

eGrant Management System

Printed Copy of Application

Applicant: LEMONT-BROMBEREK CSD 113A

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: LEMONT-BROMBEREK CSD 113A

Date Generated: 11/9/2022 4:00:06 PM

Generated By: Dlakovski

1. Contact Information for Person Completing This Form

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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)

All program activities are open to students and teachers regardless of gender, race, national origin, color, disability or age. In the case of disability, the district makes necessary accommodations to ensure the equitable participation of students and teachers whose disabilities may otherwise limit participation. Since no barriers have been identified, no corrective action is required at this time.

3. 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 Coordinated Funding 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.

Some pages display sections based on which grants were selected on the Funding page as anticipated as funded. To change the sections that display, return to the Funding page and select or de-select grants for which funding is anticipated.

*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

Plan Changes

Provide a brief description of the changes which have been made to the APPROVED initial application for the fiscal year or a subsequent APPROVED amendment with this amendment. Include the name of any page that was changed.
([count] of 5000 maximum characters used)

*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 2022-2023.* [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
- ☒ ESSER II (Elementary and Secondary School Emergency Relief II)
- ☒ ARP-ESSER III (Elementary and Secondary School Emergency Relief III)

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)

The LEA will align federal resources with state and local resources to carry out the activities supported by maintaining accurate documentation of expenditures that are grant funded vs. locally funded. The expenditure spreadsheet will allow for transparency among the resources funded federally and will document live expenditures for all departments (student services, academic, human resources, and financial). The grant funded activities will align with the intent of each individual grant program goals and support the state/local resources used to implement an academic experience that is educationally rigorous, supportive, and aligned to meet the needs of the whole-child. These targets will be accomplished while maintaining community and family engagement opportunities for implementation and supporting professional development for educators and parents within the district.

Response from the approved prior year Consolidated District Plan.

The LEA will align federal resources with state and local resources to carry out the activities supported by maintaining accurate documentation of expenditures that are grant funded vs. locally funded. The expenditure spreadsheet will allow for transparency among the resources funded federally and will document live expenditures for all departments (student services, academic, human resources, and financial). The grant funded activities will align with the intent of each individual grant program goals and support the state/local resources used to implement an academic experience that is educationally rigorous, supportive, and aligned to meet the needs of the whole-child. These targets will be accomplished while maintaining community and family engagement opportunities for implementation and supporting professional development for educators and parents within the district.

3. Will the LEA braid funding?

Put N/A in the text area if no. List what programs will be supported if the answer is yes.

No ▾ N/A

4. Will the hybrid- blend Title II and/or Title IV funding?

Indicate all that apply.

- ☐ No Hybrid Funding
- ☐ Title II to Title I
- ☒ Title IV to Title I
- ☐ Title II to Title IV
- ☒ Title IV to Title II

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)

The LEA provides stakeholders the opportunity to share their needs through an annual survey. The survey asks staff about professional development, resources, and department needs.

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.

Comprehensive Special Education Needs Assessment completed by parents
Timely and Meaningful Consultation with nonpublic stakeholders including parents
English Learner Needs assessment completed by parents and discussion at Bilingual Parent Advisory Committee meetings
Staff needs assessment that addresses special education, EL, and other professional development

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 Coordinated Funding 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

The district goal actions align with the development of a core rigorous curriculum for all students. This includes a consistent, coherent, and common learning experience for students across the grade level in the core content areas. We prepare the staff with training on writing and reading workshop, guided reading and guided math, assessment professional development, In an effort to close the gap and provide resources for students, we run the title 1 program which includes math targeted assistance from math specialists within the district. We also offer midday programming for the half-day kindergarten program. This includes additional services for students with academic/social neet and EL learners. Students that receive special education services are delivered a free appropriate public education. Strategies used to meet these needs are a focus on co-teaching and offering an expansive continuum to target needs with disabilities. Special educators engage in professional learning on goal writing and procedural updates, including special educators, co-teachers and administrators. Needs assessment results are analyzed with the building and district administrators for how to plan for professional development and school improvement days with the support of district instructional coaches to deliver the sustained, job-embedded professional development. Staff surveys reveal the need for continued professional development in the core content areas, instructional practices, and planning for student learning environments. Class size reduction has been a goal area for the district due to large class size. Staff have shared the need for job specific training. In 2022-2023 school we are anticipating the need to train about 45 first year teachers due to the opening of a new school and going to full day kindergarten.

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

Also identify needs assessment results, including description of strategies for closing any achievement gaps and for key professional development opportunities for teachers and principals.

I did not leave this blank as it wouldn't let me save, however, I did include it in Part A, Improving Basic Programs above. We are not eligible for Part A- School Improvement Part 1003. Staff surveys reveal the need for continued professional development in the core content areas, instructional practices, and planning for student learning environments. Class size reduction has been a goal area for the district due to large class size. Staff have shared the need

for job specific training. In 2022-2023 school we are anticipating the need to train about 45 first year teachers due to the opening of a new school and going to full day kindergarten.

G. Title III - LIEP

Staff surveys reveal the desire for continued Professional Development focused on instructional strategies for English Learners in general education classrooms. We will continue to engage with a grant-funded consultant to offer such training to all staff, not only the EL teachers. Afterschool programming was also identified as a need. This will be addressed using federal grant funds and will be provided to all EL students, including after-school learning help and summer programming. This will address the needs in the area of language arts and English Language development and will be available to all EL students.

H. Title III - ISEP

The district hasn't typically received the grant. This year, we were awarded the grant due to an influx with newcomers to the district. In the event that additional funds are provided, we will purchase translation devices, digital subscriptions and language rich resources for newcomers.

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

Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget.

The District is anticipating transferring funds to Title 1. Should the funds not be needed in Title 1 programming, we will use Title IV funds for social-emotional learning experiences.

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

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

Staff needs include additional professional development in the areas of targeted reading instruction. Our IDEA grant money is used to support students with low incidence disabilities in accessing a full continuum of special education services and providing quality-related services through our Cooperative. Professional development focuses on assuring we maintain our focus on evidence-based strategies to support our staff's use of best practices for all students. Co-teaching provides our students with disabilities with access to the general education curricula. Embedded training to enhance our knowledge and implementation of methodologies to meet the needs of students with behavioral challenges, autism, and dyslexia will be our focus for the coming year. Through individualizing our services even further, we hope to reduce the achievement gap. Our needs assessment pointed to increased collaboration time among certified and support staff; this is accomplished on our SIP days. Additionally staff have expressed a need for IEP goal writing professional development.

L. IDEA, Part B - Preschool

Survey results point to the need for parental access to additional community or school resources for students with autism and related therapies. Regular family social and educational gatherings will resume this year, post-pandemic, to address parents' needs. Staff needs will include curriculum and assessment training to meet the needs of a new Early Childhood special education teacher. Informal results of our ECOs data show that most of our students are making progress in the three areas of social-emotional skills, acquisition and use of knowledge and skills and growth in behavioral expectations. We have greatly increased the opportunity for our preschool students to be taught with the general education peers by starting a blended program; research supports inclusion as benefiting children. In addition, this is a direct effort to prevent at-risk students from needing special education services by offering them early childhood education which will result in reducing gaps through prevention. Our IDEA grant money is used to support students with low incidence disabilities in accessing a full continuum of special education services. Preschool needs are assessed through consistent conversations with parents and staff that occur at regularly scheduled learning and social family meetings. Some results have included offering an OT night, STEM night, etc. for families on how to promote these learning opportunities for their children.

M. Elementary and Secondary School Emergency Relief Grant II

A major component of the E2 grant is on supporting students foundational skills for explicit phonics instruction as a result of COVID19. Funds were used for the programming as well as summer learning program in math and ELA for the summer of 2021.

N. ARP-LEA Elementary and Secondary Emergency Relief Grant III

With the reopening of Central School a 4th and 5th grade building we will have the opportunity to reduce class size.

Legislative Requirement:

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

*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.

MAP Reading GOALS:95% of all 2nd-grade students will achieve an end of the year Reading RIT score of 188.7 on NWEA MAP.95% of all 5th-grade students will achieve an end of the year Reading RIT score of 211.8 on NWEA MAP.95% of all 8th-grade students will achieve an end of the year Reading RIT score of 220.1 on NWEA MAP.

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 (1,7,8,9,10)
- B. ☒ Principals (1,7,8,9,10)
- C. ☒ Other school leaders (1,8,9,10)
- D. ☒ Paraprofessionals (1)
- E. ☒ Specialized instructional support personnel (1,2,3,4,8,9,10)
- 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 (1,2,3,4,7,8,9,10)
- H. ☒ Parent liaisons
- I. ☒ Title I director (1)
- J. ☒ Title II director (1)
- K. ☐ Bilingual director (1,7)
- L. ☒ Title IV director (1)
- M. ☒ Special Education director
- N. ☐ Guidance staff
- O. ☐ Local government representatives (8)
- P. ☐ Community members and community based organizations (7,8)
- Q. ☐ Business representatives (2,3,4)
- R. ☐ Researchers (7)
- S. ☐ Institutions of Higher Education (7)
- 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 = ESSER II
- 9 = ARP-LEA (ESSER III)

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)

We continued to increase stakeholder involvement through the year and have plans to continue earlier next school year. Title 1 math teachers and assistant superintendent conducted meetings during Institute Days and School Improvement Planning Days. Classroom instruction and discussed programming with administrators occurred throughout the year at administrative council meetings. The following are a list of steps taken to consult with stakeholders on the development of this plan thus far:1) Delivered FY23 needs assessments to the three local nonpublic schools and plan to deliver the FY23 Title 2 needs assessment in May.2) Delivered FY23 Title 1 enrollment and poverty forms to the three local nonpublic schools and plan to deliver the FY23 Title 1 enrollment and poverty forms in May 2022. 3) In May 2022 Parents of children served in Title I programs also were invited to provide input about our Title 1 programming during our annual Title 1 parent meeting and stakeholders meeting for FY23.4) Title 1 Math Teachers meeting in January 2022 and April 20225) Collaboration meetings in person with nonpublic schools occurred in May 20226) BPAC meets for learning opportunities, grant input, and collaboration four times a year7) Regular special ed family meetings are offered to support parents, educate them and build relationships four times a year8) Administrative collaboration on Wednesdays

Response from the prior year Consolidated District Plan.

