


Massachusetts Department of Elementary and Secondary Education
FY2017
GRANT ASSURANCES DOCUMENT

A signed copy of these Grant Assurances is required to be on file at the Department of Elementary and Secondary Education **prior** to receiving funds for FY 2017 ESEA, IDEA and Perkins grants. By signing these Grant Assurances the district assures that they will accept and administer these funds in accordance with all applicable Federal and State statutes and regulations.

- **EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS (EDGAR) 34 C.F.R.PART 76 STATE ADMINISTERED PROGRAMS**
- **GENERAL EDUCATION PROVISIONS ACT (GEPA) 34 C.F.R. PART 81**
- **UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS 2 C.F.R.PART 200**
- **ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (ESEA), P. L. 107-110¹**
 - Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies
 - Title II, Part A, Improving Educator Quality
 - Title III, Language Instruction for Limited English Proficient and Immigrant Students
- **INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA): Reauthorized Individuals with Disabilities Education Improvement Act (IDEA-2004) as amended by P.L. 108-446**
 - Part B: Entitlement and Discretionary Preschool and School-Age Program
- **CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006, P.L. 109-270 (PERKINS IV)**
- **SELECTED STATE LAWS AND REGULATIONS**
 - Education of English Learners: 603 CMR 14.00, promulgated by the Board of Elementary and Secondary Education pursuant to M.G.L. c. 69, § 1B, and M.G.L. c. 71A.
 - Student Learning Time: 603 CMR 27.00, promulgated by the Board of Elementary and Secondary Education pursuant to M.G.L. c. 69, § 1G.
 - School Building Health, Safety, and Fire Inspections pursuant to M.G.L c. 71, § 68.
 - Bullying Prevention and Intervention Law and Regulations: M.G.L. 71, § 37O, as amended by St. 2014, c. 86, 603 CMR 49.00, and M.G.L. 71B, §3, as amended by St. 2013, c. 140.

By signing this document and the two certification sections, E. and F. (if applicable), I am attesting that I have read and understand the obligations of all of the assurance statements in each section (for a total of fifteen pages of assurances). I will mail the original copy of the document to the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Attention: Liz Celata, Grants Management and keep a copy on file in the district/agency.

DISTRICT/AGENCY CODE:	0348	
DISTRICT/AGENCY NAME:	Worcester Public Schools	
ADDRESS:	20 Irving Street	
NAME OF SUPERINTENDENT OR AGENCY HEAD:	Maureen F. Binienda	
SIGNATURE :		
PHONE: (508) 799 3115	FAX: (508) 799 3119	EMAIL: biniendam@worc.k12.ma.us

¹ The ESEA has been reauthorized by the Every Student Succeeds Act, which was signed into law in December, 2015. However, Fiscal Year 2016 formula grant funds (which districts receive in FY 2017), including Title I, Part A funds, generally will be awarded and administered in accordance with the ESEA, as amended by the No Child Left Behind Act of 2001. Therefore, ESEA requirements set forth in these assurances refer to the ESEA, as amended by NCLB.

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ASSURANCES FOR ESEA, IDEA-2004, AND PERKINS GRANTS

SECTION A: GENERAL SELECTED FEDERAL ASSURANCES

The school district or other local education agency (herein, "the district") assures the Massachusetts Department of Elementary and Secondary Education (Department) that:

A-1. FEDERAL FUNDING ACCOUNTABILITY AND TRANSPARANCY ACT (FFATA)

The district will adhere to the provisions of the FFATA. It further assures: it has a valid Data Universal Numbering System (DUNS) number before applying for funds; it will maintain the correct DUNS number on file with the Department (2 CFR 200.300) it has a valid and current Central Contractor Registration (CCR) in the System for Award Management (SAM.gov) system (2 CFR 200.300); it will proceed consistent with 2 CFR Part 170 regarding Reporting Sub-award and Executive Compensation Information; and it will comply with provisions of 10 U.S.C. 2409 and 41 U.S.C. 4712 regarding whistleblower protection, and cost provisions at 41 U.S.C. 4304, and 4310.

Note: To remain registered in the SAM database after the initial registration, the applicant is required to review and update on an annual basis from the date of initial registration or subsequent updates its information in the SAM database to ensure it is current, accurate and complete.

