*25% of teachers use IT in classrooms for ad hoc action

**19** How do administrators use technology?

**(b)** \*Use technology to collect data and communicate with constituents \*Initiate some data driven decision making

**20** How do parents and the community use technology?

**(c)** \*Communicate two-way via email, and privacy protected web tools, e.g., to access some school information and resources from home

Thank you for using the CEO Forum's STaR Chart assessment.

The overall goal of this proposal is to transform teaching and learning by utilizing one-to-one netbook technology for all students in the graduating class of 2014, the incoming freshman class for the 2010-2011 school year. The project will include full integration of technology, particularly in English and math courses, with every ninth grade student using his/her own netbook as soon as next school year. The District also plans to incorporate student response systems (SRS, also known as Clickers) into each freshman math and English class.

This transformation of the instructional program will be phased in starting with next fall's freshman class. The phased-in approach allows school staff to review and assess ongoing efforts and to incorporate changes to the curriculum and instructional approaches that will allow students to take full advantage of a technology-based curriculum. Classroom activities will be developed and enhanced as teachers utilize the netbooks and SRS system on a regular basis throughout the entire school year as part of the core curricula.

The plan incorporates standards from NETS•S and the State of Illinois Learning Standards. The District envisions a two-pronged effort to improve student achievement:

#### Teacher Preparation

1. Each teacher of freshman English and mathematics courses will receive a netbook, an overhead projector, and a Student Response System for use in his or her classroom.
2. During the summer of 2010, a series of workshops for freshman English and mathematics teachers will
  - a. Introduce teachers to their new hardware, netbooks and an SRS system, and to Web 2.0 and Web 3.0 tools
  - b. Explore Internet usage and ethics concerns
  - c. Demonstrate classroom lessons that effectively use these tools
3. Teachers will work to develop specific lessons for their freshman classes that incorporate the SRS system, Web 2.0 tools, and development of "expert contacts" for student use online. These sessions will be considered paid curriculum development assignments.

#### Student Experience

1. Prior to the issuance of netbooks to each student, specific lessons and activities in either math or English classes will introduce students to our Acceptable Use Policy, Internet safety concerns, school network and e-mail operations, and library and Internet research skills.
2. Upon completion of the introduction, a netbook will be issued to each student. This netbook will be considered a textbook for that student because it can be taken home for use beyond the classroom.

NETS•S Goals: 2b, 3a, 5a, 5c, 6a

#### Improving Academic Achievement in the Classroom

The strategies outlined in this proposal directly support the academic achievement of our students. The core tenet of this proposal is to transform the learning experience by deploying netbook computers and student response systems to each student to provide immediacy to classroom activities. Specific applications are described below.

Freshman English. Vocabulary acquisition is a critical factor in advancing literacy skills for high school students. Through the use of the netbook and the SRS system, students can use an online dictionary and/or thesaurus to highlight and discover the meaning of words for

Illinois State Goal 1.B.4b,  
2.A.4b, 3.B.4a  
NETS•S Goal 1.a, 1.b, 2.c, 4.b

themselves. They can research real-world settings drawn from the core English texts of *The Odyssey*, *Great Expectations*, *Romeo and Juliet*, or *There Are No Children Here* while the book is being read during class and during the classroom discussion. *Great Expectations*, currently required freshman reading, uses a lot of foreshadowing. Students can go online during class to discover for themselves the meaning of foreshadowing and then reveal places in the book that use foreshadowing.

Students can “map” the travels in the required book *Alchemist* to discover distance and terrain from the Andalusian region of Spain to Tangiers to the pyramids of Egypt and back to Spain. A class assignment could be to create a brochure that relates the plot of *Alchemist* to actual places.

Illinois State Goal 1.A.4b,  
2.A.4a, 3.A.4  
NETS•S Goal 1.a, 2.a

Having Internet access in class would enable students to use *TurnItIn*, a plagiarism software package, for each writing assignment. The balance between quoting and plagiarizing is difficult to teach; allowing students to use a *TurnItIn* report and make adjustments to their own papers makes this difference easier to grasp.

Illinois State Goal 3.B.4b  
NETS•S Goal 5.a

Freshman Math. Students can use the Internet to find the size of a basketball court and calculate perimeter and surface area of the court. The SRS system can reinforce that students know how to correctly calculate perimeter and area. The teacher will know immediately if students understand and can re-instruct when content is not mastered. Class activities can be centered on *Agile Mind* (word problems), *Neuron* (skill building), Google *Sketchup*, or other Web 2.0 real-world problem solving activities.

Illinois State Goal 6.B.4, 6.C.4,  
6.D.4, 7.A.4b, 7.C.4b, 9A.4b,  
NETS•S Goal 3.c, 3.d, 4.a, 4.b

Skyward. The District uses the Skyward gradebook package, and teachers can build tests on the Skyward assignment module. Students can take the tests on their netbooks and get immediate feedback. Tests are automatically graded and entered in the gradebook. This facet of Skyward becomes more useful and viable if all students have a netbook in class.

Evaluation. Present 8<sup>th</sup> grade students took an entry placement test in December 2009. The results of this test will be used as baseline data to evaluate the achievement of freshmen. We hope to achieve improvement in math and reading of 3 points on an instructional ACT achievement test to be taken at the end of their sophomore year. The District will continue to monitor progress through their senior year. In their research study entitled *Learning with Laptops: A Multi-Method Case Study*, researchers Douglas Grimes and Mark Warschauer of the University of California, Irvine caution that after one year, a decline in student achievement may be experienced. This prediction was seconded in a report called *A Complete Guide to One-to-One Computing in the K-12 Environment* based on the experiments in the state of Maine and California and underwritten by Gateway, MPC, and the Center for Digital Education.

*“The key indicators are teacher commitment and central office support. If teachers buy into the vision offered by program advocates and determine that their efforts have support in the central office, they will report the belief that their difficulties were justified. Under these conditions, second year performance should begin to climb back, with anecdotal evidence of real student improvement. In subsequent years, always assuming committed staffs and supportive districts, school improvement should be clearly demonstrated in test scores.”*

Based on this recent research, the District anticipates marked improvement at the end of the second year.

## **Curricula and Teaching Strategies that Integrate low-cost laptop/ultra-portable netbook computers and related technologies**

We have examined several research studies on 1:1 computing practices and/or SRS to ascertain the best of these practices and to forecast potential pitfalls, including:

**North Carolina State University** Evaluation of the 1:1 Learning Technology Initiative with 5 large traditional high schools completed in October 2009

**Center of Digital Information** Report on 1:1 Computing on K-12 Level studying programs in California and Maine, published in 2008 by Purdue University

**Vanderbilt Center for Teaching**, Classroom Response Systems ("Clickers") by Derek Bruff, Assistant Director, published in April 2009.