We continued to increase stakeholder involvement through the year and have plans to continue earlier next school year. Title 1 math teachers and assistant superintendent conducted meetings during Institute Days and School Improvement Planning Days. Classroom instruction and discussed programming with administrators occurred throughout the year at administrative council meetings. The following are a list of steps taken to consult with stakeholders on the development of this plan thus far:1) Delivered FY22 needs assessments to the three local nonpublic schools and plan to deliver the FY22 Title 2 needs assessment in May.2) Delivered FY22 Title 1 enrollment and poverty forms to the three local nonpublic schools and plan to deliver the FY22 Title 1 enrollment and poverty forms in May 2021. 3) In March 2021 Parents of children served in Title I programs also were invited to provide input about our Title 1 programming during our annual Title 1 parent meeting and stakeholders meeting for FY22.4) Title 1 Math Teachers participate in monthly Math Task Force Meetings5) Title 1 Math Teachers meeting in January 2021 and May 20216) Collaboration meetings in person with nonpublic schools occurred in May 20227) BPAC meets for learning opportunities, grant input, and collaboration four times a year8) Regular special ed family meetings are offered to support parents, educate them and build relationships four times a year9) Administrative collaboration on Wednesdays10) FY22 continued stakeholders meeting for all community members is scheduled for the first week of October 5, 2021.

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied 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)

FY23 Title 1 funds have been earmarked for parent involvement activities. We design and conduct a parent training for ela, math, and technology. During the math training, parents will learn how to utilize available digital learning intervention programs for the home and simple strategies to practice and reinforce math concepts at home from the title 1 math teachers. Additionally, parents learn strategies for computational fluency and application as aligned to grade level common core standards. At the trainings, parents will walk away with tools and materials that they can readily use after the session. During the 2022-2023 school year, we strive to have 85% parent participation in the development of the plan and participation of these parent learning events.The BPAC meets annually with EL parents to provide input into supplemental learning resources. Special education comprehensive needs assessment and English Learner needs assessments to gather data from parents and staff regarding future programming that occurs during the year.

Response from the prior year Consolidated District Plan.

FY22 Title 1 funds have been earmarked for parent involvement activities. We design and conduct a parent training for ela, math, and technology. During the math training, parents will learn how to utilize available digital learning intervention programs for the home and simple strategies to practice and reinforce math concepts at home from the title 1 math teachers. Additionally, parents learn strategies for computational fluency and application as aligned to grade level common core standards. At the trainings, parents will walk away with tools and materials that they can readily use after the session. During the 2021-2022 school year, we strive to have 85% parent participation in the development of the plan and participation of these parent learning events.The BPAC meets annually with EL parents to provide input into supplemental learning resources. Special education comprehensive needs assessment and English Learner needs assessments to gather data from parents and staff regarding future programming that occurs during the year.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes 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)

The following is a list of activities and strategies to engage parent and family engagement: Family Learning Nights - continued series of programs/offerings for parents to engage in student learning opportunities. Targeted Family Learning nights for the parents/guardians of Early Childhood, Special Education, and English Learner students. Social and supportive opportunities for Early Childhood, special education, and English Learner family nights (e.g. socialization and entertainment, time for family games or socialization with other similar parents, support group). Regular parent university evenings are offered to engage our families.

Response from the prior year Consolidated District Plan.

The following is a list of activities and strategies to engage parent and family engagement: Family Learning Nights - continued series of programs/offerings for parents to engage in student learning opportunities. Targeted Family Learning nights for the parents/guardians of Early Childhood, Special Education, and English Learner students. Social and supportive opportunities for Early Childhood, special education, and English Learner family nights (e.g. socialization and entertainment, time for family games or socialization with other similar parents, support group).

Title I Requirement:

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

[ESEA section 1112\(a\)\(1\)\(A\)](#)

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 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

Private School Participation

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

The application has been approved. 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 <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	Title II <input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s):	Title IV <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Nonpublic Consultation Form
Everest Academy of Lemont	<input type="checkbox"/>	<input type="text"/>	193	<input type="text"/>	<div>Choose File No file chosen</div> <div>Everest.pdf</div>
St Alphonsus & St Patrick	<input type="checkbox"/>	<input type="text"/>	220	<input type="text"/>	<div>Choose File No file chosen</div> <div>St. Als.pdf</div>
SS Cyril & Methodius School	<input type="checkbox"/>	<input type="text"/>	225	<input type="text"/>	<div>Choose File No file chosen</div> <div>St. Cyril.pdf</div>

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.

The following district goals align with the ISBE goals:100% of students demonstrate readiness for kindergarten using KIDS assessment data.

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)

Our preschool program offers a full continuum of services including for typical, at-risk, or special needs students through walk-in, blended, self-contained or specialized programming. When students transition from preschool to Kindergarten, the preschool team collaborates as a PLC at the receiving school to ensure a positive transition. Support services are outlined so that pupil services personnel are prepared to provide services as needs become apparent. The principal of the primary school (Oakwood, grades K-2) meets with the directors of the local preschools at least on an annual basis to discuss current Kindergarten curriculum and transitioning skills for those who have attended local programs. The Director of Student Services and Assistant principal of the primary school supervise the programs that serve the groups noted above. The Director meets regularly with the Assistant Superintendent (who coordinates the Title 1 and professional development program) and the building administrators during weekly meetings to coordinate services. When students receive services under more than one service category (e.g., EL, Special Education, Title I), the PLCs review and analyze data to diagnose specific areas for targeted instruction, determine the primary interventions to be implemented on behalf of the student and assign personnel who will provide the levels of support for students who have been identified as needing supplemental assistance to be successful in the core academic program. Following initial planning for students, members of the PLC will act as "managers" of the student plans, making adjustments and modifications, as needed. Students with IEPs and ESL/Bilingual students are eligible for and receive Title 1 services if they meet the established criteria.

Response from the approved prior year Consolidated District Plan.

Our preschool program offers a full continuum of services including for typical, at-risk, or special needs students through walk-in, blended, self-contained or specialized programming. When students transition from preschool to Kindergarten, the preschool team collaborates as a PLC at the receiving school to ensure a positive transition. Support services are outlined so that pupil services personnel are prepared to provide services as needs become apparent. The principal of the primary school (Oakwood, grades K-2) meets with the directors of the local preschools at least on an annual basis to discuss current Kindergarten curriculum and transitioning skills for those who have attended local programs. The Director of Student Services and Assistant principal of the primary school supervise the programs that serve the groups noted above. The Director meets regularly with the Assistant Superintendent (who coordinates the Title 1 and professional development program) and the building administrators during weekly meetings to coordinate services. When students receive services under more than one service category (e.g., EL, Special Education, Title I), the PLCs review and analyze data to diagnose specific areas for targeted instruction, determine the primary interventions to be implemented on behalf of the student and assign personnel who will provide the levels of support for students who have been identified as needing supplemental assistance to be successful in the core academic program. Following initial planning for students, members of the PLC will act as "managers" of the student plans, making adjustments and modifications, as needed. Students with IEPs and ESL/Bilingual students are eligible for and receive Title 1 services if they meet the established criteria.

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.

MAP Reading GOALS:95% of all 2nd-grade students will achieve an end of the year Reading RIT score of 188.7 on NWEA MAP.95% of all 5th-grade students will achieve an end of the year Reading RIT score of 211.8 on NWEA MAP.95% of all 8th-grade students will achieve an end of the year Reading RIT score of 220.1 on NWEA MAP.

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.

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([count] of 7500 maximum characters used)

The well-rounded instructional program starts with a coherent curriculum. This has been developed diligently over the last two years, which includes core curriculum in the areas of Math and ELA specifically. The development of formative and summative assessments are created in these two content areas for grade level teams. The program has been developed through professional development aligned evidence based instructional practices and delivered by the district instructional coaches. In the area of writing, language needs are met for students by using a curriculum with options on what students can write about based on their background knowledge. Writing conferences and small group opportunities allow students to write appropriately based on their language development. Additionally, language needs are met through a co-teaching model for students with disabilities and instructional level classrooms, based on student needs. English Learners' needs are met through pull-out and co-teaching with certified staff. We continue to work to embed language standards into content areas.Lemont 113A has aligned curriculum maps, instructional materials and assessments with the learning standards adopted by the State of Illinois in all content areas. When the state releases new standards, the district develops a transition plan to support teachers with making the shift to the new standards.

Response from the prior year Consolidated District Plan.

The well-rounded instructional program starts with a coherent curriculum. This has been developed diligently over the last two years, which includes core curriculum in the areas of Math and ELA specifically. The development of formative and summative assessments are created in these two content areas for grade level teams. The program has been developed through professional development aligned evidence based instructional practices and delivered by the district instructional coaches. In the area of writing, language needs are met for students by using a curriculum with options on what students can write about based on their background knowledge. Writing conferences and small group opportunities allow students to write appropriately based on their language development. Additionally, language needs are met through a co-teaching model for students with disabilities and instructional level classrooms, based on student needs. English Learners' needs are met through pull-out and co-teaching with certified staff. We continue to work to embed language standards into content areas.Lemont 113A has aligned curriculum maps, instructional materials and assessments with the learning standards adopted by the State of Illinois in all content areas. When the state releases new standards, the district develops a transition plan to support teachers with making the shift to the new standards.

