

eGrant Management System

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Applicant: RIVERSIDE SD 96

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: RIVERSIDE SD 96

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Overview

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

PROGRAM:	Consolidated District Plan
PURPOSE:	The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C.2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.
BOARD GOALS:	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.
FY 2027 Included Programs:	Title I, Part A - Improving Basic Programs Title I, Part A - School Improvement Part 1003 Title I, Part D - Delinquent Title I, Part D - Neglected Title I, Part D - State Neglected/Delinquent Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders Title III - Language Instruction Educational Program (LIEP) Title III - Immigrant Student Education Program (ISEP) EL - Bilingual Service Plan (BSP) Title IV, Part A - Student Support and Academic Enrichment Title V, Part B - Rural and Low Income Schools IDEA, Part B - Flow-Through IDEA, Part B - Preschool Foster Care Transportation Plan
LEGISLATION:	Every Student Succeeds Act (ESSA) Individuals with Disabilities Education Act Rehabilitation Act Strengthening Career and Technical Education for the 21st Century Act Workforce Innovation and Opportunity Act Head Start Act McKinney-Vento Homeless Assistance Act Adult Education and Family Literacy Act 105 ILCS 5/Illinois School Code Article 14C. Transitional Bilingual Education 23 Illinois Administrative Code 228 Transitional Bilingual Education
DUE DATE:	District plans must be submitted to the Illinois State Board of Education and approved before any FY 2027 grant applications for included programs can be approved. Submission by April 1 is recommended.
DURATION:	The District Plan is submitted for the school year 2026-2027 and must be updated annually thereafter.
AMENDMENTS:	Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.
INSTRUCTIONS:	Instructions in PDF format
COMMON ABBREVIATIONS:	ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended) IDEA - Individuals with Disabilities Education Act ISBE - Illinois State Board of Education LEA - Local Educational Agency LIEP - Language Instruction Educational Program SEA - State Education Agency BSP - Bilingual Service Plan

1. Contact Information for Person Completing This Form

Last Name*

Gorman

Phone*

708 447 5007

Extension

First Name*

Casimira

Email*

gormanc@district96.org

Middle
Initial

Z

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)

District 96 strives to ensure equity and equal access to programming for all stakeholders, in alignment with Board Policy 7:10 Equal Educational Opportunities and 2:260 Uniform Grievance Procedure. The District complies with federal nondiscrimination requirements and prohibits discrimination based on race, color, national origin, gender, age, and disability, as well as other protected classifications under state and federal law. For students, the District is committed to placement in the least restrictive environment with the necessary supports and accommodations so that all students can access the appropriate educational programming available to their peers. District 96 also ensures that extracurricular activities are accessible and inclusive for all students. For staff members and other stakeholders, District 96 maintains a teacher leadership team, staff and community wellness committees, a professional development team of administrators and staff members, and a social-emotional committee. These groups work collaboratively to proactively identify needs, remove barriers, and provide supports so that all members of the school community can be successful. This commitment reflects District 96's dedication to equity, inclusivity, and the removal of barriers to participation, consistent with Board Policy 5:10 Equal Employment Opportunity and Minority Recruitment and 6:10 Educational Philosophy and Objectives.

3. Bilingual Director (Administrator overseeing EL Services) Assurance

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

164

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

4. District Migrant Education Program Liaison

Last Name

Gorman

Phone

708 447 5007

First Name

Casimira

Extension

Middle Initial

Email

gormanc@district96.org

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

5. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

*Required field, applicable for all funding sources

Amendments

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

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

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

*Required field, applicable for all funding sources

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

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

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

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*
([count] of 7500 maximum characters used)

District 96 will examine all programs to be sure that our state and local resources continue to fund our core programming needs equitably across our schools. The Title I federal resources will supplement programming for our at-risk subgroup populations, addressing specific needs that the District's core programming does not address. These activities and/or resources might include additional staff dedicated to the instruction of students in our subgroups or supplemental resources that address the differentiated developmental needs of students in our subgroups. Title II federal resources will supplement staff training and development related to core initiatives beyond the primary budgeted allocations that would otherwise not be able to be supported. Examples of areas for supplementing include training and support in the instructional delivery of core academic content to improve student learning and maintain consistency and alignment with standards. It might also include training and support in social-emotional learning and creating a positive school culture and climate as the District's umbrella for supporting whole-child development. Training in technology integration is also a focus, as the District strives to promote the technological skills of all our learners. Title III federal funds will provide additional resources for English Learners' instruction, staff professional learning, and family engagement for our English Learner population. These additional resources might include presenters for Bilingual Parent Advisory Committee meetings or professional learning about best instructional practices for educators of English Learners. Title IV federal funds may enhance training and support for staff in health and wellness/creating a positive school culture and climate. Title IV funds will also strengthen the core curricular health and wellness content by providing student programming from outside vendors who will provide hands-on experiences and applications to real-life situations. IDEA Part B funds will be put towards purchased services through the LADSE Cooperative for staff professional development and purchased services for professional development through the District. IDEA funds might also pay for purchased services, evaluations, therapies, and instructional supplies materials. Funds may also assist with the costs of related service staff allocations to help ensure services are determined by proportionate share expenses. The IDEA Preschool funds will be used for purchased services through the LADSE Cooperative for early childhood evaluations and coordinator services, instructional materials and supplies, and proportionate share.

Response from the approved prior year Consolidated District Plan.

District 96 will examine all programs to be sure that our state and local resources continue to fund our core programming needs equitably across our schools. The Title I federal resources will supplement programming for our at-risk subgroup populations, addressing specific needs that the District's core programming does not address. These activities and/or resources might include additional staff dedicated to the instruction of students in our subgroups or supplemental resources that address the differentiated developmental needs of students in our subgroups. Title II federal resources will supplement staff training and development related to core initiatives beyond the primary budgeted allocations that would otherwise not be able to be supported. Examples of areas for supplementing include training and support in the instructional delivery of core academic content to improve student learning and maintain consistency and alignment with standards. It might also include training and support in social-emotional learning and creating a positive school culture and climate as the District's umbrella for supporting whole-child development. Training in technology integration is also a focus, as the District strives to promote the technological skills of all our learners. Title III federal funds will provide additional resources for English Learners' instruction, staff professional learning, and family engagement for our English Learner population. These additional resources might include presenters for Bilingual Parent Advisory Committee meetings or professional learning about best instructional practices for educators of English Learners. Title IV federal funds may enhance training and support for staff in health and wellness/creating a positive school culture and climate. Title IV funds will also strengthen the core curricular health and wellness content by providing student programming from outside vendors who will provide hands-on experiences and applications to real-life situations. IDEA Part B funds will be put towards purchased services through the LADSE Cooperative for staff professional development and purchased services for professional development through the District. IDEA funds might also pay for purchased services, evaluations, therapies, and instructional supplies materials. Funds may also assist with the costs of related service staff allocations to help ensure services are determined by proportionate share expenses. The IDEA Preschool funds will be used for purchased services through the LADSE Cooperative for early childhood evaluations and coordinator services, instructional materials and supplies, and proportionate share.

