

eGrant Management System

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Applicant: PROSPECT HEIGHTS SD 23

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: PROSPECT HEIGHTS SD 23

Date Generated: 5/8/2026 1:02:03 PM

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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*

Phone*

Extension

First Name*

Middle

Initial

Email*

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

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

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

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

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

([count] of 2500 maximum characters used)

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board of Education policy 8:20, Community Use of School Facilities. Any student may file a discrimination grievance by using Board Policy 2:260, Uniform Grievance Procedure. No student shall, based on sex, sexual orientation, or gender identity, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Any student may file a sex equity complaint by using Board Policy 2:260, Uniform Grievance Procedure. A student may appeal the Board's resolution of the complaint to the appropriate Intermediate Service Center (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8). Administrative Implementation: The Superintendent shall appoint a Nondiscrimination Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure. All teachers and staff will receive training on an annual basis to ensure that all students are included in every aspect of the curriculum, including extracurricular activities.

3. Bilingual Director (Administrator overseeing EL Services) Assurance

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

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

4. District Migrant Education Program Liaison

Last Name

First Name

Middle Initial

Phone

Extension

Email

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

5. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

*Required field, applicable for all funding sources

Amendments

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

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

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

*Required field, applicable for all funding sources

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

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

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

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

District 23 has worked collaboratively to coordinate across offices and increase communication on the prioritizing of goals and how those are funded. We started this effort through our strategic planning process, where we identified the goals we want to accomplish within each school year. We reached out to various stakeholders, including our Special Education Cooperative (NSSEO), to acquire feedback and guidance on that plan. We then work with our funding within the various district departments and cooperatives on how we can work together to identify the appropriate funding source to coordinate and align these goals.

Response from the approved prior year Consolidated District Plan.

District 23 has worked collaboratively to coordinate across offices and increase communication on the prioritizing of goals and how those are funded. We started this effort through our strategic planning process where we identify the goals we want to accomplish within each school year. We reach out to various stakeholders, including our Special Education Cooperative (NSSEO) to acquire feedback and guidance on that plan. We then work with our funding within the various district departments and cooperatives on how we can work together to identify the appropriate funding source to coordinate and align these goals.

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)

In order to develop the needs of the district for this Consolidated District Plan, the district surveys parents, teachers, students, and community members to inform our program options. We have also used data from the School/District Report Cards, the Five Essentials Survey, NSSEO parent and student surveys, and Student Achievement data, particularly paying attention to the subgroups, recruitment and retention data, and school improvement plans. We have worked collaboratively to coordinate across offices and increase communication on the prioritizing of goals and how those are funded. We started this effort through our strategic planning process, where we identified the goals we want to accomplish within each school year. We reached out to various stakeholders to acquire feedback and guidance on that plan. We then worked with the various district departments on how we can work together to identify the appropriate funding source to address these goals.

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.

In addition to the list above, we constantly send surveys to parents, teachers, and students to identify needs to inform our program options. This includes a parent and staff survey from our Special Education Cooperative (NSSEO) that we send annually. A needs assessment will be conducted as part of planning year activities.

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.

- i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.
- iii. 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)

District 23's well-rounded program of instruction for students in grades K-8 includes: Reading, Language Arts, Writing, Spelling, Handwriting, Mathematics, Science, Social Studies, Health, Physical Education, Art, and Music. Additionally, in grades 6-8, students participate in the following courses: Applied Technology, Family and Consumer Science, and Spanish. Students in grades 2-5 also participate in an Inquiry, Discovery, Exploration, and Awareness (IDEAS) class. Students in grades 4-8 may also participate in vocal and instrumental music courses: Chorus, Band, and Orchestra. Further, students are integrated into the school culture through experiencing our school-wide positive behavioral expectations and social-emotional learning lessons and reteaching. A wide range of interscholastic and intramural clubs and activities also provide exposure to experiences that nurture a student's well-rounded development. Student achievement data in literacy and math indicate that an achievement gap exists between subgroups of students. Specifically, students identified as special education and ML do not perform at the levels of other subgroups, namely those students identified as general education. This data, along with teacher survey results, indicates a need for professional development opportunities in the identification and implementation of pedagogical approaches suitable to the needs of these students. Our needs assessment and data collected indicate the need for the following: 1: Professional development in the area of improving assessment practices as well as other goals listed in our strategic plan 2: Differentiated Instruction strategies (process, product, and content) for General Education, Multilingual strategies, Special Education and gifted students in all content areas 3: MTSS review and procedures 4: After School/Summer School opportunities for students in need of extra support. 5: Extra support in the classrooms for struggling students through the use of Title I tutors.

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

A needs assessment was conducted via the Illinois Quality Framework Supporting Rubric (IQFSR) and a root cause analysis. The needs assessment priorities indicated an achievement gap in both (1) literacy and (2) math for our special education students. In addition, needs were identified to (3) align our service delivery models with students' needs and ensure each student receives appropriate assessment accommodations.

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).

Student achievement data in literacy and math indicate that an achievement gap exists between subgroups of students. Specifically, students identified as special education and ML do not perform at the levels of other subgroups, namely those students identified as general education. This data, along with teacher survey results, indicates a need for professional development opportunities in the identification and implementation of pedagogical approaches suitable to the needs of these students. Professional development will span the following: 1) use of WIDA and Can-Do descriptors to target instruction for MLs, 2) Support for our new teachers, administrators, and staff through a mentoring program 3) Differentiated Instruction strategies (process, product, and content) for ML and Special education students in all content areas, 4) MTSS review and procedures, 5) PBIS Tier 1 training through Safe and Civil Schools approach, and 5) job-specific workshops focused on grading and assessment practices.

G. Title III - LIEP

Student achievement data in literacy and math indicate that an achievement gap exists between subgroups of students. Specifically, students identified as special education and ML do not perform at the levels of other subgroups, namely those students identified as general education. Funds will be used to provide instructional assistants at two schools, to provide professional development on ML education, to fund parent involvement activities, and to reinforce the needs of our newcomer students across the district.

H. Title III - ISEP

Title III Immigrant Student Education Program funds will be used to bridge the language learning of our multilingual learners arriving from other countries. Funds will be used to purchase intervention materials for working with students during direct services and professional development for staff members. Funds will also be used to help bridge the cultural gap between our immigrant families and the rest of the community by providing additional liaison services to parents through welcome gifts and materials at booths during school engagement events. In addition, we will utilize funds to purchase reading materials in families' native languages for school and at-home use, which will help engage families in the educational process. In order to determine the use of ISEP funds, representatives from our district ML Committee will analyze the ACCESS scores of immigrant students. In addition, we will consult with teachers, our ML Team, and school offices to ensure we are meeting the needs of all students and families.

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

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

Title IV funding will assist with an initiative to promote the health and safety of our students. The district will partner with others for presentations to address drug prevention, safety, puberty, and health-related standards.

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

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

NSSEO, which is our Special Education Cooperative, conducts an annual parent and staff needs assessment to assist us in developing our programs, services, and this grant. In conjunction with local data and input, this needs assessment guides the prioritization of the use of grant funds. Providing targeted support, direct instruction, and professional development have all been identified as goals for us to continue to address. The IDEA Flow-Through funds will be used for professional development through our Special Education Cooperative, a portion of administrative and custodial services for students attending NSSEO schools, the salaries of district Educational Support Personnel (ESPs) for our special education classrooms, and funds to address a disproportionality finding.