A-2. FINANCIAL MANAGEMENT

Financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

A-3. INTERNAL CONTROLS

The non-Federal entity must:

- (a) Establish and maintain effective internal control over the Federal award that provides reasonable assurance that the non-Federal entity is managing the Federal award in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award. These internal controls should be in compliance with guidance in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States or the "Internal Control Integrated Framework", issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).
- (b) Comply with Federal statutes, regulations, and the terms and conditions of the Federal awards.
- (c) Evaluate and monitor the non-Federal entity's compliance with statutes, regulations and the terms and conditions of Federal awards.
- (d) Take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings.
- (e) Take reasonable measures to safeguard protected personally identifiable information and other information the Federal awarding agency or pass-through entity designates as sensitive or the non-Federal entity considers sensitive consistent with applicable Federal, state, local, and tribal laws regarding privacy and obligations of confidentiality.

A-4. AUDITEE RESPONSIBILITIES

- (a) Procure or otherwise arrange for the audit required by this part in accordance with 2 CFR §200.509 Auditor selection, and ensure it is properly performed and submitted when due in accordance with 2 CFR §200.512 Report submission.
- (b) Prepare appropriate financial statements, including the schedule of expenditures of Federal awards in accordance with 2 CFR §200.510 Financial statements.

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- (c) Promptly follow up and take corrective action on audit findings, including preparation of a summary schedule of prior audit findings and a corrective, action plan in accordance with 2 CFR §200.511 Audit findings follow-up, paragraph (b) and 2 CFR §200.511 Audit findings follow-up, paragraph (c), respectively.
- (d) Provide the auditor the access to personnel, accounts, books, records, supporting documentation, and other information as needed for the auditor to perform the audit required by this part.

A-5. ADHERENCE TO FEDERAL STANDARDS

All education programs and services will be administered in conformity with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, Title IX of the Education Amendments of 1972, the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Improvement Act (IDEA-2004) the Age Discrimination Act of 1975, the Boy Scouts of America Equal Access Act of 2001, and any regulations issued there under, as well as all other applicable statutes, regulations, program plans, and applications.

A-6. FEDERAL FUNDS MAY ONLY SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES AND MAINTENANCE OF EFFORT MUST BE CONTINUED

Federal funds will be used to supplement and will in no case supplant funds from federal, state, and local sources that, in the absence of such federal funds, would be made available for the purposes of the program(s). The district will be in compliance with all maintenance of effort requirements as determined by the per pupil expenditure or the local and/or state aggregate expenditures in the provision of a free public education, except to the extent that the law provides for IDEA-2004 federal funds to be treated as state or local funds.

A-7. FUNDS MUST BE CONTROLLED BY A PUBLIC AGENCY

The control of funds provided, and title to property derived there from, shall be in or by a public agency and the public agency will administer such property and funds and apply them only for the purposes for which they are granted. (ESEA and Perkins)

A-8. REQUIRED REPORTS, RECORDS, AND PROGRAM EVALUATIONS

Accurate fiscal, student, annual, and other reports and records will be provided to the Department in such form and containing such information as the Department may require. The district will maintain and afford the Department access to such reports and records as often and under the conditions that the Department finds necessary in order to verify their accuracy. The district will cooperate in carrying out any evaluation of the programs conducted by or for the Massachusetts Department of Elementary and Secondary Education, the United States Department of Education, or other federal officials.

A-9. PRIOR MONITORING AND AUDIT FINDINGS MUST BE CORRECTED

All prior monitoring and/or audit findings are corrected fully or are in the process of being corrected pursuant to an approved corrective action plan. In accordance with requirements from the federal Office of Special Education Programs, special education monitoring and/or audit findings must be corrected within one year.

A-10. EQUITABLE LOCAL PARTICIPATION BY PRIVATE SCHOOLS

Provisions have been made for the equitable participation and benefit of students and educational personnel in private (IDEA-2004) and private, nonprofit (ESEA) schools and for timely and meaningful consultation with private school officials regarding such services, according to the requirements of the applicable laws and regulations. (IDEA-2004 and ESEA)

A-11. PUBLIC COMMENT ON GRANT APPLICATIONS AND AMENDMENTS

The district will provide a reasonable opportunity for public comment on a grant application and consider such comment before the application is submitted. The district will provide a reasonable opportunity for public comment on any subsequent amendments to any grants received under the ESEA and to districts participating in multi-district programs. (ESEA only)

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A-12. COMPLIANCE WITH STATUTORY REQUIREMENTS FOR LOCAL PLANS

The district is aware of the federal statutory requirements for local plans and will submit local plans in a timely manner that contain all required statutory elements and that incorporate by reference these assurances.