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

Braiding of Funds

☐ Yes ☒ No

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

Transfer of Funds

☐

Yes

☒

No

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)

District 96 continues to use various resources to determine our district's needs. We have examined our academic, social-emotional, and extra-curricular programming to identify gaps in meeting our students' needs. We used local and state-wide assessment data, surveys (staff, family, and student), meetings with school and district leadership team members, and meetings with parents to determine what needs we should continue or discontinue addressing and what additional needs we should consider adding to our list. In addition, we reviewed our professional development survey evaluations to determine what professional learning our staff needs to ensure we meet our students' academic, social-emotional, and extra-curricular needs. For special education, a parent needs assessment and satisfaction survey, and a staff professional development needs assessment survey were completed in the Spring of 2026 to plan for the use of funds for professional development in the 26-27 school year.

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.

- District 96 Leadership Teams, including Building leadership Teams- Special Education Leadership Team (SPELT) - LADSE Cooperative Survey to all families of students with special needs and all district staff members

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable.*

Writing space appears if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

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

A. Title I, Part A - Improving Basic Programs

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

Our district has identified several areas of need through a comprehensive analysis of student performance data, including state assessments, local benchmark assessments (e.g., MAP, FastBridge, iReady Diagnostic, IXL, and ALEKS), and subgroup disaggregation. Achievement inequities persist among students with IEPs, English learners, and low-income students, particularly in reading fluency, foundational literacy skills, comprehension, mathematical computation, and mathematical reasoning. Additionally, resource inequities exist between math interventions and literacy interventions. To address these needs, our district implements a variety of tiered intervention programs tailored to students' skill levels. In reading, we utilize Leveled Literacy Intervention (LLI), Soar to Success, SRA Corrective Reading, Reading Mastery, Wilson Foundations, UFLI, Read Live, and Explode the Code. These programs are strategically selected based on individual student assessment data to target specific deficits in fluency, phonemic awareness, and comprehension. In mathematics, we provide supports aligned with our core programs, iReady and Carnegie Learning, and supplement them with resources such as Number Worlds, Voyager Sopris, Connecting Math Concepts, and a direct instruction math approach based on placement assessments. Targeted computer-based instruction further supports skill development. Gifted students receive project-based instruction in ELA and compacted, accelerated math curricula, with daily instruction at a level above their grade placement. These enrichment opportunities help ensure all students are appropriately challenged. The results of our needs assessment directly inform our program goals and grant-funded activities. For example, grant funds will support the purchase of updated intervention materials and professional development. Staff receive ongoing training on the effective implementation of intervention programs, data analysis, and differentiated instruction to ensure fidelity and impact. Principals participate in instructional leadership development to support data-informed decision-making and equitable resource allocation. Through this comprehensive approach, we aim to close achievement gaps, improve subgroup performance, and ensure all students have equitable access to high-quality instruction and support.

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**

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

As a district, we continue to prioritize closing achievement gaps and fostering a positive, inclusive school culture. Through our analysis of achievement data (including IAR, MAP, and local assessments), professional development feedback surveys, and insights from the All-District Leadership Team, we have identified persistent performance gaps among students with IEPs, multilingual learners, and students from low-income households. These subgroups consistently perform below district averages in both ELA and mathematics, indicating a need for differentiated instructional strategies and equitable access to high-quality supports. Our needs assessment also revealed the importance of strengthening staff capacity to meet the academic and social-emotional needs of all learners. In particular, we recognize that consistent implementation of Universal Design for Learning (UDL), small-group instruction, and Culturally Responsive Teaching Practices is essential to support diverse student populations. Additionally, we have identified disparities in access to social-emotional learning (SEL) supports and culturally responsive discipline strategies across schools. To address these needs, our district will continue to invest in professional learning focused on UDL principles, small-group differentiated instruction, and culturally responsive pedagogy. We will also expand training in Restorative Justice practices and equity-centered climate strategies to foster inclusive, student-centered learning environments. These initiatives are directly informed by our needs assessment and will be supported through grant-funded activities such as targeted PD, instructional coaching, and the purchase of supplemental SEL and intervention materials. By aligning our strategies with the identified needs, we aim to improve subgroup performance, close achievement gaps, and promote equity across all schools.

G. Title III - LIEP

The district hosts a Bilingual Parent Advisory Committee (BPAC) composed of parents, teachers, and administrators, which plays a vital role in identifying and addressing the needs of our English Learner (EL) students and their families. Regular committee meetings provide a forum for discussing what instructional strategies and supports have been effective, where challenges remain, and what improvements can be made. Through these meetings, along with a review of student performance data, we have identified that EL students benefit from increased small-group instruction, individualized software programs, instructional field trips, and summer enrichment opportunities that support academic language acquisition. Our needs assessment also revealed gaps in two-way communication between schools and EL families. Parents expressed a need for clearer communication and more support navigating the school system and external community resources. As a result, the district will continue to prioritize the expansion of the parent liaison coordinator role to bridge communication and access gaps, addressing a key area of resource inequity. Based on these findings, our district plans to allocate grant funds to support targeted professional development for teachers on best practices for English Learner instruction, including strategies for scaffolding academic language, culturally responsive pedagogy, and integrating language objectives into content instruction. Principals will also receive training on how to support these practices within their buildings. Additionally, we will increase access to learning opportunities beyond the classroom—such as curriculum-aligned field trips and enrichment programs—to reinforce language acquisition in authentic, real-world contexts. These efforts are aligned with our broader goals of improving subgroup performance, increasing equity in access to services and learning opportunities, and fostering stronger partnerships with our EL families.

H. Title III - ISEP

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

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

In addition to the information provided in Title II, Part A regarding social-emotional learning and school climate, our district will use Title IV funds to expand programming and services that support the overall health and well-being of our students. Our needs assessment, which includes disciplinary data, behavioral referrals, and input from social workers and student focus groups, indicates a growing need to help students develop healthy interpersonal relationships and responsible digital behavior. Increased incidents of cyberbullying, inappropriate text messaging, and social media conflict have negatively affected school climate and student engagement. In response, the district has begun to implement core supports, including student leadership opportunities and affinity groups such as the Gender Safe Alliance. Title IV funds will allow us to expand these efforts by bringing in community partners to lead workshops on healthy relationships, digital citizenship, and identity development. We will also implement additional instructional programming and assemblies focused on positive social behavior and inclusivity. Professional development for staff will be a key part of this work. We will provide training in restorative practices, trauma-informed care, and strategies for creating identity-affirming learning environments. These efforts aim to promote positive behavior, strengthen school connectedness, and ultimately remove barriers to academic success and engagement for all students, especially those most at risk.

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

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

The Special Education Leadership Team (SPELT) consists of special education teacher representatives and related service reps from each discipline of related service. SPELT meets monthly from September to May. They assist in collecting data from their schools and associated service groups to determine needs in professional development, alternate curriculum, and instructional supplies and materials to meet student needs. In March of 2025, a survey was sent to parents of students with IEPs and all District 96 staff. LADSE developed the survey for D96 to send to families and staff. Proportionate share funds are determined through Timely and Meaningful Consultation for FY26, which took place on April 27, 2026.