L. IDEA, Part B - Preschool

The NSSEO parent and staff needs assessment has identified that early childhood programming continues to be a need for our community. Additional support is a necessity for our preschool program to provide early childhood instruction and support interventions. Our funds will be used to pay a portion of the salary for an assistant in the preschool program.

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.

Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district, and they are: Student Success - Ensure all students are well-rounded and emotionally and academically prepared for success in high school. Teaching, Learning, and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff. Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities. Sustainable Resources - Advance effective use of resources to support safe, learner-ready facilities that maximize student learning.

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)

The stakeholders in District 23 include parents, community members, Bilingual Parent Advisory Committee (BPAC) members, teachers, and administrators. Each stakeholder is asked for their feedback and guidance on grant funds. Stakeholders were invited to join a series of meetings (in person and virtual to discuss our district priorities and areas of focus. A timely and meaningful consultation meeting was called with the following agenda items: Overview of the "Child Find Process", "At-Risk" identification process, "ML" identification process, Overview of Title I, Title III, and IDEA Grant Process Identification and allocation of a proportionate share, Opportunities for collaboration and assessment of the need for services, Resolution of disagreements, Review of Title I Compact, Proposed Services, Targeted Funding, and Title I Plan

Response from the prior year Consolidated District Plan.

The stakeholders in District 23 include parents, community members, Bilingual Parent Advisory Committee (BPAC) members, teachers, and administrators. Each stakeholder is asked for their feedback and guidance on grant funds. Stakeholders were invited to join a series of meetings (in person and virtual to discuss our district priorities and areas of focus. A timely and meaningful consultation meeting was called with the following agenda items: Overview of the "Child Find Process", "At-Risk" identification process, "ML" identification process, Overview of Title I, Title III, and IDEA Grant process Identification and allocation of a proportionate share, Opportunities for collaboration and assessment of the need for services, Resolution of disagreements, Review of Title I Compact, Proposed Services, Targeted Funding, and Title I Plan

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.

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([count] of 7500 maximum characters used)

This year we have engaged several stakeholder groups that helped to shape and develop our strategic plan. We had several parent meetings where we invited the parents to review our new ELA materials. During this meeting, we also reviewed the Title I plan, our Parent Compact, and proposed Title I grant-funded services. In addition, each year, we collect input from our Bilingual Parent Advisory Council in terms of their input as to how we spend our Title III funds in District 23. Our BPAC has input on our general program of instruction for our Bilingual students as well as our parent education programs and events we hold each year. During the 22-23 School year, we will hold the planning meeting for our BPAC parents in May of 2023. Annually, Title I services is presented at a public meeting of the Board of Education and subsequently presented at public meetings of our Parent-teacher Associations. This provides an opportunity for public input and review of the use of funds and services provided. In alternate years, District 23 administers a survey to all parents, faculty, and administration in the District to gather input into the needs, strengths, and opportunities for future growth of our District and schools as we serve the needs of our students and families. Prospect Heights SD#23 Board Policy 6:170 outlines provisions for the development and implementation of a District and School Title I compact: Title I Parent and Family Engagement. The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in district-level and school-level compacts. District-Level Parent and Family Engagement Compact. The Superintendent or designee shall develop a District-Level Parent and Family Engagement Compact according to Title I requirements. The District-Level Parent and Family Engagement Compact shall contain (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Response from the prior year Consolidated District Plan.

This year we have engaged several stakeholder groups that helped to shape and develop our strategic plan. We had several parent meetings where we invited the parents to review our new ELA materials. During this meeting, we also reviewed the Title I plan, our Parent Compact, and proposed Title I grant-funded services. In addition, each year, we collect input from our Bilingual Parent Advisory Council in terms of their input as to how we spend our Title III funds in District 23. Our BPAC has input on our general program of instruction for our Bilingual students as well as our parent education programs and events we hold each year. During the 22-23 School year, we will hold the planning meeting for our BPAC parents in May of 2023. Annually, Title I services is presented at a public meeting of the Board of Education and subsequently presented at public meetings of our Parent-teacher Associations. This provides an opportunity for public input and review of the use of funds and services provided. In alternate years, District 23 administers a survey to all parents, faculty, and administration in the District to gather input into the needs, strengths, and opportunities for future growth of our District and schools as we serve the needs of our students and families. Prospect Heights SD#23 Board Policy 6:170 outlines provisions for the development and implementation of a District and School Title I compact: Title I Parent and Family Engagement. The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in district-level and school-level compacts. District-Level Parent and Family Engagement Compact. The Superintendent or designee shall develop a District-Level Parent and Family Engagement Compact according to Title I requirements. The District-Level Parent and Family Engagement Compact shall contain (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family

engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

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]

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([count] of 7500 maximum characters used)

District 23 includes parent input in several ways. We have many events that parents and community members can attend such as the Superintendent Advisory Council, Parent Teacher Organization (PTO) meetings, Bilingual Parent Advisory (BPAC) meetings, and Principal Coffees at each building. District 23 also sends out parent surveys so that we can plan for parent programming for Title I services. We are planning to organize a group to review and revise the Parent Compact later this summer. District 23 has a strong partnership with parents and families in the community. In addition, we have a very strong presence at our BPAC meetings and events. Parents of multilingual learners are a huge part of our district and we do our best to ensure we are providing interpreting and translation services and unique events that are specifically geared toward our bilingual families. We have several events each year that are meant for family engagement for our bilingual families such as our health and wellness night, technology night, and similar events to promote parent and family engagement with our bilingual families.

Response from the prior year Consolidated District Plan.

District 23 includes parent input in several ways. We have many events that parents and community members can attend such as the Superintendent Advisory Council, Parent Teacher Organization (PTO) meetings, Bilingual Parent Advisory (BPAC) meetings, and Principal Coffees at each building. District 23 also sends out parent surveys so that we can plan for parent programming for Title I services. We are planning to organize a group to review and revise the Parent Compact later this summer. District 23 has a strong partnership with parents and families in the community. In addition, we have a very strong presence at our BPAC meetings and events. Parents of multilingual learners are a huge part of our district and we do our best to ensure we are providing interpreting and translation services and unique events that are specifically geared toward our bilingual families. We have several events each year that are meant for family engagement for our bilingual families such as our health and wellness night, technology night, and similar events to promote parent and family engagement with our bilingual families.

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

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.