A-13 GUN-FREE SCHOOLS

(a) The district will expel from school for a period of not less than one year any student who is determined to have brought a firearm to a school under the jurisdiction of the district, except that the chief administering officer of the district must ensure that due process protections are provided for students and may modify such expulsion requirement for a student on a case-by-case basis.

(b) The district has a policy in effect requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm to school.

(c) The district will provide to the Department an annual description of the circumstances surrounding any student expulsions for bringing a firearm to school, including the name of the school concerned, the number of students expelled from such schools, and the type of firearms concerned. The district will maintain individual student records related to each firearms incident resulting in student expulsion. (Gun-Free Schools Act, Pub. L. No. 107-110 s.4141, 115 Stat. 1762, 20 USC §7151)

A-14. UNSAFE SCHOOLS

Any student determined to be attending a "persistently dangerous school," as defined by the Board of Elementary and Secondary Education, or who becomes a victim of a violent criminal offense, as determined by state law, while in or on the grounds of a public elementary or secondary school that the student attends, will be allowed to attend a safe public elementary or secondary school within the local school district to the extent feasible. (Pub. L. No. 107-110 s. 9532, 115 Stat. 1984; 20 USC §7912)

A-15. PRAYER IN SCHOOL

No policy of the district prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education. (Pub. L. No. 107-110 s. 9524, 115 Stat. 1980; 20 USC §7904)

A-16. CERTIFICATION REGARDING LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a federal contract, grant, or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) 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 any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;

(b) 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 grant or cooperative agreement, the applicant shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The applicant shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-grants and contracts under grants and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

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SECTION B: GENERAL SELECTED STATE ASSURANCES

B-1. TEACHERS ARE LITERATE AND FLUENT IN ENGLISH

Teachers employed by the district in English language classrooms (either mainstream or sheltered English immersion classrooms) are literate and fluent in English as required by Chapter 386 of the Acts of 2002, §2. The literacy and fluency of such teachers have been determined in accordance with 603 CMR 14.05.

B-2. STUDENTS ARE SCHEDULED TO RECEIVE REQUIRED LEARNING TIME HOURS

Pursuant to M.G.L. c. 69, §1G and consistent with the requirements of 603 CMR 27.00, each enrolled student, including students served in alternative education programs and out-of-district special education programs, is scheduled to receive a minimum of 425, 900, 990 hours (kindergarten, elementary, secondary) of structured learning time unless otherwise provided for by state or federal law. Student learning time for grades 1-12 is distributed over a minimum of 180 school days each year.

B-3. SCHOOL BUILDINGS HAVE CURRENT HEALTH, SAFETY, AND FIRE INSPECTIONS

Pursuant to M.G.L. c. 71, §68, the school committee, under the direction of municipal officials, has ensured that school buildings are well-maintained for the use of students and other members of the school community. Proper maintenance of school buildings includes regular building health, safety, and fire inspections done on a prescribed timeline as determined by the city or town, unless otherwise directed by a state agency or another authority.

B-4. SCHOOLS IMPLEMENT COMPREHENSIVE BULLYING PREVENTION AND INTERVENTION PLANS

Pursuant to M.G.L. 71, §37O, as amended by St. 2014, c. 86, the school district or charter school implements a comprehensive bullying prevention and intervention plan that addresses statutorily prescribed elements such as professional development; policies and procedures prohibiting bullying, cyber bullying, and retaliation; reporting and investigating bullying incidents; notifying parents and guardians of aggressors and targets when bullying has occurred; and complies with curriculum and other provisions of the law and 603 CMR 49.05 pertaining to Notification of Bullying or Retaliation.

SECTION C: ASSURANCES FOR ESEA – TITLE I, PART A

The district hereby assures the Massachusetts Department of Elementary and Secondary Education that pursuant to requirements in ESEA, Title I, Part A, the district will:

C-1. USE FEDERAL FUNDS ONLY TO SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES

Use federal funds received under this part only to supplement the funds that would, in the absence of such federal funds, be made available from non-federal sources for the education of students participating in programs assisted under Title I, and not to supplant such funds. *Section 1120(A)(b)*. The district has a written policy and procedure to implement this requirement.

