

eGrant Management System

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Applicant: AUBURN CUSD 10

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: AUBURN CUSD 10

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Overview**All entities seeking grant funding must have an active UEI registration in SAM.gov throughout the lifecycle of the grant.**

PROGRAM:	Consolidated District Plan
PURPOSE:	The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C.2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.
BOARD GOALS:	<p>Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.</p> <p>Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.</p> <p>Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.</p>
FY 2027 Included Programs:	<p>Title I, Part A - Improving Basic Programs Title I, Part A - School Improvement Part 1003 Title I, Part D - Delinquent Title I, Part D - Neglected Title I, Part D - State Neglected/Delinquent Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders Title III - Language Instruction Educational Program (LIEP) Title III - Immigrant Student Education Program (ISEP) EL - Bilingual Service Plan (BSP) Title IV, Part A - Student Support and Academic Enrichment Title V, Part B - Rural and Low Income Schools IDEA, Part B - Flow-Through IDEA, Part B - Preschool Foster Care Transportation Plan</p>
LEGISLATION:	<p>Every Student Succeeds Act (ESSA) Individuals with Disabilities Education Act Rehabilitation Act Strengthening Career and Technical Education for the 21st Century Act Workforce Innovation and Opportunity Act Head Start Act McKinney-Vento Homeless Assistance Act Adult Education and Family Literacy Act 105 ILCS 5/ Illinois School Code Article 14C, Transitional Bilingual Education 23 Illinois Administrative Code 228 Transitional Bilingual Education</p>
DUE DATE:	District plans must be submitted to the Illinois State Board of Education and approved before any FY 2027 grant applications for included programs can be approved. Submission by April 1 is recommended.
DURATION:	The District Plan is submitted for the school year 2026-2027 and must be updated annually thereafter.
AMENDMENTS:	Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.
INSTRUCTIONS:	Instructions in PDF format
COMMON ABBREVIATIONS:	<p>ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended) IDEA - Individuals with Disabilities Education Act ISBE - Illinois State Board of Education LEA - Local Educational Agency LIEP - Language Instruction Educational Program SEA - State Education Agency BSP - Bilingual Service Plan</p>

1. Contact Information for Person Completing This Form

Last Name*		First Name*	Middle Initial
Phone*	Extension	Email*	

2. General Education Provisions Act (GEPA) Section 427 *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants 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 participate 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 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 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.

{[count] of 2500 maximum characters used}

Pursuant to local Board of Education policy 7:10, all students, paraprofessionals, administrators, participating support personnel, and parents in the Auburn Community School District 10 shall follow the Equal Educational Opportunities for all as stated below. Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, national origin, sex, religious beliefs, physical and mental handicap or disability, status as homeless, or actual or potential marital or parental status, including pregnancy. There are currently no barriers that prevent participation.

3. Bilingual Director (Administrator overseeing EL Services) Assurance

Please take note of the following, which is determined by your district's English Learner (EL) count, shown below:

If the district has 1 or more EL students, the Bilingual Director (Administrator overseeing EL Services) must participate in the completion of the Bilingual Service Plan (BSP). The Bilingual Director (Administrator overseeing EL Services) must also participate in the completion of Title III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP).

4. District Migrant Education Program Liaison

Last Name	First Name	Middle Initial
Phone	Extension	Email

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant Program Liaison may notify ISBE at 312-814-3850 or Multilingual@isbe.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual if it has information that a migratory child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under the Every Student Succeeds Act of 2015) - Title I, Part C Education of Migratory Children.

5. General Completion Instructions

Work through the tabs from left to right. Save each page before moving to the next tab.

Required fields on each page are dependent upon funding sources selected on the Needs Assessment and Programs tab.

Many pages have notes at the bottom indicating for which programs the page is required.

To determine if a page is required for the funding sources selected earlier in the application, save the page before completing and look for error messages. If none, the page is not required for the program(s) selected.

How to Complete Pages with Pre-populated Fields

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the redisplay and paste it into the updated plan box, revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.

*Required field, applicable for all funding sources

Amendments

Indicate whether this is the first submission for the fiscal year or an amendment to the APPROVED initial plan for the fiscal year.*

NOTE: This page must be completed each time a new plan version within the fiscal year is submitted to ISBE.

- Initial submission for the fiscal year
- Amendment to approved plan for the fiscal year

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2026-2027.* [1]

NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

- Title I, Part A - Improving Basic Programs
- Title I, Part A - School Improvement Part 1003
- Title I, Part D - Delinquent
- Title I, Part D - Neglected
- Title I, Part D - State Neglected/Delinquent
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction Educational Program (LIEP)
- Title III - Immigrant Student Education Program (ISEP)
- Title IV, Part A - Student Support and Academic Enrichment
- Title V, Part B - Rural and Low Income Schools
- IDEA, Part B - Flow-Through
- IDEA, Part B - Preschool

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.* ([count] of 7500 maximum characters used)

Title and IDEA money is used for salaries, special education services and to implement programs specific to the items and programs listed within the individual grants. Due to funds being reduced, no additional professional development will be provided under the grant.

Response from the approved prior year Consolidated District Plan:

Title and IDEA money is used for salaries, special education services and to implement programs specific to the items and programs listed within the individual grants. Due to funds being reduced, no additional professional development will be provided under the grant.

3. Will the LEA braid funding?* Indicate the funds that will be braided, and select the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, select no.

Braiding of Funds

- Yes No

4. Will the LEA hybrid-blend Title II and/or Title IV funding?* Indicate all that apply, and select the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, select no.

Transfer of Funds

- Yes No

If Yes Transfer of Funds is selected, you will need to indicate which fund sources are being transferred and if it will be partial or all in the box below.

- | | | | | | |
|-------------------------------------|----------------------|--------------------------|------------------------|-------------------------------------|--------------------|
| <input type="checkbox"/> | Title II to Title I | <input type="checkbox"/> | Transfer Partial Funds | <input type="checkbox"/> | Transfer All Funds |
| <input type="checkbox"/> | Title IV to Title I | <input type="checkbox"/> | Transfer Partial Funds | <input type="checkbox"/> | Transfer All Funds |
| <input type="checkbox"/> | Title II to Title IV | <input type="checkbox"/> | Transfer Partial Funds | <input type="checkbox"/> | Transfer All Funds |
| <input checked="" type="checkbox"/> | Title IV to Title II | <input type="checkbox"/> | Transfer Partial Funds | <input checked="" type="checkbox"/> | Transfer All Funds |

5. Provide a Summary of the LEA's Needs Assessment.*

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

{[count] of 7500 maximum characters used}

Continued competency-based education, delivered in partnership with the community, was identified as a need by the assessments. Two positions will be added, a math interventionist and a district curriculum director. To continue to close the achievement gap for all student, all staff will be offered in house as well as third party PD opportunities to ensure best practices are current. Professional development for the students includes student data analysis which will guide placement in targeted interventions in reading and math. In addition, BAS and STAR testing will benchmark and progress monitor students. Targeted students will continue to receive ALEKS math, Fastbridge and small group reading and math instruction. In addition, targeted students have an additional 60-75 min block to support math in a Tier I setting. In the upper grades a need for PD to address student mental health and social awareness of issues teens are experiencing has been identified. The STAR SABERS will be utilized to screen all students and district social workers administer a risk assessments as needed. Math was identified as a area of concern, a new curriculum was adopted k-12 with ongoing in person as well as virtual trainings offered.