- 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	Title II	Title IV	Nonpublic Consultation Form
Unity Academy of Chicago	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 102	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 102	Choose File No file chosen Unity Academy of Chicago.pdf
St Theresa School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 381	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 381	Choose File No file chosen St. Theresa School.png
St Raymond School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 450	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 450	Choose File No file chosen st raymond.pdf
St Peter Lutheran School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 490	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 490	Choose File No file chosen TMC Email.png
St Paul Lutheran School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 1	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 288	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 288	Choose File No file chosen St. Paul Lutheran School.png
St Mary	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 226	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 226	Choose File No file chosen St. Mary.png
St James School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 573	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 573	Choose File No file chosen TMC Email.png
St Emily School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 408	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 408	Choose File No file chosen St. Emily School.pdf
St Catherine Laboure	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 115	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 115	Choose File No file chosen TMC Email.png
St Alphonsus Liguori	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 177	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 177	Choose File No file chosen TMC Email.png
Science and Arts Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 253	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 253	Choose File No file chosen TMC Email.png
Schaumburg Christian Schoc	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 876	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 876	Choose File No file chosen Schaumburg Christian School.pdf
Sager Solomon Schechter D.	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 441	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 441	Choose File No file chosen TMC Email.png
Riverwoods Montessori Scho	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 52	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 52	Choose File No file chosen TMC Email.png
Our Lady of Perpetual Help	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 821	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 821	Choose File No file chosen TMC Email.png

Montessori Sch of Long Grov	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="63"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="63"/>	<input type="button" value="Choose File"/> No file chosen <input type="text" value="TMC Email.png"/>
Mary Seat of Wisdom	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="515"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="515"/>	<input type="button" value="Choose File"/> No file chosen <input type="text" value="TMC Email.png"/>
Hellenic American Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="131"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="131"/>	<input type="button" value="Choose File"/> No file chosen <input type="text" value="TMC Email.png"/>
Christian Heritage Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="430"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="430"/>	<input type="button" value="Choose File"/> No file chosen <input type="text" value="Christian Heritage Academy.pdf"/>
Buffalo Grove Montessori	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="56"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="56"/>	<input type="button" value="Choose File"/> No file chosen <input type="text" value="TMC Email.png"/>
Blooming Minds STEAM Acac	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="16"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="16"/>	<input type="button" value="Choose File"/> No file chosen <input type="text" value="TMC Email.png"/>

Comments:

We sent an email to all schools on 03/25/2026, 04/03/2026, and 04/17/2026 to notify them of all pertinent information regarding Timely and Meaningful Conversations. We notified the community that our Timely and Meaningful Conversations presentation would be held on 05/01/2025 at 1 PM by posting it in the local paper on 04/06/2026. In addition, while the response from St. Paul Lutheran School states there are 2 students meeting requirements as low-income, one of these students is registered in our school district (Prospect Heights School District 23) for the coming year.

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.

Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district that include the following: Student Success - Ensure all students are well-rounded and emotionally and academically prepared for success in high school.Teaching, Learning, and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff.Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities.Sustainable Resources - Advance effective use of resources to support safe, learner-ready facilities that maximize student learning.

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)

Prospect Heights School District 23 provides services to pre-K students through our Special Education classes and a partnership with ECDEC. Student screening is offered throughout the year to identify those at risk for school failure and those with potential disabilities. Services are matched to student needs as identified through the screening and evaluation processes. These include goals for transition to our kindergarten program with continued support or services. District 23 does not currently support Early Childhood services with Title I funds.

Response from the approved prior year Consolidated District Plan.

Prospect Heights School District 23 provides services to pre-K students through our Special Education classes and a partnership with ECDEC. Student screening is offered throughout the year to identify those at risk for school failure and those with potential disabilities. Services are matched to student needs as identified through the screening and evaluation processes. These include goals for transition to our Kindergarten program with continued support or services. District 23 does not currently support Early Childhood services with Title I funds.

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.

Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district that include: Student Success - Ensure all students are well-rounded and emotionally and academically prepared for success in high school. Teaching, Learning, and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff. Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities. Sustainable Resources - Advance effective use of resources to support safe, learner-ready facilities that maximize student learning.

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)

District 23 strives to develop a rigorous common curriculum that has been adopted by the Board of Education and is taught across the district in all subject areas. The district has used teachers from each grade level, with all of our student groups represented (General Education, Special Education, Multilingual Learners, and Gifted Students), to create this curriculum as well as the performance-based common assessments associated with it.

Response from the prior year Consolidated District Plan.

District 23 strives to develop a rigorous common curriculum that has been adopted by the Board of Education and is taught across the district in all subject areas. The district has used teachers from each grade level with all of our student groups represented (General Education, Special Education, Multilingual Learners, and Gifted Students) to create this curriculum as well as the performance-based common assessments associated with it.

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)

The i-Ready diagnostics in Reading and Math are two measures used as universal screeners for our MTSS system. This identification process helps us determine the extra support our students will receive for multilingual support, special education, and gifted services. These assessments will also help us monitor the progress of the students receiving Tier 2 and 3 support.

Response from the prior year Consolidated District Plan.

The i-Ready diagnostic in Reading and Math are two measures used as universal screeners for our MTSS system. This identification process helps us determine the extra support our students will receive for multilingual support, special education, and gifted services. This assessment system will also help us to monitor the progress of the students receiving Tier 2 and 3 support.

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)

The District uses several resources to help its students meet the challenging state academic standards for students needing extra assistance. During the school year, the Tier 2 and 3 students have support from Reading Specialists and Title I Tutors who work a small portion of their day with our learners who are struggling. Computer-based programs help provide additional educational assistance to some of our struggling students. These programs help students at their level and assist with bringing them up to grade level. We also provide extended day programming for some of our multilingual learners in reading and math for students who are struggling in those areas. In addition to what we provide during the school year, we also provide after-school programs, Summer School for Tier 2 and 3 students, an Extended School Year (ESY) program for our Special Education students, and Summer Reading in the Park for our English Learners.

Response from the prior year Consolidated District Plan.

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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.

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([count] of 7500 maximum characters used)

District 23 strives to develop a rigorous common curriculum that has been adopted by the Board of Education and is taught across the district in all subject areas. The district has used teachers from each grade level with all of our student groups represented (General Education, Special Education, multilingual learners, and gifted) to create this curriculum as well as the performance-based common assessments associated with it. The District has developed an MTSS process

we will use to help our students meet the challenging state academic standards and provide language support for students who need extra assistance. In addition, the District has provided professional development for our teachers who teach multi-lingual learners from WIDA. The first training in this series is called Differentiation for Linguistically Diverse Students. Our teachers will use this information to create lessons specifically geared toward the different language abilities displayed within their classrooms. Our MTSS process has also developed a system to ensure that we are not overidentifying English Learners for academic issues when it may just be that they need extra support with language. The District will also hold an in-person after-school program as well as an in-person Summer School for students to improve conditions for student learning in reading and math. All students in Tier II and III and all of our students in the bilingual program were invited to attend. We also have a special program to improve reading in their native language, our annual bilingual reading in the park program, which will also continue this summer to engage students in learning. Our summer programming, our teacher aides, and the instructional materials purchased will continue to be contributing factors for success in the next school year.

Response from the prior year Consolidated District Plan.

District 23 strives to develop a rigorous common curriculum that has been adopted by the Board of Education and is taught across the district in all subject areas. The district has used teachers from each grade level with all of our student groups represented (General Education, Special Education, multilingual learners, and gifted) to create this curriculum as well as the performance-based common assessments associated with it. The District has developed an MTSS process we will use to help our students meet the challenging state academic standards and provide language support for students who need extra assistance. In addition, the District has provided professional development for our teachers who teach multi-lingual learners from WIDA. The first training in this series is called Differentiation for Linguistically Diverse Students. Our teachers will use this information to create lessons specifically geared toward the different language abilities displayed within their classrooms. Our MTSS process has also developed a system to ensure that we are not overidentifying English Learners for academic issues when it may just be that they need extra support with language. The District will also hold an in-person after-school program as well as an in-person Summer School for students to improve conditions for student learning in reading and math. All students in Tier II and III and all of our students in the bilingual program were invited to attend. We also have a special program to improve reading in their native language, our annual bilingual reading in the park program, which will also continue this summer to engage students in learning. Our summer programming, our teacher aides, and the instructional materials purchased will continue to be contributing factors for success in the next school year.