L. IDEA, Part B - Preschool

The Special Education Director meets with the Early Childhood special education team monthly to determine professional development and instructional materials required to meet student needs. Monthly meetings with the LADSE cooperative are scheduled and consistently monitored to determine purchased service needs. In addition, data from ISBE is monitored monthly to assess programming needs for new students coming to the district from Early Intervention services. A meeting was scheduled on September 26, 2025, with area preschool directors to share information about preschool screening and child find for preschool children. Preschool students' concerns and needs were also discussed at the meeting. Invitations to this meeting were sent on September 8, 2025. Proportionate share funds are determined through Timely and Meaningful Consultation, which took place on Monday, April 27, 2026.

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.

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

- A. ☒ Teachers (1,7,8)
- B. ☒ Principals (1,7,8)
- C. ☒ Other school leaders (1,8)
- D. ☐ Paraprofessionals (1)
- E. ☒ Specialized instructional support personnel (1,2,3,4,8)
- F. ☐ Charter school leaders (in a local educational agency that has charter schools) (1)
- G. ☒ Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
- H. ☒ Parent liaisons
- I. ☒ Title I director (1)
- J. ☒ Title II director (1)
- K. ☒ Bilingual director (Administrator overseeing EL Services) (1,6,8)
- L. ☒ Title IV director (1)
- M. ☒ Special Education director
- N. ☒ Guidance staff
- O. ☐ Community members and community based organizations (7)
- P. ☐ Business representatives (2,3,4)
- Q. ☐ Researchers (7)
- R. ☐ Institutions of Higher Education (7)
- S. ☒ Homeless Liaison (1)
- T. ☐ Other - specify
- U. ☐ Additional Other - specify

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent

- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, including LIEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment
- 8 = EL - BSP

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

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

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

([count] of 7500 maximum characters used)

Through various committee structures and surveys, the LEA gathered input from multiple stakeholders around the development of our Consolidated Plan. Throughout this past school year, the LEA met with the MTSS committee, a group of teachers, specialists, administrators, and student support personnel. In May 2026, the LEA, who also serves as the Bilingual Director, communicated with our district Bilingual Parent Advisory Committee (BPAC) and our Title I families to inquire about input/feedback on proposed programming recommendations. The District Parent Leadership Team and the All-District Leadership Team also provided regular feedback to help inform our planning related to program initiatives and student supports. We plan to allocate all Title I funds to support intervention, focusing on identification and support in the earlier grades. Based on the low-income population, schools identified for targeted assistance would be Ames Elementary School and Hauser Junior High School. Title II, III, and IV funds will support staff and students across all grades, kindergarten through eighth.

Response from the prior year Consolidated District Plan.

Through various committee structures and surveys, the LEA gathered input from multiple stakeholders around the development of our Consolidated Plan. Throughout this past school year, the LEA met with the MTSS committee, a group of teachers, specialists, administrators, and student support personnel. On April 30, 2025, the LEA, who also serves as the Bilingual Director, communicated with our district Bilingual Parent Advisory Committee (BPAC) and our Title I families to inquire about input/feedback on proposed programming recommendations. The District Parent Leadership Team and the All-District Leadership Team also provided regular feedback to help inform our planning related to program initiatives and student supports. We plan to allocate all Title I funds to support intervention, focusing on identification and support in the earlier grades. Based on the low-income population, schools identified for targeted assistance would be Ames Elementary School and Hauser Junior High School. Title II, III, and IV funds will support staff and students across all grades, kindergarten through eighth.

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

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

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

([count] of 7500 maximum characters used)

The District convenes meetings and distributes surveys to solicit input from parents whose children participate in the various support programs offered, including, but not limited to, interventions, gifted and talented, social-emotional support, English Learners, and special education. We also solicit input from our parents and offer parent information nights to help parents engage with the learning process at home. Parent information nights have included addressing parental support with educational programming, managing student anxiety, and addressing student social conflicts. Parents at these information nights and parents on our Parent Leadership Team are asked questions such as, Are there any topics related to supporting your child at home that you would like to see addressed? Do you understand how your child was identified to receive support services? Do you receive periodic updates regarding your child's progress toward their academic goals? Are you aware of volunteer opportunities in your child's school? What topics interest you in supporting your child's schooling experience? Do you have any additional suggestions for how we might help you partner with us to support your child's educational experience?

Response from the prior year Consolidated District Plan.

The District convenes meetings and distributes surveys to solicit input from parents whose children participate in the various support programs offered, including, but not limited to, interventions, gifted and talented, social-emotional support, English Learners, and special education. We also solicit input from our parents and offer parent information nights to help parents engage with the learning process at home. Parent information nights have included addressing parental support with educational programming, managing student anxiety, and addressing student social conflicts. Parents at these information nights and parents on our Parent Leadership Team are asked questions such as, Are there any topics related to supporting your child at home that you would like to see addressed? Do you understand how your child was identified to receive support services? Do you receive periodic updates regarding your child's progress toward their academic goals? Are you aware of volunteer opportunities in your child's school? What topics interest you in supporting your child's schooling experience? Do you have any additional suggestions for how we might help you partner with us to support your child's educational experience?

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. Include Title I parent and family engagement

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

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

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

([count] of 7500 maximum characters used)

District 96 is committed to continuing to engage stakeholders. We will continue to engage families through family meetings for our parents whose students are served by our English Learners program, our intervention services, and our gifted and talented services. We also dedicate funds to a parent liaison for our families in our English Learners program to ensure a bilingual district contact, as most families in our English Learners program speak Spanish in the home. In addition, we will continue providing parent information sessions and learning nights to foster the home-school connection. Furthermore, with the start of SY27, we will begin the first year of a newly developed five-year strategic plan, in which one of our overarching goals is increasing family and community engagement. Increasing family engagement is one of our SMART goals related to the plan.

Response from the prior year Consolidated District Plan.

District 96 is committed to continuing to engage stakeholders. We will continue to engage families through family meetings for our parents whose students are served by our English Learners program, our intervention services, and our gifted and talented services. We also dedicate funds to a parent liaison for our families in our English Learners program to ensure a bilingual district contact, as most families in our English Learners program speak Spanish in the home. In addition, we will continue providing parent information sessions and learning nights to foster the home-school connection. Furthermore, with the start of SY26, we will begin the fifth year of our five-year strategic plan, in which one of our overarching goals is increasing family and community engagement. Increasing family engagement is one of our SMART goals related to the plan.

Title I Requirement:

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

[ESEA section 1113\(c\)\(3\)\(A\)](#)

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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



Parent and Family Engagement

ESEA Section 1116(a)(2)

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

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

Resources:

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

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

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

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

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

How To Upload A File

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

Choose File No file chosen

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

06-016-0960-02-Riverside SD96-PFEPolicy.pdf

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

*Required field

Private School Participation

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

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 ☐ Yes ☒ No Number of Low-Income Student(s):	Title II ☒ Yes ☐ No Total Enrollment Number Student(s):	Title IV ☒ Yes ☐ No Total Enrollment Number Student(s):	Nonpublic Consultation Form
St Mary School	☐		353	353	Choose File No file chosen St. Mary Private School Participation Consultation.pdf

Comments:

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

No Preschool Programs

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

([count] of 7500 maximum characters used)

Our early childhood program provides preschool screening throughout the year to preschool-age students to determine supports and services that may be necessary before the start of the kindergarten year. In addition, we schedule annual transition meetings from Early Childhood to Kindergarten, where the receiving school team participates with a team consisting of the kindergarten teacher, interventionists, social worker, and principal. The district also administers a summer screening assessment to assess readiness and identify at-risk kindergarten students before the start of the year so that accommodations can be implemented at the beginning of the year.