Legislative References:

[1] Title I, Part A, Reference Section 1112(a) (1)

[2] Title I, Part A, Reference Section 1112(a) (1)

*Required field, applicable for all funding sources

1. Indicate which of the instruments below were used in the LEA needs assessment process.*

- A. School and/or district report card(s)
- B. Five Essentials Survey
- C. Student achievement data (disaggregated by student groups)
- D. Current recruitment and retention efforts and effectiveness data
- E. Professional development plan(s)
- F. School improvement plan(s)
- G. ESSA site based expenditure data
- H. ED School Climate Survey (EDSCLS)
- I. CDC School Health Index
- J. National School Climate Center
- K. ASCD School Improvement Tool
- L. Illinois Quality Framework and Supporting Rubric
- M. Other

List and describe other instruments and/or processes that were used in the needs assessment.

Sangamon County Special Education District Needs Assessment Survey; a survey completed by the SASED cooperative staff, parents and guardians of children identified with disabilities. The students are assessed to reflect the effectiveness of services provided through the cooperative. The survey was sent out October through November. Results were shared with cooperative districts in December.

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable.* Writing space appears if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

- Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- Include any additional information relevant to this planning document. Provide targeted responses where noted.
- Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable)

A need for additional staff was noted, and as a result, a math interventionist was added. Continued PD will include math, assessments, and tier I instruction. Aims Web is being replaced with Star for more effective benchmarking and systematic interventions through Math and Reading. An adoption of a writing curriculum will take place to assist students in improving their writing scores. Tier I Math time has been adjusted to 60-75 minutes with classroom interventions/groupings taking place daily.

B. Title I, Part A - School Improvement Part 1003

The needs assessment showed a need for more accurate data. A new, accurate benchmarking program, as well as embedded tools and interventions to provide consistent data, will be added. The STAR program will be used for all K-12 students and Fastbridge will be used for targeted students. Professional development will include in-person and virtual training.

C. Title I, Part D - Delinquent**D. Title I, Part D - Neglected****E. Title I, Part D - State Neglected/Delinquent****F. Title II, Part A - Preparing, Training, and Recruiting**

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, reducing class size, key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable).

The needs assessment showed a need for more accurate data. A new, accurate benchmarking program, as well as embedded tools and interventions to provide consistent data, will be added. The STAR program will be used for all K-12 students and Fastbridge will be used for targeted students. Professional development will include in-person and virtual training.

G. Title III - LIEP

H. Title III - ISEP

I. Title IV, Part A - Student Support and Academic Enrichment

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps through well-rounded education, improving school conditions for student learning and improving the use of technology, and nonpublic equitable share (if applicable).

Title IV funds will be transferred to Title II

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [1]

Our Co-OP SASED handles all flow-through funds. PD is offered monthly during our case review teams to assist in analyzing data, legal updates, and child find activities.

L. IDEA, Part B - Preschool

Our Co-OP SASED handles all flow-through funds. IDEA students will make gains aligned to JEP goals.

Legislative Requirement:

[1] IDEA - 23 IAC Section 1.420(e)

*Required field, applicable for all funding sources selected

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).*
Check all that apply.

- A. Teachers (1,7,8)
- B. Principals (1,7,8)
- C. Other school leaders (1,8)
- D. Paraprofessionals (1)
- E. Specialized instructional support personnel (1,2,3,4,8)
- F. Charter school leaders (in a local educational agency that has charter schools) (1)
- G. Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
- H. Parent liaisons
- I. Title I director (1)
- J. Title II director (1)
- K. Bilingual director (Administrator overseeing EL Services) (1,5,8)
- L. Title IV director (1)
- M. Special Education director
- N. Guidance staff
- O. Community members and community based organizations (7)
- P. Business representatives (2,3,4)
- Q. Researchers (7)
- R. Institutions of Higher Education (7)
- S. Homeless Liaison (1)
- T. Other - specify _____
- U. Additional Other - specify _____

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, Including LIEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment
- 8 = EL - BSP

2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

{[count] of 7500 maximum characters used}

The meeting agenda are initiated through updates and a universal understanding of terms and evolving techniques that are used in the classrooms. The educators and administrators update the committee on the most current professional practices. Past team meetings and School Improvement days are reviewed and presented to the group as a whole before progressing to the future needs assessment and planning of agendas based on needs specific to the students that are being served. From the presentations and the brainstorming exercise, we then bring team summaries together for the final development of the plan. This process itself in part of the meeting agenda as the committee secretary documents the discussion and the structure of the plan. In June the team reviewed the needs assessment survey and planned improved professional development. Committee Members Christy Bailey, Amy Donaldson, Darren Root, Ryan Gardner, Landon Lounsbury, Matt Grimm, Susan Smith, Heather Karaffa, Mark Luttrell, Melissa Warwick, Homeless Liaison Nicki Norris, Nurse Denise Myers, Special Education Director. Meetings were held quarterly at the unit office.

Response from the prior year Consolidated District Plan.

The meeting agenda are initiated through updates and a universal understanding of terms and evolving techniques that are used in the classrooms. The educators and administrators update the committee on the most current professional practices. Past team meetings and School Improvement days are reviewed and presented to the group as a whole before progressing to the future needs assessment and planning of agendas based on needs specific to the students that are being served. From the presentations and the brainstorming exercise, we then bring team summaries together for the final development of the plan. This process itself in part of the meeting agenda as the committee secretary documents the discussion and the structure of the plan. In June the team reviewed the needs assessment survey and planned improved professional development. Committee Members Christy Bailey, Amy Donaldson, Darren Root, Ryan Gardner, Landon Lounsbury, Matt Grimm, Susan Smith, Heather Karaffa, Mark Luttrell, Melissa Warwick, Homeless Liaison Nicki Norris, Denise Myers. Meetings were held quarterly at the unit office. For the FY 26 school year, a meeting will be held for community members in October.

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans including the Title I Parent and Family Engagement Policy so that the plans and related activities represent the needs of varied and diverse populations. ** [2]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

{[count] of 7500 maximum characters used}

Parental involvement is a key component for the success of the Title I program and the district. Communication between the parent, the classroom teacher, and the Title I teacher is vital to student success. All stakeholders provide feedback through surveys, meetings, and emails/conversations throughout the school year. A variety of community members serve on our committees and provide feedback. The district parent compact clearly states the responsibility of the student, parent, teacher, and staff. The district utilizes the school website and handbook to offer ideas of how to get involved including resources for parents. Open houses, orientation, parent training for scholarships and FAFSA/student loan information, art show/ music gala, academic/athletic awards, parent book fair nights, parent night for internet safety, and drug safety awareness.

Response from the prior year Consolidated District Plan.

Parental involvement is a key component for the success of the Title I program and the district. Communication between the parent, the classroom teacher, and the Title I teacher is vital to student success. All stakeholders provide feedback through surveys, meetings, and emails/conversations throughout the school year. A variety of community members serve on our committees and provide feedback. The district parent compact clearly states the responsibility of the student, parent, teacher, and staff. The district utilizes the school website and handbook to offer ideas of how to get involved including resources for parents. Open houses, orientation, parent training for scholarships and FAFSA/student loan information, art show/ music gala, academic/athletic awards, parent book fair nights, parent night for internet safety, and drug safety awareness.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. Include Title I parent and family engagement required meetings and activities. Also include a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. ** [3]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

{[count] of 7500 maximum characters used}

Community involvement through family reading night programs has been very successful. We have hosted parent / student activities that included curriculum-based

and curriculum-aligned movies and social gatherings. There are high school volunteers, staff, parents and other community members who assist in organizing and facilitating all program activities. Surveys were given at the end of the activities to help guide improvements for future events. Other events include freshman orientation, weekly update to parents, open house and parent teacher conferences, a stem project, fine arts festival and the director of academic services sends monthly newsletters.