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)

One of the four focus areas in our district is Student Success - ensuring that ALL students are well-rounded and emotionally and academically prepared for success in high school. Our staff has ongoing professional development so that we are prepared to address the needs of our low-income and culturally diverse population. Our Performance Evaluation System for teachers, which is aligned with the Danielson Framework, is also an area that we use to ensure the effectiveness of our staff. We analyze test scores (IAR, ACCESS, and our district common assessments) in general as well as based on our subgroups so that we get an accurate picture of any disparities within our subgroups. With this data, we disaggregate and examine programming to ensure equal opportunity for all demographics to be involved in all programs. We also have a two-year-long Mentoring program with a focus on attracting and retaining high-quality candidates in teaching low-income and minority students.

Response from the prior year Consolidated District Plan.

One of the four focus areas in our district is Student Success - ensuring that ALL students are well-rounded and emotionally and academically prepared for success in high school. Our staff has ongoing professional development so that we are prepared to address the needs of our low-income and culturally diverse population. Our Performance Evaluation System for teachers, which is aligned with the Danielson Framework, is also an area that we use to ensure the effectiveness of our staff. We analyze test scores (IAR, ACCESS, and our district common assessments) in general as well as based on our subgroups so that we get an accurate picture of any disparities within our subgroups. With this data, we disaggregate and examine programming to ensure equal opportunity for all demographics to be involved in all programs. We also have a two-year-long Mentoring program with a focus on attracting and retaining high-quality candidates in teaching low-income and minority students.

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)

District 23 assembles a committee every six years to review and update the Library Media Curriculum. This is a continuous improvement process as the standards, technologies, materials, faculty, and students are always variables in the equation. This curriculum document, however, is a starting point for curriculum planning, collaborative lesson development, and the articulation of the changing roles and functions of the library within each of our school buildings. Actually, our library media curriculum happened to have just been up for review this past year. The committee discussed the process of creating a vision and making that vision a reality. Stakeholders discussed the ever-changing role of the library and its role as a collaborative space. The collaborative nature of the library is not just for the space itself but also for the people involved and the standards being taught within and outside its boundaries. Because of this philosophy, it's important that all educators take an active role in library curriculum and the teaching of students to ensure its success. This committee of professionals is to be commended for their time and dedication to reflecting, creating, and working toward an enhanced LMC for the students, parents, and faculty of District 23.

Response from the prior year Consolidated District Plan.

District 23 assembles a committee every six years to review and update the Library Media Curriculum. This is a continuous improvement process as the standards, technologies, materials, faculty, and students are always variables in the equation. This curriculum document, however, is a starting point for curriculum planning, collaborative lesson development, and the articulation of the changing roles and functions of the library within each of our school buildings. Actually, our library media curriculum happened to have just been up for review this past year. The committee discussed the process of creating a vision and making that vision a reality. Stakeholders discussed the ever-changing role of the library and its role as a collaborative space. The collaborative nature of the library is not just for the space itself but also for the people involved and the standards being taught within and outside its boundaries. Because of this philosophy, it's important that all educators take an active role in library curriculum and the teaching of students to ensure its success. This committee of professionals is to be commended for their time and dedication to reflecting, creating, and working toward an enhanced LMC for the students, parents, and faculty of District 23.

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.

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([count] of 7500 maximum characters used)

The iReady diagnostics (reading and math) are two of the measures used as a universal screener for our MTSS system. This identification process helps us to determine the extra support our students will receive for EL, special education, and gifted. This assessment system will also help us to monitor the progress of the students receiving Tier 2 and 3 support. To support our students who have been identified through this process we have several options for differentiation as well as acceleration. In this process, we work with parents to establish the best support to provide opportunities for our students who would fall into the gifted and talented category.

Response from the prior year Consolidated District Plan.

The iReady diagnostics (reading and math) are two of the measures used as a universal screener for our MTSS system. This identification process helps us to determine the extra support our students will receive for EL, special education, and gifted. This assessment system will also help us to monitor the progress of the students receiving Tier 2 and 3 support. To support our students who have been identified through this process we have several options for differentiation as well as acceleration. In this process, we work with parents to establish the best support to provide opportunities for our students who would fall into the gifted and talented category.

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.

Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district and they are: Student Success - Ensure all students are well-rounded and emotionally and academically prepared for success in high school. Teaching, Learning, and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff. Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities. Sustainable Resources - Advance effective use of resources to support safe, learner-ready facilities that maximize student learning.

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.

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[[count] of 7500 maximum characters used)

MacArthur Middle School faculty and administration meet with representatives from District 214, Wheeling High School, and Hersey High School regarding class placement and supporting effective transitions to high school. Middle School staff provide placement recommendations for all eighth-grade students. High School staff members review these recommendations in light of placement test data and students' classroom-based grades. Additionally, MacArthur staff members communicate with appropriate high school staff members about students with academic, health, or behavioral support services to ensure transition of care. We are working alongside our high school district to offer credit opportunities for our 8th-grade students for Math (Algebra and Geometry), Robotics I, and Spanish I.

Response from the approved prior year Consolidated District Plan.

MacArthur Middle School faculty and administration articulate with representatives from District 214, Wheeling High School, and Hersey High School regarding class placement supporting effective transitions to high school. Middle School staff provide placement recommendations for all eighth-grade students. High School staff members review these recommendations in light of placement test data and students' classroom-based grades. Additionally, MacArthur staff members articulate with appropriate high school staff members about students with academic, health, or behavioral support services to ensure transition of care. We are working alongside our high school district to offer credit opportunities for our 8th-grade students for Math (Algebra and Geometry), Robotics I, and Spanish I.

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

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

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

[[count] of 7500 maximum characters used)

Academic, career, and technical education content are taught throughout all grades, but specifically and in a targeted way during grades 6-8. These topics are embedded in our Advisory curriculum as well as units of study in Family and Consumer Science, Applied Technologies, and Health. We do not currently offer any work-based learning opportunities due to being an elementary district.

Response from the approved prior year Consolidated District Plan.

Academic, career, and technical education content are taught throughout all grades, but specifically and in a targeted way during grades 6-8. These topics are embedded in our Advisory curriculum as well as units of study in Family and Consumer Science, Applied Technologies, and Health. We do not currently offer any work-based learning opportunities due to being an 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:

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- 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.

Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district and they are: Student Success - Ensure all students are well-rounded and emotionally and academically prepared for success in high school. Teaching, Learning, and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff. Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities. Sustainable Resources - Advance effective use of resources to support safe, learner-ready facilities that maximize student learning.

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

District 23 will provide opportunities for teachers to work together on curriculum writing projects that will enhance the educational program for students. Additionally, registration fees for teachers and administrators to attend professional development workshops and conferences that are related to our District's Strategic Plan are provided by the district.

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

District 23 will provide opportunities for teachers to collaborate on professional development projects that enhance the educational program for students. Additionally, registration fees for teachers and administrators to attend professional development workshops and conferences that are related to our District's Strategic Plan are provided by the district, specifically in the area of improving math and literacy instruction, service delivery, differentiation, and co-teaching strategies.

