

Applicant: DUPO CUSD 196

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 27-CDP-00-50-082-1960-26

County: Saint Clair

Consolidated District Plan ▾

Printer-Friendly

[Click to Return to Application Select](#)**Contact Information****1. Contact Information for Person Completing This Form**

Last Name*

Roth

First Name*

Kraig

Middle

Initial

A

Phone*

618 286 3214

Extension

2101

Email*

kroth@dupo196.org

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 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 need

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gen 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 fe 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 pl 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 re 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 eq 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 applicar 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) Dupo School District will work to ensure that all students are provided a challenging and enriched educational experience. No student will be denier services based on gender, race, national origin, ethnicity, disability, sexual orientation, socio-economic status, or age. The director and principals will go over these specific topics at the start of the year during in-service with staff. Dupo School District will hire and retain staff based on performance and teaching credentials. A staff member's gender, race, national origin, ethnicity, sexual orien age will not prevent a staff member from obtaining, or keeping a position. All staff, students, and beneficiaries to the district will have any unique needs met to the best of the ability of the district special needs will be identified via child find, referrals, and evaluations. Staff and beneficiaries will be identified as they make requests, or have a condition the district is aware of previously.

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:

21

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 B (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

4. District Migrant Education Program Liaison

Last Name

Duke

First Name

Jessie

Middle Initial

Phone

618 286 3812

Extension

3303

Email

jduke@dupo196.org

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant I 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 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 th 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 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 respon 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

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[Click to Return to Application Select](#)

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

Needs Assessment and Programs

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year
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.

- 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 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 meet 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 (count) of 7500 maximum characters used)

Board policies support equitable program participation of students, teachers, and other beneficiaries with special needs. The district will continue to provide a rigorous curriculum at all grade levels and standards. Ongoing review and continual improvement of student outcomes, rigor, relevance, oversight, and enhanced teacher professional development will ensure high quality, well-rounded instruction for all students.

IDEA FY Grant money will be used to provide additional staff and resources to meet the needs of students with and without disabilities. IDEA funds will also provide additional testing and evaluative initial evaluations and re-evaluations. IDEA grant funds will also be used to provide an online program for IEP writings, monitoring, evaluations, and Medicaid reimbursements. IDEA funds will also be used for special education staff.

IDEA PreK funds will be used to provide additional staff to assist in providing an inclusive setting for our students, testing materials and PD for staff.

ESEA Title 1 Resources are utilized to close the achievement gap for low income students by improving reading, math, and science scores, supplementing EL instruction, improving access to technology, and providing professional development for teachers.

Title 2 funds are utilized to reduce class sizes in the kindergarten class and provide professional development for our teachers to improve instruction for all students.

Title 4 funds are utilized to help provide a music teacher for the student and to pay a partial salary for an SRO.

Response from the approved prior year Consolidated District Plan.

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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, 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 program is supported by the full/partial transfer of funds, select no.

Transfer of Funds

- Yes
- No

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

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

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Tit Specific
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Needs Assessment Impact

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.

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 need 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 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 development opportunities for teachers and principals, and nonpublic equitable share (if applicable)

On the 2025 IAR Math test, our scores reflect 37.7% of our students were proficient and 62.3% were not proficient on the test for grades 3-6. For grades 7 & 8, 30.3% were proficient and 69.7% were not proficient. Our 3rd-grade low-income students 40.4% were proficient and 59.6% were not proficient. In 4th grade, in the all students category, 48.6% of students were proficient and 51.4% were not proficient. Our 4th-grade low-income students 27.6% were proficient and 72.2% were not proficient. In 5th grade, in the all students category, 27.4% of students were proficient and 72.6% were not proficient. In 6th Grade, in all the category, 35.7% of students were proficient and 64.3% were not proficient. In 7th grade 27.6% were proficient and 72.4% were not proficient. Low-income students in 7th grade 26.8% proficient and 73.2% not proficient. In 8th grade and for low income 26.1% proficient and 73.9% not proficient.