**University of Wisconsin** System Study of Clickers (Student Response System) published in May 2007

1:1 Computers. Research shows that the most critical issue in the success of a 1:1 computing program is effective leadership. Setting a vision for technology, supplying rewards for teachers who are innovative in the use of technology, encouraging professional development, and providing time for team problem solving and decision-making were key factors in the success of 1:1 computing implementations. This grant would help support that vision and the necessary incentives for teachers and students as the school instructional program is transformed.

It has also been demonstrated that professional development activities should not be directed at new technology but toward teaching methods. Lessons using 1:1 computing and SRS systems should be demonstrated and evaluated as they are implemented and revised. Also, professional development should be continuous. Often, teachers reach a plateau and benefit from additional encouragement and in-service activities that promote best practices. Without ongoing training, teachers often use laptops merely for disseminating information, but not for advanced, interactive instructional activities.

Student Response Systems. The pedagogical benefits of an SRS system include student engagement, collaborative learning, and instant feedback.

Research indicates that a teacher needs to maintain student attention during a lecture but that student attention lapses after 10 - 18 minutes of passive listening. SRS systems encourage participation from every student in the classroom, not one student at a time. SRS systems involve the reluctant learner. Teachers need to word questions carefully and provide for multiple choice and free response questions. Questions need to tap critical thinking, monitor knowledge, and develop student perspective. Also, students respond best when questions connect to practical problems.

"Putting up your hand in class is a pretty complex thing, kind of dangerous, socially and academically. But everyone is willing to give anonymous answers. Everyone is equally involved and the answers are honest. And fast."

*Victor Edmonds, Educational Technology Services,  
University of California at Berkeley*

## **Improving Teacher Effectiveness using low-cost laptop/ultra-portable netbook computers and related technologies**

Each of our teachers presently has a desktop computer for production tasks such as preparing learning materials, computing grades, conducting Internet research, and using e-mail. However, if a netbook were

available to all students, a teacher also would need one in class in order to lead instruction effectively.

The District envisions using the following six approaches to provide training to improve teacher effectiveness in the use of one-on-one computing.

1. The District will allow release time for teachers in the English and mathematics divisions to lead curriculum and technology integration teams. Those teachers will function as coaches and instructional and curricular leaders.
2. Special workshops will be provided to all teachers of freshman math and English courses in the use of SRS systems, Internet research strategies, Google tools, and Web 2.0 tools. Three 4-hour sessions outside of the classroom day will be available. Monday morning professional development time will be used to share best practices and to develop the standards-based curriculum that uses netbooks and SRS systems.
3. One-to-one training and support will be given in the Technology Learning Center (TLC) by the Engaged Learning Coordinator and TLC Coordinator in the use of equipment and techniques unique to the individual teacher's classroom. The TLC staff can provide support in the classroom during class sessions.
4. The Illinois Computing Educators Conference (ICE) provides technology workshops in the spring of each year, and attendance will be made available to teachers of all freshman English, reading, and mathematics courses.
5. West 40 technology staff LTC1C and other relevant presenters will be brought in for special workshops.
6. These training opportunities will be available beyond the initial years of this project. Research has proven that training becomes more effective as teachers progress in their knowledge. The District anticipates that with continued training, teachers could progress to utilizing applications such as digital movie making and interactive WIKIS using SRS systems and laptops.

#### **Innovative Delivery Strategies utilizing low-cost laptop/ultraportable netbook computers and related technologies**

The District envisions that all instruction will include student access to portable computing power. By focusing this grant application on a specific segment of our student population (incoming freshmen), the District will implement a delivery strategy that will allow the school to introduce the enhanced, technology-based curricula in a phased fashion. A phased-in, controlled setting to introduce the technology provides a mechanism to learn from each phase and thus to improve the subsequent phases of delivery.

As the freshman cohort moves through the school during the course of their time here, the technology-based curricula in the next phase will be prepared. It is important for teachers to own the skills they are learning; if they develop activities that work in their classrooms with the help of the TLC staff, the recommended changes can endure.

#### **Integration of low-cost laptop/ultra-portable netbook computers and related technologies with Curricula and Instruction**

With this opportunity to embrace one-to-one computing and to immerse our students in these curricula, we can improve teacher effectiveness and student achievement and produce a significant impact on student academic achievement and instruction.

Phase	Activity	Timing	Follow-up Goal
1	Teacher training on netbooks	Summer 2010	Use the netbook in a class activity at least 2 times a week.
	Teacher training on SRS systems	Summer 2010	Use twice a class for 5 weeks; Aim for every 15 to 20 minutes within a class period thereafter.
2	One week of student training prior to receiving netbooks	Fall 2010	Students are active participants in class using netbooks and SRS system
	Demonstrate effective netbook lessons and lessons using SRS for teachers	Fall 2010	Teachers develop their own activities and lessons
	Teachers develop activities and lessons for use in their own classes	Summer 2010 and Fall 2010	Ongoing building of new lessons as the semester progresses
	Teachers do a search for online resources and local and global learning communities to include in lessons	Fall 2010	Ongoing connections
3	Teacher training on Reading Plus, Agile Mind, Neuron, TurnItIn, Mastery Manager by staff members who already use the software	Mid-October 2010	Faculty support each other with the more sophisticated tools in software available
4	Teacher training on Web 2.0 tools including Google Docs, Google SketchUp, Google Scholar, Web Quests, Rubric Maker (RubiStar)	Through June 2011 as demanded	Begin looking at Web 3.0

### Professional Development

Acceptance of this proposal represents a significant departure for the creation of curricula for the District. The school's professional development schedule will be expanded. Using the TLC staff, the District will continue to provide staff development at least four times a year to groups of teachers, the principal, library media staff, and administrators in the effective use of netbooks, Web 2.0 tools on the Internet and SRS systems. The TLC currently provides a training opportunity we call a "Booster Day." Teachers spend the day in the TLC working on a technology topic which relates directly to their subject matter while the District pays for a substitute. In the proposed project, each teacher of freshman math or English will be required to schedule a Booster Day on a topic of interest pertaining to specific classes. In addition, the District will create stipend-based technology position(s) in each department to facilitate adoption and effective knowledge transfer.

Special care will be taken to ensure all professional development is aligned with state standards (i.e. NETS•T) and that the assessment mechanism is developed up front to effectively monitor our progress toward the ultimate goal.



Teachers will write questions aligned to state standards and will use *Survey Monkey* to assess data collected to determine whether instructors have successfully implemented integrated experiences that properly use digital tools such as netbooks, Web 2.0 tools, the SRS system, and software such as Reading Plus (online reading comprehension software) and Agile Mind (online math software) to promote improved student achievement.