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

District 23 will provide opportunities for professional development for our teachers and administrators through a tuition reimbursement program. We will also provide mentoring opportunities for our new staff members to attract and retain high-quality teachers. Additionally, registration fees for teachers and administrators to attend professional development workshops and conferences related to our District's Strategic Plan are provided by the district.

G. Title III - LIEP

Registration fees for teachers and administrators to attend professional development workshops and conferences related to our District's Strategic Plan are provided by the district. Additionally, registration fees for teachers and administrators to attend professional development workshops and conferences related to the academic and linguistic improvement of our multi-lingual learners are prioritized.

H. Title III - ISEP

Registration fees for staff members and administrators to attend multilingual and immigrant student professional development workshops and conferences related to our District's Strategic Plan will be provided by the district through Title III. Additionally, registration fees for teachers and administrators to attend professional development workshops and conferences related to the academic and linguistic improvement of our multilingual and immigrant learners are prioritized.

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

Professional development in Title IV includes providing professional development as part of the health standards implemented at all four schools.

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

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

Professional development will be provided through our partnership with our Special Education Cooperative, NSSEO. The goal is to provide our staff with the necessary professional development to provide effective service delivery for all of our special education and related services personnel. We would be unable to provide specific professional development for all of our special education staff without a partnership with NSSEO, our local special education cooperative. Some examples of professional development provided through NSSEO include Non-Violent Crisis Intervention for all of our staff, which is extremely important to keep our students and staff members safe.

L. IDEA, Part B - Preschool

Professional Development stipends were offered at the beginning of the pandemic to provide our staff with best practices in planning for remote learning and health and safety protocols. We revisited these practices this year for the sake of our eLearning plan, hospital-bound students, and our diabetic students across the district.

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:

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- 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.

Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district and they are: Student Success - Ensure all students are well-rounded and emotionally and academically prepared for success in high school. Teaching, Learning, and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff. Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities. Sustainable Resources - Advance effective use of resources to support safe, learner-ready facilities that maximize student learning.

1. Describe the process through which the districts will:*

i. reduce incidences of bullying and harassment;

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

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

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

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[[count] of 7500 maximum characters used]

One of the goals of District 23's Strategic Plan is that every school offers a safe and healthy learning environment for all students. To accomplish this goal, we have developed several strategies. All of the teachers and staff in our district attend mandated training to identify warning signs of bullying and harassment. In addition, we have formed a District MTSS - Behaviors Committee to plan for a positive, safe learning environment for our students. This committee plans and shares professional development with the entire staff. This committee and our District Improvement Team look at data on our discipline practices to inform any changes that need to be made. In addition, we have also implemented an additional program within the district, the STRIVE Program. The goal of the program is to provide an additional, safe, and comfortable environment for students identified as experiencing social and emotional challenges. The additional environment provides them with an alternate space where they can access their curriculum safely at a pace that matches their social and emotional needs. The program has been extremely successful in its first two years of implementation and will be expanding next year.

Response from the prior year Consolidated District Plan.

One of the goals of District 23's Strategic plan is that every school offers a safe and healthy learning environment for all students. To accomplish this goal, we have developed several strategies. All of the teachers and staff in our district attend mandated training to identify warning signs of bullying and harassment. In addition, we have formed a District MTSS - Behaviors Committee to plan for a positive, safe learning environment for our students. This committee plans and shares professional development with the entire staff. This committee and our District Improvement Team look at data on our discipline practices to inform any changes that need to be made. In addition, we have also implemented an additional program within the district, the STRIVE Program. The goal of the program is to provide an additional, safe, and comfortable environment for students identified as experiencing social and emotional challenges. The additional environment provides them an alternate space where they can access their curriculum safely at a pace that matches their social and emotional needs. The program has been extremely successful in its first two years of implementation and will be expanding next year.

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]

District 23 will provide a supportive student environment for our homeless students. We will provide the same rigorous standards-based curriculum and support that we would with any other students. In addition, District 23 will provide transportation services, school supplies, and any materials needed for access to the District 23 curriculum and programming. Training for school staff regarding legal issues and the rights of families in transition will also continue to be provided.

Response from the prior year Consolidated District Plan.

District 23 will provide a supportive student environment for our homeless students. We will provide the same rigorous standards-based curriculum and support that we would with any other students. In addition, District 23 will provide transportation services, school supplies, and any materials needed for access to the District 23 curriculum and programming. Training for school staff regarding legal issues and the rights of families in transition will also continue to be provided.

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
1002 - MACARTHUR MIDDLE SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	04/09/2026
2001 - DWIGHT D EISENHOWER ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	04/09/2026
2004 - BETSY ROSS ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	04/09/2026
2005 - ANNE SULLIVAN ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	04/09/2026

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.

- Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district and they are: Student Success - Ensure all students are well-rounded and emotionally and academically prepared for success in high school. Teaching, Learning and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff. Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities. Sustainable Resources - Advance effective use of resources to support safe, learner-ready facilities that maximize student learning.

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\(d\)](#)

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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)

Now that we have one school (Anne Sullivan School) that has been identified as needing targeted support and improvement, the district has drafted its school improvement plan, which targets students with disabilities who are not making growth or meeting grade-level expectations. In addition to expanding the professional development opportunities for staff members around our special education goals at Anne Sullivan School, we have implemented an after-school tutoring program in the areas of math and literacy. We are also planning a summer tutoring program for a portion of our special education population who may not qualify for extended school year services.

Response from the approved prior year Consolidated District Plan.

Now that we have one school (Anne Sullivan School) that has been identified as needing targeted support and improvement, the district is developing a plan based on the following: 1) data review and assessment (academic, social-emotional), 2) gap analysis review of programs (core instruction, intervention instruction), program implementation (time spent in the program, the fidelity of program components, etc.), professional development, curriculum materials, instructional supplies, etc.

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)

As of May 10, 2023, each school in Prospect Heights School District 23 was approved to be considered a schoolwide program. Our poverty levels have remained consistent since 2018. We will bring this to our Board of Education again on May 14, 2026, to re-approve our Title I Schoolwide waivers. Our Schoolwide programs will center on providing reading and math support for students in need, with a goal of moving all students towards and past proficiency on local and state assessments. Each school will utilize its comprehensive needs assessment to identify the action steps it will need to take towards that goal. District 23 does not currently serve students living in local institutions or community day programs for neglected or delinquent children.

Response from the approved prior year Consolidated District Plan.

As of May 10, 2023, each school in Prospect Heights School District 23 was approved to be considered a schoolwide program. Our poverty levels have remained consistent since 2018. We will bring this to our Board of Education again on April 10, 2025, to re-approve our Title I Schoolwide waivers. Our Schoolwide programs will center on providing reading and math support for students in need, with a goal of moving all students towards and past proficiency on local and state assessments. Each school will utilize its comprehensive needs assessment to identify the action steps it will need to take towards that goal. District 23 does not currently serve students living in local institutions or community day programs for neglected or delinquent children.

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

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

([count] of 7500 maximum characters used)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

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

- Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district that include: Student Success - Ensure all students are well-rounded and emotionally and academically prepared for success in high school. Teaching, Learning, and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff. Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities. Sustainable Resources - Advance effective use of resources to support safe, learner-ready facilities that maximize student learning.