U.S. Department of Education Non-Regulatory Guidance on Title I Fiscal Issues:
<http://www.ed.gov/programs/titleiparta/fiscalguid.pdf>

Massachusetts Department of Elementary and Secondary Education Guidance on Written Supplement, Not Supplant Policies: www.mass.gov/ese/titlei

C-2. CONTINUE MAINTENANCE OF EFFORT

Maintain the district's fiscal effort from year-to-year in accordance with *Section 9521*.

U.S. Department of Education Non-Regulatory Guidance on Title I Fiscal Issues:
<http://www.ed.gov/programs/titleiparta/fiscalguid.pdf>

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SECTION C: ASSURANCES FOR ESEA – TITLE I, PART A - continued

C-3. MEET COMPARABILITY OF SERVICES REQUIREMENTS

Ensure compliance with all comparability requirements, see *Section 1120A(c)*, including establishing and implementing: (a) a local educational agency-wide salary schedule; (b) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and (c) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

U.S. Department of Education Non-Regulatory Guidance on Title I Fiscal Issues:
<http://www.ed.gov/programs/titleiparta/fiscalguid.pdf>

Massachusetts Department of Elementary and Secondary Education Guidance on Comparability Reporting:
www.mass.gov/ese/titlei

C-4. INFORM SCHOOLS ABOUT SCHOOLWIDE PROGRAM OPTIONS

Inform eligible schools (40% poverty and above) and parents of schoolwide program authority and the ability of such schools to consolidate funds from federal, state, and local sources under *Section 1114*.

U.S. Department of Education Non-Regulatory Guidance on Designing Schoolwide Programs:
<http://www.ed.gov/policy/elsec/guid/designingswpguid.doc>

C-5. PROVIDE TECHNICAL ASSISTANCE TO SCHOOLWIDE PROGRAMS

Provide technical assistance and support to schoolwide programs, including a planning period resulting in a written plan that addresses the required ten components pursuant to *Section 1116*.

U.S. Department of Education Non-Regulatory Guidance on Designing Schoolwide Programs:
<http://www.ed.gov/policy/elsec/guid/designingswpguid.doc>

Massachusetts Department of Elementary and Secondary Education Resources for Schoolwide Programs:
www.mass.gov/ese/titlei

C-6. PROVIDE SERVICES TO ELIGIBLE STUDENTS IN TARGETED ASSISTANCE SCHOOLS

Provide supplementary services to educationally disadvantaged students in Title I schools. Eligible students are children identified by the school as failing, or most at risk of failing, to meet the state's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria, pursuant to *Section 1115*.

Massachusetts Department of Elementary and Secondary Education Resources for Title I Programs:
www.mass.gov/ese/titlei

C-7. ADDRESS FACTORS AFFECTING STUDENT ACHIEVEMENT IN TARGETED SCHOOLS

Coordinate and collaborate, to the extent feasible and necessary as determined by the district, with the Department of Elementary and Secondary Education and other agencies providing services to children, youth, and families with respect to a school classified in Levels 2-5 under the Commonwealth's Framework for District and School Accountability and Assistance if such a school requests assistance from the district in addressing major factors that have significantly affected student achievement at the school.

C-8. ENSURE QUALITY EDUCATORS IN ALL DISTRICT SCHOOLS

Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that students from low-income families and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

SECTION C: ASSURANCES FOR ESEA – TITLE I, PART A – continued

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U.S. Department of Education Guidance on Improving Teacher Quality:
<http://www.ed.gov/programs/teacherqual/guidance.doc>

C-9. COMPLY WITH QUALIFICATION REQUIREMENTS FOR EDUCATORS AND PARAPROFESSIONALS

Comply with the requirements of *Section 1119* regarding the qualifications of teachers and para-professionals and the provision of high-quality professional development including the requirement that all teachers hired after the first day of 2002-03 school year to teach in Title I programs be highly qualified at the time of hire.

Massachusetts Department of Elementary and Secondary Education Guidance on Highly Qualified Teachers:
<http://www.doe.mass.edu/educators/title-ia/hq/>

C-10. IDENTIFY HIGH-QUALITY, EFFECTIVE CURRICULA FOR ALL SCHOOLS

Assist each school served by the district and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with *Section 1112(c)(1)(O)*.