Response from the prior year Consolidated District Plan.

Community involvement through family reading night programs has been very successful. We have hosted parent / student activities that included curriculum-based and curriculum-aligned movies and social gatherings. There are high school volunteers, staff, parents and other community members who assist in organizing and facilitating all program activities. Surveys were given at the end of the activities to help guide improvements for future events. Other events include freshman orientation, weekly update to parents, open house and parent teacher conferences, a stem project, fine arts festival and the director of academic services sends monthly newsletters.

Title I Requirement:

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.

ESEA section 1113(c)(3)(A)

Title III Requirement:

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private entities, and institutions of higher education. (Section 3121(b)(4)(C))

Legislative References:

[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)

[2] Title I, Part A, Section 1116(a)(2)

[3] Title I, Part A, Section 1116(a)(2) and Section 1112(b)(7)

*Required field

**Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A



Parent and Family Engagement

ESEA Section 1116(a)(2)

Each Local Educational Agency (LEA) that receives Title I funds shall develop jointly with, agree on with, and distribute to parents and family members of participating children: a written parent and family engagement policy. The policy shall be incorporated into the LEAs Consolidated District Plan, establish the LEAs expectations and objectives for meaningful parent and family involvement, and describe how the LEA will

- (A) Involve parents and family members in jointly developing the LEA Consolidated District Plan, and the development of support and improvement plans.
 - (B) Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
 - (C) Coordinate and integrate parent and family engagement strategies with other relevant federal, state and local laws and programs.
 - (D) Conduct an annual meeting and evaluate the content and effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by families and the needs of parents and family members to assist with the learning of their children; and, strategies to support successful school and family interactions.
 - (E) Use the findings of the evaluation (D) to design evidence-based strategies for more effective (E) parental involvement, and to revise, if necessary the parent and family engagement policies.
 - (F) Involve parents in the activities of the Title I schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by LEA to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.
- By checking this box, the applicant hereby certifies that they have read, understood, and will comply with the parent and family engagement policy requirements.

Resources:

- [U.S. Department of Education-Parent and Family Engagement Non-Regulatory Guidance](#)
- [Title Grants Administration Parent and Family Engagement Website](#)
- [Parent and Family Engagement Policy Template](#)

Upload a PDF of the District's Parent and Family Engagement Policy. Please use the naming system as noted below.

- Convert all the necessary documentation into a single PDF.
- Label the document with the region-county-district-type code number of the applicant, followed by a hyphen, then the name of the applicant, followed by a hyphen, followed by PFEPolicy.
- Example: ABC School District would name the upload as 01-234-5678-90-ABC-PFEPolicy

DO NOT USE ANY SPACES OR SPECIAL CHARACTERS BESIDES A HYPHEN IN THE NAME.

NOTE: The PDF file size may not exceed 10MB or the upload will fail.

How To Upload A File

- Browse your files to locate the required document.
- Double-click to display it in the Browser window.
- Click on the Upload button.
- The name of the uploaded document will display in the area below.

Choose File N L Other

Any uploaded files will appear below. Until the application is submitted to ISBE, an uploaded document may be deleted using the Delete button below. After submitting to ISBE, any required changes must be submitted separately, adding a Version number to the name.

170.pdf

Check this box to confirm that the District's Parent and Family Engagement Policy has been uploaded.*

*Required field

Private School Participation

File Upload Instructions are linked below. Click here for general page instructions.

The application has been submitted. No more updates will be saved for the application.

NOTE: This page may remain blank if no private schools are listed or participating in the programs
NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available verified data, private schools within the districts boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA Titles I, II, and IV, as well as both IDEA grants. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Will Private Schools participate in the Program?

Yes No

Nonpublic School Consultation Form

Private School Name School Closing Title I Title II Title IV Nonpublic Consultation Form

	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	Choose File
	Number of Low-Income Student(s):	Total Enrollment Number Student(s):	Total Enrollment Number Student(s):	
	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	Choose File
	Number of Low-Income Student(s):	Total Enrollment Number Student(s):	Total Enrollment Number Student(s):	
	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	Choose File
	Number of Low-Income Student(s):	Total Enrollment Number Student(s):	Total Enrollment Number Student(s):	
	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	Choose File
	Number of Low-Income Student(s):	Total Enrollment Number Student(s):	Total Enrollment Number Student(s):	
	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	Choose File
	Number of Low-Income Student(s):	Total Enrollment Number Student(s):	Total Enrollment Number Student(s):	
	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	Choose File
	Number of Low-Income Student(s):	Total Enrollment Number Student(s):	Total Enrollment Number Student(s):	
	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	Choose File
	Number of Low-Income Student(s):	Total Enrollment Number Student(s):	Total Enrollment Number Student(s):	

Comments:

INSTRUCTIONS:Select the goal(s) below that align with the District responses provided in the required information below.A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs.* [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

If the district does not offer early childhood education programs, enter

No Preschool Programs

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[(count] of 7500 maximum characters used)

The title I teachers attend one of the pre-k parent nights. This educational night help parents navigate milestones children should reach and how to facilitate success in reading those milestones. Our prek programs follows our district transition plan for students moving from Prek to K.

Response from the approved prior year Consolidated District Plan.

The title I teachers attend one of the pre-k parent nights. This educational night help parents navigate milestones children should reach and how to facilitate success in reading those milestones. Our prek programs follows our district transition plan for students moving from Prek to K.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 1112(b)(8)

*Required field for Title I and/or IDEA Preschool

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program(s).* [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Data is collected from parents, students, teachers, and staff in determining needs. The data is collected from surveys given to parents and staff, diagnostic test, anecdotal notes from teachers, and work samples. The Title I team, each grade level team, and administration team meet weekly throughout the school year to ensure all children have the opportunity to receive a high quality education and reach proficiency levels on state adopted learning standards as measured by the state academic assessment. The planning process included a comprehensive review of the strengths and needs of the district. The benchmark team is used to collect AIMSweb data, additionally; teachers with specialist administer the BAS assessment. A team also is used to administer a Kindergarten readiness test. Data is also collected from diagnostic test which include: Fontus and Pinnell Benchmarking leveling assessments, phonological awareness assessment, math assessments, and others formative and interim assessments as determined by the team. Students are monitored three times a year using STAR in reading and math in K-12. In 9-10 the PreACT along with KAHN academy is utilized to monitor student progress. Grade 11 takes PSAT/NMQST and ACT. In order to ensure all students succeed, the district will utilize common core based curriculum along with district approved supplemental materials. RTI is a key component in student success. Students receive reading and math assistance at the elementary and middle school through Title I services. In 3-12, study halls are utilized to provided extra assistance to struggling students including credit recovery. We currently have the title program grades K-2, 3-5 and targeted special needs group at AMS.

Response from the prior year Consolidated District Plan.