### **Collaboration with Adult Literacy Service Providers**

As part of this proposal the District will work closely with school-sponsored parent groups including the PTO and APPLE (an African American parent group) to ensure that parents are active participants in the enhanced instructional program. This communication will take the form of at least two meetings throughout the school year. The school website, newsletters, and weekly Huskie Events e-mails will provide information to us. Feedback opportunities will be available through surveys on *Survey Monkey*.

Our present student information and management system, Skyward, promotes parent involvement as partners with OPRFHS to improve student achievement. Through Skyward's Family Access, parents can oversee their student's completion of work and achievement in the classroom. Netbooks can be brought home and taken to local libraries for parents who do not have home or work access to the Internet thus providing parents equal access to Skyward which otherwise might not be available.

At this time, our communities do not have an adult literacy service. The Oak Park Public Library refers requests for adult literacy services to a group called Literacy Volunteers of Western Cook County. Triton College offers courses in ESL, reading, writing, and HSE or GED. Our plan does not affect either of these programs.

### **Increased Accessibility**

Increased accessibility to integrated technology could be problematic because the instruction in non-freshman math and English classes currently is not being tailored to using computers in class. It is at a teacher's discretion whether computers are used during class. The plan as we have envisioned it allows for both students and teachers to have increased access to low-cost laptop/ultra-portable netbook computers and related technologies as the freshman cohort moves through their high school years.

Issuing netbooks to all freshmen allows them to have access to school technology resources for their freshman year and their next three years at OPRFHS. Upper classmen will have increased access to the labs because freshman will have their own computers. In each succeeding year, the District intends to provide each incoming freshman student with a netbook for their years at OPRFHS, thus continuing the work begun with this grant. A careful assessment of the District's filtering software will be made so that useful classroom use of Internet sites will not be blocked.

### **Type and Costs**

See Budget attached as Section 9 of this grant proposal.

The District would purchase Lenovo netbooks with 6-hour batteries for students and teachers of ninth grade math and English courses. The District also would purchase Turning Point SRS systems for these teachers.

### **Coordination of Activities**

The grant will be coordinated by the CIO in conjunction with the OPRFHS Assistant Superintendent for Curriculum and Instruction. They will work with TLC staff to coordinate workshops and provide time for

teacher professional development. This proposal meshes with the District's plan to implement the following technologies:

1. Wireless projectors throughout the school (3-year project)
2. Improved wireless infrastructure throughout the school (4-year project)
3. Interactive boards in science, business, and technology classrooms (2-year project)
4. Tablet computers for math teachers (3-year project)
5. Interactive response devices (SRS) for teachers (4-year project commencing with the 2010 grant)
6. Netbooks for all members of the incoming freshman class of 2010 based on this grant. All succeeding freshman classes will receive netbooks funded partially with district financing and partially through the introduction of a computer fee.

### **Supporting Resources**

To facilitate the plan implementation, the District will need to purchase the Turning Point student response system software as well as the following services:

- Workshops and presentations from experts in basing instruction on computer assets
- LTCIC West 40 Technology support training
- Registration for teachers at ICE and other technology conferences

The District also will need to purchase the following supporting hardware:

- Wireless access points
- Printers available to students working on netbooks
- Possible electrical upgrades
- Ceiling mounting devices for classroom projectors
- Additional batteries and chargers
- Padded cases to protect netbooks in student backpacks

### **Cost-Effectiveness**

With this budget the District will be able to give access to all freshmen and their teachers. We believe we can outfit the classrooms of 30 teachers of freshman math and English courses with projectors and software that will enable SRS system capability. Seventy-five percent of the funds will purchase equipment and software to support learning; 25% of the funds will be used for professional development.

### **Project Sustainability**

The District plans to integrate the acquisition of netbooks into its ongoing school fee process. Instituting a \$125 computer fee and using District funding can provide the annual \$750,000 needed. After four years, the only new expense to the District is the purchase of new netbooks for the new incoming freshman class. The District has a history of retaining experiments that work. We have maintained the Technology Learning Center used for professional development for 12 years after it was first funded by a grant and have funded the Engaged Learning Coordinator for 10 years beyond the original grant to help provide instruction with teachers and in the classroom in the use of engaged learning (real-world) technology in the classroom. With the present tax base and continued community support for education, the District will be able to sustain computers and other associated costs for incoming freshmen each year.

## Program Evaluation – Tools

For over a decade, a strong ethic of reporting program effectiveness has been in place at OPRFHS. Before the advent of NCLBA, the administration shared with the Board of Education, the faculty and staff, and the community patterns of student achievement and the results of programmatic efforts to alter the persistent gaps that appear when the data is disaggregated by race and other subgroups. In recent years, the school leadership recognized that a more useful approach for teachers, administrators, the Board, or the community was warranted. In 2004, the school purchased Skyward, a student information system, to help in data collection, tracking, reporting, and analysis. This past school year the administration purchased classroom-based assessment software and settled on Mastery Manager, a web-based program that focuses teachers and administrators on the timely review of student outcomes and helps them align those results with curriculum standards. Mastery Manager was piloted in algebra and college English courses in the 2007-2008 school year and has been used more widely this school year. The teachers and school leadership agree that greater opportunities and benefits exist in using Mastery Manager more extensively if more training and support for the program were made available to teachers of core academic areas that need improvement. The school has built a framework of assessments to measure and predict progress toward SIP goals.

Students take the exams according to the following schedule:

- EXPLORE – In December of eighth grade
- PLAN – In April of ninth grade
- IACT – In April of tenth grade (the IACT is a retired ACT test scored by the District)
- PSAT/ACT – In April of eleventh grade

Using the exams listed above we intend to track student and program performance longitudinally in the areas of math and English programs. The EXPLORE test given to students while they are still in the eighth grade will also be part of the course selection and placement process. Those tests are scored within the District using the Mastery Manager scoring system. Those test results become one of the baseline measures to determine the effectiveness of the technology integration across the school.

As we develop curriculum-based standards for the math and English programs, we intend to use the ACT college readiness standards. Those published standards will be used for curriculum alignment and evaluation. In addition to grade level review of EPAS data, a core group of teachers already has been trained to use Mastery Manager to track student achievement more consistently and regularly so that interventions may be applied in real time and to achieve consistency of academic outcomes across classrooms to guide instruction. Those teachers will take on the role of data-leaders as we encourage teachers to look at data on a classroom level to alter and improve instructional methods.

Also, we plan to use additional data points to measure student growth in key areas addressed by the technology support funded by the grant. At the beginning and at the end of the school year, all ninth graders will be assessed using a standardized and nationally normed reading exam. Those scores will be placed into the current student management system for consideration when writing and implementing curricular changes.