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]

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All students' MAP scores are analyzed three times annually with a multi-disciplinary team of teachers, specialists, and administrators using our MTSS Framework for benchmark data review and subsequent progress monitoring meetings. All students (low income, EL, special education) are included in this process. If the MTSS process of targeted interventions does not result in academic success, special education eligibility/evaluation is conducted to determine eligibility.Potential EL students are identified with our Home Language survey and then screened using the online WIDA screener to originally qualify them. All EL students are then placed in EL programs and assessed using ACCESS annually to determine their proficiency levels. When progress is limited and a disability is suspected, bilingual evaluations are frequently used to parse out the student's specific needs related to language versus disability.The district uses a variety of assessment measures to create and identify students at risk of failure to ensure that multiple measures and data points targeted the specific area of need for students. The following assessment measures from developmentally appropriate instruments are incorporated in the identification process of students that need educational assistance: NWEA MAP: Students that are at or below the 25th percentile in mathematics are serviced in all four schools by the title 1 math teachers. MAP tests are aligned with the Illinois state standards, determine a student's instructional level, and measure academic growth in the areas of Reading, Language and Mathematics. MAP is computer-adaptive, which means that as a student answers correctly, the questions become more difficult. By presenting questions based on the individual student's answers during the test, the MAP test identifies his/her appropriate learning level. Title teachers use the data formatively to plan for targeted instruction that is aligned to one of the math goal areas. Information provided by the learning continuum on mathematical standards and skills support the instructional planning by the teacher. Common End of Unit Assessments: In grades K-8 classroom teachers administer grade level mathematics assessments at least three times a year to determine student growth and standards achievement at grade level expectations over the course of the year. The data collected from the previous year of instruction and Fall mirrored assessment serves as another indicator on students performance on grade level mathematics standards. Students that do not meet the grade level expectations are also identified to provide intervention utilizing title 1 targeted math support services. Teacher Recommendation: Feedback from classrooms teachers is critical in the process for identifying students at risk of failure because they have information on a child's goal areas within classroom instruction. Common Progress Monitoring Tool: Title 1 Math teachers have been reviewing a common progress monitoring tool to support instructional outcomes. All of the data above is combined in a matrix to triangulate the data and paint a clear picture of the student's individual areas for growth. Student strategic and targeted math goal areas are progress monitored to continue to provide instruction and assessment on areas that directly impact the individual student's needs. The following tools are used for progress monitoring student performance. NWEA MAP: Title 1 math teachers particularly analyze growth made on a student individual scores based on the previous benchmark assessment. Fact Fluency: Students engage in fluency and automaticity checks on a regular basis to determine growth in speed and accuracy from the previous assessment. Students are progress monitored monthly within the area of fluency. Additionally, classroom math assessment scores influence a student's progress towards achieving and maintaining mastery of grade level mathematics standards.

Response from the prior year Consolidated District Plan.

All students' MAP scores are analyzed three times annually with a multi-disciplinary team of teachers, specialists, and administrators using our MTSS Framework for benchmark data review and subsequent progress monitoring meetings. All students (low income, EL, special education) are included in this process. If the MTSS process of targeted interventions does not result in academic success, special education eligibility/evaluation is conducted to determine eligibility.Potential EL students are identified with our Home Language survey and then screened using the online WIDA screener to originally qualify them. All EL students are then placed in EL programs and assessed using ACCESS annually to determine their proficiency levels. When progress is limited and a disability is suspected, bilingual evaluations are frequently used to parse out the student's specific needs related to language versus disability.The district uses a variety of assessment measures to create and identify students at risk of failure to ensure that multiple measures and data points targeted the specific area of need for students. The following assessment measures from developmentally appropriate instruments are incorporated in the identification process of students that need educational assistance: NWEA MAP: Students that are at or below the 25th percentile in mathematics are serviced in all three schools (Oakwood, River Valley, and Old Quarry) by the title 1 math teachers. MAP tests are aligned with the Illinois state standards, determine a student's instructional level, and measure academic growth in the areas of Reading, Language and Mathematics. MAP is computer-adaptive, which means that as a student answers correctly, the questions become more difficult. By presenting questions based on the individual student's answers during the test, the MAP test identifies his/her appropriate learning level. Title teachers use the data formatively to plan for targeted instruction that is aligned to one of the math goal areas. Information provided by the learning continuum on mathematical standards and skills

support the instructional planning by the teacher. Common End of Unit Assessments: In grades K-8 (River Valley and Old Quarry) classroom teachers administer grade level mathematics assessments at least three times a year to determine student growth and standards achievement at grade level expectations over the course of the year. The data collected from the previous year of instruction and Fall mirrored assessment serves as another indicator on students performance on grade level mathematics standards. Students that do not meet the grade level expectations are also identified to provide intervention utilizing title 1 targeted math support services. Teacher Recommendation: Feedback from classrooms teachers is critical in the process for identifying students at risk of failure because they have information on a child's goal areas within classroom instruction. Common Progress Monitoring Tool: Title 1 Math teachers have been reviewing a common progress monitoring tool to support instructional outcomes. All of the data above is combined in a matrix to triangulate the data and paint a clear picture of the student's individual areas for growth. Student strategic and targeted math goal areas are progress monitored to continue to provide instruction and assessment on areas that directly impact the individual student's needs. The following tools are used for progress monitoring student performance. NWEA MAP: Title 1 math teachers particularly analyze growth made on a student individual scores based on the previous benchmark assessment. Fact Fluency: Students engage in fluency and automaticity checks on a regular basis to determine growth in speed and accuracy from the previous assessment. Students are progress monitored monthly within the area of fluency. Additionally, classroom math assessment scores influence a student's progress towards achieving and maintaining mastery of grade level mathematics standards.

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

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When students receive services under more than one service category (e.g., ESL, Special Education, Title I), the SSTs (school support teams) review and analyze data to diagnose specific areas for targeted instruction, determine the primary interventions to be implemented on behalf of the student and assign personnel who will provide the levels of support for students who have been identified as needing supplemental assistance to be successful in the core academic program. Following initial planning for students, members of the SSTs and/or Title 1 instructors will act as "managers" of the student plans, making adjustments and modifications, as needed. Students with IEPs and ESL/Bilingual students are eligible for and receive Title 1 services if they also meet the established criteria. Educational assistance for at-risk students who are identified via the established criteria will be provided by certified and highly qualified title 1 teachers during the school day in targeted assistance Title 1 programs. Full-time Title 1 teachers will provide intervention/instruction for identified Title 1 students in Oakwood School (math, grades K-2), River Valley (math, grades 3-5) and Old Quarry Middle School (math grades 5-8). These services are provided in small group for a minimum of three times/sessions a week. The focus of instruction is on grade level standards aligned with the scope and sequence that their classroom teachers are using while providing students specific targeted instruction on their area of needs to close the grade-level gap. Most services are provided within the core classrooms during math instruction to support Title 1 students in a student-centered collaborative approach with peers. If additional funds become available after paying for the salaries for three Title 1 teachers and purchasing necessary instructional materials, each building will provide before/after school tutoring for additional services for students outside of the school day. Reading and math interventionists provide tier 2 and tier 3 interventions for students that are identified based on the MTSS benchmark/data review and progress monitoring. To meet individual student needs, we target deficit areas based on assessment results (F&P, MAP, FAST, DIBELS) and provide targeted intervention using research based methods and programs. For ELA this may include Leveled Literacy Intervention (LLI), Wilson, Foundations, Just Words, Jolly Phonics, Heggerty, Lexia, Guided Reading, and various digital resources that can bridge the gap between school and home. In the area of mathematics, students engage in Advantage Math Recovery assessment and Instruction, IXL, and AbleNet. In addition, EL and instructional paraprofessionals offer targeted support overseen by certified staff to extend the learning.

Response from the prior year Consolidated District Plan.

When students receive services under more than one service category (e.g., ESL, Special Education, Title I), the SSTs (school support teams) review and analyze data to diagnose specific areas for targeted instruction, determine the primary interventions to be implemented on behalf of the student and assign personnel who will provide the levels of support for students who have been identified as needing supplemental assistance to be successful in the core academic program. Following initial planning for students, members of the SSTs and/or Title 1 instructors will act as "managers" of the student plans, making adjustments and modifications, as needed. Students with IEPs and ESL/Bilingual students are eligible for and receive Title 1 services if they also meet the established criteria. Educational assistance for at-risk students who are identified via the established criteria will be provided by certified and highly qualified title 1 teachers during the school day in targeted assistance Title 1 programs. Full-time Title 1 teachers will provide intervention/instruction for identified Title 1 students in Oakwood School (math, grades K-2), River Valley (math, grades 3-5) and Old Quarry Middle School (math grades 5-8). These services are provided in small group for a minimum of three times/sessions a week. The focus of instruction is on grade level standards aligned with the scope and sequence that their classroom teachers are using while providing students specific targeted instruction on their area of needs to close the grade-level gap. Most services are provided within the core classrooms during math instruction to support Title 1 students in a student-centered collaborative approach with peers. If additional funds become available after paying for the salaries for three Title 1 teachers and purchasing necessary instructional materials, each building will provide before/after school tutoring for additional services for students outside of the school day. A mid-day kindergarten supplemental program is offered to all EL's and students identified in need of reading assistance to help all students meet kindergarten readiness. Reading and math interventionists provide tier 2 and tier 3 interventions for students that are identified based on the MTSS benchmark/data review and progress monitoring. To meet individual student needs, we target deficit areas based on assessment results (F&P, MAP, FAST, DIBELS) and provide targeted intervention using research based methods and programs. For ELA this may include Leveled Literacy Intervention (LLI), Wilson, Foundations, Just Words, Jolly Phonics, Heggerty, Lexia, Guided Reading, and various digital resources that can bridge the gap between school and home. In the area of mathematics, students engage in Advantage Math Recovery assessment and Instruction, IXL, and AbleNet. In addition, EL and instructional paraprofessionals offer targeted support overseen by certified staff to extend the learning.

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]

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The District employs pull out or push in small group instruction, Guided reading, and the use of paraprofessional support for tier 1, 2 or EL services. Co-teaching and instructional level programming round out the services for students with disabilities. LLI addresses the five components of literacy instruction and are implemented consistently 4-5 times per week by certified teachers. In the coming year, we will be increasing our students' access to targeted decoding instruction at all levels of programming. The District is using co-teaching more systematically for EL service provision. Professional development on strategies to enhance vocabulary acquisition for EL students was provided to all middle school staff members this year, and is being used in classrooms. K-5 staff had an opportunity to participate in similar PD in the previous year. We hope to hire a Lithuanian speaking paraprofessional to target the needs of that particular EL population since our Polish EL's are well-supported with several Bilingual teachers. In addition, we plan to supplement EL students' learning over the summer with materials and teacher support. Lucy Calkins writing curriculum offers a strong research-based foundation for systematically developing students' written communication abilities. One of the most widely used strategies for strengthening the academic programs is instructional services provided through small group instruction in an inclusive and collaborative environment through differentiation. Using a small group model allows for more one-one time among the instructor and students to tailor instruction and immediately address any misconceptions/understandings and concerns. A small group environment within the classroom setting allows all students to be serviced to meet their potential through flexible, dynamic, and inviting instruction rather than singling out students that are at risk of not meeting grade level standards. Additionally, the district is enhancing the current RTI/MTSS system to provide effective instruction an intervention across three tiers to students that are data-driven and action based using a progress monitoring system and clear communication among the schools SST and grade level teams and teachers. These opportunities for data review allow our educators to evaluate services and instruction provided to students, including core curriculum, and additional supports for students to access and achieve grade level expectations. SST teams are working through the process and structure this summer to provide buildings with a consistent system that addresses student needs with highly effective and targeted interventions. In addition, the district-wide commitment to the PLC model and support for increasing collaboration among all certified and support staff continues to grow. Each year, more staff members are trained and our teams gain in strength.