C-11. USE EDUCATIONAL PROGRAMS PROVEN TO WORK

Take into account the experience of model programs for the educationally disadvantaged and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part. *Section 1112(c)(1)(F)*.

U.S. Department of Education Guidance on Evidence-Based Programs:
<http://ies.ed.gov/ncee/wwc/>

C-12. PROVIDE ASSISTANCE FOR SCHOOLS TO IMPROVE PERFORMANCE

Work in consultation with schools as they develop plans pursuant to *Section 1114* (Schoolwide Programs) and assist schools as they implement such plans or undertake activities pursuant to *Section 1115* (Targeted Assistance Programs) so that each school can make progress toward meeting the state student academic standards. *Section 1112 (c)(1)(C)*.

C-13. USE TEST RESULTS TO REVIEW AND ASSESS PROGRESS

Use the results of the student academic assessments required under *Section 1111(b)(3)*, and other measures or indicators available to the district, to review annually the progress of each school served by the district and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the state's goals under Massachusetts's ESEA flexibility waiver of reducing proficiency gaps by half by the 2016-17 school year as compared to the 2010-11 school year. *Section 1112 (c)(1)(M)*.

C-14. ASSIST SCHOOLS TO INCREASE PARENTAL INVOLVEMENT

Work in consultation with schools as they develop and implement their plans or activities under *Sections 1118* and *1119*.

U.S. Department of Education Guidance on Parental Involvement:
<http://www.ed.gov/programs/titleiparta/parentinvguid.doc>

Massachusetts Department of Elementary and Secondary Education Information on Parental Involvement:
www.mass.gov/ese/titlei

C-15. ALIGN EARLY CHILDHOOD SERVICES WITH HEAD START STANDARDS

If the district chooses to use funds under this part to provide early childhood services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under *Section 641A(a)* of the Head Start Act, P.L. 110-134.

SECTION C: ASSURANCES FOR ESEA – TITLE I, PART A - continued

C-16. INFORM SCHOOLS OF WAIVER OPTIONS

Inform eligible schools of the district's authority to obtain waivers on the school's behalf under Title IX and to obtain waivers under the Education Flexibility Partnership Act of 1999.

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C-17. PROVIDE SERVICES FOR ELIGIBLE STUDENTS IN PRIVATE SCHOOLS

Provide services to eligible students attending private elementary and secondary schools in accordance with *Section 1120*, and provide timely and meaningful consultation with private school officials regarding such services.

U.S. Department of Education Guidance on Providing Equitable Services to Private School Students:

<http://www.ed.gov/programs/titleiparta/psguidance.doc>

Massachusetts Department of Elementary and Secondary Education Guidance on Services for Private School Students: www.mass.gov/ese/titlei

C-18. PARTICIPATE IN NAEP, GRADES 4 AND 8, READING AND MATHEMATICS

Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under *Section 411(b)(2)* of the National Education Statistics Act of 1994.

C-19. PROVIDE TIMELY STUDENT REPORTS TO PARENTS AND TEACHERS

Ensure that the results from the academic assessments required under *Section 1111(b)(3)* will be provided to parents and teachers as soon as practicable after the test is taken, in an understandable and uniform format and, to the extent feasible, in a language that the parents can understand.

C-20. PUBLICLY DISSEMINATE ANNUAL DISTRICT AND SCHOOL REPORT CARDS

Disseminate district and school report cards containing, at a minimum, information on teacher quality, assessment, and school and district accountability to all schools in the district and to all parents of students attending those schools in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand, and make the information available through public means, in accordance with *Section 1111(h)*.

U.S. Department of Education Guidance on ESEA Report Cards:

http://www2.ed.gov/programs/titleiparta/state_local_report_card_guidance_2-08-2013.pdf

Massachusetts Department of Elementary and Secondary Education Information on School and District Report Cards:

www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/reports/report-cards.html

C-21. PROVIDE TIMELY NOTIFICATIONS TO PARENTS/GUARDIANS

Ensure that Title I schools notify parents/guardians of their right to request and receive information on the qualifications of their children's teachers, and provide specific notice to parents/guardians when their children are taught by teachers who are not highly qualified, in accordance with *Section 1111(h)*. In addition, provide notice to parents/guardians regarding the accountability status of schools and associated options available.