Data is collected from parents, students, teachers, and staff in determining needs. The data is collected from surveys given to parents and staff, diagnostic test, anecdotal notes from teachers, and work samples. The Title I team, each grade level team, and administration team meet weekly throughout the school year to ensure all children have the opportunity to receive a high quality education and reach proficiency levels on state adopted learning standards as measured by the state academic assessment. The planning process included a comprehensive review of the strengths and needs of the district. The benchmark team is used to collect AIMSweb data, additionally; teachers with specialist administer the BAS assessment. A team also is used to administer a Kindergarten readiness test. Data is also collected from diagnostic test which include: Fontus and Pinnell Benchmarking leveling assessments, phonological awareness assessment, Scott Foresman Reading series assessments, math assessments, and others formative and interim assessments as determined by the team. Students are monitored three times a year using Aimsweb in reading and math in K-8. In 9-10 the PreACT along with KAHN academy is utilized to monitor student progress. 11 takes PSAT/NMQST and ACT. In order to ensure all students succeed, the district will utilize common core based curriculum along with district approved supplemental materials. RTI is a key component in student success. Students receive reading and math assistance at the elementary through Title I services. In 3-12, study halls are utilized to provided extra assistance to struggling students including credit recovery. We currently have the title program grades K-2, 3-5 and targeted special needs group at AJHS.

2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.* Include criteria for low-income, EL, special education, neglected, and delinquent as applicable to the district. [2]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

STAR benchmarks are normed and utilized to identify struggling students. In addition, weekly fail sheets are used to track students and make sure the interventions are carried out within each academic area. In team meetings, data days provide additional information and allows the team to track progress. The student growth model data identifies deficiencies. Case review meetings are held every 3 weeks to discuss special education students and referrals.

Response from the prior year Consolidated District Plan.

AJMSWEB benchmarks are locally and nationally normed and utilized to identify struggling students. In addition, weekly fail sheets are used to track students and make sure the interventions are carried out within each academic area. In team meetings, data days provide additional information and allows the team to track progress. The student growth model data identifies deficiencies. Case review meetings are held every 3 weeks to discuss special education students and referrals.

3. Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional help meeting the challenging State academic and language standards. This includes a description of any additional and supplemental instructional assistance designed to assist English learners and immigrant students to access academic content and develop language proficiency, as applicable.* [3]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Title I resources provide quality literacy and math interventions for students, professional development opportunities for staff, and informational parent nights. In addition, 3 reading specialist and a math interventionist will be employed to support students and staff. New Programs and supplies are provided from title I funds. Students are placed into small group or one on one interventions as needed. At the elementary and middle school level, title I services are provided through the school wide model. In 6-12, small group instruction, peer tutors, and credit recovery help students meet the standards. In addition, students are identified and provided credit recovery in an academy setting.

Response from the prior year Consolidated District Plan.

Title I resources provide quality literacy and math interventions for students, professional development opportunities for staff, and informational parent nights. In addition, 3 reading specialist are currently employed to support students and staff. New Programs and supplies are provided via Title I funds. Students are placed into small group or one on one interventions as needed. At the elementary and middle school level, title I services are provided through the school wide model. In 6-12, small group instruction, peer tutors, and credit recovery help students meet the standards. In addition, students are identified and provided credit recovery in an academy setting.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.* [4]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Title I funds will provide 3 title I teachers and a math interventions as well as supplies for the elementary and middle school. STAR is purchased through the district. IVSA, IXL, and ALEKS is also offered to students as a means to close the academic gap. Students receive incentives for attendance, academic excellence, and good behavior. Dream box math and reading is provided by our SASSED co-op.

Response from the prior year Consolidated District Plan.

Title I funds currently provide 3 title I teachers as well as supplies for the elementary and middle school. AIMS WEB is purchased yearly through the district. IVSA, IXL, and ALEKS is also offered to students as a means to close the academic gap. Students receive incentives for attendance, academic excellence, and good behavior. Dream box math and reading is provided by our SASED co-op.

5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [5]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

All staff are certified in the subject matter taught. The district waives the fees for free and reduced lunch which includes textbook fees, PreACT fees, ACT fees, IVS classes, lab fees, etc. Should a disparity be identified through staff evaluations including the student growth process, the administration will address the disparity through a process including but not limited to: professional development, assessing teaching methods, peer mentoring, and ultimately reassignments/ termination.

Response from the prior year Consolidated District Plan.

All staff are certified in the subject matter taught. The district waives the fees for free and reduced lunch which includes textbook fees, PreACT fees, ACT fees, IVS classes, lab fees, etc. Should a disparity be identified through staff evaluations including the student growth process, the administration will address the disparity through a process including but not limited to: professional development, assessing teaching methods, peer mentoring, and ultimately reassignments/ termination.

6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement. [6]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Each library offers students resources to access digital literacy. In an ever changing society, students utilize digital technology daily in all classrooms. In addition a variety of apps are used to teach digital literacy in the elementary. Goggle classroom is utilized in grades k-12. Digital novels and books are provided to students. Moby max, no red ink, reading plus, IXL, ALEKS, and KAHN academy provide academic support digitally. Students in k-12 are 1 to 1 chrome books. Our library is a resource to provide students access and support. A full time librarian ensures digital literacy skills are supported as well as academic achievement enhanced. She serves as liaison between the teacher, parents, and students.

Response from the prior year Consolidated District Plan.

Each library offers students resources to access digital literacy. In an ever changing society, students utilize digital technology daily in all classrooms. In addition a variety of apps are used to teach digital literacy in the elementary. Goggle classroom is utilized in grades k-12. Digital novels and books are provided to students. Moby max, no red ink, reading plus, IXL, ALEKS, and KAHN academy provide academic support digitally. Students in k-12 are 1 to 1 chrome books. Our library is a resource to provide students access and support. A full time librarian ensures digital literacy skills are supported as well as academic achievement enhanced. She serves as liaison between the teacher, parents, and students.

7. Describe how the district will identify and serve gifted and talented students by using objective criteria. [7]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Curriculum is differentiated for students that excel in a particular subject. AP classes, honors classes, and accelerated classes are offered at the high school level. In the junior high, advanced math is offered to students meeting the requirements. Students are identified through various placement assessments that are classroom specific. In addition, teacher recommendation and parental request are evaluated on an individual basis using the guidelines provided by the academic counselors.

Response from the prior year Consolidated District Plan.

Curriculum is differentiated for students that excel in a particular subject. AP classes, honors classes, and accelerated classes are offered at the high school level. In the junior high, advanced math is offered to students meeting the requirements. Students are identified through various placement assessments that are classroom specific. In addition, teacher recommendation and parental request are evaluated on an individual basis using the guidelines provided by the academic counselors.

Title I Requirements:

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Legislative References:

[1] Title I, Part A, Section 1112(b)(1)(A)

[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646

[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646

[5] Title I, Part A, Section 1112(b)(2)

[6] Title I, Part A, Section 1112(b)(13)(B)

[7] Title I, Part A, Section 1112(b)(13)(A)

*Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

**Required field for only Title I, Part A

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable, through:* [1]

i. Coordination with institutions of higher education, employers, and other local partners;* and

ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The ROCTE grant provides opportunities for students to explore careers. In addition, the ISAC helps students navigate the college going process. Sangamon CEO and MC3 provides opportunities for students to have hands on experience in community based businesses and trades. To ensure for a smooth transition from junior high to high school we offer a freshman orientation prior to school starting. Staff support students transitioning to college in a variety of ways including help with setting up ISAC, college days, guest speakers, and career days. Advanced students are offered post secondary classes through Lincoln Land.