Response from the prior year Consolidated District Plan.

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students that are at risk of not meeting grade level standards. Additionally, the district is enhancing the current RTI/MTSS system to provide effective instruction an intervention across three tiers to students that are data-driven and action based using a progress monitoring system and clear communication among the schools SST and grade level teams and teachers. These opportunities for data review allow our educators to evaluate services and instruction provided to students, including core curriculum, and additional supports for students to access and achieve grade level expectations. SST teams are working through the process and structure this summer to provide buildings with a consistent system that addresses student needs with highly effective and targeted interventions. In addition, the district-wide commitment to the PLC model and support for increasing collaboration among all certified and support staff continues to grow. Each year, more staff members are trained and our teams gain in strength.

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]**

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We do not discriminate; all of our teachers are highly qualified for their assignments. We operate in grade level centers so all students attend the same schools and experience common curricula, assessment, and grading practices.

Response from the prior year Consolidated District Plan.

We do not discriminate; all of our teachers are highly qualified for their assignments. We operate in grade level centers so all students attend the same schools and experience common curricula, assessment, and grading practices.

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]**

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Digital literacy skills are embedded into the core curriculum. We are a 1:1 district and students in grades 3-8 take their devices home for extended learning using a wide variety of district-purchased applications. Google classroom is used at all grade levels beyond 1st and digital portfolios are used through Seesaw. We employ a technology integration coordinator who supports the delivery of instructional technology. Our Library program/media center includes a STEM lab at the preK-2 school and there are plans to grow this access at the other schools. Specifically, robots will be introduced at the intermediate school and an innovation academy is being developed at the middle school.

Response from the prior year Consolidated District Plan.

Digital literacy skills are embedded into the core curriculum. We are a 1:1 district and students in grades 3-8 take their devices home for extended learning using a wide variety of district-purchased applications. Google classroom is used at all grade levels beyond 1st and digital portfolios using SeeSaw are being rolled out for all classrooms next year. We employ a technology integration coordinator who supports the delivery of instructional technology. Our Library program/media center includes a STEM lab at the preK-2 school and there are plans to grow this access at the other schools. Specifically, robots will be introduced at the intermediate school and an innovation academy is being developed at the middle school.

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

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The District currently provides enrichment programming for qualified students in ELA and Math. In ELA, students engage in a language assessment, benchmark leveling assessment (F&P BAS), and writing sample as part of identification process. Teachers are involved in the process by reviewing learner characteristics and utilizing a common checklist on student qualities and traits as learners in each of the core content areas. The ELA enrichment program begins in sixth grade and students are serviced through additional writing units of study that deepen their written composition of writing in the three genres of informational, literature, and expository. With regards to reading, students read complex literature and a variety of genres through book studies and book clubs that are independent and collaborative in nature. Reader's response journals are implemented and utilized for students to challenge their thinking, reflect and write about reading. Math programming includes acceleration and compacting in grades 3-8. Students are identified through MAP, IAR, classroom assessments and teacher checklists of learner characteristics. Students are served by engaging in a compacted math approach that is also accelerated. This allows for the opportunity for middle school students to participate in HS math sequences as appropriate.f

Response from the prior year Consolidated District Plan.

The District currently provides enrichment programming for qualified students in ELA and Math. In ELA, students engage in a language assessment, benchmark leveling assessment (F&P BAS), and writing sample as part of identification process. Teachers are involved in the process by reviewing learner characteristics and utilizing a common checklist on student qualities and traits as learners in each of the core content areas. The ELA enrichment program begins in sixth grade and students are serviced through additional writing units of study that deepen their written composition of writing in the three genres of informational, literature, and expository. With regards to reading, students read complex literature and a variety of genres through book studies and book clubs that are independent and collaborative in nature. Reader's response journals are implemented and utilized for students to challenge their thinking, reflect and write about reading. Math programming includes acceleration and compacting in grades 3-8. Students are identified through MAP, IAR, classroom assessments and teacher checklists of learner characteristics. Students are served by engaging in a compacted math approach that is also accelerated. This allows for the opportunity for middle school students to participate in HS math sequences as appropriate.

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.

MAP Reading GOALS:95% of all 2nd-grade students will achieve an end of the year Reading RIT score of 188.7 on NWEA MAP.95% of all 5th-grade students will achieve an end of the year Reading RIT score of 211.8 on NWEA MAP.95% of all 8th-grade students will achieve an end of the year Reading RIT score of 220.1 on NWEA MAP.

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.*

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Old Quarry Middle School transitions 8th grade students to high school in the following ways:Multiple meetings with students and HS counselors in January/February to discuss the transition process and class selection.Staff meetings with HS staff to make recommendations for students who should attend freshman academy. Social workers conduct high school needs surveys for 8th grade students. Students are also afforded opportunities to engage in activities that relate to their interest through Encore programming and after-school activities that apply to career interests. These opportunities are supported by state or local funds.HS holds an open house for the incoming 8th grade students to meet the staff and explore all of the options that the HS offers the students.All IEP and 504 meetings are conducted with staff from both the HS and middle school in order to create the best transition plan for those students.

Response from the approved prior year Consolidated District Plan.

Old Quarry Middle School transitions 8th grade students to high school in the following ways:Multiple meetings with students and HS counselors in January/February to discuss the transition process and class selection.Staff meetings with HS staff to make recommendations for students who should attend freshman academy. Social workers conduct high school needs surveys for 8th grade students. Students are also afforded opportunities to engage in activities that relate to their interest through Encore programming and after-school activities that apply to career interests. These opportunities are supported by state or local funds.HS holds an open house for the incoming 8th grade students to meet the staff and explore all of the options that the HS offers the students.All IEP and 504 meetings are conducted with staff from both the HS and middle school in order to create the best transition plan for those students.

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.

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

([count] of 7500 maximum characters used)

Elementary District

Response from the approved prior year Consolidated District Plan.

Elementary District

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.

MAP Reading GOALS:95% of all 2nd-grade students will achieve an end of the year Reading RIT score of 188.7 on NWEA MAP.95% of all 5th-grade students will achieve an end of the year Reading RIT score of 211.8 on NWEA MAP.95% of all 8th-grade students will achieve an end of the year Reading RIT score of 220.1 on NWEA MAP.

For each program for which funding is anticipated for the 2022-2023 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 Coordinated Funding 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

Title 1 professional development will be used to fund teachers in advantage math recovery training. Additional professional development may support interventions in the area of literacy.

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

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

Professional development on literacy and math practices will be used.Class-size reduction is also a part of Title 2 and funding for an additional teacher has been utilized.

G. Title III - LIEP

Continued professional development focused on instructional strategies for English Learners will be offered as part of her efforts to reinforce and extend lessons the salience of vocabulary in the development of content for robust literacy. Funding for participating private schools will include services rather than professional development, as discussed at the Timely and Meaningful Consultation.

H. Title III - ISEP

NOT PROVIDING

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

Title IV funds will be transferred to Title 1.

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

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

Professional development on LEA training and IEP writing. Inclusive practices will be provided by consultants (TBD) to address student-specific needs. Instructional strategies to address the targeted needs of students with autism, specific learning disabilities, and intellectual disabilities will be included this year.Funding for participating private schools will include services rather than professional development, as discussed at the Timely and Meaningful Consultation.

L. IDEA, Part B - Preschool

Professional development will be provided on communications supports, including assistive technology, and more resources to support student engagement in the classroom. Additional need areas will be addressed through STARNET PD at no cost.Funding for participating private schools will include services rather than professional development, as discussed at the Timely and Meaningful Consultation.

M. Elementary and Secondary School Emergency Relief Grant II

NOT PROVIDED

N. ARP-LEA Elementary and Secondary School Emergency Relief Grant III

NOT PROVIDED

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; IDEA, Part B Preschool; ESSER II; and/or ESSER III

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.

The percentage of K-2nd-grade students who are chronically absent (10+ days) will be reduced to 5%.The percentage of 3rd-5th-grade students who are chronically absent (10+ days) will be reduced to 5%.The percentage of 6th-8th-grade students who are chronically absent (10+ days) will be reduced to 5%.

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]

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

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[[count] of 7500 maximum characters used]

An SEL curriculum to address student needs and methodology is implemented across the district. With Senate Bill 100, we utilize a proactive approach for student behavior. Education is provided around bullying and harassment at faculty meetings. Additionally, the website has tools for parents on what bullying is and how to report it. Social workers conduct pod talks with students on reporting bullying and preventing harassment. Schools have a PBIS committee that coordinate school-wide efforts in positive behavior interventions. We also have a way of tracking office referrals and use the data to analyze trends and reduce incidences of bullying and harassment. All students are screened using a universal screener for behavior that is conducted three times a year. This year, we engaged with Panorama to enhance our data collection to include students' self-assessment of SEL criteria and provide more robust direction for both individual schools and the District as a whole. The school teams have a process in place for communicating chronic absenteeism with families, including home visits, to partner with students and families to provide creative solutions and supports in ensuring students are at school on a regular basis. We have also worked with ISC4 to strongly deter parents to allow the practice of chronic absenteeism. We do not use aversive behavioral interventions that compromise student health and safety. Our student services team members are trained using CPI to de-escalate students and provide safe physical interventions as a last resort to students who may be a danger to themselves or others. Every effort is made to manage behavior proactively and without discrimination. The district will reduce incidences of bullying and harassment by increasing strategies to be proactive and incorporate strategic systems for bullying programming. This support includes the use of strategies such as Circle Talks and morning meetings, reinforcement of PBIS tenets, review of rules and expectations through discipline talks/townhall meetings, and submission of the annual bullying log to the superintendent. All three schools will work towards the implementation of consistent discipline practices that keep students in classrooms and learning. Discipline is reduced by utilizing restorative justice practices. As a District, we have incorporated Circle Talks and peer mediation to proactively reduce incidences of bullying and harassment. In addition, a school-wide information system was implemented to monitor and analyze data; thereby limiting the overuse of aversive discipline measures. The submission of the isolated time-out/physical restraint log annually to the superintendent also limits the overuse of these practices.