School faculty and staff will enhance the current system of information collection, analysis, and reporting to measure progress and suggest changes to the plan. The school has already used Mastery Manager in algebra and college English courses. In the coming school year, our plan is to work with teams of teachers to expand the reach of the Mastery Manager software to more classrooms. For example, student

achievement and academic outcomes in specific classes, across sections of the same course, or for an entire grade level, could be collected and reported to determine the rate of improvement and to identify classrooms where instructional changes have produced significant increases in student achievement.

Reports on the progress of all school-based initiatives occur on a semester basis or as needed. Reports are issued to the Board of Education and shared with all instructional leaders in the school, including Division Heads, Assistant Principals, and faculty association leadership. Reports would also be issued to the parent community via the school Outreach Coordinator and the Community Relations Committee.

### **Program Evaluation Achievement**

We expect to see improvement in the following measures:

On the ACT-type tests including the EXPLORE, PLAN and IACT exams, the established EPAS guidelines suggest that students are expected to grow 1 to 3 points in their composite score over the course of one year. Over the course of two years, we could expect 2 to 6 points of growth for a student.

Our goal would be to show average growth in excess of 3 points for all students on an annual basis. For purposes of this grant we would track test results for the subscore areas of math, reading and English as well as the composite score available in each test. Also, we would disaggregate the data by gender, race, and for students with disabilities in order to align with NCLBA practices and encourage the development, implementation, and revision of specific technologies and programs that are effective or ineffective with our students.

Furthermore, our own internal review of school-based EPAS data has shown that students who score within a specific range on the PLAN composite score are likely to meet or exceed on the state-issued PSAT/ACT. The benchmark PLAN score of 18 has proved effective as an indicator of whether or not students will meet or exceed on the state test. We would use that benchmark, as well as an analysis of the rate of growth for students on the aligned EPAS tests, as we move forward to gauge the effectiveness of the technology and curricular changes we have made.

With regard to reading proficiency, we would expect all students to gain at least a full year in reading grade level no matter in what area of the curriculum they participated. We consider reading a critical learning skill, and the leadership of the District has embarked on an effort to ensure that all students accomplish grade level proficiency in reading by the time they graduate from the high school.

Also, teachers will evaluate progress with an evaluation tool developed with the website *Survey Monkey*. Teachers will provide feedback on their levels of expertise, satisfaction, and comfort using the new technologies available through the support of the grant resources. Surveys will be conducted at the end of each semester of the school year.

**ILLINOIS STATE BOARD OF EDUCATION**  
Curriculum and Instruction Division  
100 North First Street, C-215  
Springfield, Illinois 62777-0001

ATTACHMENT 2

☐ INITIAL BUDGET ☐ REVISED INITIAL BUDGET  
☐ AMENDMENT # ☐ Upward ☐ Downward ☐ Level

<b>PROJECT NUMBER</b>		LEA SUBMISSION DATE (mm/dd/yyyy)
SOURCE OF FUNDS CODE 4861	REGION, COUNTY, DISTRICT, TYPE CODE 140162000130001	
DISTRICT NAME AND NUMBER Oak Park and River Forest High School District 200		
PROGRAM CONTACT Mike Carioscio	TELEPHONE NUMBER (Include Area Code) 708-434-3220	
CONTACT E-MAIL ADDRESS mcarioscio@oprfs.org	FAX NUMBER (Include Area Code) 708-434-3920	

**FY 2010  
ARRA TITLE II-D  
ENHANCING EDUCATION THROUGH TECHNOLOGY  
PROGRAM (COMPETITIVE)  
ILLINOIS SCHOOL REFORM THROUGH  
TECHNOLOGY INITIATIVE**

**Budget Summary and Payment Schedule**

Note: Use whole dollars only.

Omit Dollar Signs, Commas and Decimals, e.g., 2536

Directions: Prior to preparing this Budget Summary and Payment Schedule request, please refer to the State and Federal Grant Administration Policy and Fiscal Requirements Procedures Handbook that can be accessed at <www.isbe.net/funding/pdf/fiscal\_procedure\_handbk.pdf>. Further information can be accessed at General Grant Frequently Asked Questions at <www.isbe.net/funding/pdf/general\_grant\_faq.pdf>.

LINE	FUNCTION NUMBER	EXPENDITURE ACCOUNT	SALARIES 3 (Obj. 100s)	EMPLOYEE BENEFITS 4 (Obj. 200s)	PURCHASED SERVICES 5 (Obj. 300s)	SUPPLIES & MATERIALS 6 (Obj. 400s)	CAPITAL OUTLAY 7 (Obj. 500s)	OTHER OBJECTS 8 (Obj. 600s)	NON-CAPITALIZED EQUIPMENT** 9 (Obj. 700s)	TOTAL 11	PAYMENT SCHEDULE
1	1000	Instruction	100000	23380	0	60000	30000		500000	713380	July-August
7	2210	Improvement of Instruction Services	101620		75000					176620	September
8	2220	Education Media Services				0				0	October
9	2230	Assessment and Testing				10000				10000	November
10	2300	General Administration Capped at 3%								0	December
15	2540	Operation and Maintenance of Plant Services								0	January
20	2620	Planning, Research Development and Evaluation Services								0	February
25	3000	Community Services								0	March
26	4000	Payments to Other Districts and Governmental Units								0	April
28	TOTAL DIRECT COSTS		201620	23380	75000	70000	30000	0	500000	900000	May
30	TOTAL BUDGET									900000	June
										900000	Total

ISBE USE ONLY
---------------

1/7/10  
Date

Original Signature of LEA Superintendent/Authorized Official

Date

Original Signature of ISBE Division Administrator, Curriculum and Instruction

**FY 2010  
ENHANCING EDUCATION THROUGH TECHNOLOGY PROGRAM (COMPETITIVE)  
BUDGET NARRATIVE**

SCHOOL NAME
Oak Park and River Forest High School
DISTRICT NAME AND NUMBER
Oak Park and River Forest High School District 200

**Directions:** Prior to preparing this Budget Narrative, please refer to the "State and Federal Grant Administration Policy And Fiscal Requirements and Procedures" handbook that can be accessed at <[http://www.isbe.net/funding/PDF/fiscal\\_procedure\\_handbk.pdf](http://www.isbe.net/funding/PDF/fiscal_procedure_handbk.pdf)>. Obligations of funds based on this budget request cannot begin prior to the date of receipt at ISBE or July 1, whichever is later, of a substantially approvable budget request. Further information can be accessed at "General Grant Frequently Asked Questions" at <[http://www.isbe.net/funding/PDF/general\\_grant\\_faq.pdf](http://www.isbe.net/funding/PDF/general_grant_faq.pdf)>.