Our 2025 IAR ELA test our all students' scores reflect that 53.5% of our students were proficient and 46.5% were not proficient on the test for grades 3-6. For grades 7 & 8, 67.2% were proficient and 32.8% were not proficient. Our 3rd-grade low-income students 40.4% were proficient and 59.6% were not proficient. In 4th grade, in the all students category, 41.4% of students were proficient and 58.6% were not proficient. Our 4th-grade low-income students 55.6% were proficient and 44.4% were not proficient. In 5th grade, in the all students category, 56.5% of students were proficient and 43.5% were not proficient. Our 5th-grade low-income students had 55.3% in the proficient category and 44.7% in not proficient. In 6th Grade, in all the category, 61.9% of students were proficient and 38.1% were not proficient. In 7th grade 65.5% were proficient and 34.5% were not proficient. Low-income students in 7th grade 63.4% proficient and 36.6% not proficient.

For FY 27- The needs assessment information is utilized to create our School Improvement Plan for 2026-27. Funds will be allocated to close the learning gap for all students and help support our low-income students. Funds will be utilized for salaries for Literary Specialist, Literacy Interventionist, supplemental materials, technology, testing materials, and site licenses for instruction.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

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

On the 2025 IAR Math test, our scores reflect 37.7% of our students were proficient and 62.3% were not proficient on the test for grades 3-6. For grades 7 & 8, 30.3% were proficient and 69.7% were not proficient. Our 3rd-grade low-income students 40.4% were proficient and 59.6% were not proficient. In 4th grade, in the all students category, 48.6% of students were proficient and 51.4% were not proficient. Our 4th-grade low-income students 27.6% were proficient and 72.2% were not proficient. In 5th grade, in the all students category, 27.4% of students were proficient and 72.6% were not proficient. In 6th Grade, in all the category, 35.7% of students were proficient and 64.3% were not proficient. In 7th grade 27.6% were proficient and 72.4% were not proficient. Low-income students in 7th grade 26.8% proficient and 73.2% not proficient. In 8th grade and for low income 26.1% proficient and 73.9% not proficient.

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
Stakeholder Involvement									Instructions

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

ISBE Goals:

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

District Goal(s):

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

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

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

Program Footnotes:

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

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

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

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

([count] of 7500 maximum characters used)

A Stakeholders Meeting was held on March 4th, 2026, at the Bluffview Elementary School Library. We publicized this event on the website, through the school district calling system, and sent flyers to all parents and staff. This included the parents, teachers, superintendent, Bluffview Principal/ Title Coordinator, Dupo Junior High/High School Principal, Director of Special Education, Assistant Principal from Bluffview Technology Director, and the Director of Early Childhood. There were

Consolidated District Plan

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Private School Participation

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

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

NOTE: This page may remain blank if no private schools are listed or participating in the programs

NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available data, private schools within the district`s 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. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Consultation Requirements:

Title I: LEA is required to consult with private schools where LEA-residing students attend. Schools may be located within or outside of district boundaries.

Title II/ IV: LEA is required to consult with private schools located within the LEA boundary.

Will Private Schools participate in the Program?

- Yes No

LEA has informed Private Schools of the Title II/Title IV transfer.

- Yes No N/A

[Nonpublic School Consultation Form](#)

[Nonpublic School Participation List Form](#)

[Upload Instructions for Private/Nonpublic School Forms](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
	<input type="checkbox"/>	<input type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No...sen

Comments:

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Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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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 writ be incorporated into the LEA's Consolidated District Plan, establish the LEA's 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 implementation to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations 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 growth 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 policy.
- (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 to 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 PFE
- Example: ABC School District would name the upload as 01-234-5678-90-ABC-PFEPolicy

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

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

How To Upload A File

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

Choose File | No file chosen

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

parent Involvement.pdf

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

*Required field

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Preschool Coordination

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

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 success 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 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 their needs.

District Goal(s):

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

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual 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 r

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)

Bluffview Elementary has a Pre-K program that focuses on the early identification of students that are at risk. The Pre-K program coordinates with outside agencies and has MOU with local H screening, professional development, and transition activities. Pre-K, early elementary, special education, and district social workers will be a part of the SIP team to ensure all students at ris public screening multiple times during the school year. The Pre-K students transition into the kindergarten classrooms in the same wing of the school. There is a day where the Pre K students kindergarten teachers. Also, there is an Open House before the school year begins for the parents and students to visit the new classrooms, and meet the teachers and principals. All kindergi utilizing the KIDS Assessment. Also, all kindergarten students are assessed utilizing the DIBELS for reading and math at the beginning of kindergarten within the first two weeks of school.

Response from the approved prior year Consolidated District Plan.