Response from the approved prior year Consolidated District Plan.

The ROCTE grant provides opportunities for students to explore careers. In addition, the ISAC helps students navigate the college going process. Sangamon CEO and MC3 provides opportunities for students to have hands on experience in community based businesses and trades. To ensure for a smooth transition from junior high to high school we offer a freshman orientation prior to school starting. Staff support students transitioning to college in a variety of ways including help with setting up ISAC, college days, guest speakers, and career days. Advanced students are offered post secondary classes through Lincoln Land.

2. If applicable, describe the district's support for programs that coordinate and integrate the following:* [2]

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

NOTE: If not applicable because district serves only grades K-8, enter Elementary District

([count] of 7500 maximum characters used)

Several classes including graphic designs, desk top publishing, ag classes, intro to business, and accounting are offered to support academic and technical career readiness. Students can also attend CACC for the second half of their day which provides vocational career training. In addition, the CEO and MC3 program provides students in-depth integration with industry professionals. Our special education population is offered a work study program which provides hands on training and job coaches if needed. Competency based education allows students to integrate into the community. FCS, robotics, stem science, consumer math, and google plus allow to explore career opportunities.

Response from the approved prior year Consolidated District Plan.

Several classes including graphic designs, desk top publishing, ag classes, intro to business, and accounting are offered to support academic and technical career readiness. Students can also attend CACC for the second half of their day which provides vocational career training. In addition, the CEO and MC3 program provides students in-depth integration with industry professionals. Our special education population is offered a work study program which provides hands on training and job coaches if needed. Competency based education allows students to integrate into the community. FCS, robotics, stem science, consumer math, and google plus allow to explore career opportunities.

Legislative References:

[1] Title I, Part A, Section 1112(b)(10)(A and B)

[2] Title I, Part A, Section 1112(b)(12)(A and B)

*Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title IV, Part A; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

For each program for which funding is anticipated for the 2026-2027 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

NOTE: - If Professional Development will not be provided for a funded program below, enter **NOT PROVIDING**.

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

Team and department meetings are held regularly to discuss student growth, curriculum needs, and assessment.

B. Title I, Part A - School Improvement Part 1003

PD for new interventions will include STAR benchmarking and Fastbridge programs and in-person math summit.

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Title II is used for tuition reimbursement for staff to enhance curriculum.

G. Title III - LIEP

H. Title III - ISEP

I. Title IV, Part A - Student Support and Academic Enrichment

Title IV transferred to Title II

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [2]

Subgroups are targeted based on test scores for additional support. IDEA students will make gains aligned to student specific goals. PD will be given to staff to assist in analyzing data and assist in goals and objective success.

L. IDEA, Part B - Preschool

The preschool for al grant is utilized. IDEA students will make gains aligned to students specific goals. PD will offered to staff to assist in analyzing data and assist in goals and objective success.

Legislative Requirement:

- [1] Title III, Section 3115(c)(2)
- [2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

*Required if funding selected for Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Title V, Part B; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

INSTRUCTIONS:Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe the process through which the districts will:

i. reduce incidences of bullying and harassment;

ii. reduce the overuse of discipline practices that remove students from the classroom [1];

iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below [2]:

- a. each major racial and ethnic group;
- b. economically disadvantaged students as compared to students who are not economically disadvantaged;
- c. children with disabilities as compared to children without disabilities;
- d. English proficiency status;
- e. gender; and
- f. migrant status.

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used)

Senate bill 100 procedures and guidelines are followed and applies to all areas. Discipline data is analyzed periodically to evaluate incidences of bullying, overuse of removing students from the classroom, and the demographic make up of offenders. ie. race, gender, disabilities, etc. In addition board policies are followed on administrative procedures of student discipline guidelines/ policy 7:190.

Response from the prior year Consolidated District Plan.

Senate bill 100 procedures and guidelines are followed and applies to all areas. Discipline data is analyzed periodically to evaluate incidences of bullying, overuse of removing students from the classroom, and the demographic make up of offenders. ie. race, gender, disabilities, etc. In addition board policies are followed on administrative procedures of student discipline guidelines/ policy 7:190.

2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]

(42 U.S.C. 11301 et seq.)

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[[count] of 7500 maximum characters used)

Student fees are waived, transportation is provided, school supplies are provided, and the homeless liaison works with the families to ensure they have the materials needed for success. The district provides a social worker that works hand with our homeless population. Wrap around meetings are utilized to provided resources from a variety of sources. Helping hands provides clothes, food baskets, and supplies to our at risk population.

Response from the prior year Consolidated District Plan.

Student fees are waived, transportation is provided, school supplies are provided, and the homeless liaison works with the families to ensure they have the materials needed for success. The district provides a social worker that works hand with our homeless population. Wrap around meetings are utilized to provided resources from a variety of sources. Helping hands provides clothes, food baskets, and supplies to our at risk population.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)

[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(6)

*Required if funding selected for Title I, Part A and/or Title IV, Part A

Attendance Center Designation

[Instructions](#)

The application has been submitted. No more updates will be saved for the application.

Attendance Center Designation

	Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - AUBURN HIGH SCHOOL						
1001 - AUBURN JR HIGH AT DIVERNON						
2003 - AUBURN ELEM SCHOOL						9/21/2021
2004 - AUBURN MIDDLE SCHOOL						9/21

Describe anticipated Reorganizations:

If Title I funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use Title I funds, return to the Needs Assessment and Programs page and select Title I, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d),* (Section 1112(b)(3))

Section 1111(d)

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

If the district does not have any schools identified as comprehensive or targeted, enter

No schools identified under this part

{[count] of 7500 maximum characters used}

Auburn Middle school has been identified as targeted. Funds will be utilized to provide professional development in math and social emotional programs that include working on increasing attendance and parental involvement. In addition, the STAR and Fastbridge will be utilized.

Response from the approved prior year Consolidated District Plan

Auburn Middle school has been identified as targeted. Funds will be utilized to provide professional development in math and social emotional programs that include working on increasing attendance and parental involvement.

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?*(Section 1112(b)(5))

- Yes
 No

3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4))

Measures of Poverty from 113(5)(A) and (B)

- School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
- TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program, and/or
- Direct Certification.

4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (Section 1112(b)(5))

Section 1114 and 1115

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

{[count] of 7500 maximum characters used}

Currently, the elementary and middle school are operating under a school wide program. The elementary and middle school will utilize Title funds to provide 3 reading specialist and a math interventionist, online programs, electronics, and consumable materials for student achievement. Student growth monitors our program effectiveness as well as weekly team meetings. The goal is for all students to be supported with current materials and equipment to meet or exceed grade level standards. Title I goals - 1) 80% of all students will meet or exceed local benchmarks as measured by STAR testing and/or BAS testing by Spring. 2) With support of additional supplies and resources, 80% of students identified as homeless will remain in school and earn credits necessary for promotion to the next level at the end of school year. 3) Parents will learn strategies to help their students improve comprehension, fluency, and writing by providing educational workshops during the school year

Response from the approved prior year Consolidated District Plan

Currently, the elementary and middle school are operating under a school wide program. The elementary and middle school will utilize Title funds to provide 3 reading specialist, online programs, electronics, and consumable materials for student achievement. Student growth monitors our program effectiveness as well as weekly team meetings. The goal is for all students to be supported with current materials and equipment to meet or exceed grade level standards. Title I goals - 1) 80% of all students will meet or exceed local benchmarks as measured by AIMS Web testing and/or BAS testing by Spring. 2) With support of additional supplies and resources, 80% of students identified as homeless will remain in school and earn credits necessary for promotion to the next level at the end of school year. 3) Parents will learn strategies to help their students improve comprehension, fluency, and writing by providing educational workshops during the school year

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only**

[[count] of 7500 maximum characters used]

We do not operate a targeted assistance program.