Response from the prior year Consolidated District Plan.

An SEL curriculum to address student needs and methodology is implemented across the district. With Senate Bill 100, we utilize a proactive approach for student behavior. Education is provided around bullying and harassment at faculty meetings. Additionally, the website has tools for parents on what bullying is and how to report it. Social workers conduct pod talks with students on reporting bullying and preventing harassment. Schools have a PBIS committee that coordinate school-wide efforts in positive behavior interventions. We also have a way of tracking office referrals and use the data to analyze trends and reduce incidences of bullying and harassment. All students are screened using a universal screener for behavior that is conducted three times a year. This year, we engaged with Panorama to enhance our data collection to include students' self-assessment of SEL criteria and provide more robust direction for both individual schools and the District as a whole. The school teams have a process in place for communicating chronic absenteeism with families, including home visits, to partner with students and families to provide creative solutions and supports in ensuring students are at school on a regular basis. We have also worked with ISC4 to strongly deter parents to allow the practice of chronic absenteeism. We do not use aversive behavioral interventions that compromise student health and safety. Our student services team members are trained using CPI to de-escalate students and provide safe physical interventions as a last resort to students who may be a danger to themselves or others. Every effort is made to manage behavior proactively and without discrimination. The district will reduce incidences of bullying and harassment by increasing strategies to be proactive and incorporate strategic systems for bullying programming. This support includes the use of strategies such as Circle Talks and morning meetings, reinforcement of PBIS tenets, review of rules and expectations through discipline talks/townhall meetings, and submission of the annual bullying log to the superintendent. All three schools will work towards the implementation of consistent discipline practices that keep students in classrooms and learning. Discipline is reduced by utilizing restorative justice practices. As a District, we have incorporated Circle Talks and peer mediation to proactively reduce incidences of bullying and harassment. In addition, a school-wide information system was implemented to monitor and analyze data; thereby limiting the overuse of aversive discipline measures. The submission of the isolated time-out/physical restraint log annually to the superintendent also limits the overuse of these practices.

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]

The grants support services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth. The District regularly provides transportation to students identified under the McKinney-Vento Homeless Assistance Act. School supplies, counseling services, parent education related to homeless, and referrals to outside health and other services are the most common services used by our district families. Our secretaries

have been trained to identify and refer potential families to the Homeless Liaison. The district is cognizant of its responsibilities as they relate to homeless children. Our Director of Student Services is the district's homeless liaison, and, as such, has attended training sponsored by the Illinois State Board of Education and other agencies. We send designated members of the building SSTs (school support teams) to homeless training and adhere to procedures that eliminate barriers that may prevent homeless children from receiving necessary services. This includes offering consultation with professionals and SST members during after school and evening hours, making connections with community social service agencies and following up about the delivery of instructional support services through periodic monitoring during SST meetings. All homeless students are screened for eligibility for Title 1 targeted assistance programs and receive services as indicated by the results of the screening. Our local PTO provides school supplies for homeless students and those otherwise in need. Additionally, one of our schools operates a HOPE (Helping Other People Everyday) closet that is open to any student or community member who needs clothing, household items, school supplies or other items that would contribute to a positive school experience. Monies are budgeted by building principals to assist in funding grade level field trips for homeless students and other students in need; \$1,000 of FY20 Title 1 funds have also been set aside to pay for fees and supplies that may be needed for homeless students. The local community food pantry maintains a supply of school materials for students in need.

Response from the prior year Consolidated District Plan.

The grants support services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth. The District regularly provides transportation to students identified under the McKinney-Vento Homeless Assistance Act. School supplies, counseling services, parent education related to homeless, and referrals to outside health and other services are the most common services used by our district families. Our secretaries have been trained to identify and refer potential families to the Homeless Liaison. The district is cognizant of its responsibilities as they relate to homeless children. Our Director of Student Services is the district's homeless liaison, and, as such, has attended training sponsored by the Illinois State Board of Education and other agencies. We send designated members of the building SSTs (school support teams) to homeless training and adhere to procedures that eliminate barriers that may prevent homeless children from receiving necessary services. This includes offering consultation with professionals and SST members during after school and evening hours, making connections with community social service agencies and following up about the delivery of instructional support services through periodic monitoring during SST meetings. All homeless students are screened for eligibility for Title 1 targeted assistance programs and receive services as indicated by the results of the screening. Our local PTO provides school supplies for homeless students and those otherwise in need. Additionally, one of our schools operates a HOPE (Helping Other People Everyday) closet that is open to any student or community member who needs clothing, household items, school supplies or other items that would contribute to a positive school experience. Monies are budgeted by building principals to assist in funding grade level field trips for homeless students and other students in need; \$1,000 of FY20 Title 1 funds have also been set aside to pay for fees and supplies that may be needed for homeless students. The local community food pantry maintains a supply of school materials for students in need.

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 approved. No more updates will be saved for the application.

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1002 - OLD QUARRY MIDDLE SCH	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2002 - OAKWOOD SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2004 - RIVER VALLEY SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations:

The reopening of Central School for the 2022-2023 school year will be a new attendance center that will house 4th/5th grade.

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 Coordinated Funding 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.

- ☒ MAP Reading GOALS:95% of all 2nd-grade students will achieve an end of year Reading RIT score of 188.7 on NWEA MAP.95% of all 5th-grade students will achieve an end of the year Reading RIT score of 211.8 on NWEA MAP.95% of all 8th-grade students will achieve an end of the year Reading RIT score of 220.1 on NWEA MAP.

1. 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\(d\)](#)

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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)

We have targeted assistance.At each of the three schools, stakeholders (including principals and other school leaders, teachers, and parents) are involved in developing and carrying out a comprehensive school improvement plan. Last year, all building principals and teams of teachers were involved with school improvement planning training using the SMART system. In the upcoming year, additional new staff, will participate in the training and buildings will carry out the process. Within the plan, School improvement goals are developed to include student performance against state goals and academic measures and a plan is identified for interventions when students are not on track, or beyond, meeting the goals. Plans are monitored and maintained by communicating with building and district leadership teams as well as presented to the school board multiple times over the course of the school year. Additionally, a needs assessment is given to staff to determine areas of support for teaching and support staff that align to SMART school plans to ultimately increase student performance on the academic goal areas.

Re-display of the approved response from the prior year Consolidated District Plan.

No schools identified under this part, however:At each of the three schools, stakeholders (including principals and other school leaders, teachers, and parents) are involved in developing and carrying out a comprehensive school improvement plan. Last year, all building principals and teams of teachers were involved with school improvement planning training using the SMART system. In the upcoming year, additional new staff, will participate in the training and buildings will carry out the process. Within the plan, School improvement goals are developed to include student performance against state goals and academic measures and a plan is identified for interventions when students are not on track, or beyond, meeting the goals. Plans are monitored and maintained by communicating with building and district leadership teams as well as presented to the school board multiple times over the course of the school year. Additionally, a needs assessment is given to staff to determine areas of support for teaching and support staff that align to SMART school plans to ultimately increase student performance on the academic goal areas.

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 1113\(5\)\(A\) 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,
- ☐ 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](#)

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([count] of 7500 maximum characters used)

Targeted Assistance Programming:FY23 Title 1 funds will be used to support the following targeted assistance activities: 1) hire certified and highly qualified Title 1 teachers to provide intervention/instruction services in mathematics and reading for identified Title 1 students during the school day from the end of the first trimester through the end of the school year (Oakwood, Old Quarry, River Valley, Central) Students are all afforded the same opportunities for services that support students that are not meeting grade-level expectations targeted instruction, assessment, and continuous monitoring to support classroom instruction, but also increase the services to close the gap for each individual student.

A Title 1 Math and/or Reading teacher supports each building through conferring and small group instruction. Servicing students in the small group provides more contact instruction with a certified teacher and intensive support. Students receive small group math instruction at least three times per week. The focus is on both grade level standards and standards from previous grades (foundational skills, gaps etc.). Title 1 teachers collaborate with classroom teachers on class content and student performance. MAP data and pre-tests are used to find student gaps in order to work on standards and concepts from previous grade levels. Our district currently is not aware of any students enrolled in local institutions or community day school programs for neglected or delinquent children.

Re-display of the approved response from the prior year Consolidated District Plan.

Targeted Assistance Programming: FY22 Title 1 funds will be used to support the following targeted assistance activities: 1) hire certified and highly qualified Title 1 teachers to provide intervention/instruction services in mathematics and reading for identified Title 1 students during the school day from the end of the first trimester through the end of the school year (Oakwood, Old Quarry, River Valley) Students at Oakwood (K-2), River Valley (3-5), and Old Quarry (6-8) are all afforded the same opportunities for services that support students that are not meeting grade-level expectations targeted instruction, assessment, and continuous monitoring to support classroom instruction, but also increase the services to close the gap for each individual student. A Title 1 Math and/or Reading teacher supports each building through conferring and small group instruction. Servicing students in the small group provides more contact instruction with a certified teacher and intensive support. Students receive small group math instruction at least three times per week. The focus is on both grade level standards and standards from previous grades (foundational skills, gaps etc.). Title 1 teachers collaborate with classroom teachers on class content and student performance. MAP data and pre-tests are used to find student gaps in order to work on standards and concepts from previous grade levels. Our district currently is not aware of any students enrolled in local institutions or community day school programs for neglected or delinquent children.

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.

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

([count] of 7500 maximum characters used)

Students that are at or below the 25th percentile in mathematics are serviced in all three schools by the title 1 math teachers. All teachers are involved in the identification of the target population based on data review opportunities to review and analyze grade level data from the building and team level. Parents, support personnel and classroom teachers are involved with the identification of the plan to address student's targeted support in collaboration with the title 1 math teachers. Parents are continuously in collaboration about student progress and monitoring their learning by the title 1 support services.

Re-display of the approved response from the prior year Consolidated District Plan.