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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

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Titl I Specific
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Student Achievement and Timely Graduation

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

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 success 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 acad 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 their needs.

District Goal(s):

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

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement t

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 r **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 will continue to provide a rigorous curriculum at all grade levels aligned to the Illinois Learning Standards. Ongoing review and continual improvement of student outcomes, rigor, development will ensure a high-quality, well-rounded instructional program is provided for all students. All lessons will be aligned to ILS, Danielson Model of Instruction, and will integrate a h has a school-wide Title program. Bluffview uses a data-driven differentiated model to service at-risk students. The plan implements reading, math, and behavioral interventions. The IAR data receive professional development services to help support a differentiation program for the school. Students receive services based on the IAR and intervention screening test results from DI

Response from the prior year Consolidated District Plan.

The district will continue to provide a rigorous curriculum at all grade levels aligned to the Illinois Learning Standards. Ongoing review and continual improvement of student outcomes, rigor, development will ensure a high-quality, well-rounded instructional program is provided for all students. All lessons will be aligned to ILS, Danielson Model of Instruction, and will integrate a h has a school-wide Title program. Bluffview uses a data-driven differentiated model to service at-risk students. The plan implements reading, math, and behavioral interventions. The IAR data receive professional development services to help support a differentiation program for the school. Students receive services based on the IAR and intervention screening test results from DI

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, 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 r **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)

Early identification of students that are at risk for failure will continue to be a major focus. The Pre-K program coordinates with outside agencies and has MOE with local Head Start. The Pre-k professional development, and transition activities. Pre-K, early elementary, and special education, and district social workers will be a part of the SIP/Title team to ensure all students at risk benchmarking for all students in K-6 three times annually for reading and math using the DIBELS and the Gates-MacGinitie tests. Students are originally screened with the DIBELS and then s percentile ranking from the DIBELS screening. The data from the IAR scores will be evaluated and students that score in the bottom 10 percent will also be targeted for interventions. The Jur students through interventions. These students are identified through NWEA MAP and IXL benchmark assessment three times a year. Students from the SIP meetings who are not making prc possible evaluation. Students with an IEP are progress monitored 4 times a year and information is used to make placement determinations. This information is also provided to the families c used to for initial special education testing along with re-evaluations.

Response from the prior year Consolidated District Plan.

Early identification of students that are at risk for failure will continue to be a major focus. The Pre-K program coordinates with outside agencies and has MOE with local Head Start. The Pre-k professional development, and transition activities. Pre-K, early elementary, and special education, and district social workers will be a part of the SIP/Title team to ensure all students at risk benchmarking for all students in K-6 three times annually for reading and math using the DIBELS and the Gates-MacGinitie tests. Students are originally screened with the DIBELS and then s percentile ranking from the DIBELS screening. The data from the IAR scores will be evaluated and students that score in the bottom 10 percent will also be targeted for interventions. The Jur students through interventions. These students are identified through NWEA MAP and IXL benchmark assessment three times a year. Students from the SIP meetings who are not making prc possible evaluation. Students with an IEP are progress monitored 4 times a year and information is used to make placement determinations. This information is also provided to the families c

3. Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional he language standards. This includes a description of any additional and supplemental instructional assistance designed to assist English learners and immigrai 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 r **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)

Reading Specialists will be hired to provide extra reading support for Tier 2 and Tier 3 students in K-8th grade. ELA and Math tutoring will be provided for students in K-8. The District will con and provide teachers financial support through the purchase of needed academic materials. Technology is maintained at a high level. Technology will continue to be integrated into daily instr supported through Guided Reading. Students that score below the 30th percentile on the DIBELS or NWEA MAP are supported through the RTI process. They receive services from the RTI tea interventions, such as 6 Minute Solution, Florida Center for Reading Research, Guided Reading, and Words Their Way. These students are progress monitored for growth. Students that are in Reading Teacher 30 minutes a day. The Reading Teacher will be utilizing Journeys, Early Success, other interventions, and Fountas and Pinnell Guided Reading. Behavior interventions through have received major office referrals, parent referrals, or teacher recommendations through the Check In- Check Out Process, Individualized Check-in Check-Out, and SAIG (Social Academic I

Since 2020-2021, after school tutoring was provided for all students in K-12 grades to support students that were struggling academically with grades or on the benchmark assessments. The

Response from the prior year Consolidated District Plan.