Massachusetts Department of Elementary and Secondary Education Guidance on Title I Parent/Guardian Communications:

www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/reports/report-cards.html

SECTION C: ASSURANCES FOR ESEA – TITLE I, PART A - continued

C-22. CONDUCT ANNUAL EVALUATION OF TITLE I PROGRAMS

Evaluate on an annual basis the effectiveness of district's schoolwide and targeted assistance programs, parental involvement activities, and provision of services to eligible private school children.

Massachusetts Department of Elementary and Secondary Education Resources for Title I Program Evaluation:

www.mass.gov/ese/titlei

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SECTION D: ASSURANCES FOR ESEA - TITLE II, PART A

The district hereby assures the Massachusetts Department of Elementary and Secondary Education that pursuant to requirements in ESEA, Title II, Part A, the district will:

D-1. CONDUCT A NEEDS ASSESSMENT

Conduct a needs assessment, prior to development of Title IIA-funded activities and submission of Title IIA application, with the involvement of teachers, including Title I teachers and parents, that takes into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers to provide students with the opportunity to meet challenging state and local academic assessment standards. *Sec. 2122(c).*

D-2. TARGET FUNDS TO NEEDIEST SCHOOLS

Target funds to schools within the jurisdiction of the district that:

- a. have the lowest proportion of highly qualified teachers;
- b. have the largest average class size; or
- c. are classified in Levels 2-5 under the Commonwealth's Framework for District and School Accountability and Assistance. *Section 2122(b)(3).*

D-3. REVIEW OF SCIENTIFICALLY BASED RESEARCH

Ensure that the proposed activities are based on a review of scientifically based research. *Section 2122(b)(1)(B).*

D-4. ENSURE PRIVATE SCHOOL PARTICIPATION

Comply with *section 9501* regarding equitable participation by private school teachers in professional development activities. U.S. Department of Education Guidance on Equitable Services for Eligible Private School Students, Teachers, and other Educational Personnel:
<http://www2.ed.gov/policy/elsec/guid/equitableseguidance.doc>

D-5. PROVIDE PROFESSIONAL DEVELOPMENT ACTIVITIES

Ensure that professional development activities are provided to improve the subject matter knowledge and the teaching and leadership skills of teachers, principals, and administrators and, in appropriate cases, paraprofessionals and parents. *Section 2123.* The Educator Evaluation process highlights educator's professional development needs and identifies patterns of professional development needs within a school and across the district. The data from educator evaluation informs the school and district professional development offerings, making them more meaningful and timely for educators. Likewise, educators should consider district and school priorities and professional development opportunities when crafting their goals and educator plans at the beginning of the evaluation 5-Step cycle².

SECTION D: ASSURANCES FOR ESEA - TITLE II, PART A – continued

D-6. ENSURE EFFORTS FOR RECRUITING, HIRING, AND RETAINING HIGHLY QUALIFIED AND EFFECTIVE EDUCATORS

- a. Ensure the development and implementation of initiatives to assist in recruiting and hiring highly qualified and effective teachers and principals.
- b. Ensure the development and implementation of initiatives to promote retaining highly qualified and effective teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students. *Section 2123.*

² <http://www.doe.mass.edu/eval/sprating/5-StepCycle.html>

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D-7. ENSURE THAT HIGHLY QUALIFIED TEACHERS ARE HIRED FOR CLASS-SIZE REDUCTION

- a. Ensure that any teacher hired with Title IIA funds for class-size reduction purposes meets the federal highly qualified teacher requirements of ESEA prior to being assigned to the class-size reduction position.
- b. Ensure that any teacher hired with Title IIA funds for class-size reduction purposes is either a new teacher or is a teacher hired under the former federal Class-Size Reduction program.

D-8. SUPPLEMENT, NOT SUPPLANT

Ensure that funds received shall be used to supplement, and not supplant, non-federal funds that would otherwise be used for activities authorized under this grant. *Section 2123(b)*.