FUNCTION NUMBER	OBJECT NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (2)	SALARIES (Obj. 100s) (3)	EMPLOYEE BENEFITS (Obj. 200s) (4)	PURCHASED SERVICES (Obj. 300s) (5)	SUPPLIES AND MATERIALS (Obj. 400s) (6)	CAPITAL OUTLAY** (Obj. 500s) (7)	OTHER OBJECTS (Obj. 600s) (8)	NON-CAPITALIZED EQUIPMENT (Obj. 700s) (9)	TOTAL (11)
1000	100	Salaries for Teachers who will be developing curriculum for use of notebooks in instruction Math release periods English release periods	60000 40000							100000
1000	200	Benefits for Teachers listed above		23380						23380
1000	300	Professional Services to "train the trainers" and facilitate the initial training sessions			75000					75000
1000	400	Software Packages				60000				60000
1000	500	Buildings (Construction, Remodeling or Additions)					30000			30000
1000	700	Networks (1000), Wireless AP, and other misc equipment							500000	500000
2210	100	Substitute Salaries	51620							51620
2210	300	Technology Learning Center staff augmentation	50000							50000
2230	400	Assessment and Testing				10000				10000
<b>TOTAL</b>			201620	23380	75000	70000	30000		500000	900000

ILLINOIS STATE BOARD OF EDUCATION  
Curriculum and Instruction Division  
100 North First Street, C-215  
Springfield, IL 62777-0001

**Enhancing Education Through Technology (EETT) Equitable Participation of  
Private, Nonpublic Schools**

The equitable participation requirements in Subpart 1 of Part E of Title IX of the ESEA apply to the Title II, Part D, EETT programs. Private school participation requirements cannot be satisfied simply by inviting private schools to participate in programs and/or activities designed for public school students, teachers or other educational personnel. Consultation must occur before the state education agency (SEA) or local educational agency (LEA) makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel. Further, each LEA must provide the SEA with a written affirmation signed by officials of each participating private school that such consultation has occurred.

School districts and eligible local entities must engage in timely and meaningful consultation with appropriate private school officials during the design and development of programs and continue the consultation throughout the implementation of these programs. School districts and local entities must provide, on an equitable basis, special educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in private schools in areas served by the districts and local entities. Expenditures for educational services and other benefits for private school children, teachers, and other educational personnel must be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children.

The law requires the consultations to address:

- How children's needs will be identified;
- What services will be provided;
- How, where, and by whom services will be offered;
- How services will be assessed and how results of the assessment will be used to improve those services;
- The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other education personnel and the amount of funds available for those services;
- The method or sources of data used to determine the number of children from low-income families in participating school attendance areas who attend private schools; and
- How and when the agency will make decisions about the delivery of services, including a thorough consideration and analysis of the views of private school officials on the provision of contract services through potential third-party providers. If the district disagrees with the private school officials on the provision of services by third-party providers, the district must provide to private school officials a written explanation of the reasons why the district has chosen not to use a contractor.

We hereby testify that the private school named below was given an opportunity to participate in planning the proposed EETT project and that the above has occurred as indicated by the below signatures:

☐ Yes, we wish to continue participating. ☒ No, we do not wish to participate.

Oak Park and River Forest High School District 200

Trinity High School

District Name and Number

Private/Non-Profit School

Original Signature Superintendent/Administrative Agent

Original Signature of Private School Administrator

Date

Date

ILLINOIS STATE BOARD OF EDUCATION  
Curriculum and Instruction Division  
100 North First Street, C-215  
Springfield, IL 62777-0001

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The law requires the consultations to address:

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- What services will be provided;
- How, where, and by whom services will be offered;
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We hereby testify that the private school named below was given an opportunity to participate in planning the proposed EETT project and that the above has occurred as indicated by the below signatures:

☐ Yes, we wish to continue participating. ☒ No, we do not wish to participate.

Oak Park and River Forest High School District 200

Fenwick

District Name and Number

Private/Non-Profit School

Original Signature Superintendent/Administrative Agent

Original Signature of Private School Administrator

Date

Date



FY 2010 ARRA TITLE II-D  
ENHANCING EDUCATION THROUGH TECHNOLOGY PROGRAM (COMPETITIVE)  
ILLINOIS SCHOOL REFORM THROUGH TECHNOLOGY INITIATIVE

PROGRAM-SPECIFIC TERMS OF THE GRANT

1. No subcontracting is allowed without prior written approval of the State Superintendent of Education. See item 7 of the document titled "Certifications and Assurances, and Standard Terms of the Grant" for the type of information that must be submitted with the proposal about any proposed subcontracts to be funded with the grant.
2. Grantees will meet the allowable costs found in Section 80.22 of EDGAR <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.pdf>, as well as the OMB Circular A-87 <http://www.whitehouse.gov/OMB/circulars/a087/a087-all.html>.
3. Grantees must meet the 25% professional development requirement and participate in professional development conducted by the Illinois Learning Technology Centers. The professional development must be ongoing, sustained, and intensive, high-quality professional development. Recipients shall provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments.
4. Fiscal Requirements
  - Any hardware and software purchased and salaries or stipends provided will supplement, not supplant, the level of services that would have been provided in the absence of monies received from this fund.
  - When an entity other than a high-need LEA serves as the fiscal agent for a partnership, the applicant must retain in its records the letter requesting that it serve as the fiscal agent.
  - The fiscal agent will be accountable for the accurate tracking and inventorying of all hardware and software purchased with EETT funds.
  - The fiscal agent maintains title to equipment purchased with Ed Tech funds and placed in private school and should be clearly labeled and identified as the district's property.
5. The grantee agrees to participate fully in the required student assessment activities outlined in the Request for Proposal.
6. The grantee must participate in any state or national evaluations of the Enhancing Education Through Technology Program.
7. Private School Participation
  - The LEA assures that the services, materials, software and hardware provided to private schools will be secular, neutral and non-ideological in nature.
8. Evaluation/Reporting Requirements:
  - The Grantee agrees to cooperate with all Federal ARRA reporting requirements.
  - The Grantee agrees to cooperate with carrying out any evaluation conducted by, or for, the Illinois State Board of Education, the United States Department of Education, or other federal or state officials.
  - The Grantee agrees to provide such program data and other information that may be requested by the Illinois State Board of Education or the United States Department of Education.
  - The Grantee agrees school districts/partnership members agree to Illinois State Board of Education site visitations for the purpose of monitoring grant implementation and will provide all requested documentation to ISBE personnel in a timely manner.
  - The Grantee must complete the Annual Performance Report within 30 calendar days of the ending period of the grant.
9. The Grantee must provide to the Illinois State Board of Education a copy of the content filter purchase order and vendor invoice for compliance with the Children's Internet Protection Act (CIPA). Documents should clearly show that the content filter was purchased for use during the 2008-2009 School Year (FY 2009) and/or has been purchased for the 2009-2010 school year (FY2010).
10. The Grantee must provide a copy of its Acceptable Use Policy (AUP).
11. Successful applicants will be subject to the provisions of Section 511 of P.L. 104-166 (the "Stevens Amendment") due to the use of federal funds for this program. All announcements and other materials publicizing this program must include statements as to the amount and proportion of federal funding involved.