Students that are at or below the 25th percentile in mathematics are serviced in all three schools (Oakwood, River Valley, and Old Quarry) by the title 1 math teachers. All teachers are involved in the identification of the target population based on data review opportunities to review and analyze grade level data from the building and team level. Parents, support personnel and classroom teachers are involved with the identification of the plan to address student's targeted support in collaboration with the title 1 math teachers. Parents are continuously in collaboration about student progress and monitoring their learning by the title 1 support services.

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 Coordinated Funding page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funds, return to the Coordinated Funding 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.

- ☒ MAP Reading GOALS:95% of all 2nd-grade students will achieve an end of the year Reading RIT score of 188.7 on NWEA MAP.95% of all 5th-grade students will achieve an end of the year Reading RIT score of 211.8 on NWEA MAP.95% of all 8th-grade students will achieve an end of the year Reading RIT score of 220.1 on NWEA MAP.

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)

The focus on reading and math skills is designed to fill any potential gaps associated with the pandemic and will be available to all students. Professional development for staff will focus on teaching instructional strategies that target the needs of students with autism, specific learning disabilities, and intellectual disabilities. Additional PD on IEP goal writing and LEA training will be provided.

Response from the approved prior year Consolidated District Plan.

Information gleaned from the comprehensive needs assessment this year continues to focus on how the District will mitigate the effects of COVID-19 on special education students. We will provide an in-person summer boost program to all students with special needs in addition to our usual ESY program. The focus on reading and math skills is designed to fill any potential gaps associated with the pandemic and will be available to all students. Professional development for staff will focus on teaching instructional strategies that target the needs of students with autism, specific learning disabilities, and intellectual disabilities.

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)

Money will support professional development and salaries for teachers, instructional materials and supplies for the students, and any fees for related activities. Our OT's who are supported through the IDEA grants will be continue to provide guidance to our special education department on strategies to promote students' emotional regulation and executive functioning skills. We regularly participate in professional development offered by our Cooperative and will continue to use their programs for some of low incidence students, supported by grant funding.Lastly, our proportionate share money will support students in our community whose parents have placed them in private schools.

Response from the approved prior year Consolidated District Plan.

Summer Learning program for all students with disabilities- this will focus on filling potential gaps and maintaining reading and math skills throughout the summer months and will be offered in addition to ESY. Money will support salaries for teachers, instructional materials and supplies for the students, and any fees for related activities such as virtual field trips.Our OT's who are supported through the IDEA grants will be continue to provide guidance to our special education department on strategies to promote students' emotional regulation and executive functioning skills. We regularly participate in professional development offered by our Cooperative and will continue to use their programs for some of low incidence students, supported by grant funding.Lastly, our proportionate share money will support students in our community whose parents have placed them in private schools.

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)

There are no substantial changes in the scope or nature of services from the prior year.

Response from the approved prior year Consolidated District Plan.

There are no substantial changes in the scope or nature of services from the prior year.

*Required Field

Overview

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

PROGRAM:	Foster Care Transportation Plan
PURPOSE:	To comply with ESSA requirements for educational stability for students in foster 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 children in foster care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time in foster 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 medi-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 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 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 foster care transportation 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 foster 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. Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Rudy"/>	<input type="text" value="Heidi"/>	<input type="text" value="Director of Student Services"/>	<input type="text" value="hrudy@sd113a.org"/>

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Crean"/>	<input type="text" value="Pat"/>	<input type="text" value="Director of Operations"/>	<input type="text" value="pcrean@sd113a.org"/>

☐ 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 child for placement if the child is placed into foster care or changes residences while in foster care. Include the positions of all district personnel involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in his or her 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 Foster Care Transportation 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.

ISBE's BULLETIN NO. 01-16 regarding the Educational Stability of Foster Care Students under the Every Student Succeeds Act (ESSA) notes that: The frequent mobility of students in foster care poses a tremendous barrier to these students' ability to pursue and finish a higher-level education. Therefore, transportation is a central component in ensuring the educational stability of students and is necessary in order to fulfill the requirements that both LEAs and child welfare agencies owe to students in foster care. This plan outlines Lemont-Bromberek CSD 113A's transportation procedures for addressing the needs of students who enter the Foster Care system while residents. The ESSA provides that students who are in Foster Care remain in their District of origin if it is in the best interests of the child. This is determined by a collaboration among the LEA, the child welfare agency, the adults caring for the child, including parents and foster care parents as appropriate, and the child as appropriate. The following factors should be considered when identifying transportation options for foster care students, including the following: Safety; Duration; Time of placement change; Type of transportation available; Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity. Safety: Safety considerations include utilizing contracted transportation services that require background checks to be completed by employees engaged in these services. Additionally, students in foster care may have experienced some sort of trauma with lingering effects that impacts their daily lives and educational spaces. Therefore, safety considerations may also include attention to the effects of trauma on the lives of individual students. An LEA should take the following considerations into place to ensure safe and appropriate transportation services: The age and history of the student; Whether a minor should travel in a private service unaccompanied; Language that makes the distinction between "daily transportation" (e.g., extracurricular activities) and transportation that must be provided due to irregular circumstances (e.g., sickness, suspension, extracurricular activities); Safety features of the transportation services, which may include, but are not limited to, GPS tracking, video cameras, specialized training, and/or additional adult riders. Every effort should be made to support the environment most likely to lead to greater school stability. This would depend on how long the student has been in school in the school of origin, the availability of needed services, and the relationships the student has established. Individuals at the LEA who will make these decisions collectively with the foster parents and community support agencies could include the building administrators, teachers or therapists, social workers, and other school staff who know the student. A foster care student who was a resident in 113A, and for whom the determination was to remain in 113A for education, will be transported back to 113A the remainder of the school year. Thereafter, a determination will be made about whether the best interest of the child(ren) are to remain at the District or change to the current district of residence. Every effort should be made to support the environment most likely to lead to greater school stability; this could depend on how long the student has been in school in the school of origin, the availability of needed services, and the relationships the student has established. Individuals at the LEA who will make these decisions collectively with the foster parents could include the building administrators, teachers or therapists, social workers, and other school staff who know the student. These positions include: Director of Operations, Director of Student Services, Principal. If it is not in the best interests of the child to remain in the school of origin, the receiving district must immediately enroll the foster care student, even if the usual school enrollment documents are not available. Section 6312(c)(5)(B) of the Elementary and Secondary Education Act is referenced in District 113A's Policy 4:110- Transportation. It includes assurances that students in Foster Care will promptly be transported to their school of origin if that is determined to be in the best interests of the child, and that the associated costs will be worked out between the LEA and the child care agency.

Response from the approved prior year Consolidated District Plan.

ISBE's BULLETIN NO. 01-16 regarding the Educational Stability of Foster Care Students under the Every Student Succeeds Act (ESSA) notes that: The frequent mobility of students in foster care poses a tremendous barrier to these students' ability to pursue and finish a higher-level education. Therefore, transportation is a central component in ensuring the educational stability of students and is necessary in order to fulfill the requirements that both LEAs and child welfare agencies owe to students in foster care. This plan outlines Lemont-Bromberek CSD 113A's transportation procedures for addressing the needs of students who enter the Foster Care system while residents. The ESSA provides that students who are in Foster Care remain in their District of origin if it is in the best interests of the child. This is determined by a collaboration among the LEA, the child welfare agency, the adults caring for the child, including parents and foster care parents as appropriate, and the child as appropriate. The following factors should be considered when identifying transportation options for foster care students, including the following: Safety; Duration; Time of placement change; Type of transportation available; Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity. Safety: Safety considerations include utilizing contracted transportation services that require background checks to be completed by employees engaged in these services. Additionally, students in foster care may have experienced some sort of trauma with lingering effects that impacts their daily lives and educational spaces. Therefore, safety considerations may also include attention to the effects of trauma on the lives of individual students. An LEA should take the following considerations into place to ensure safe and appropriate transportation services: The age and history of the student; Whether a minor should travel in a private service unaccompanied; Language that makes the distinction between "daily transportation" (e.g., extracurricular activities) and transportation that must be provided due to irregular circumstances (e.g., sickness, suspension, extracurricular activities); Safety features of the transportation services, which may include, but are not limited to, GPS tracking, video cameras, specialized training, and/or additional adult riders. Every effort should be made to support the environment most likely to lead to greater school stability. This would depend on how long the student has been in school in the school of origin, the availability of needed services, and the relationships the student has established. Individuals at the LEA who will make these decisions collectively with the foster parents and community support agencies could include the building administrators, teachers or therapists, social workers, and other school staff who know the student. A foster care student who was a resident in 113A, and for whom the determination was to remain in 113A for education, will be transported back to 113A the remainder of the school year. Thereafter, a determination will be made about whether the best interest of the child(ren) are to remain at the District or change to the current district of residence. Every effort should be made to support the environment most likely to lead to greater school stability; this could depend on how long the student has been in school in the school of origin, the availability of needed services, and the relationships the student has established. Individuals at the LEA who will make these decisions collectively with the foster parents could include the building administrators, teachers or therapists, social workers, and other school staff who know the student. These positions include: Director of Operations, Director of Student Services, Principal. If it is not in the best interests of the child to remain in the school of origin, the receiving district must immediately enroll the foster care student, even if the usual school enrollment documents are not available. Section 6312(c)(5)(B) of the Elementary and Secondary Education Act is referenced in District 113A's Policy 4:110- Transportation. It includes assurances that students in Foster Care will promptly be transported to their school of origin if that is determined to be in the best interests of the child, and that the associated costs will be worked out between the LEA and the child care agency.

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 Foster Care Transportation 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.

Timely and expedited evaluations for IDEA or 504 eligibility will be available to students in foster care due to their increased potential of transiency. All other benefits for students with disabilities are afforded in the District will be available to students who are in Foster Care. A representative for the child (foster parent or state representative) will be invited to each IEP or 504 meeting to discuss the strengths, needs and programming for the individual student. The District will adhere to all IDEA and Section 504 legal requirements such as Least Restrictive Environment, Free Appropriate Public Education (FAPE), the student's recent progress or lack thereof, availability of the student's unique combination of accommodations and services, and any other special consideration relative to the student's IEP or 504 Accommodation Plan.

Response from the approved prior year Consolidated District Plan.