Response from the approved prior year Consolidated District Plan.

We do not operate a targeted assistance program.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

*Required field

If IDEA funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funds, return to the Needs Assessment and Programs page and select IDEA, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. How was the comprehensive needs assessment information used for planning grant activities?* This section should include the comprehensive needs identified that will be targeted by the activities and programs funded by IDEA.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Needs assessment surveys identified a need for additional staff for interventions and a need for district alignment of programs. Targeted interventions district wide will be utilized for students who are identified as having learning loss as shown in benchmark assessments. The needs assessment determined a teacher training on target goals for individual students would benefit both gen ed and special ed teachers. IDEA students will make gains aligned to student specific goals. PD will be given to staff to assist in analyzing data and in meeting goals and objectives. After reviewing the SPP indicators, the district will continue to provide PD in any area of deficiency as identified.

Response from the approved prior year Consolidated District Plan.

Needs assessment surveys identified a need for additional staff to lower class size and support student staff interaction. Targeted interventions district wide will be utilized for students who are identified as having learning loss as shown in benchmark assessments. The needs assessment determined a teacher training on target goals for individual students would benefit both gen ed and special ed teachers. IDEA students will make gains aligned to student specific goals. PD will be given to staff to assist in analyzing data and in meeting goals and objectives. After reviewing the SPP indicators, the district will continue to provide PD in any area of deficiency as identified.

2. Summarize the activities and programs to be funded within the grant application.*

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Online reading support, credit recovery, and professional development will be offered. Ongoing Professional development will be provided for new curriculum and new technology. Professional development opportunities are provided through a variety of resources including internal peer and administrative presentations and outside providers. Ongoing Professional development will include curriculum programing and curriculum implementation. Students will be monitored through formal assessments three times a year to track data and put additional supports in place if needed.

Response from the approved prior year Consolidated District Plan.

Online reading support, credit recovery, and professional development will be offered. Ongoing Professional development will be provided for new curriculum and new technology. Professional development opportunities are provided through a variety of resources including internal peer and administrative presentations and outside providers. Ongoing Professional development will include curriculum programing and curriculum implementation. Students will be monitored through formal assessments three times a year to track data and put additional supports in place if needed.

3. Describe any changes in the scope or nature of services from the prior fiscal year.*

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

1 interventionist and 1 District Curriculum position will be added next year and several support staff positions.

Response from the approved prior year Consolidated District Plan.

1 special education teacher was added as well as several support staff positions

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable. For a listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.

<https://www.isbe.net/Pages/Special-Education-Programs.aspx>

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Targeted interventions district wide will be utilized for students who are identified as having learning loss as shown in benchmark assessments. The needs assessment determined a teacher training on target goals for individual students would benefit both gen ed and special ed teachers. IDEA students will make gains aligned to student specific goals. PD will be given to staff to assist in analyzing data and in meeting goals and objectives. After reviewing the SPP indicators, the district will continue to provide PD in any area of deficiency as identified.

*Required field

Overview

***Note: This plan section is not required for the Department of Juvenile Justice.**

PROGRAM: Youth in Care Stability
PURPOSE: To comply with ESSA requirements for educational stability for students who are Youth in Care.
REQUIRED FOR: All Illinois school districts and state-authorized charter schools
RESOURCES: [ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)
[US Department of Education \(USDE\) web page for Students in Foster Care](#)
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)
[Educational Stability Requirements \(Effective October 7, 2008\)](#)
[Public Act 099-0781 \(effective 8/12/2016\)](#)
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)
[Finance, Budgets & Funding Transportation Programs \(scroll to Foster Care Transportation section\)](#)
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

BACKGROUND

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain students who are Youth in Care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time as Youth in Care.

DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or med-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the drivers side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

REQUIREMENTS

A. The following factors should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

B. The following low-cost/no-cost options should be considered when developing the transportation procedures:

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
 - a. Contracted services - taxis, student transport companies, etc. - see note below
 - b. Public transportation such as city buses, rails, etc.
 - c. Carpools - see note below
 - d. School/District staff - see note below
 - e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]

C. The following funding options should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds

Contact Information

***Note: This page is not required for the Department of Juvenile Justice.**

As part of the Youth In Care Stability Plan development process, several stakeholders should be involved. These may include, but are not limited to:

- a. Local educational agency (LEA) point of contact for Youth in Care/Foster Care students (LEA-POC)
- b. LEA transportation director
- c. Child welfare agency point of contact
- d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
- e. Title I director
- f. School social worker
- g. Guidance counselor
- h. Special education personnel

Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are required; others are optional and should be included as applicable.

1. Youth in Care/Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Boyd		Superintendent	tracy@auburn.k12.il.us
Phone*			
217 138 6164			

[Click here to add information for an additional Youth in Care/Foster Care LEA-POC.](#)

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Boyd	Shari	Transportation Director	shari@auburn.k12.il.us
Phone*			
217 438 5817			

[Click here to add information for other personnel involved in the plan development.](#)

*Required field

Best Interest Determination as it relates to School Stability

***Note: This page is not required for the Department of Juvenile Justice.**

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth In Care or changes residences while they are a Youth in Care. Include the positions of all district personnel and other stakeholders involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in their best interest, as it relates to ensuring school stability.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, "see above," or N/A as this may delay the submission or approval of your plan.

The BID team will meet which consist of point of contact, Transportation Director, Elementary Principal, foster parent, guidance counselor, teacher(s), state and local child welfare partners, DCFS, and consultation with child to determine the best interest. Consideration of current education setting and proximity of placement, preferences of the child, preferences of the child's parent/education decision maker, child's attachment to the school/peers of the child's siblings, school climate and safety, availability and quality of services to meet the child's social/emotional and academic needs, duration of the need for services, student each day, time of placement change, type of transportation available, traffic patterns, flexibility in school schedule, impact of extracurricular activities on behavioral capacity of student.

Response from the approved prior year Consolidated District Plan.

The BID team will meet which consist of point of contact, Transportation Director, Elementary Principal, foster parent, guidance counselor, teacher(s), state and local child welfare partners, DCFS, and consultation with child to determine the best interest. Consideration of current education setting and proximity of placement, preferences of the child, preferences of the child's parent/education decision maker, child's attachment to the school/peers of the child's siblings, school climate and safety, availability and quality of services to meet the child's social/emotional and academic needs, duration of the need for services, student each day, time of placement change, type of transportation available, traffic patterns, flexibility in school schedule, impact of extracurricular activities on behavioral capacity of student.

2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.*

See IDEA legislation here See Section 504 here

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, "see above," or N/A as this may delay the submission or approval of your plan.