Response from the approved prior year Consolidated District Plan.

Our early childhood program provides preschool screening throughout the year to preschool-age students to determine supports and services that may be necessary before the start of the kindergarten year. In addition, we schedule annual transition meetings from Early Childhood to Kindergarten, where the receiving school team participates with a team consisting of the kindergarten teacher, interventionists, social worker, and principal. The district also administers a summer screening assessment to assess readiness and identify at-risk kindergarten students before the start of the year so that accommodations can be implemented at the beginning of the year.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

([count] of 7500 maximum characters used)

According to our district's Multi-Tiered Systems, students who do not meet grade-level standards on our benchmark assessments (i.e., FastBridge, NWEA MAP, and i-Ready Math Diagnostic Assessments) are served in our tiered Supports (MTSS) program. Students who are moderately below grade-level standards receive 90-150 minutes of English/Language Arts or mathematics interventions per week. Students significantly below grade-level standards receive 150-300 minutes of English/Language Arts or Mathematics interventions per week. These interventions are designed to support students' deficits in these academic areas and are provided by classroom teachers, reading specialists, and mathematics interventionists. Students identified as advanced through our advanced placement process receive services beginning in fourth grade. Students in this program receive 1 hour of math services five days a week in grade four, and students in grade five receive a compacted accelerated daily math program. In reading, students in grades three through five who are identified as advanced receive 1 hour per week of pull-out services. The middle school offers an advanced ELA and an advanced math course for students in grades six through eight who are identified as advanced. In addition, our program meets the needs of students with social-emotional challenges, identified through a social-emotional screener, that may interfere with academic success, as we offer interventions through social skills groups delivered by qualified social workers. We also utilize a social-emotional curricular resource to provide services to all students at the Tier 1 level.

Response from the prior year Consolidated District Plan.

According to our district's Multi-Tiered Systems, students who do not meet grade-level standards on our benchmark assessments (i.e., FastBridge, NWEA MAP, and i-Ready Math Diagnostic Assessments) are served in our tiered Supports (MTSS) program. Students who are moderately below grade-level standards receive 90-150 minutes of English/Language Arts or mathematics interventions per week. Students significantly below grade-level standards receive 150-300 minutes of English/Language Arts or Mathematics interventions per week. These interventions are designed to support students' deficits in these academic areas and are provided by classroom teachers, reading specialists, and mathematics interventionists. Students identified as advanced through our advanced placement process receive services beginning in fourth grade. Students in this program receive 1 hour of math services five days a week in grade four, and students in grade five receive a compacted accelerated daily math program. In reading, students in grades three through five who are identified as advanced receive three hours per week of pull-out services. The middle school offers an advanced ELA and an advanced math course for students in grades six through eight who are identified as advanced. In addition, our program meets the needs of students with social-emotional challenges, identified through a social-emotional screener, that may interfere with academic success, as we offer interventions through social skills groups delivered by qualified social workers. We also utilize a social-emotional curricular resource to provide services to all students at the Tier 1 level.

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

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

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

([count] of 7500 maximum characters used)

We have a defined Multi-Tiered Systems and Supports (MTSS) process that reviews benchmark data three times a year to determine students' levels of need. We also progress monitor all students receiving interventions and review the data from the progress monitoring every six weeks to determine if services have 1) been effective in bringing students to grade level and should be decreased, 2) have been effective but need to be continued, or 3) services have not been effective and need to be changed to better meet the student's needs. All students, including low-income, EL, special education, neglected, and delinquent, are universally screened in the Fall, Winter, and Spring with our benchmark assessments (i.e., FastBridge, NWEA MAP, and iReady Math Diagnostic). These assessments assess students in various areas, including but not limited to reading fluency, reading comprehension, early literacy measures for kindergarten and first-grade students, early numeracy measures for kindergarten and first-grade students, and computational measures. In addition, we administer a social-emotional screener to all students to identify social-emotional qualities that may need to be addressed. We also administer a cognitive screening measure to students in grades three and five. Students who are English learners are also assessed using the ACCESS assessment to determine the level of English services needed and any needed interventions.

Response from the prior year Consolidated District Plan.

We have a defined Multi-Tiered Systems and Supports (MTSS) process that reviews benchmark data three times a year to determine students' levels of need. We also progress monitor all students receiving interventions and review the data from the progress monitoring every six weeks to determine if services have 1) been effective in bringing students to grade level and should be decreased, 2) have been effective but need to be continued, or 3) services have not been effective and need to be changed to better meet the student's needs. All students, including low-income, EL, special education, neglected, and delinquent, are universally screened in the Fall, Winter, and Spring with our benchmark assessments (i.e., FastBridge, NWEA MAP, and iReady Math Diagnostic). These assessments assess students in various areas, including but not limited to reading fluency, reading comprehension, early literacy measures for kindergarten and first-grade students, early numeracy measures for kindergarten and first-grade students, and computational measures. In addition, we administer a social-emotional screener to all students to identify social-emotional qualities that may need to be addressed. We also administer a cognitive screening measure to students in grades three and five. Students who are English learners are also assessed using the ACCESS assessment to determine the level of English services needed and any needed interventions.

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

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

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

([count] of 7500 maximum characters used)

We have reading specialists and math interventionists who deliver interventions to students in English/Language Arts and mathematics. These interventions are delivered through pull-out services in small groups or through in-class

support at the elementary level, determined by the Multi-Tiered System of Supports (MTSS) process. Students may receive 90-150 minutes of intervention weekly if they are moderately below grade-level standards or 150-300 minutes if they are significantly below grade-level standards. At the middle school level, certified specialists provide push-in and pull-out support for students below grade level, with an additional 40-minute daily reading and/or math block for those significantly below grade-level standards. For enrichment, three certified staff members deliver advanced services at the elementary level, and middle school teachers staff accelerated programs for grades six through eight. English learners receive language development services from certified bilingual or EL-endorsed teachers, through both pull-out and push-in models as appropriate. Additionally, immigrant students who are not identified as English language learners receive supplemental support through transition-based activities. These include orientation workshops, newcomer support programming, peer or adult mentoring, access to bilingual materials to bridge academic transitions, and family engagement sessions to strengthen the home-school connection. These supplemental activities are designed to ensure immigrant students adapt successfully to the U.S. school system and can access grade-level content fully.

Response from the prior year Consolidated District Plan.

We have reading specialists and math interventionists who deliver interventions to students in English/Language Arts and mathematics. These interventions are delivered through pull-out services in small groups or through in-class support at the elementary level, determined by the Multi-Tiered System of Supports (MTSS) process. Students may receive 90-150 minutes of intervention weekly if they are moderately below grade-level standards or 150-300 minutes if they are significantly below grade-level standards. At the middle school level, certified specialists provide push-in and pull-out support for students below grade level, with an additional 40-minute daily reading and/or math block for those significantly below grade-level standards. For enrichment, three certified staff members deliver advanced services at the elementary level, and middle school teachers staff accelerated programs for grades six through eight. English learners receive language development services from certified bilingual or EL-endorsed teachers, through both pull-out and push-in models as appropriate. Additionally, immigrant students who are not identified as English language learners receive supplemental support through transition-based activities. These include orientation workshops, newcomer support programming, peer or adult mentoring, access to bilingual materials to bridge academic transitions, and family engagement sessions to strengthen the home-school connection. These supplemental activities are designed to ensure immigrant students adapt successfully to the U.S. school system and can access grade-level content fully.