Timely and expedited evaluations for IDEA or 504 eligibility will be available to students in foster care due to their increased potential of transiency. All other benefits for students with disabilities are afforded in the District will be available to students who are in Foster Care. A representative for the child (foster parent or state representative) will be invited to each IEP or 504 meeting to discuss the strengths, needs and programming for the individual student. The District will adhere to all IDEA and Section 504 legal requirements such as Least Restrictive Environment, Free Appropriate Public Education (FAPE), the student's recent progress or lack thereof, availability of the student's unique combination of accommodations and services, and any other special consideration relative to the student's IEP or 504 Accommodation Plan.

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 Foster Care Transportation 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.

Similarly, all students who potentially qualify for EL services will be immediately screened and placed in our EL program. They will receive all the benefits accrued by other EL students in the District. For students who are English Learners, consideration for the individual's unique needs, the cultural and linguistic nature of each community, program availability, and the desires of the adults entrusted to the student's care will be considered as part of the best interest determination. Ongoing monitoring and evaluation for continued eligibility will take place on a regular basis as it does for all EL students in the District.

Response from the approved prior year Consolidated District Plan.

Similarly, all students who potentially qualify for EL services will be immediately screened and placed in our EL program. They will receive all the benefits accrued by other EL students in the District. For students who are English Learners, consideration for the individual's unique needs, the cultural and linguistic nature of each community, program availability, and the desires of the adults entrusted to the student's care will be considered as part of the best interest determination. Ongoing monitoring and evaluation for continued eligibility will take place on a regular basis as it does for all EL students in the District.

4. Describe the dispute resolution process should there be disagreement among parents, 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 through the resolution. 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 Foster Care Transportation 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 District will promote coordination among agencies at the State and local level to ensure the educational stability of children in foster care. Every effort will be made to come to a consensus based on the best interests of the child. Should there be disagreement among the decision makers, ultimate responsibility for the best interest determination will rest with the agency assuming care for the student, typically DCFS or their designee. The LEA point of contact (LEA POC) for students in foster care will provide written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and DCFS point of contact [DCFS POC]) of the school's transportation plan for the student. Should any party wish to challenge the plan, they must provide such challenge within a time frame and manner (e.g. in writing) as prescribed by the LEA POC. The LEA POC must then schedule a meeting upon receipt of the written challenge and conduct the meeting as soon as possible. It is recommended that each LEA POC provide requisite timelines for each part of this dispute process. The LEA POC must arrange the space for the meeting. The LEA DCFS Liaison shall, as part of the meeting, allow for a complete presentation by both parties of all relevant facts and statements pertaining to the student's transportation to and from the school of origin. The guardianship administrator or authorized agent will consider all statements and evidence presented at the meeting and issue a written final determination within [a specific time frame as prescribed by the LEA POC] after the conclusion of the meeting. The LEA DCFS Liaison shall make a written determination on a form supplied by DCFS within [a specific time frame as prescribed by the POC] after the conclusion of the dispute resolution meeting. The form, at a minimum, shall include the following: -Background and case-specific timelines; -Detailed summary of the arguments made by each party; -Findings of fact and an analysis of each argument and the specific reason(s) why the ombudsperson accepts or rejects each argument; -A detailed discussion of all relevant findings of fact, arguments, and analysis of such arguments; -An explanation and inclusion of any additional information considered in the course of the determination; -Any inferences (positive or negative) reached in making the determination; and the final determination. This determination is final and will be based upon the guidelines set forth in ISBE's Transportation and Best Interest Guidelines.

Response from the approved prior year Consolidated District Plan.

The District will promote coordination among agencies at the State and local level to ensure the educational stability of children in foster care. Every effort will be made to come to a consensus based on the best interests of the child. Should there be disagreement among the decision makers, ultimate responsibility for the best interest determination will rest with the agency assuming care for the student, typically DCFS or their designee. The LEA point of contact (LEA POC) for students in foster care will provide written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and DCFS point of contact [DCFS POC]) of the school's transportation plan for the student. Should any party wish to challenge the plan, they must provide such challenge within a time frame and manner (e.g. in writing) as prescribed by the LEA POC. The LEA POC must then schedule a meeting upon receipt of the written challenge and conduct the meeting as soon as possible. It is recommended that each LEA POC provide requisite timelines for each part of this dispute process. The LEA POC must arrange the space for the meeting. The LEA DCFS Liaison shall, as part of the meeting, allow for a complete presentation by both parties of all relevant facts and statements pertaining to the student's transportation to and from the school of origin. The guardianship administrator or authorized agent will consider all statements and evidence presented at the meeting and issue a written final determination within [a specific time frame as prescribed by the LEA POC] after the conclusion of the meeting. The LEA DCFS Liaison shall make a written determination on a form supplied by DCFS within [a specific time frame as prescribed by the POC] after the conclusion of the dispute resolution meeting. The form, at a minimum, shall include the following: -Background and case-specific timelines; -Detailed summary of the arguments made by each party; -Findings of fact and an analysis of each argument and the specific reason(s) why the ombudsperson accepts or rejects each argument; -A detailed discussion of all relevant findings of fact, arguments, and analysis of such arguments; -An explanation and inclusion of any additional information considered in the course of the determination; -Any inferences (positive or negative) reached in making the determination; and the final determination. This determination is final and will be based upon the guidelines set forth in ISBE's Transportation and Best Interest Guidelines.

*Required field

Transportation 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 in foster care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation 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 ESSA provides that students who are in Foster Care remain in their District of origin if it is in the best interests of the child. This is determined by a collaboration among the LEA, the child welfare agency, the adults caring for the child, including parents and foster care parents as appropriate, and the child as appropriate. Multiple factors should be considered when identifying transportation options for foster care students, including the following: Safety; Duration; Time of placement change; Type of transportation available; Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity. Safety: Safety considerations include utilizing contracted transportation services that require background checks to be completed by employees engaged in these services. Additionally, students in foster care may have experienced some sort of trauma with lingering effects that impacts their daily lives and educational spaces. Therefore, safety considerations may also include attention to the effects of trauma on the lives of individual students. An LEA should take the following considerations into place to ensure safe and appropriate transportation services: The age and history of the student; Whether a minor should travel in a private service unaccompanied; Language that makes the distinction between "daily transportation" (e.g., extracurricular activities) and transportation that must be provided due to irregular circumstances (e.g., sickness, suspension, extracurricular activities); Safety features of the transportation services, which may include, but are not limited to, GPS tracking, video cameras, specialized training, and/or additional adult riders. A foster care student who was a resident in 113A, and for whom the determination was to remain in 113A for education, will be transported back to 113A the remainder of the school year. Thereafter, a determination will be made about whether the best interests of the child are to remain at the District or change to the current district of residence (use Exhibit A for guidance). If it is not in the best interests of the child to remain in the school of origin, the receiving district must immediately enroll the foster care student, even if the usual school enrollment documents are not available.

Response from the approved prior year Consolidated District Plan.

The ESSA provides that students who are in Foster Care remain in their District of origin if it is in the best interests of the child. This is determined by a collaboration among the LEA, the child welfare agency, the adults caring for the child, including parents and foster care parents as appropriate, and the child as appropriate. Multiple factors should be considered when identifying transportation options for foster care students, including the following: Safety; Duration; Time of placement change; Type of transportation available; Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity. Safety: Safety considerations include utilizing contracted transportation services that require background checks to be completed by employees engaged in these services. Additionally, students in foster care may have experienced some sort of trauma with lingering effects that impacts their daily lives and educational spaces. Therefore, safety considerations may also include attention to the effects of trauma on the lives of individual students. An LEA should take the following considerations into place to ensure safe and appropriate transportation services: The age and history of the student; Whether a minor should travel in a private service unaccompanied; Language that makes the distinction between "daily transportation" (e.g., extracurricular activities) and transportation that must be provided due to irregular circumstances (e.g., sickness, suspension, extracurricular activities); Safety features of the transportation services, which may include, but are not limited to, GPS tracking, video cameras, specialized training, and/or additional adult riders. A foster care student who was a resident in 113A, and for whom the determination was to remain in 113A for education, will be transported back to 113A the remainder of the school year. Thereafter, a determination will be made about whether the best interests of the child are to remain at the District or change to the current district of residence (use Exhibit A for guidance). If it is not in the best interests of the child to remain in the school of origin, the receiving district must immediately enroll the foster care student, even if the usual school enrollment documents are not available.

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 in foster care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation 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 goal will be to determine the most cost-effective transportation option in light of the individual child and his/her specific needs. However, the cost will not dictate the decision; rather, the child's needs are paramount to the determination. The LEA POC will work with the District Transportation Director first to determine if District transportation is an option. If not, the District will consider partnering with the District in which the student is being educated or consider reimbursing the foster family to provide the transportation. The LEA will also consider whether transportation can be provided for minimal or no additional costs. Some no-cost or low-cost options for a transportation plan implemented by LEAs and child welfare agencies include: Public transportation options that transport a student from home to school and back, if the student is of an appropriate age and has or is able to acquire the skills to utilize such options; Access to transportation systems that involves a student being dropped off at a school bus stop near existing LEA transportation routes for the school of origin; Pre-existing bus routes or stops close to the new foster care placement that cross district boundaries, such as bus routes for magnet schools and transportation for homeless students as required by the McKinney-Vento Act; and In circumstances where the student is already eligible for transportation covered by other programs (e.g., the Individuals with Disabilities Education Act), program funds may be used to pay for transportation services if the student's Individualized Education Program team determines transportation is a related service required in order for a student with a disability in foster care to receive a free appropriate public education.

Response from the approved prior year Consolidated District Plan.

The goal will be to determine the most cost-effective transportation option in light of the individual child and his/her specific needs. However, the cost will not dictate the decision; rather, the child's needs are paramount to the determination. The LEA POC will work with the District Transportation Director first to determine if District transportation is an option. If not, the District will consider partnering with the District in which the student is being educated or consider reimbursing the foster family to provide the transportation. The LEA will also consider whether transportation can be provided for minimal or no additional costs. Some no-cost or low-cost options for a transportation plan implemented by LEAs and child welfare agencies include: Public transportation options that transport a student from home to school and back, if the student is of an appropriate age and has or is able to acquire the skills to utilize such options; Access to transportation systems that involves a student being dropped off at a school bus stop near existing LEA transportation routes for the school of origin; Pre-existing bus routes or stops close to the new foster care placement that cross district boundaries, such as bus routes for magnet schools and transportation for homeless students as required by the McKinney-Vento Act; and In circumstances where the student is already eligible for transportation covered by other programs (e.g., the Individuals with Disabilities Education Act), program funds may be used to pay for transportation services if the student's Individualized Education Program team determines transportation is a related service required in order for a student with a disability in foster care to receive a free appropriate public education.