Consider whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin. The LEA must ensure that all required educational and related services and supports are provided in the least restrictive placement where the child's unique needs, as described in the student's IEP or Section 504 plan, can be met. The following questions should be considered: Which placement best meets the child's needs/goals as written in his/her plan? When transporting: Does the child require special assistance getting on/off the bus? Will an aide be required to attend to the student's needs while on the bus? Is a lift required? Are tie downs needed for a wheelchair? Does the child need a special harness in a seat? Does the bus need air conditioning due to the student's special needs?

Response from the approved prior year Consolidated District Plan.

Consider whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin. The LEA must ensure that all required educational and related services and supports are provided in the least restrictive placement where the child's unique needs, as described in the student's IEP or Section 504 plan, can be met. The following questions should be considered: Which placement best meets the child's needs/goals as written in his/her plan? When transporting: Does the child require special assistance getting on/off the bus? Will an aide be required to attend to the student's needs while on the bus? Is a lift required? Are tie downs needed for a wheelchair? Does the child need a special harness in a seat? Does the bus need air conditioning due to the student's special needs?

3. Describe any special consideration and legal requirements taken into account for children who are English learners.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, "see above," or N/A as this may delay the submission or approval of your plan.

Consider whether the child is an English learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with obligations of Title VI and the EEOA. The LEA must ensure that the best interest determination complies with its obligations under Title VI and the EEOA, ensure that the child's language learning needs are met. There should also be a consideration of the English learner programming available at each school and which would best meet the student's needs.

Response from the approved prior year Consolidated District Plan.

Consider whether the child is an English learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with obligations of Title VI and the EEOA. The LEA must ensure that the best interest determination complies with its obligations under Title VI and the EEOA, ensure that the child's language learning needs are met. There should also be a consideration of the English learner programming available at each school and which would best meet the student's needs.

4. Describe the dispute resolution process should there be disagreement among education decision makers, and other stakeholders regarding the best interest determination.*

Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision. NOTE: include that DCFS has the final say if a resolution cannot be determined.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, "see above," or N/A as this may delay the submission or approval of your plan.

If there is a dispute, the LEA must ensure, to the extent feasible and appropriate, that a child remains in his or her school of origin while the dispute is being resolved. Any stakeholder may challenge the best interest determination by notifying, within 3 days of the decision, the child welfare agency of their concern and requesting reconsideration of the decision. The child welfare agency will reconsider the concern and issue a final decision. DCFS will be the final decision maker in making the best interest determination.

Response from the approved prior year Consolidated District Plan.

If there is a dispute, the LEA must ensure, to the extent feasible and appropriate, that a child remains in his or her school of origin while the dispute is being resolved. Any stakeholder may challenge the best interest determination by notifying, within 3 days of the decision, the child welfare agency of their concern and requesting reconsideration of the decision. The child welfare agency will reconsider the concern and issue a final decision. DCFS will be the final decision maker in making the best interest determination.

5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who are identified as Youth in Care.

DO NOT use special characters, numbered or bulleted lists copied from Word, "see above," or N/A as this may delay the submission or approval of your plan.

The BID team will meet which consists of point of contact, Transportation Director, Elementary Principal, foster parent, guidance counselor, teacher(s), state and local child welfare partners, DCFS, and consultation with child to determine the best interest. Consideration of current education setting and proximity of placement, preferences of the child, preferences of the child's parent/education decision maker, child's attachment to the school/peers of the child's siblings, school climate and safety, availability and quality of services to meet the child's social/emotional and academic needs, duration of the need for services, student each day, time of placement change, type of transportation available, traffic patterns, flexibility in school schedule, impact of extracurricular activities on behavioral capacity of student.

*Required field

Youth in Care Stability Plan Development

***Note: This plan section is not required for the Department of Juvenile Justice.**

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process.*

Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, "see above," or N/A as this may delay the submission or approval of your plan.

LEA, POC, state and local child welfare agency, DCFS, Transportation director, foster parent, principal, teachers, guidance counselors, and superintendent will confer to ensure that transportation for children in foster care is provided, arranged, and funded. This meeting will occur immediately following the best interest determination. The options checked below will be considered. Taxis, carpools and public transportation are not available to our school. Options will be given that provide the most efficient transportation for the student. Time, length of travel for the student each day, type of transportation available, traffic patterns, the impact of extracurricular on transportation options, maturity and behavioral capacity of the student will all be considered in determining transportation arrangements. This will likely involve the district transportation director developing a new route that limits time and distance to the extent possible. A direct district to district route without changing buses will be considered in all situations whenever possible.

Response from the approved prior year Consolidated District Plan.

LEA, POC, state and local child welfare agency, DCFS, Transportation director, foster parent, principal, teachers, guidance counselors, and superintendent will confer to ensure that transportation for children in foster care is provided, arranged, and funded. This meeting will occur immediately following the best interest determination. The options checked below will be considered. Taxis, carpools and public transportation are not available to our school. Options will be given that provide the most efficient transportation for the student. Time, length of travel for the student each day, type of transportation available, traffic patterns, the impact of extracurricular on transportation options, maturity and behavioral capacity of the student will all be considered in determining transportation arrangements. This will likely involve the district transportation director developing a new route that limits time and distance to the extent possible. A direct district to district route without changing buses will be considered in all situations whenever possible.

2. Indicate which options will be considered when developing the transportation plan. Check all that apply.*

- a. Pre-existing transportation route
- b. New transportation route
- c. Route-to-route hand-offs
- d. District-to-district boundary hand-offs
- e. Other services for which student is eligible, such as IDEA transportation options
- f. Options presented by DCFS worker
- g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

- h. Other - describe _____
- i. Other - describe _____
- j. Other - describe _____

3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.*

Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, "see above," or N/A as this may delay the submission or approval of your plan.

Funding sources to be considered include Title IV-E of the Social Security Act if the student is eligible, Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation, IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, State special education transportation funds, if the student has an IEP, and Local funds. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin; the local educational agency agrees to pay for the cost of such transportation. Mileage will be recorded and reported annually. The SOO will be responsible for transportation cost. Funds will be dispersed through the district accounting system and revenues recorded appropriately in the accounting system as well.

Response from the approved prior year Consolidated District Plan.

Funding sources to be considered include Title IV-E of the Social Security Act if the student is eligible, Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation, IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, State special education transportation funds, if the student has an IEP, and Local funds. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin; the local educational agency agrees to pay for the cost of such transportation. Mileage will be recorded and reported annually. The SOO will be responsible for transportation cost. Funds will be dispersed through the district accounting system and revenues recorded appropriately in the accounting system as well.

4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, "see above," or N/A as this may delay the submission or approval of your plan.

The local educational agency district will provide all transportation to maintain the child in the school consistent with the child's educational stability plan while disputes are being resolved. All requirements will be reviewed, low and no-cost options will be considered and funding options will be examined. If the team and parents disagree with recommendations and fail to find a resolution, parents and school will turn to DCFS to review the decision. Any party can challenge the decision by submitting a written request to DCFS. DCFS is determined to be the final decision maker in making the best interest determination.

Response from the approved prior year Consolidated District Plan.

The local educational agency district will provide all transportation to maintain the child in the school consistent with the child's educational stability plan while disputes are being resolved. All requirements will be reviewed, low and no-cost options will be considered and funding options will be examined. If the team and parents disagree with recommendations and fail to find a resolution, parents and school will turn to DCFS to review the decision. Any party can challenge the decision by submitting a written request to DCFS. DCFS is determined to be the final decision maker in making the best interest determination.