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.

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([count] of 7500 maximum characters used)

Our Special Education Collaborative, NSSEO has surveyed staff and parents in the form of a Needs Assessment. This Needs Assessment, along with our program review data, indicates that students with IEPs continue to need access to the general education classroom for them to be successful. Paraprofessionals are needed to modify the curriculum and provide accommodations. In addition, due to our small size, we are unable to offer a full spectrum of placement options within our district school. Therefore, we work collaboratively with NSSEO to address the needs of some students in their therapeutic day schools. Some of our IDEA dollars will pay for a portion of some students' tuition in the therapeutic setting. This information will be used to shape our plans for professional development as well as programming options that are funded by IDEA.

Response from the approved prior year Consolidated District Plan.

Our Special Education Collaborative, NSSEO has surveyed staff and parents in the form of a Needs Assessment. This Needs Assessment, along with our program review data, indicates that students with IEPs continue to need access to the general education classroom for them to be successful. Paraprofessionals are needed to modify the curriculum and provide accommodations. In addition, due to our small size, we are unable to offer a full spectrum of placement options within our district school. Therefore, we work collaboratively with NSSEO to address the needs of some students in their therapeutic day schools. Some of our IDEA dollars will pay for a portion of some students' tuition in the therapeutic setting. This information will be used to shape our plans for professional development as well as programming options that are funded by IDEA.

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)

Professional development will be provided through a partnership with our Special Education Cooperative, NSSEO. The goal is to provide our staff with the necessary professional development to provide effective service delivery services for our special education and related services personnel. We would be unable to provide specific professional development for all of our special education staff without our valuable partnership with a cooperative through NSSEO. Some examples of professional development provided through NSSEO include Non-Violent Crisis Intervention for all of our staff, which is extremely important to keep our students and staff members safe.

Response from the approved prior year Consolidated District Plan.

Professional development will be provided through a partnership with our Special Education Cooperative, NSSEO. The goal is to provide our staff with the necessary professional development to provide effective service delivery services for our special education and related services personnel. We would be unable to provide specific professional development for all of our special education staff without our valuable partnership with a cooperative through NSSEO. Some examples of professional development provided through NSSEO include Non-Violent Crisis Intervention for all of our staff, which is extremely important to keep our students and staff members safe.

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)

This grant will be used in primarily the same way as the prior fiscal year. We will continue to allocate a portion of the IDEA funds to help with professional development and retrain staff on identification procedures specifically for Spanish ELs. We have found that we have been over-identifying students with IEPs who are Spanish language MLs.

Response from the approved prior year Consolidated District Plan.

This grant will be used in primarily the same way as the prior fiscal year. We will continue to allocate a portion of the IDEA funds to help with professional development and retraining staff on identification procedures specifically for Spanish ELs. We have found that we have been over-identifying students with IEPs who are Spanish language MLs.

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)

Indicators 5 and 6: Educational Environments - Funds will be used to provide professional development through our special education cooperative (NSSEO) to strengthen staff educational strategies around best practices. The more background and training our staff members possess around best educational practices for student success, the more successful our students will be. This success will help them close the gap on their general education peers and achieve overall success in the school setting. Indicator 7: Early Childhood Outcomes - Funds will support instructional assistants (salaries & benefits) in early childhood classrooms. As we have positive outcomes in early childhood working with the whole child on academics, social-emotional, and behavioral needs, this will impact every child's schooling for years to come. Indicator 8: Parent Involvement - Funds will support family engagement nights for special education families by supporting stipends and benefits to staff for supporting the events as well as supplying materials for the events. Ensuring strong parent involvement helps build a climate and culture for all; kids will feel parental support and will want to

strive toward success. It is also helpful to have parental support for the staff. Everyone collaborates as a team for the positive outcomes of every child. Indicator 12: Early Childhood Transition - Funds will support instructional assistants (salaries and benefits) in early childhood classrooms. Working together with parents for a positive transition to all the next big steps makes everything work smoothly and with less interruption to the students and staff. Proactive transitions are what we all should be seeking. Indicator 13: Secondary Transition - Some funds will pay for a portion of students' tuition in therapeutic settings. We work collaboratively with NSSEO to address the needs of some students in their therapeutic day schools because we are unable to offer a full spectrum of placement options within our district school. Working together with parents for a positive transition to all next big steps makes everything work smoothly and with less interruption to the students and staff. Proactive transitions are what we all should be seeking.

*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:	FD 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*
<input type="text" value="Guza"/>	<input type="text" value="Dominique"/>	<input type="text" value="Director of Student Services"/>	<input type="text" value="dguza@d23.org"/>
Phone*			
<input type="text" value="847"/>	<input type="text" value="870"/>	<input type="text" value="5592"/>	

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*
<input type="text" value="McPartlin"/>	<input type="text" value="Amy"/>	<input type="text" value="Assistant Superintendent for Finance & Operations"/>	<input type="text" value="amcpartlin@d23.org"/>
Phone*			
<input type="text" value="847"/>	<input type="text" value="870"/>	<input type="text" value="5552"/>	

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

3. Other personnel

Last Name	First Name	Position/Title	Email
<input type="text" value="Curtis"/>	<input type="text" value="Craig"/>	<input type="text" value="Assistant Superintendent for Teaching & Learning"/>	<input type="text" value="ccurtis@d23.org"/>
Phone*			
<input type="text" value="847"/>	<input type="text" value="870"/>	<input type="text" value="5551"/>	

Click here to add information for additional other personnel.

4. Other personnel

Last Name	First Name	Position/Title	Email
<input type="text" value="Sroka"/>	<input type="text" value="Chrystyna"/>	<input type="text" value="Assistant Superintendent for Student Services"/>	<input type="text" value="csroka@d23.org"/>
Phone*			
<input type="text" value="847"/>	<input type="text" value="870"/>	<input type="text" value="5580"/>	

Click here to add information for additional other personnel.

*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 23 will provide a supportive student environment for our students in Foster Care. We will provide the same rigorous standards-based curriculum and support that we would with any other students. In addition, District 23 will provide transportation services, school supplies, and any materials needed for access to the District 23 curriculum and programming. Training for school staff regarding legal issues and rights of families in transition will also continue to be provided. District personnel involved in the best interest determination would be the Assistant Superintendent of Curriculum and Instruction, Chief School Business Official in charge of Transportation, the school principal, the school social worker, and teachers. Some of the factors considered in the Best Interest Determination include: The wishes of the child (if old enough to capably express a reasonable preference); The mental and physical health of the parents; Any special needs a child may have and how each parent takes care of those needs; Religious and/or cultural considerations; The need for continuation of a stable home environment; Other children whose custody is relevant to this child's custody arrangement; Support and opportunity for interaction with members of the extended family of either parent (such as grandparents); Interactions and interrelationships with other members of the household; Adjustments to school and community; The age and sex of the child; Whether there is a pattern of domestic violence in the home; Parental use of excessive discipline or emotional abuse; and Evidence of parental drug, alcohol, or child/sex abuse. Youth in Care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. The superintendent will designate at least one person to serve as the Foster Care Point of Contact (POC). The POC may also be the homeless student coordinator. If additional staff members are needed to meet the student requirements, additional assignments will be made as necessary. The POC will work in the best interest of the student to ensure that all educational requirements are being met. The POC will work with the child welfare agency to: Coordinate with the corresponding child welfare agency to implement Title I provisions; Lead the development of a process for making the best interest determinations; Document the best interest determination; Facilitate the transfer of records and immediate enrollment; Facilitate data sharing with the child welfare agencies, consistent with FERPA and other privacy protocols; Develop and coordinate local transportation procedures; and, Manage best interest determinations and transportation cost disputes.