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 Foster Care Transportation Plan needs.

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The District will promote coordination among agencies at the State and local level to ensure the educational stability of children in foster care. Every effort will be made to come to a consensus based on the best interests of the child. Should there be disagreement among the decision makers, ultimate responsibility for the best interest determination will rest with the agency assuming care for the student, typically DCFS or their designee. The LEA point of contact (LEA POC) for students in foster care will provide written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and DCFS point of contact [DCFS POC]) of the school's transportation plan for the student. Should any party wish to challenge the plan, they must provide such challenge within a time frame and manner (e.g. in writing) as prescribed by the LEA POC. The LEA POC must then schedule a meeting upon receipt of the written challenge and conduct the meeting as soon as possible. It is recommended that each LEA POC provide requisite timelines for each part of this dispute process. The LEA POC must arrange the space for the meeting. The LEA DCFS Liaison shall, as part of the meeting, allow for a complete presentation by both parties of all relevant facts and statements pertaining to the student's transportation to and from the school of origin. The guardianship administrator or authorized agent will consider all statements and evidence presented at the meeting and issue a written final determination within [a specific time frame as prescribed by the LEA POC] after the conclusion of the meeting. The LEA DCFS Liaison shall make a written determination on a form supplied by DCFS within [a specific time frame as prescribed by the POC] after the conclusion of the dispute resolution meeting. The form, at a minimum, shall include the following: Background and case-specific timelines; Detailed summary of the arguments made by each party; Findings of fact and an analysis of each argument and the specific reason(s) why the ombudsperson accepts or rejects each argument; A detailed discussion of all relevant findings of fact, arguments, and analysis of such arguments; An explanation and inclusion of any additional information considered in the course of the determination; Any inferences (positive or negative) reached in making the determination; and The final determination. This determination is final and will be based upon the guidelines set forth in ISBE's Transportation and Best Interest Guidelines.

Response from the approved prior year Consolidated District Plan.

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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 Foster Care Transportation 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.

In the event of a dispute, the student will remain in the district of origin and the district will provide adequate and appropriate transportation using the methods described. The District will promote coordination among agencies at the State and local level to ensure the educational stability of children in foster care. Every effort will be made to come to a consensus based on the best interests of the child. Should there be disagreement among the decision makers, ultimate responsibility for the best interest determination will rest with the agency assuming care for the student, typically DCFS or their designee. The LEA point of contact (LEA POC) for students in foster care will provide written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and DCFS point of contact [DCFS POC]) of the school's transportation plan for the student. Should any party wish to challenge the plan, they must provide such challenge within a time frame and manner (e.g. in writing) as prescribed by the LEA POC. The LEA POC must then schedule a meeting upon receipt of the written challenge and conduct the meeting as soon as possible. It is recommended that each LEA POC provide requisite timelines for each part of this dispute process. The LEA POC must arrange the space for the meeting. The LEA DCFS Liaison shall, as part of the meeting, allow for a complete presentation by both parties of all relevant facts and statements pertaining to the student's transportation to and from the school of origin. The guardianship administrator or authorized agent will consider all statements and evidence presented at the meeting and issue a written final determination within [a specific time frame as prescribed by the LEA POC] after the conclusion of the meeting. The LEA DCFS Liaison shall make a written determination on a form supplied by DCFS within [a specific time frame as prescribed by the POC] after the conclusion of the dispute resolution meeting. The form, at a minimum, shall include the following: Background and case-specific timelines; Detailed summary of the arguments made by each party; Findings of fact and an analysis of each argument and the specific reason(s) why the ombudsperson accepts or rejects each argument; A detailed discussion of all relevant findings of fact, arguments, and analysis of such arguments; An explanation and inclusion of any additional information considered in the course of the determination; Any inferences (positive or negative) reached in making the determination; and The final determination. This determination is final and will be based upon the guidelines set forth in ISBE's Transportation and Best Interest Guidelines.

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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 Foster Care Transportation 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 POC will communicate the transportation plan to school personnel and registrar to ensure all parties are aware of the process, should they become aware of a student who is eligible for services.

Response from the approved prior year Consolidated District Plan.

The POC will communicate the transportation plan to school personnel and registrar to ensure all parties are aware of the process, should they become aware of a student who is eligible for services.

*Required field

Board Approval, Certification, and AssurancesInstructions

- ☒ 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.

05/25/2022

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 in Public Elementary and Secondary Schools on the U.S. Department of Education's website.

v01.2021

Grant Application Certifications and AssurancesInstructions

- ☒ 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

http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

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

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

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

<https://ilga.gov/commission/icar/admincode/044/04407000sections.html>

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 competition 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 Educations 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-rigging 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;
 - 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:
 - 1) 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.
 - 2) Specifying the actions that will be taken against employees for violations of such prohibition.
 - 3) Notifying the employee that, as a condition of employment on such contract or grant, the

- A) Abide by the terms of the statement; and
 - B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- b) Establishing a drug-free awareness program to inform employees about:
- 1) The dangers of drug abuse in the workplace;
 - 2) The grantees or contractors policy of maintaining a drug-free workplace;
 - 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 4) The penalties that may be imposed upon an employee for drug violations.
- c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- d) Notifying the contracting or granting agency 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 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.

v1.2019

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.

v1.2021

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.

v1.2021

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 certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages 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

[Not calling IWAS Web Service](#)

ANTHONY MCCONNELL

Signature of School District Superintendent / Agency Administrator

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

Agreed to on this Date: 05/31/2022
RCDT when agreed to: 07-016-113A-02

The application has been approved.

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Application was created on:	4/2/2022
Assurances were agreed to on:	5/31/2022
Consistency Check was run on:	8/20/2022
District Data Entry submitted for district review on:	8/20/2022
Business Manager	
District Administrator submitted to ISBE on:	8/22/2022
ISBE Program Administrator #1 forwarded for ISBE Program Admin #2 review on:	8/23/2022
ISBE Program Administrator #2 forwarded for ISBE Program Admin #3 review on:	8/24/2022
ISBE Program Administrator #3 forwarded for ISBE Program Admin #4 review on:	8/31/2022
ISBE Program Administrator #4 forwarded for ISBE Program Admin #5 review on:	9/1/2022
ISBE Program Administrator #5 approved the plan on:	9/16/2022

Application History(Read Only)

Instructions

Status Change	UserId	Action Date
Final Approved	spresker	09-16-2022 8:35 AM
4th Program Review Complete	MoeschK	09-01-2022 8:47 AM
3rd Program Review Complete	Snaolhu	08-31-2022 1:55 PM
2nd Program Review Complete	mnrichards	08-24-2022 2:23 PM
1st Program Review Complete	JuliaStrehlow	08-23-2022 3:42 PM
Submitted to ISBE	anthonymcconnell	08-22-2022 7:46 AM
Submitted for Review	Diakovski	08-20-2022 7:40 AM
Consistency Check	Diakovski	08-20-2022 7:39 AM
Returned for Changes	kadavis1	08-17-2022 9:53 AM
4th Program Review Complete	MoeschK	08-08-2022 10:55 AM
3rd Program Review Complete	yjablonski	08-05-2022 9:37 AM
2nd Program Review Complete	mnrichards	08-04-2022 7:26 PM
1st Program Review Complete	JuliaStrehlow	07-27-2022 10:34 AM
Submitted to ISBE	AnthonyMcConnell	07-26-2022 8:26 AM
Submitted for Review	Diakovski	07-26-2022 5:51 AM
Returned for Changes	spresker	07-19-2022 4:41 PM
4th Program Review Complete	nheckel115	07-07-2022 1:46 PM
3rd Program Review Complete	tscottle	07-07-2022 12:07 PM
2nd Program Review Complete	mnrichards	06-13-2022 8:12 AM
1st Program Review Complete	juliastrehlow	06-03-2022 2:43 PM
Submitted to ISBE	AnthonyMcConnell	05-31-2022 3:40 PM
Submitted for Review	Diakovski	05-31-2022 11:10 AM

☒ Expand All

Consolidated District Plan

Page Status

**Open Page
for editing**

[Consolidated District Plan](#)

Contact Information			LOCKED	<input type="checkbox"/>
Needs Assessment and Programs			LOCKED	<input type="checkbox"/>
Plan Specifics				
Needs Assessment Impact		LOCKED	<input type="checkbox"/>	
Stakeholders		LOCKED	<input type="checkbox"/>	
Private Schools Participation		LOCKED	<input type="checkbox"/>	
Preschool Coordination		LOCKED	<input type="checkbox"/>	
Student Achievement		LOCKED	<input type="checkbox"/>	
College and Career		LOCKED	<input type="checkbox"/>	
Professional Development		LOCKED	<input type="checkbox"/>	
Safe Learning Environment		LOCKED	<input type="checkbox"/>	
Title I Specific Pages				
Title I Specific - Part One	LOCKED	<input type="checkbox"/>		
Title I Specific - Part Two	LOCKED	<input type="checkbox"/>		
IDEA Specific Requirements		LOCKED	<input type="checkbox"/>	
Foster Care Transportation				
Foster Care Plan Contacts	LOCKED	<input type="checkbox"/>		
BID - School Stability	LOCKED	<input type="checkbox"/>		
Foster Care Transportation Plan	LOCKED	<input type="checkbox"/>		
Assurance Pages				
Plan Assurances		FINAL	<input type="checkbox"/>	
State Assurances		FINAL	<input type="checkbox"/>	
Debarment		FINAL	<input type="checkbox"/>	
Lobbying		FINAL	<input type="checkbox"/>	
GEPA 442		FINAL	<input type="checkbox"/>	
AssurancesText		FINAL	<input type="checkbox"/>	
Assurances		OPEN	<input type="checkbox"/>	

[Save](#)

Selectable Application Print

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

Request Print Job
<input type="checkbox"/> Consolidated District Plan
Requested Print Jobs
Requested by Dlakovski on 11/9/2022
Completed Print Jobs