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

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

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

([count] of 7500 maximum characters used)

Interventions are designed to meet the individual needs of each student. We use foundational skills programs, fluency programs, decodable instructional texts, and comprehension models to support reading. Programs include Soar to Success, Wilson Foundations, Read Live, Leveled Text, Lexia, and Voyager Sopris Language!. In mathematics, we use intervention materials and transition guides from our core mathematics programs (iReady Classroom Mathematics and Carnegie Learning). Skill-based intervention programs and programmatic placement tests determine targeted instruction, and some students receive a supplemental direct instruction approach in mathematics. Advanced Learning teachers extend student learning through project-based approaches in English/Language Arts and curriculum compaction in mathematics. Middle school offers daily accelerated classes at a grade level above placement. English learners receive targeted supplemental support with the above resources from certified bilingual or EL-endorsed teachers to support both content learning and language development. For immigrant students who are not English language learners, supplemental support includes academic transition guidance, peer or mentor support, homework assistance, and access to community-based programming designed to facilitate academic adjustment and build confidence in new learning environments. School social workers also provide social-emotional assistance to immigrant and other students with identified needs, further supporting successful integration and learning.

Response from the prior year Consolidated District Plan.

Interventions are designed to meet the individual needs of each student. We use foundational skills programs, fluency programs, decodable instructional texts, and comprehension models to support reading. Programs include Soar to Success, Wilson Foundations, Read Live, Leveled Text, Lexia, and Voyager Sopris Language!. In mathematics, we use intervention materials and transition guides from our core mathematics programs (iReady Classroom Mathematics and Carnegie Learning). Skill-based intervention programs and programmatic placement tests determine targeted instruction, and some students receive a supplemental direct instruction approach in mathematics. Gifted teachers extend student learning through project-based approaches in English/Language Arts and curriculum compaction in mathematics. Middle school offers daily accelerated classes at a grade level above placement. English learners receive targeted supplemental support with the above resources from certified bilingual or EL-endorsed teachers to support both content learning and language development. For immigrant students who are not English language learners, supplemental support includes academic transition guidance, peer or mentor support, homework assistance, and access to community-based programming designed to facilitate academic adjustment and build confidence in new learning environments. School social workers also provide social-emotional assistance to immigrant and other students with identified needs, further supporting successful integration and learning.

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

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

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

([count] of 7500 maximum characters used)

We disaggregate our data by various demographics relevant to our population, including but not limited to race/ethnicity, socio-economic status, and gender. We also disaggregate our data by school and classroom teachers to ensure students receive similar educational experiences across the school district. We will continue to use progress monitoring data, benchmarking data, and state assessments to examine students' performances in these subgroups, as well as the performances of students by teacher and by school. Using our data management system, we can pull data by classroom, examine growth over a school year, and aggregate longitudinal data to look for patterns.

Response from the prior year Consolidated District Plan.

We disaggregate our data by various demographics relevant to our population, including but not limited to race/ethnicity, socio-economic status, and gender. We also disaggregate our data by school and classroom teachers to ensure students receive similar educational experiences across the school district. We will continue to use progress monitoring data, benchmarking data, and state assessments to examine students' performances in these subgroups, as well as the performances of students by teacher and by school. Using our data management system, we can pull data by classroom, examine growth over a school year, and aggregate longitudinal data to look for patterns.

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

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

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

([count] of 7500 maximum characters used)

We have both library/media center informational specialists and instructional technology staff collaborate to provide a robust program in research and digital literacy elements. The elementary librarians offer various projects to explore interesting topics through print and digital research. Our instructional technology team supports classroom teachers in carrying out instruction that embeds digital literacy into learning. Our core programs offer print and digital components that expose students to a robust program. Our resources across disciplines provide various media and genres for exploring literacy, including print and online resources. The middle school librarian partners with all disciplines to identify supplementary resources that will personalize and enhance the learning experience for students. We also have a strong partnership with our community libraries, and they support a summer library program for our summer school program.

Response from the prior year Consolidated District Plan.

We have both library/media center informational specialists and instructional technology staff collaborate to provide a robust program in research and digital literacy elements. The elementary librarians offer various projects to explore interesting topics through print and digital research. Our instructional technology team supports classroom teachers in carrying out instruction that embeds digital literacy into learning. Our core programs offer print and digital components that expose students to a robust program. Our resources across disciplines provide various media and genres for exploring literacy, including print and online resources. The middle school librarian partners with all disciplines to identify supplementary resources that will personalize and enhance the learning experience for students. We also have a strong partnership with our community libraries, and they support a summer library program for our

summer school program.

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

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

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

([count] of 7500 maximum characters used)

The district has a defined screening process, including various achievement measures for identifying students. The formal identification process begins at the conclusion of third grade; however, parents can request the process before third grade. Once students are identified, they receive services through pull-out small group models or participation in an accelerated course of study. Students in grades four and five can receive enrichment in English/Language Arts for five hours a week. Students in grades four and five also have the opportunity to receive enrichment in mathematics with a pull-out replacement math program. Grade five mathematics instruction is a compacted/accelerated course of study. Students in grades six through eight are offered accelerated courses of study in ELA and mathematics.

Response from the prior year Consolidated District Plan.

The district has a defined screening process, including cognitive ability screening tools and achievement measures for identifying students. The formal identification process begins at the conclusion of third grade; however, parents can request the process before third grade. Once students are identified, they receive services through pull-out small group models or participation in an accelerated course of study. Students in grades four and five can receive enrichment in English/Language Arts for three hours a week. Students in grades four and five also have the opportunity to receive enrichment in mathematics with a pull-out replacement math program. Grade five mathematics instruction is a compacted/accelerated course of study. Students in grades six through eight are offered accelerated courses of study in ELA and mathematics.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

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

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

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

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

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

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

**Required field for only Title I, Part A

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

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

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

([count] of 7500 maximum characters used)

To support effective transitions from middle school to high school, our district uses a data-driven approach grounded in our Multi-Tiered Systems of Support (MTSS) framework. In eighth grade, student performance data, including assessment results and teacher input, is reviewed to inform placement recommendations. Our eighth-grade teachers collaborate with high school counseling staff to ensure that placement decisions reflect each student's full academic potential, even when assessment data may not capture their abilities. We offer double acceleration opportunities in mathematics, and qualifying eighth-grade students may enroll in a high school-level math course. Our district partners with the two other elementary districts that feed into the high school to ensure a vertically aligned academic and career exploration framework for grades 6-12. This partnership includes coordination with the high school to develop clear pathways for students to engage in career development activities.

Response from the approved prior year Consolidated District Plan.