The undersigned affirms, under penalties of perjury, that he or she is authorized to execute the terms of the grant set forth above on behalf of the applicant.

Oak Park and River Forest High School District 200

Name of Applicant

By: 1/7/10  
Date

Original Signature of Superintendent or Authorized Official

Superintendent  
Title

Illinois State Board of Education  
**CERTIFICATIONS AND ASSURANCES, AND STANDARD TERMS OF THE GRANT**

Oak Park and River Forest High School District 200

(Insert Applicant's Name Here)

The applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. Applicant is a(n): (Check one)

☐ Individual ☐ Corporation ☐ Partnership ☐ Unincorporated association ☒ Government entity

Social Security Account Number, Federal Employer Identification  
Number or Region/County/District /School Code, as applicable: 140162000130001

2. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

**DEFINITIONS**

"Applicant" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"Award recipient" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"Expenditure through dates" are from the project beginning date through September 30, December 31, March 31 and June 30 of each fiscal year and the project ending date.

"Grant" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant", "award" and "project" may be used interchangeably.

"Project" means the activities to be performed for which grant funds are being sought by the applicant.

The capitalized word "Term", means the period of time from the project beginning date through the project ending date.

**PROJECT**

3. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the "project". In planning the project there has been, and in establishing and carrying out the project, there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
4. Applicants may be asked to clarify certain aspects of their proposals/applications prior to final agreement on the terms of the project.
5. All funds provided shall be used solely for the purposes stated in the approved proposal/application.
6. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses or consent forms as may be required to implement the project.

**SUBCONTRACTING**

7. No subcontracting is allowed under this project, except as set forth in the Grant Agreement.

If subcontracting is allowed, then all project responsibilities are to be retained by the applicant to ensure compliance with the terms and conditions of the grant. All subcontracting must be documented and must have the prior written approval of the State Superintendent of Education. Approval of subcontracts shall be subject to the same criteria as are applied to the original proposal/application. The following information is required if any subcontracting is to be utilized:

- Name(s) and address(es) of subcontractor(s);
- Need and purpose for subcontracting;

- Measurable and time-specific services to be provided;
- Association costs, i.e., amounts to be paid under subcontracts;
- Projected number of participants to be served.

The applicant may not assign, convey or transfer its rights to the grant award without the prior written consent of the State Board of Education.

## FINANCIAL TERMS

8. Payment under this grant is subject to passage of a sufficient appropriation by the General Assembly for the program. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient funds (i.e. state, federal or other) for this program.
9. An applicant must not obligate funds prior to the start date of the project set forth in the final Grant Agreement. The project's start date cannot precede the start of the fiscal year for which the funds are appropriated.  
  
All project activities must be completed between the project beginning date and the ending date (the "Term"). Liquidation of all obligations, including the current year's audit fee, should be completed no later than 90 calendar days after the project ending date.
10. The applicant understands that payment for approved services and expenses will be made on a cash needs basis, and that payment will be made in accordance with applicable statutes, regulations and standards after an application for payment is submitted to the State Board of Education. Vouchers for payment will be submitted to the Office of the Comptroller according to the payment schedule attached to the final Grant Agreement. The payment schedule shall be based on the projected date of expenditures. Payments will be withheld from scheduled amounts if expenditure reports show excess cash on hand.
11. An approved budget may be amended by completing the Budget Summary form to show the new amounts required and attaching an explanation for the changes. An amendment to the Grant Agreement must be entered into whenever any individual cell changes by more than \$1,000 or 20 percent, whichever is larger. An amendment to the Grant Agreement must also be entered into whenever an award recipient proposes to use funds for allowable expenditures not identified in the currently approved budget, if the scope of the project is expected to change, or if the overall grant award must be increased.
12. Obligation of funds for items or services based on amendments cannot be encumbered prior to the date of receipt at ISBE of a substantially approvable budget amendment provided the scope/intent of the approved project has not changed. If the scope/intent of a project changes based on an amendment, programmatic approval must be obtained prior to the obligation of funds based on the amendment. ISBE shall be the final determiner of whether an amendment changes the scope/intent of a project. The begin date of the project cannot precede the beginning of the fiscal year for which the funds are appropriated. Requests for budget amendments must be received by the State Board of Education no later than 30 calendar days prior to the project ending date for which the amendment is being sought.
13. Funds granted for the operation of this project must be used exclusively for the purposes stated in the approved proposal/application and must be expended in accordance with the approved budget and the award recipient's policies and procedures related to such expenditures. Funds may only be expended or obligated for activities occurring during the Term.
  - A. State funded grants: All grant funds and earned interest shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705). Interest earned on State funded grant programs and grant funds not expended or obligated by the end of the Term, as well as interest earned after the Term has expired, must be returned to the Illinois State Board of Education within 45 days following the end of the Term.
  - B. Federally funded grants: Interest earned in excess of \$100 per year must be returned to the Illinois State Board of Education, with checks payable to the federal agency issuing the grant (e.g., U.S. Department of Education, U.S. Department of Agriculture).

For-Profit award recipients shall not utilize grant funds in any manner for normal operating expenses or to generate a profit. The applicant certifies that notwithstanding any other provision of the application, proposal or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

14. Financial Reports: Quarterly expenditure reports are required of all award recipients receiving funds, unless otherwise specified in the program specific terms or the request for proposals. The expenditure through dates to be used in reporting expenditures and obligations are from the project beginning date through September 30, December 31, March 31 and June 30 of each fiscal year and the project ending date.

If you have an established IWAS account with the Illinois State Board of Education, you will be electronically notified when expenditure reports are due and you must submit expenditure reports electronically by the due date. If you are not enrolled in IWAS, expenditure report forms will be mailed to the award recipient at least thirty days before they are due to the Illinois State Board of Education. Expenditure reports are due 30 days after the expenditure through date. Failure to file the required reports within the timelines will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may,

without limitation, withhold current and subsequent years' project funding until the reports are properly filed.

All grant funds must be spent or obligated and all activities must be completed prior to the project ending date. Each award recipient must submit a completion report showing the obligations and the expenditures for the project no later than 30 calendar days after the project ending date.