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SECTION E: Children's Internet Protection Act (CIPA) Certification and Compliance - Pub. L. 106-554

Any Local Education Agency seeking E-Rate funds must certify that its schools have adopted and are enforcing Internet safety policies in compliance with CIPA as amended in the Broadband Data Improvement Act Pub. L. 110-385. This includes educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, cyber bullying awareness, and response to cyber bullying. 15 U.S.C. 6551 *et. seq.*

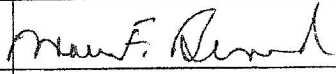
CIPA Requirements: <http://www.fcc.gov/guides/childrens-internet-protection-act>

Please check all that apply.

- Our local school district is certified compliant, through the E-rate program, with the Children's Internet Protection Act (CIPA) requirements.
- The CIPA requirements do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet.


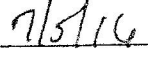
Please provide the following information.

Revised CIPA Form 6/2011

Name of School District:	Worcester Public Schools
Signature of Authorized Representative:	
Printed Name of Authorized Representative:	Maureen F. Binienda
Title:	Superintendent
Date:	7/5/14

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SECTION F: ASSURANCES FOR ESEA - TITLE III

Title III	
SCHOOL DISTRICT CERTIFICATION ON TEACHERS' FLUENCY IN ENGLISH	
I certify that all teachers in any language instruction educational program for limited English proficient students that is, or will be, funded under Title III are fluent in English and any other language used for instruction, including having written and oral communication skills. <i>Section 3116(c).</i>	
 Signature of Superintendent of Schools	 Date

The district hereby assures the Massachusetts Department of Elementary and Secondary Education that pursuant to requirements in ESEA, Title III, the district will:

- F-1. CONSULT WITH OTHERS ON PLAN DEVELOPMENT**
 Consult with teachers, researchers, school administrators, parents and, if appropriate, education-related community groups, nonprofit organizations, and institutions of higher education in developing the local plan. *Section 3116(b)(5).*

- F-2. ASSESS ENGLISH PROFICIENCY ANNUALLY**
 Assess annually the English proficiency (measuring oral language, reading, writing, and listening skills in English) of all students with limited English proficiency participating in programs under Title III. *Section 3113(b)(3)(D).* Limited English proficient (English language learner) students will be counted as non-participants in state and federal accountability systems if they have not participated in both the English language arts (ELA) tests required under ESEA and the full battery of English language proficiency tests.

- F-3. BASE PROGRAMS AND SERVICES ON SCIENTIFICALLY BASED RESEARCH**
 Base the local plan on scientifically based research regarding the teaching of limited English proficient students. *Section 3116(d)(3).*

- F-4. ENABLE STUDENTS TO SPEAK, READ, WRITE, AND COMPREHEND ENGLISH**
 Use programs that will enable students to speak, read, write, and comprehend the English language and meet challenging state academic content and student academic achievement standards. *Section 3116(d)(4).*

- F-5. BE IN COMPLIANCE WITH STATE LAWS**
 Not violate any state law, including state constitutional law, regarding the education of limited English proficient students. *Section 3116(d)(5).*

- F-6. COMPLY WITH PARENTAL NOTIFICATION REQUIREMENTS OF SECTION 3302**
 Ensure that each school in the district complies with *Section 3302* requiring parental notification that a student has been identified as limited English proficient and in need of placement in a language instruction educational program. *Section 3116(d)(1).*

SECTION F: ASSURANCES FOR ESEA - TITLE III - continued

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F-7. COMPLY WITH PRIVATE SCHOOL PARTICIPATION REQUIREMENTS

After timely and meaningful consultation with appropriate private school officials, provide to children who are enrolled in private elementary and secondary schools in areas served by such agency, consortium, or entity and to their teachers or other educational personnel, on an equitable basis, educational services or other benefits that address their needs under Title III the program. *Section 9501(a)(1)*.

U.S. Department of Education, TITLE IX, PART E, UNIFORM PROVISIONS, SUBPART 1—PRIVATE SCHOOLS, Equitable Services for Eligible Private School Students, Teachers, and Other Educational Personnel, *Non-Regulatory Guidance*:

<http://www2.ed.gov/policy/elsec/guid/equitableserguidance.doc>

F-8. USE TITLE III FUNDS ONLY TO SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES

Ensure that use of Title III funds will supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youth and in no case to supplant such federal, state, and local public funds. *Section 3115(g)*.

Ensure that Title III funds will not be used to fund professional development on sheltered English instruction, or on any costs related to such professional development, including, but not limited to, substitute teachers, stipends, contracts, space and supplies and materials.