To support effective transitions from middle school to high school, our district uses a data-driven approach grounded in our Multi-Tiered Systems of Support (MTSS) framework. In eighth grade, student performance data, including assessment results and teacher input, is reviewed to inform placement recommendations. Our eighth-grade teachers collaborate with high school counseling staff to ensure that placement decisions reflect each student's full academic potential, even when assessment data may not capture their abilities. We offer double acceleration opportunities in mathematics, and qualifying eighth-grade students may enroll in a high school-level math course. Our district partners with the two other elementary districts that feed into the high school to ensure a vertically aligned academic and career exploration framework for grades 6-12. This partnership includes coordination with the high school to develop clear pathways for students to engage in career development activities.

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

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

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

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

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

([count] of 7500 maximum characters used)

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.

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

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Professional development activities will not be funded by Title I, Part A.

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

We will use funds to support the restructuring of our Advanced Learning Program while also addressing training on diversifying instructional strategies and approaches to learning. In addition to the academic supports and training, we will focus on the whole child by training on the importance of social-emotional structures to support a positive learning environment. This will include training in strategies like Responsive Classroom, Restorative Justice, and Equity Training, helping our district to continue to nurture a more inclusive and student-centered culture for learning. In addition, the participating private school, St Mary's, will continue professional learning around professional learning communities to foster collaborative structures and a more student-centered culture for learning.

G. Title III - LIEP

We will use funds to support professional learning for our staff in best-practice instructional strategies for EL students. These professional development topics may include but are not limited to increasing our ELL students' fluency in reading, writing, and speaking, teaching newcomers, and inquiry-based instruction. One staff member will also attend the bilingual director's conference which includes various sessions about ensuring our ELL students' growth and achievement.

H. Title III - ISEP

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

Funding will support activities and programming that promote a healthy and safe school community. The training will assist teachers in helping students navigate an increasingly complex social world and provide them with strategies for addressing social conflict, bullying, and creating a positive school culture and climate. The participating private school, St. Mary's, will allocate funds to improve the school culture and climate.

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

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

District 96, in collaboration with the participating private school, plan to support professional development with instructional strategies in academic, functional, and social-emotional learning to meet the needs of the diverse learners in our special education programs if allocations allow beyond the necessary program services.

L. IDEA, Part B - Preschool

If funds allow, we will work with our local Special Education Cooperative to access professional development for Early Childhood, focusing on best practices for supporting Early Learners.

Legislative Requirement:

[1] Title III, Section 3115(c)(2)

[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

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

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

ISBE Goals:

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

District Goal(s):

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

Learning Environment and Culture - Cultivate a safe, secure, and inclusive learning environment that is responsive to the evolving needs of each student

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.

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)

District 96 continues to engage in promoting a culture of inclusivity. The middle school staff partners with Facing History and Ourselves to engage in staff training to get to know students, cultural competency, and restorative justice. The administrative team is committed to problem-solving and imposing consequences that do not disrupt the learning process. The district tracks discipline data and analyzes it by subgroup to ensure no disparity or inequity in how the schools respond to students. District 96 is proactive with social-emotional learning, discipline, and inclusion. All schools have focused on social-emotional lessons on bullying, reporting bullying behaviors, and the role of the bystander. We also have an anonymous online bullying reporting system, which allows individuals to report incidents of concern. The school-level team will respond and follow up with the concerns to determine the necessary intervention and/or support needed to remedy the situation. As a district, we are implementing a restorative justice model to work on the underlying causes of a perpetrator's behavior and determine how best to address those needs to change the behaviors. We track discipline data to ensure we are attending to patterns of inequity in response to students based on race, ethnicity, socio-economic status, English proficiency, immigrant status, disabilities, and/or gender. We also implement programs to raise parent and staff awareness around these issues, including the use of outside agencies like Sarah's Inn to address the social-emotional health of adolescents in the middle school and implementing units of instruction from Facing History and Ourselves to address issues of equity and bias in decisions made by both students and adults in our system.

Response from the prior year Consolidated District Plan.

District 96 continues to engage in promoting a culture of inclusivity. The middle school staff partners with Facing History and Ourselves to engage in staff training to get to know students, cultural competency, and restorative justice. The administrative team is committed to problem-solving and imposing consequences that do not disrupt the learning process. The district tracks discipline data and analyzes it by subgroup to ensure no disparity or inequity in how the schools respond to students. District 96 is proactive with social-emotional learning, discipline, and inclusion. All schools have focused on social-emotional lessons on bullying, reporting bullying behaviors, and the role of the bystander. We also have an anonymous online bullying reporting system, which allows individuals to report incidents of concern. The school-level team will respond and follow up with the concerns to determine the necessary intervention and/or support needed to remedy the situation. As a district, we are implementing a restorative justice model to work on the underlying causes of a perpetrator's behavior and determine how best to address those needs to change the behaviors. We track discipline data to ensure we are attending to patterns of inequity in response to students based on race, ethnicity, socio-economic status, English proficiency, immigrant status, disabilities, and/or gender. We also implement programs to raise parent and staff awareness around these issues, including the use of outside agencies like Sarah's Inn to address the social-emotional health of adolescents in the middle school and implementing units of instruction from Facing History and Ourselves to address issues of equity and bias in decisions made by both students and adults in our system.

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)

Our homeless children and youth will be supported by providing necessary school supplies and other required resources to successfully access learning in District 96, including Chromebook computers for students in grades three through eight or iPads for students in grades Kindergarten through two for our district 1:1 program and/or funds for field trips. We have also set aside funds to support our students with basic food and clothing needs related to their participation in the educational experience (i.e., provision of gym shoes for PE, daily snacks, etc.). For families needing counseling or community service, our social workers partner very closely with the families to provide them with the necessary referrals for any identified need.

Response from the prior year Consolidated District Plan.

Our homeless children and youth will be supported by providing necessary school supplies and other required resources to successfully access learning in District 96, including Chromebook computers for students in grades three through eight or iPads for students in grades Kindergarten through two for our district 1:1 program and/or funds for field trips. We have also set aside funds to support our students with basic food and clothing needs related to their participation in the educational experience (i.e., provision of gym shoes for PE, daily snacks, etc.). For families needing counseling or community service, our social workers partner very closely with the families to provide them with the necessary referrals for any identified 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](#)**Attendance Center Designation**

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1004 - L J HAUSER JR HIGH SCHOOL	☐	☒	☐	☐	
2001 - A F AMES ELEM SCHOOL	☐	☒	☐	☐	
2002 - BLYTHE PARK ELEM SCHOOL	☐	☐	☒	☐	
2003 - CENTRAL ELEM SCHOOL	☐	☐	☒	☐	
2005 - HOLLYWOOD ELEM SCHOOL	☐	☐	☒	☐	

Describe anticipated Reorganizations:

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

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

ISBE Goals:

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

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

☐ _____

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

[Section 1111\(d\)](#)

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

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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)

No schools identified under this part.

Response from the approved prior year Consolidated District Plan.

No schools identified under this part.

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, and/or
- ☐ Direct Certification.