If a completion report was filed through the project ending date and had no outstanding obligations, the completion report will be the award recipient's final expenditure report. Failure to submit this completion/final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within 45 calendar days of the project ending date for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

If a completion report was filed with outstanding obligations, then a final expenditure report showing total project expenditures (with all prior obligations paid) must be submitted no later than 90 calendar days after the project ending date. Failure to submit the final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within 45 calendar days from the date of first notice of the amount due for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

15. The award recipient will maintain records on project and fiscal activities related to each award for a period of three (3) years following the project ending date either for a state-funded or federally funded project. Such records shall include a fiscal accounting for all monies in accordance with generally accepted governmental accounting principles. If there are outstanding audit exceptions, records will be retained on file until such exceptions are closed out to the satisfaction of the State Board of Education.
16. The State Board of Education and other governmental entities with program monitoring authority shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later), have the right at any time to conduct on-site or off-site inspections of the award recipient's records and project operations for auditing and monitoring purposes. The award recipient shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later) and upon the request of the State Board of Education, provide the State Board of Education with information and documentation regarding the award recipient's progress or performance with respect to the administration and operation of the project.

#### **NO BINDING OBLIGATION**

17. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the State Board of Education. Prior to the execution of a final Grant Agreement, the State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

#### **COPYRIGHT**

18. All rights, including copyright to data, information and/or other materials developed pursuant to an award, are retained by the State Board of Education, unless otherwise agreed in writing by the State Board of Education. All such work products produced by the award recipient through work pursuant to the award shall be made available to the State Board of Education upon request.

#### **DEFAULT AND TERMINATION**

19. The award recipient will be in default of the grant award and the corresponding Grant Agreement if it breaches any representation or warranty made in the Grant Agreement, the Program Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant, or fails to observe or perform any covenant, agreement, obligation, duty or provision set forth in the Grant Agreement, the Program Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant. Upon default by the award recipient and written notification by the State Board of Education, the award recipient will have ten days in which to cure the default to the satisfaction of the State Board of Education. If the default is not cured to the satisfaction of the State Board of Education, the State Board of Education shall thereafter have full right and authority to terminate the Grant Agreement, and/or seek such other remedy that may be available at law or in equity. Upon termination of the Grant Agreement, the award recipient will cease all use of grant funds, shall cancel all cancelable obligations relating to the project, and shall return all unexpended grant funds to the State Board of Education within 45 days of termination.

#### **INDEMNIFICATION**

20. To the fullest extent permitted by law, the award recipient shall indemnify, defend and hold harmless the State of Illinois, the State Board of Education, and their respective members, officers, agents and employees against all claims, demands, suits, liabilities, injuries (personal or bodily), property damage, causes of action, losses, costs, expenses, damages or penalties, including, without

limitation, reasonable defense costs, reasonable legal fees, and the reasonable value of time spent by the Attorney General's Office, arising or resulting from, or occasioned by or in connection with (i) any bodily injury or property damage resulting or arising from any act or omission to act (whether negligent, willful, wrongful or otherwise) by the award recipient, its subcontractors, subgrantees, volunteers, anyone directly or indirectly employed by them or anyone for whose acts they may be liable; (ii) failure by the award recipient or its subcontractors, subgrantees, or volunteers to comply with any laws applicable to the performance of the grant; (iii) any breach of the Grant Agreement, including, without limitation, any representation or warranty provided by the award recipient herein; (iv) any infringement of any copyright, trademark, patent or other intellectual property right; or (v) the alleged unconstitutionality or invalidity of the Grant Agreement. Neither the award recipient nor its employees or subcontractors shall be considered agents or employees of the State Board of Education or of the State of Illinois.

If the applicant is a government unit only, it is understood and agreed that neither the applicant nor the State Board of Education shall be liable to each other for any negligent or wrongful acts, either of commission or omission, unless such liability is imposed by law.

#### GENERAL CERTIFICATION AND ASSURANCES

21. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.), the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.), the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (*Plyler v. Doe*, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
22. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
23. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
24. The applicant is not prohibited from receiving a grant award from the State of Illinois because it pays dues or fees on behalf of its employees or agents or subsidizes or otherwise reimburses them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
25. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant was formerly employed by the State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
26. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
27. If applicable, the applicant shall be required to observe and comply with provisions of the Prevailing Wage Act, 820 ILCS 130/1 et seq., which applies to the wages of laborers, mechanics and other workers employed in any public works.
28. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state or local unit of government.
29. The applicant represents and warrants that all of the certifications and assurances set forth herein and attached hereto are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the State Board of Education.
30. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all of its i) employees, ii) volunteers, and iii) all employees of persons or firms holding contracts with the applicant, who have direct contact with children receiving services under the grant; and such applicant shall not i) employ individuals, ii) allow individuals to volunteer, or iii) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-

21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).

31. Any applicant that does not have a calculated indirect cost rate from the Illinois State Board of Education or does not utilize their restricted indirect cost rate as calculated by the Illinois State Board of Education certifies that it has developed a written Cost Allocation Plan (CAP) that: i) will be utilized in identifying the accumulation and distribution of any allowable administrative costs in the grant program; ii) identifies the allocation methods used for distributing the costs among programs; iii) requires support through records and documentation showing personnel time and effort information, and formal accounting records according to generally accepted governmental accounting principles; iv) requires the propriety of the charges to be substantiated; and v) shall be made available, along with any records or supporting documentation for allowable administrative costs, for review upon ISBE's request.
32. The applicants participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant that is a party to the joint application, a legal entity, or a Regional Office of Education may serve as the administrative and/or fiscal agent under the grant.
33. The entity acting as the fiscal agent certifies that it is responsible to the applicant or, in the case of a joint application, to each applicant that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
  - i) Obtain fully executed Certifications and Assurances, and Terms of the Grant forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
  - ii) Maintain separate accounts and ledgers for the project;
  - iii) Provide a proper accounting of all revenue from ISBE for the project;
  - iv) Properly post all expenditures made on behalf of the project;
  - v) Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
  - vi) Disburse all funds to joint applicants based on information (payment schedules) from joint applicants showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants.);
  - vii) Require joint applicants to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to ISBE should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants on actual expenditures/obligations that occur within project beginning and ending dates;
  - viii) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
  - ix) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
  - x) Have a recovery process in place with all joint applicants for collection of any funds to be returned to ISBE; and
  - xi) Be responsible for the payment of any funds that are to be returned to the Illinois State Board of Education.
34. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21 which instructs the publisher to send (at no additional cost) to the National Instructional Materials Center (NIMAC) electronic files containing the contents of the print instructional materials using the NIMAS standard, on or before delivery of the print instructional materials. This does not preclude the district from purchasing or obtaining accessible materials directly from the publisher. For further information, see 105 ILCS 5/28-21 at <http://www.ilga.gov/legislation/ilcs/ilcs4.asp?DocName=010500050HArt%2E+28&ActID=1005&ChapAct=105%26nbsp%3BILCS%26nbsp%3B5%26nbsp%3B28>.

#### DRUG-FREE WORKPLACE CERTIFICATION

35. This certification is required by the Drug Free Workplace Act (30 ILCS 580/1). The Drug Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the State unless that grantee or contractor has certified to the State that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant and debarment of contracting or grant opportunities with the State of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, "grantee" or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the State.