Response from the approved prior year Consolidated District Plan.

District 23 will provide a supportive student environment for our students in Foster Care. We will provide the same rigorous standards-based curriculum and support that we would with any other students. In addition, District 23 will provide transportation services, school supplies, and any materials needed for access to the District 23 curriculum and programming. Training for school staff regarding legal issues and rights of families in transition will also continue to be provided. District personnel involved in the best interest determination would be the Assistant Superintendent of Curriculum and Instruction, Chief School Business Official in charge of Transportation, the school principal, the school social worker, and teachers. Some of the factors considered in the Best Interest Determination include: The wishes of the child (if old enough to capably express a reasonable preference); The mental and physical health of the parents; Any special needs a child may have and how each parent takes care of those needs; Religious and/or cultural considerations; The need for continuation of a stable home environment; Other children whose custody is relevant to this child's custody arrangement; Support and opportunity for interaction with members of the extended family of either parent (such as grandparents); Interactions and interrelationships with other members of the household; Adjustments to school and community; The age and sex of the child; Whether there is a pattern of domestic violence in the home; Parental use of excessive discipline or emotional abuse; and Evidence of parental drug, alcohol, or child/sex abuse. Youth in Care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. The superintendent will designate at least one person to serve as the Foster Care Point of Contact (POC). The POC may also be the homeless student coordinator. If additional staff members are needed to meet the student requirements, additional assignments will be made as necessary. The POC will work in the best interest of the student to ensure that all educational requirements are being met. The POC will work with the child welfare agency to: Coordinate with the corresponding child welfare agency to implement Title I provisions; Lead the development of a process for making the best interest determinations; Document the best interest determination; Facilitate the transfer of records and immediate enrollment; Facilitate data sharing with the child welfare agencies, consistent with FERPA and other privacy protocols; Develop and coordinate local transportation procedures; and, Manage best interest determinations and transportation cost disputes.

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.

District 23 will provide a supportive student environment to our Youth in Care children. We will take extra precautions for these students who have disabilities and 504 plans. Students who have a disability under IDEA and students with a disability under Section 504 and are in foster care will be entitled to transportation services in the same manner as all other students in the school district. In addition to regular transportation routes, the District will collaborate with the child welfare agency when transportation is required to maintain children placed in foster care in a school of origin outside their usual attendance area or district when it is in the best interest of the student. The POC will invite appropriate District staff, the child welfare agencies, and appropriate staff from other districts to promptly arrange cost-effective transportation for the student. A comprehensive needs assessment given by our special education cooperative (NSSEO) plus additional district surveys were used to identify activities that meet the needs of our students with disabilities.

Response from the approved prior year Consolidated District Plan.

District 23 will provide a supportive student environment to our Youth in Care children. We will take extra precautions for these students who have disabilities and 504 plans. Students who have a disability under IDEA and students with a disability under Section 504 and are in foster care will be entitled to transportation services in the same manner as all other students in the school district. In addition to regular transportation routes, the District will collaborate with the child welfare agency when transportation is required to maintain children placed in foster care in a school of origin outside their usual attendance area or district when it is in the best interest of the student. The POC will invite appropriate District staff, the child welfare agencies, and appropriate staff from other districts to promptly arrange cost-effective transportation for the student. A comprehensive needs assessment given by our special education cooperative (NSSEO) plus additional district surveys were used to identify activities that meet the needs of our students with disabilities.

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.

District 23 will provide a supportive student environment to our Youth in Care students. We will take extra precautions for these students who are English Learners. Students who are English learners and in foster care will be entitled to transportation services in the same manner as all other students in the school district. In addition to regular transportation routes, the District will collaborate with the child welfare agency when transportation is required to maintain children placed in foster care in a school of origin outside their usual attendance area or district when it is in the best interest of the student. The POC will invite appropriate District staff, the child welfare agencies, and appropriate staff from other districts to promptly arrange cost-effective transportation for the student.

Response from the approved prior year Consolidated District Plan.

District 23 will provide a supportive student environment to our Youth in Care students. We will take extra precautions for these students who are English Learners. Students who are English learners and in foster care will be entitled to transportation services in the same manner as all other students in the school district. In addition to regular transportation routes, the District will collaborate with the child welfare agency when transportation is required to maintain children placed in foster care in a school of origin outside their usual attendance area or district when it is in the best interest of the student. The POC will invite appropriate District staff, the child welfare agencies, and appropriate staff from other districts to promptly arrange cost-effective transportation for the student.

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.

The Assistant Superintendent for Curriculum and Instruction will form a meeting with the school administration and caregivers to discuss the best interest determination of our students who are in Foster Care. Extra precautions will be considered to ensure students remain in the school of origin and be provided with a supportive learning environment. If the decision for the student to not return to their school of origin is disputed, the committee will convene to hear arguments in favor of the student returning to the school of origin. During the time that the dispute is being settled, the student will be transported to the school of origin. In a case where a dispute occurs regarding the determination of best interest or the provision of other educationally related services for a child or youth in foster care, the following process must be used: 1. Level I of the appeal is to the district's foster care liaison; 2. If the dispute continues to be unresolved, the final appeal (Level III) is to DCFS. DCFS has the final say if a resolution cannot be determined. If a dispute arises over school selection, enrollment in a school, or the provision of other educational services, the child or youth shall continue enrollment in the school of origin until a resolution is completed.

Response from the approved prior year Consolidated District Plan.

The Assistant Superintendent for Curriculum and Instruction will form a meeting with the school administration and caregivers to discuss the best interest determination of our students who are in Foster Care. Extra precautions will be considered to ensure students remain in the school of origin and be provided with a supportive learning environment. If the decision for the student to not return to their school of origin is disputed, the committee will convene to hear arguments in favor of the student returning to the school of origin. During the time that the dispute is being settled, the student will be transported to the school of origin. In a case where a dispute occurs regarding the determination of best interest or the provision of other educationally related services for a child or youth in foster care, the following process must be used: 1. Level I of the appeal is to the district's foster care liaison; 2. If the dispute continues to be unresolved, the final appeal (Level III) is to DCFS. DCFS has the final say if a resolution cannot be determined. If a dispute arises over school selection, enrollment in a school, or the provision of other educational services, the child or youth shall continue enrollment in the school of origin until a resolution is completed.

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

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

The district/school will ensure all appropriate school personnel are aware of the ESSA requirements for educational stability through training of school administration, social workers, and psychologists. All staff will be trained that this group is the go-to support personnel in cases of youth-in-care fostering situations to ensure proper communication.

*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 Assistant Superintendent for Teaching and Learning, The Assistant Superintendent for Finance and Operations in charge of transportation, the school administration, and legal guardians will meet to provide a plan for any student placed in Foster Care. This is to ensure the best interest determination in terms of transportation for the child to and from the Foster Care home and school. We aim to have the least disruptive process for the student. When a student is placed in foster care or changes residence while in foster care, the child welfare agency staff member assigned to the student shall notify the student's current school. If the student moves to a new residence and is not in the same district, the foster care POC is notified and invited to participate in a Best Interest Determination meeting.