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

[Section 1114 and 1115](#)

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

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([count] of 7500 maximum characters used)

Ames Elementary School and Hauser Junior High School are identified for targeted assistance based on their percentage of low-income students. The goal of the targeted assistance program is to support the identified at-risk students in meeting expected growth targets as determined by individual goal setting and progress monitoring based on their universal screening results. Multiple measures will be used to track the growth of these students and may include, but are not limited to, standardized reading fluency, comprehension, early literacy and numeracy measures, computation measures, NWEA MAP data, and common unit assessments. In addition, students will receive intensive, targeted instruction delivered by reading and/or math specialists based on the identified gaps in their skills/learning outcomes. The grant will support additional personnel to assist in providing the targeted interventions.

Response from the approved prior year Consolidated District Plan.

Ames Elementary School and Hauser Junior High School are identified for targeted assistance based on their percentage of low-income students. The goal of the targeted assistance program is to support the identified at-risk students in meeting expected growth targets as determined by individual goal setting and progress monitoring based on their universal screening results. Multiple measures will be used to track the growth of these students and may include, but are not limited to, standardized reading fluency, comprehension, early literacy and numeracy measures, computation measures, NWEA MAP data, and common unit assessments. In addition, students will receive intensive, targeted instruction delivered by reading and/or math specialists based on the identified gaps in their skills/learning outcomes. The grant will support additional personnel to assist in providing the targeted interventions.

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([count] of 7500 maximum characters used)

Response from the approved prior year Consolidated District Plan.

Title I Requirement:

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

*Required field

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

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

ISBE Goals:

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

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

- ☒ Learning Environment and Culture: Goal 2 of District Strategic Plan

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 Special Education Leadership Team meets monthly to discuss student progress and the interventions that support students with special needs. Interventions are reviewed, and additional resources are studied and reviewed to support reading, writing, and math skills. Additional resources will be purchased, and professional development will be needed to support instruction. A social-emotional screener has been implemented consistently this year and data will be reviewed this summer. Work on SEL and academic curriculum is being completed by special education staff to further enhance educational and social emotional supports and opportunities for students.

Response from the approved prior year Consolidated District Plan.

The Special Education Leadership Team meets monthly to discuss student progress and the interventions that support students with special needs. Interventions are reviewed, and additional resources are studied and reviewed to support reading, writing, and math skills. Additional resources will be purchased, and professional development will be needed to support instruction. A social-emotional screener has been implemented consistently this year and data will be reviewed this summer. Work on SEL and academic curriculum is being completed by special education staff to further enhance educational and social emotional supports and opportunities for students.

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)

Funds will be used to provide professional development materials to research best practices in social-emotional learning for new curricula and interventions and social-emotional screeners and tools for assessment of this area.

Response from the approved prior year Consolidated District Plan.

Funds will be used to provide professional development materials to research best practices in social-emotional learning for new curricula and interventions and social-emotional screeners and tools for assessment of this area.

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)

Not applicable

Response from the approved prior year Consolidated District Plan.

Not applicable

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

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

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

([count] of 7500 maximum characters used)

Not applicable

*Required field

Overview

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or 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 that is Youth in Care/in foster care:

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

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

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

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

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

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

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

Contact Information

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
Geraghty	Nora	Director of Student Services and Special Education	geraghtyn@district96.org
Phone*			
708	447	5007	

☐ Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Geraghty	Nora	Director of Student Services and Special Education	geraghtyn@district96.org
Phone*			
708	447	5007	

☐ Click here to add information for other personnel involved in the plan development.

*Required field

Best Interest Determination as it relates to School Stability

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

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

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

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

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

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

District 96 would convene an educational team consisting of school and district administrators, a social worker, the child's guardian(s), and personnel from the school of origin, including but not limited to classroom teachers and support staff. The team would collaborate to determine the best placement, typically the school of origin, unless determined otherwise. In addition, the district would provide transportation for the duration of the child's time in foster care. To determine whether the child's school of origin is in their best interest, as it relates to ensuring school stability, the educational team will consider information on the appropriateness of the current educational setting as shared by Child Welfare Agency, the foster care point of contact, and other essential members from the personnel from the school of origin. The distance from potential placements to the child's current educational setting will also be considered.

Response from the approved prior year Consolidated District Plan.

District 96 would convene an educational team consisting of school and district administrators, a social worker, the child's guardian(s), and personnel from the school of origin, including but not limited to classroom teachers and support staff. The team would collaborate to determine the best placement, typically the school of origin, unless determined otherwise. In addition, the district would provide transportation for the duration of the child's time in foster care. To determine whether the child's school of origin is in their best interest, as it relates to ensuring school stability, the educational team will consider information on the appropriateness of the current educational setting as shared by Child Welfare Agency, the foster care point of contact, and other essential members from the personnel from the school of origin. The distance from potential placements to the child's current educational setting will also be considered.

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

See IDEA legislation here See Section 504 here

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

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

If there are special considerations related to a student under Section 504 or IDEA, the team will work to ensure that the transportation plan and educational plan accommodates the student's individual needs. The IEP or 504 plan will be executed to maintain consistent and appropriate programming, including the need for transportation.

Response from the approved prior year Consolidated District Plan.

If there are special considerations related to a student under Section 504 or IDEA, the team will work to ensure that the transportation plan and educational plan accommodates the student's individual needs. The IEP or 504 plan will be executed to maintain consistent and appropriate programming, including the need for transportation.

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

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

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

For students in Foster Care requiring English Learner services, the team will also consider a transportation plan that allows the child to access and receive the appropriate English learner services. The school staff would screen the student as required for all students, and they would ensure that the child receives the appropriate amount of direct service or consult support from a teacher who is certified in English Learning.

Response from the approved prior year Consolidated District Plan.

For students in Foster Care requiring English Learner services, the team will also consider a transportation plan that allows the child to access and receive the appropriate English learner services. The school staff would screen the student as required for all students, and they would ensure that the child receives the appropriate amount of direct service or consult support from a teacher who is certified in English Learning.

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

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

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

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

Should there be a dispute regarding the placement of a student in foster care, the following steps will occur: 1. The stakeholder initiating the dispute would contact the district to review the resolution. 2. District 96 would work with the interested parties to reach a solution in the child's best interest. 3. If an agreement cannot be reached, the Child Welfare Agency (DCFS) would be contacted to make a final determination on behalf of the child.

Response from the approved prior year Consolidated District Plan.

Should there be a dispute regarding the placement of a student in foster care, the following steps will occur: 1. The stakeholder initiating the dispute would contact the district to review the resolution. 2. District 96 would work with the interested parties to reach a solution in the child's best interest. 3. If an agreement cannot be reached, the Child Welfare Agency (DCFS) would be contacted to make a final determination on behalf of the child.

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

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

District administrators review the ESSA requirements for educational stability for students who are identified as Youth in Care each fall in the new hire orientation sessions. All staff participate in the required training as mandated by the state to be informed about the ESSA requirements for educational stability.

*Required field

Youth in Care Stability Plan Development

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

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

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

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

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

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

The LEA will work collaboratively with the SEA to develop a plan for safe, reliable, and cost-effective transportation to the agreed-upon educational placement of the child. Factors including, but not limited to, the child's social-emotional, academic, and physical well-being, along with any identified needs, will be considered in developing the transportation plan. The LEA-POC will be the Director of Teaching and Learning, and the LEA Transportation Director will be the Director of Special Education. It is important to note that the Director of Teaching and Learning also oversees Title I, and the Director of Special Education also oversees the school social workers. The Child Welfare Agency Point of Contact will also be included in the development of the transportation plan.