The applicant certifies and agrees that it will provide a drug-free workplace by:

(a) Publishing a statement:

- (1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.
- (2) Specifying the actions that will be taken against employees for violations of such prohibition.
- (3) Notifying the employee that, as a condition of employment on such contract or grant, the employee will
  - (A) abide by the terms of the statement; and
  - (B) notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction.

(b) Establishing a drug-free awareness program to inform employees about:

- (1) the dangers of drug abuse in the workplace;
  - (2) the grantee's or contractor's policy of maintaining a drug-free workplace;
  - (3) any available drug counseling, rehabilitation, and employee assistance programs; and
  - (4) the penalties that may be imposed upon an employee for drug violations.
- (c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
  - (d) Notifying the contracting or granting agency with ten (10) days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
  - (e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by any employee who is so convicted, as required by Section 5 of the Drug Free Workplace Act.
  - (f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
  - (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug Free Workplace Act.

The undersigned affirms, under penalties of perjury, that he or she is authorized to execute this Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant.

Oak Park and River Forest High School District 200

(Name of Applicant)

By: 1/7/10

Date

Signature of Authorized Official

Superintendent

Title

Illinois State Board of Education  
**CERTIFICATIONS AND ASSURANCES FOR THE  
 AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009 (ARRA)**

Oak Park and River Forest High School District 200

(Insert Applicant's Name Here)

The following assurances cover participation by the local educational agency (LEA) identified below in all programs under which funds are made available to such LEA by and through the American Recovery and Reinvestment Act of 2009 (collectively, "ARRA Programs", and each, an "ARRA Program").

The applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. Applicant is a(n): (Check one)

☐ Individual    ☐ Corporation    ☐ Partnership    ☐ Unincorporated association    ☒ Government entity

Social Security Account Number, Federal Employer Identification  
 Number or Region/County/District /School Code, as applicable: 140162000130001

2. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

**DEFINITIONS**

"Applicant" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local education agency.

"ARRA" means the American Recovery and Reinvestment Act of 2009.

"Project" means the activities to be performed for which grant funds are being sought by the applicant.

I hereby certify, on behalf of the LEA identified below, all of the following with respect to the ARRA Programs:

1. The LEA will not use ARRA Program funds for any aquarium, zoo, golf course, or swimming pool;
2. For any project supported with ARRA Program funds, the LEA will comply with Section 1605 of the American Recovery and Reinvestment Act of 2009 (requiring the use of American iron, steel, and manufactured goods) and Section 1606 of the American Recovery and Reinvestment Act of 2009 (requiring compliance with federal prevailing wage requirements); and
3. The LEA will promptly refer to an appropriate inspector general any credible evidence that a principal, employee, agent, contractor, sub-grantee, subcontractor, or other person has submitted a false claim under the False Claims Act (31 U.S.C. § 3729 - 3733) or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving ARRA Program funds.
4. Notwithstanding anything to the contrary in "Attachment 6", the applicant/award recipient must report on a form prescribed by ISBE all expenditure and other data as required by ARRA Title XV – Accountability and Transparency, Section 1512 within seven days of each quarter reporting period.

Oak Park and River Forest High School District 200

Name of Applicant

By: 1/7/10  
 Date

Signature of Authorized Official

Superintendent  
 Title



ILLINOIS STATE BOARD OF EDUCATION  
100 North First Street  
Springfield, IL 62777-0001

**Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion  
Lower Tier Covered Transactions**

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 7 CFR 3017 Subpart C Responsibilities of Participants Regarding Transactions. The regulations were published as Part IV of the January 30, 1989 Federal Register (pages 4722-4733) and Part II of the November 26, 2003 Federal Register (pages 66533-66646). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

**BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS BELOW.**

**CERTIFICATION**

The prospective lower tier participant certifies, by submission of this Certification, that:

- (1) Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency;
- (2) It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
- (3) It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
- (4) It will include the clause titled *Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transactions*, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions;
- (5) The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into; and
- (6) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this Certification.

Oak Park and River Forest High School District 200

Organization Name

PR/Award Number of Project Name

Attila Weninger, Superintendent

Name and Title of Authorized Representative

  
Signature

1/7/10

Date

**Instructions for Certification**

1. By signing and submitting this Certification, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms *covered transaction*, *debarred*, *suspended*, *ineligible*, *lower tier covered transaction*, *participant*, *person*, *primary covered transaction*, *principal*, *proposal*, and *voluntarily excluded*, as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Excluded Parties List System" at <http://epis.arnet.gov/>.
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

ILLINOIS STATE BOARD OF EDUCATION  
100 North First Street  
Springfield, IL 62777-0001

CERTIFICATE REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

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

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

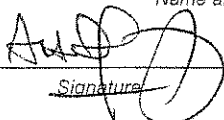
Oak Park and River Forest High School District 200

Organization Name

PR/Award (or Application) Number or Project Name

Attila Weninger, Superintendent

Name and Title of Authorized Representative

  
Signature

1/7/10

Date

Illinois State Board of Education  
**GEPA 442 Assurances – Federal Funded Grants**

ATTACHMENT 10

Oak Park and River Forest High School District 200

(Insert Applicant's Name Here)

The following assurances cover participation by the local educational agency (LEA) identified below in all programs under which Federal funds are made available to such LEA through ISBE, and which require an application under Section 442 of the General Education Provisions Act (GEPA) (20 U.S.C.A. § 1232e) (collectively, "Programs", and each, a "Program").

The applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. Applicant is a(n): (Check one)

☐ Individual ☐ Corporation ☐ Partnership ☐ Unincorporated association ☒ Government entity

Social Security Account Number, Federal Employer Identification

Number or Region/County/District /School Code, as applicable: 140162000130001

2. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

**DEFINITIONS**

"Applicant" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local education agency.

"Project" means the activities to be performed for which grant funds are being sought by the applicant.

I hereby certify, on behalf of the LEA identified below, all of the following with respect to the Programs:

1. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
3. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each Program. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), the cost principles contained in 2 CFR 225 (OMB Circular A-87), OMB Circular A-102, and OMB Circular A-133;
4. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under Section 1232f of Title 20-Education, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
5. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
6. Any application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
7. In the case of any Program project involving construction: (A) the project will comply with State requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of Title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
8. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
9. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

Oak Park and River Forest High School District 200

Name of Applicant

By: 1/7/10  
Date

Signature of Authorized Official

Superintendent  
Title

**Notice to All Applicants Regarding  
Section 427 of the General Education Provisions Act (GEPA)**

Section 427 of GEPA affects all school districts submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six (6) types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with Enhancing Education Through Technology requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

**Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.**

Given the fact that we will be supplying netbooks to the entire freshman class, we feel there are no barriers to equitable program participation for the group targeted by our project.