Response from the approved prior year Consolidated District Plan.

The Assistant Superintendent for Teaching and Learning, The Assistant Superintendent for Finance and Operations in charge of transportation, the school administration, and legal guardians will meet to provide a plan for any student placed in Foster Care. This is to ensure the best interest determination in terms of transportation for the child to and from the Foster Care home and school. We aim to have the least disruptive process for the student. When a student is placed in foster care or changes residence while in foster care, the child welfare agency staff member assigned to the student shall notify the student's current school. If the student moves to a new residence and is not in the same district, the foster care POC is notified and invited to participate in a Best Interest Determination meeting.

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
The District utilizes taxis through approved providers if it is warranted for the student's educational plan or other agreed-upon circumstances. Public transportation is also provided if it is available in the student's residential area.
- 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.

The team would coordinate with the Assistant Superintendent for Finance and Operations to coordinate the funding for the child's transportation plan. Transportation within the district utilizing the regular transportation routes will be funded through local funds. Title I funds may be used if transportation is not comparable to that provided for homeless students. If the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE).

Response from the approved prior year Consolidated District Plan.

The team would coordinate with the Assistant Superintendent for Finance and Operations to coordinate the funding for the child's transportation plan. Transportation within the district utilizing the regular transportation routes will be funded through local funds. Title I funds may be used if transportation is not comparable to that provided for homeless students. If the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE).

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.

We would do our very best to come to an agreement based on the best interest of a child in Foster Care. In the rare event that there would be a dispute, we would hire an outside mediator. It is recognized that both the District and the child welfare agency will act with the best interests of the student in mind. However, since both parties are approaching the issue from different perspectives, disputes will sometimes occur. If a dispute over transportation expenses arises, the school district must provide transportation services while payment disputes are being resolved. Every effort must be made to collaborate with the DCFS or the other Supervising Agency and the aggrieved parties to resolve the complaint or dispute at the local level before it is sent to DCFS.

Response from the approved prior year Consolidated District Plan.

We would do our very best to come to an agreement based on the best interest of a child in Foster Care. In the rare event that there would be a dispute, we would hire an outside mediator. It is recognized that both the District and the child welfare agency will act with the best interests of the student in mind. However, since both parties are approaching the issue from different perspectives, disputes will sometimes occur. If a dispute over transportation expenses arises, the school district must provide transportation services while payment disputes are being resolved. Every effort must be made to collaborate with the DCFS or the other Supervising Agency and the aggrieved parties to resolve the complaint or dispute at the local level before it is sent to DCFS.

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.

We would continue to provide or arrange the current transportation arrangement while the disputes are being resolved. If we are considered the School Of Origin [SOO], we would be responsible for the transportation while all disputes are being resolved. The District of the school of origin will be responsible for the transportation while all disputes are being resolved. The student must remain in his/her school of origin while any dispute regarding transportation costs is being resolved per the Illinois School Board of Education.

Response from the approved prior year Consolidated District Plan.

We would continue to provide or arrange the current transportation arrangement while the disputes are being resolved. If we are considered the School Of Origin [SOO], we would be responsible for the transportation while all disputes are being resolved. The District of the school of origin will be responsible for the transportation while all disputes are being resolved. The student must remain in his/her school of origin while any dispute regarding transportation costs is being resolved per the Illinois School Board of Education.

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.

When the district receives information that students are eligible for services, we will communicate this to the necessary parties involved. The District's student information system (PowerSchool) lists the start and end dates of students in foster care. Included is the school of origin. There is a transportation section in PowerSchool that lists the transportation the student is receiving. School staff in the student's school building will have access to the student's transportation plan on PowerSchool. In the event school personnel become aware of a student who is eligible for such services, they are to inform the administration in their building who will then take the steps necessary to initiate the transportation planning process.

Response from the approved prior year Consolidated District Plan.

When the district receives information that students are eligible for services, we will communicate this to the necessary parties involved. The District's student information system (PowerSchool) lists the start and end dates of students in foster care. Included is the school of origin. There is a transportation section in PowerSchool that lists the transportation the student is receiving. School staff in the student's school building will have access to the student's transportation plan on PowerSchool. In the event school personnel become aware of a student who is eligible for such services, they are to inform the administration in their building who will then take the steps necessary to initiate the transportation planning process.

*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

486 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

486 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.

486 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)

In FY27, our district will facilitate Institute Days on 01/04/2026 and 01/05/2026. On 01/04, we will facilitate a menu of sessions where staff members will have the opportunity to choose their preferred option from a variety of choices. Among these will be EL Program Design and Issues Related to Culture. Also on 01/04, our Spanish bilingual teachers will partake in training and professional development centered around Spanish Language Arts implementation and best practices. Then on 01/05, our entire staff population will partake in an Institute Day that centers around the Teaching of EL Students and EL Instructional Techniques.

*Required field

BSP TBE RequirementsInstructions

486 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

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30(c)(3).

Yes No

Does your district have a full-time TBE Spanish program?

Yes No

Does your district use Spanish Language Arts Standards?

Yes No

*Required field

TBE Parent Advisory CommitteeInstructions

486 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 **Please check all that apply to the districts Bilingual Parent Advisory Committee (BPAC).**

The district attests that:

- The BPAC meets at least 4 times a year.
- The BPAC minutes, bylaws, and attendance information is maintained by the district.
- The BPAC reviews the bilingual service plan and EL-EBF plan annually.
- The BPAC is composed of a majority of TBE parents.

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

All events include a combination of school communication, student participation, and family-culture connection. This assists us in meeting our goal of communicating to families that we value their culture and want to establish an equal partnership with them throughout their child's educational journey. In addition, we facilitate surveys following our events to receive feedback and improve future events.

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

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

05/14/2026

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.

- 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/1CAR/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.

v.02.17.2026

Certification Regarding Lobbying

Instructions

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

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

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

v.02.17.2026

GEPA 442 Assurances

Instructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan, or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

v.02.17.2026

Assurances

Instructions

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

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

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

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

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

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

v.02.17.2026

[Not calling IWAS Web Service](#)

Signature of School District Superintendent / Agency Administrator

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

Agreed to on this Date: 03/17/2026
 RCDT when agreed to: 05-016-0230-02

The Consistency Check must be successfully processed before you can submit your application.

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

Application was created on:

3/5/2026

Assurances were agreed to on:

3/17/2026

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

Application History(Read Only)

Instructions

Status Change	UserId	Action Date
Returned for Changes	sbernsisbe	03-23-2026 8:45 AM
4th Program Review Complete	kdeckard2	03-20-2026 8:17 AM
3rd Program Review Complete	CheliMThomas5	03-19-2026 3:14 PM
2nd Program Review Complete	tscottle2	03-19-2026 2:10 PM
1st Program Review Complete	kkcsisbe2025	03-17-2026 2:14 PM
Submitted to ISBE	ccurtis25	03-17-2026 1:29 PM

Page Review Status Instructions

Expand All

Consolidated District Plan

Page Status

**Open Page
for editing**

[Consolidated District Plan](#)

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

Save