Response from the approved prior year Consolidated District Plan.

The LEA will work collaboratively with the SEA to develop a plan for safe, reliable, and cost-effective transportation to the agreed-upon educational placement of the child. Factors including, but not limited to, the child's social-emotional, academic, and physical well-being, along with any identified needs, will be considered in developing the transportation plan. The LEA-POC will be the Director of Teaching and Learning, and the LEA Transportation Director will be the Director of Special Education. It is important to note that the Director of Teaching and Learning also oversees Title I, and the Director of Special Education also oversees the school social workers. The Child Welfare Agency Point of Contact will also be included in the development of the transportation plan.

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

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

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

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

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

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

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

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

If appropriate, the following funding sources will be considered in developing the transportation plan: District Transportation Fund and Cost-Sharing agreement.

Response from the approved prior year Consolidated District Plan.

If appropriate, the following funding sources will be considered in developing the transportation plan: District Transportation Fund and Cost-Sharing agreement.

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

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

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

The district will appeal to the appropriate state agency for a final determination.

Response from the approved prior year Consolidated District Plan.

The district will appeal to the appropriate state agency for a final determination.

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

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

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

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

To ensure consistent educational programming for the student, the School of Origin (SOO) will be responsible for transportation. At the same time, all disputes are being resolved, and the issues related to the dispute will be addressed once the dispute is resolved. The School of Origin (SOO) is responsible for transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

To ensure consistent educational programming for the student, the School of Origin (SOO) will be responsible for transportation. At the same time, all disputes are being resolved, and the issues related to the dispute will be addressed once the dispute is resolved. The School of Origin (SOO) is responsible for transportation while all disputes are being resolved.

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

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

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

The Foster Care Transportation will remain on file with the LEA and the Title I Coordinator. The plan will be reviewed with the full District Leadership Team at the beginning of the year so that all district administrators know and can execute the plan when notified of a student in foster care. In addition, the Director of Special Education and/or the Director of Teaching and Learning will ensure administrators are aware of any students within the foster care system. The Director of Special Education will review the plan components with all related service personnel during the first weeks of school. The building principals, along with their related staff members, will review the plan components with their building-level staff during the first weeks of school to ensure all staff members are aware of the plan, enabling all district staff to initiate the plan should they learn of any students in need of such services.

Response from the approved prior year Consolidated District Plan.

The Foster Care Transportation will remain on file with the LEA and the Title I Coordinator. The plan will be reviewed with the full District Leadership Team at the beginning of the year so that all district administrators know and can execute the plan when notified of a student in foster care. In addition, the Director of Special Education and/or the Director of Teaching and Learning will ensure administrators are aware of any students within the foster care system. The Director of Special Education will review the plan components with all related service personnel during the first weeks of school. The building principals, along with their related staff members, will review the plan components with their building-level staff during the first weeks of school to ensure all staff members are aware of the plan, enabling all district staff to initiate the plan should they learn of any students in need of such services.

*Required field

BSP Overview

Program Name:	EL - Bilingual Service Plan
Purpose:	The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.
Rules:	23 Ill. Admin. Code, Part 228.50
Contact:	Multilingual Department at 312-814-3850 multilingual@isbe.net

BSP Contact Information

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

Provide information below for the Bilingual Director (Administrator overseeing EL Services)

Last Name*

Phone*

First Name*

Middle
Initial

Email*

EL Program Director Requirements:

- a. Administrative Endorsement ☐
- AND
- b. ESL/Bilingual Endorsement ☐
- OR
- Eight (8) Hours of Professional Development Related to EL Education ☐

*Required field

Attendance Center Enrollment Information[Instructions](#)

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

Types of Instructional Design Offered in Your District (Mark all that apply.)

- ☐ Dual Language One-Way
- ☐ Dual Language Two-Way
- ☐ Transitional Bilingual Education Program
- ☐ Transitional Program of Instruction

Staffing Levels in Your District (Mark all that apply.)

- ☐ We have sufficient ESL-certified staff to provide services.
- ☐ We have sufficient bilingual-endorsed staff to provide services.
- ☐ We do not have sufficient staff and are working to increase the number of bilingual/ESL-endorsed staff to meet district needs.

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

PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional development activities must be provided to all staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff.

*The required professional development will be provided.

☐ Yes

☐ No

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

*Required field

BSP TBE Requirements[Instructions](#)

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

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes ☒ No ☐

*Required field

TBE Parent Advisory Committee[Instructions](#)

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

Does your district offer a TBE program?

Yes ☒
No ☐

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.

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

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

v.02.17.2026

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

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

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

<https://www.ilga.gov/Legislation/ILCS/Articles?ActID=3559&ChapterID=7>

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

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

NO BINDING OBLIGATION

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

PROJECT

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

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following 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; and
 - j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

- a) Publishing a statement:
 - i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.

- ii) Specifying the actions that will be taken against employees for violations of such prohibition.
 - iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
 - 1) Abide by the terms of the statement; and
 - 2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
 - b) Establishing a drug-free awareness program to inform employees about:
 - i) The dangers of drug abuse in the workplace;
 - ii) The grantees or contractors policy of maintaining a drug-free workplace;
 - iii) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - iv) The penalties that may be imposed upon an employee for drug violations.
 - c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
 - d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
 - e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
 - f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
 - g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

☐ By checking this box, the prospective lower tier participant certifies that:

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

Instructions for Certification

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

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Certification Regarding Lobbying

Instructions

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

☐ By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

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

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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.

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Assurances

Instructions

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

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

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

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

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

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

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Not calling IWAS Web Service

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

Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.

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

Application was created on:

3/23/2026

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

This Application has not been submitted

Page Review Status Instructions

☒ Expand All

Consolidated District Plan

Page Status

**Open Page
for editing**

[Consolidated District Plan](#)

Contact Information			OPEN	☐
Needs Assessment and Programs			OPEN	☐
Plan Specifics				
Needs Assessment Impact		OPEN		☐
Stakeholders		OPEN		☐
Parent and Family Engagement		OPEN		☐
Private Schools Participation		OPEN		☐
Preschool Coordination		OPEN		☐
Student Achievement		OPEN		☐
College and Career		OPEN		☐
Professional Development		OPEN		☐
Safe Learning Environment		OPEN		☐
Title I Specific Pages				
Title I Specific - Part One	OPEN	☐		
Title I Specific - Part Two	OPEN	☐		
IDEA Specific Requirements			OPEN	☐
Youth in Care Stability Plan				
Youth in Care Stability Plan Contacts	OPEN	☐		
Best Interest Determination Plan	OPEN	☐		
Youth In Care Transportation Plan	OPEN	☐		
Bilingual Service Plan				
BSP Plan Specifics				
BSP Program Contact	OPEN	☐		
Attendance Center Enrollment Information	OPEN	☐		
BSP Professional Development	OPEN	☐		
BSP TBE Requirements	OPEN	☐		
BSP Parent Advisory Committee	OPEN	☐		
Assurance Pages				
Plan Assurances		OPEN		☐
State Assurances		OPEN		☐
Debarment		OPEN		☐
Lobbying		OPEN		☐
GEPA 442		OPEN		☐
AssurancesText		OPEN		☐

Save