U.S. Department of Education, Office of Elementary and Secondary Education and the Office of English Language Acquisition *Supplement Not Supplant Provision of Title III of the ESEA*:

<http://www2.ed.gov/programs/sfqp/supplefinalattach2.pdf>.

F-9. COMPLY WITH ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVE (AMAO) IMPROVEMENT PLAN AND OTHER REQUIREMENTS, IF APPLICABLE

Continue an improvement plan if it failed to make progress toward meeting its annual measurable achievement objectives for two consecutive years. Such improvement plan shall have specifically addressed the factors that prevented the district from achieving such objectives. *Section 3122(b)(2)*. Comply with other requirements set by the ESE where the district had failed to meet its annual measurable achievement objectives for four consecutive years *Section 3122(b)(4)*. Districts that were required to write accountability/improvement plans under Section 3122 are required to continue and update the improvement plans in FY17.

F-10. PARENTAL AND COMMUNITY PARTICIPATION

Promote parental and community participation in programs for limited English proficient children. *Section 3116(b)(4)*.

F-11. BIENNIAL EVALUATION ASSURANCE

Ensure that the LEA submits a biennial evaluation, as applicable, of its Title III program as required by Title III by June 30, 2017 in the form prescribed by the Department of Elementary and Secondary Education. *Section 3121*.

SECTION G: ASSURANCES FOR IDEA-2004

The district hereby assures the Massachusetts Department of Elementary and Secondary Education that pursuant to requirements in IDEA-2004, the district will:

G-1. COMPILE AND MAINTAIN FINANCIAL REPORTING REQUIREMENTS

Comply with federal requirements under the IDEA-2004. Prescribed formulas and financial records

SECTION G: ASSURANCES FOR IDEA-2004- continued

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specified in statute or regulations must be compiled and maintained by the submitting agency and be available for audit review annually. Including updated Maintenance of Effort requirements at 34 CFR 300.203 (effective 7/1/2015), that the LEA must plan to spend as much in state and local dollars for students with IEPs as it has spent in the most recent prior year available. Such planning budgets shall be made available to the department upon request.

G-2. POLICY AND PROCEDURES

Have approved policies and procedures to meet general requirements under Part B of the IDEA-2004. Approval of the application is contingent upon verification that the submitting agency and all participating agencies benefiting under the grant have policies and procedures approved by the Department and have these policies and procedures currently in effect.

G-3. PRIVATE SCHOOL PARTICIPATION

Provide for services on behalf of students with disabilities enrolled in private schools as required by federal and state law.

G-4. IEP SERVICES CONSISTENT WITH LAW

Provide all services specified in eligible students' accepted individualized education programs (IEPs) consistent with the requirements of state and federal special education law and regardless of funding for such services.

G-5. PROVISION OF ACCESSIBLE INSTRUCTIONAL MATERIALS

a. **Timely delivery of accessible materials** - The district hereby assures that it will take all reasonable steps to provide print instructional materials in accessible formats to students with disabilities (who need those materials) at the same time as other students receive print instructional materials.

b. **Participation in the NIMAC** - The district hereby assures that it will participate in the National Instructional Materials Center (NIMAC). When purchasing core instructional print materials published after July 19, 2006, the district will enter into a written contract with 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 the Instructional Materials webpage at:

<http://www.doe.mass.edu/odl/assistive/nimas.html>

Districts may opt out of participating in the NIMAC by writing to Andrea Kupps (akupps@doe.mass.edu) at the Massachusetts Department of Elementary and Secondary Education.

SECTION H: ASSURANCES FOR THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006 P.L. 109-270 (PERKINS IV)

The district/agency hereby assures the Massachusetts Department of Elementary and Secondary Education that the district/agency will:

H-1. COMPLY WITH THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006 P.L. 109-270 (PERKINS IV)

Comply with provisions of the Perkins Act including the provisions contained in the Massachusetts Perkins IV Manual.

SECTION H: PERKINS IV - continued

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- H-2. COMPLY WITH THE GUIDELINES FOR ELIMINATING DISCRIMINATION AND DENIAL OF SERVICES ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, SEX, AND HANDICAP IN VOCATIONAL EDUCATION PROGRAMS -- 34 CFR, PART 100, APPENDIX B.**