5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.*

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

If there is a dispute, the LEA must ensure, to the extent feasible and appropriate, that a child remains in his or her school of origin while the dispute is being resolved. The school of origin will provide all transportation while the dispute is being resolved.

Response from the approved prior year Consolidated District Plan.

If there is a dispute, the LEA must ensure, to the extent feasible and appropriate, that a child remains in his or her school of origin while the dispute is being resolved. The school of origin will provide all transportation while the dispute is being resolved.

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such services.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

The transportation plan process will be shared with all personnel at the beginning of the year meetings to discuss policies and procedures in August. School personnel will understand proper protocols for initiating the plan as well.

Response from the approved prior year Consolidated District Plan.

The transportation plan process will be shared with all personnel at beginning of the year meetings to discuss policies and procedures August. School personnel will understand proper protocols for initiating the plan as well.

*Required field

BSP Overview

Program Name:

EL - Bilingual Service Plan

Purpose:

The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.

Rules:

23 IL Admin. Code Part 228.0

Contact:

Multilingual Department at 312-814-3850
multilingua@sbe.net

BSP Contact Information

English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP). Please move onto the Assurance Pages.

*Required field

Attendance Center Enrollment Information

Instructions

English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP). Please move onto the Assurance Pages.

· English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)
Districts without ELs do not need to complete the BSP. Continue on to the CDP Assurance Pages.

BSP TBE Requirements[Instructions](#)

English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP). Please move onto the Assurance Pages.

*Required field

TBE Parent Advisory Committee[Instructions](#)

English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP). Please move onto the Assurance Pages.

Board Approval, Certification, and Assurances

Instructions

By checking this box, the applicant hereby certifies that he or she has read, understood, and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

5/11/2025

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. Coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. Collaborate with the State or local child welfare agency to
 - A. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - B. By not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
 - i. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ii. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. The local educational agency agrees to pay for the cost of such transportation; or
 - c. The local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. The eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. In the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools on the U.S. Department of Education website.

v.02.17.2025

Grant Application Certifications and Assurances

Instructions

By checking this box, 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. 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 on 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.

The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information, and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

DEFINITIONS

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

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, program, and project may be used interchangeably.

Grantee 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.

Project means the activities to be performed for which grant funds are being sought by the applicant. The terms project and program may be used interchangeably.

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

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

<https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1>

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

<https://www.ilga.gov/Legislation/ILCS/Articles?ActID=35598&ChapterID=7>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

<https://ilga.gov/agencies/JCAR/Sections?PartID=04407000>

NO BINDING OBLIGATION

2. 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 Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

5. 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.
6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
7. 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.

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following completion of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.
11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. 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.) and 34 CFR part 106, 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.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, 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)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois 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.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
21. 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-figging or bid-rotating.

22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. 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.
25. 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 its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) 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.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee 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 Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. 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.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees 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/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee 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:
 - a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - b) Maintain separate accounts and ledgers for the project;
 - c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
 - d) Properly post all expenditures made on behalf of the project;
 - e) 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;
 - f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees 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/grantees.);
 - g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/grantees on actual expenditures/obligations that occur within project beginning and ending dates;
 - h) 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;
 - i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education; and
 - j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

30. 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, applicant, 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:
 - i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
 - ii) Specifying the actions that will be taken against employees for violations of such prohibition.
 - iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
 - 1) Abide by the terms of the statement; and
 - 2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
 - b) Establishing a drug-free awareness program to inform employees about:
 - i) The dangers of drug abuse in the workplace;
 - ii) The grantees or contractors policy of maintaining a drug-free workplace;
 - iii) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - iv) 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 within ten (10) calendar 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.
31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement 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) calendar 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 Illinois State Board of Education.

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

Instructions

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read instructions below.

CERTIFICATION

By checking this box, the prospective lower tier participant certifies 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; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

Instructions for Certification

1. By checking the box above and saving this page, 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 Government-Wide System for Award Management Exclusions (SAM Exclusions) at:
www.sam.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.

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Certification Regarding Lobbying

Instructions

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 31 U.S.C. 1352. 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.

By checking this box, the applicant hereby 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 contractor/grantee, 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 contractor/grantee shall complete and submit [ISBE 85-37](#) "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant 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.

v.02.17.2026

GEPA 442 Assurances

Instructions

By checking this box, 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. 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 educational agency.

"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.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant," "award," and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

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

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. 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;
4. 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, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. 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), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. 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 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. 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;
7. An 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;
8. 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 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. 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
10. 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 an affiliate of such an organization.

v.02.17.2026

Assurances

Instructions

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the Budget Detail tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood, and will comply with all of the provisions of the following certifications, and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete, and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil, or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq.), and the Illinois False Claims Act (740 ILCS 175/). The list of certifications and assurances is included below and/or incorporated into the Uniform Grant Agreement contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- ✓ Assurances for all covered programs
- ✓ Grant Application Certifications and Assurances (State Assurances)
- ✓ Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion; see the Overview page for instructions
- ✓ Certification Regarding Lobbying
- ✓ GEPA 442 Assurances

v.02.17.2026

I/We

Signature of School District Superintendent / Agency Administrator

Signature of Board-Certified Delegated Authority for the School District Superintendent

Agreed to on this Date: 05/11/2026
RCDT when agreed to: 51-084-0100-26

The application has been submitted for review.

Application

Application was created on:	5/4/2026
Assurances were agreed to on:	5/11/2026
Consistency Check was run on:	5/11/2026
District Data Entry Business Manager	
District Administrator submitted to ISBE on:	5/11/2026
ISBE Program Administrator #1 forwarded for ISBE Program Admin #2 review on:	5/12/2026
ISBE Program Administrator #2	
ISBE Program Administrator #3	
ISBE Program Administrator #4	
ISBE Program Administrator #5	

Application History(Read Only)

[Instructions](#)

Status Change	UserId	Action Date
1st Program Review Complete	kkcsisbe2025	05-12-2026 8:14 AM
Submitted to ISBE	adonaldson	05-11-2026 4:17 PM
Consistency Check	adonaldson	05-11-2026 4:16 PM

Page Review Status Instructions

Expand All

Consolidated District Plan

Page Status

Open Page for editing

Consolidated District Plan

Contact Information

OPEN

Needs Assessment and Programs

OPEN

Plan Specifics

Needs Assessment Impact

OPEN

Stakeholders

OPEN

Parent and Family Engagement

OPEN

Private Schools Participation

OPEN

Preschool Coordination

OPEN

Student Achievement

OPEN

College and Career

OPEN

Professional Development

OPEN

Safe Learning Environment

OPEN

Title I Specific Pages

Title I Specific - Part One

OPEN

Title I Specific - Part Two

OPEN

IDEA Specific Requirements

OPEN

Youth in Care Stability Plan

Youth in Care Stability Plan Contacts

OPEN

Best Interest Determination Plan

OPEN

Youth In Care Transportation Plan

OPEN

Bilingual Service Plan

BSP Plan Specifics

BSP Program Contact

OPEN

Attendance Center Enrollment Information

OPEN

BSP Professional Development

OPEN

BSP TBE Requirements

OPEN

BSP Parent Advisory Committee

OPEN

Assurance Pages

Plan Assurances

OPEN

State Assurances

OPEN

Debarment

OPEN

Lobbying

OPEN

GEPA 442

OPEN

AssurancesText

OPEN