Reading Specialists and Literary Assistants will be hired to provide extra reading support for Tier 2 and Tier 3 students in K-8th grade. ELA and Math tutoring will be provided for students in K instructional practices and provide teachers financial support through the purchase of needed academic materials. Technology is maintained at a high level. Technology will continue to be inte 1 reading groups are supported through Guided Reading. Students that score below the 30th percentile on the DIBELS or NWEA MAP are supported through the RTI process. They receive ser scientifically based interventions, such as 6 Minute Solution, Florida Center for Reading Research, Guided Reading, and Words Their Way. These students are progress monitored for growth. S interventions from the Reading Teacher 30 minutes a day. The Reading Teacher will be utilizing Journeys, Early Success, other interventions, and Fountas and Pinnell Guided Reading. Behavic implemented for students that have received major office referrals, parent referrals, or teacher recommendations through the Check In- Check Out Process, Individualized Check-in Check-Ou

Since 2020-2021, after school tutoring was provided for all students in K-12 grades to support students that were struggling academically with grades or on the benchmark assessments. The

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student lear includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for Eng applicable.* [4]

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([count] of 7500 maximum characters used)

We have strengthened the overall conditions for learning through the implementation of a school-wide behavior plan: PBIS. In 2017-18, PBIS Tier 1 Universal Supports were implemented. PE for the 2018-2019 school year. During the 2026-2027 school year, we will continue with the full implementation of Tier 1 and Tier 2 PBIS supports. For the 2026-2027 school year, we will con grades called A.I.M. (Accept, Identify, Move) This curriculum focuses on helping students learn how to use mindfulness, acceptance, and commitment therapy skills to improve students' over. continue our focus on curriculum alignment to ILS combined with increased rigor at every grade. We currently are 1:1 with technology in grades 3-12. We will focus on the continual improv assessment at every grade, standard-based grade reports in K-1 KIDS survey in kindergarten, and a plan to monitor and assess ESL students. Our school will focus on differentiated instructi

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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College and Career Readiness

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

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 career or higher education.
- 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-emotional needs of all students.
- 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 improve student learning.

District Goal(s):

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

1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education

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

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[[count] of 7500 maximum characters used]

Bluffview Elementary students in 6th Grade take a tour of the Dupo Junior High school at the end of their 6th-grade year. At the beginning of the school year for 7th grade, they have a 7th transition to the Jr. High School. In addition, 7th and 8th-grade students are enrolled in a guided advisory course that includes career exploration and diversified educational experiences, focusing on student transitions from Dupo Jr. High to Dupo High School. At the high school level, we have an active Guidance Department that routinely provides post-secondary information to students. We have college reps in the building talking and meeting with students. We conduct a College Signing Day and invite elementary and junior high students to watch high school students sign in the college or a career where they have been accepted. We are contracted with OneGoal to assess our post-secondary engagement. They offer suggestions and solutions to career exploration. School counselors meet with the 8th-grade students to help them develop course pathways for high school to ensure post-secondary success. Also, the incoming 8th grade students participate in conferences with their parents.

Response from the approved prior year Consolidated District Plan.

Bluffview Elementary students in 6th Grade take a tour of the Dupo Junior High school at the end of their 6th-grade year. At the beginning of the school year for 7th grade, they have a 7th transition to the Jr. High School. In addition, 7th and 8th-grade students are enrolled in a guided advisory course that includes career exploration and diversified educational experiences, focusing on student transitions from Dupo Jr. High to Dupo High School. At the high school level, we have an active Guidance Department that routinely provides post-secondary information to students. We have college reps in the building talking and meeting with students. We conduct a College Signing Day and invite elementary and junior high students to watch high school students sign in the college or a career where they have been accepted. We are contracted with OneGoal to assess our post-secondary engagement. They offer suggestions and solutions to career exploration. School counselors meet with the 8th-grade students to help them develop course pathways for high school to ensure post-secondary success. Also, the incoming 8th grade students participate in conferences with their parents.

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 in demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry profession

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

[[count] of 7500 maximum characters used]

The Dupo Jr. High School is a commendable school. The 7th, 8th, and 9th-grade students take exploratory career courses to explore college and career options during guided advisory. The program works with businesses in the community to teach jobs skill and hand-on training for our students. Dupo High School also offers EMT classes and this provides students with a Level 1 Vocational Center that provides CTE (Career Technical Education) opportunities for our students. High school students are given the opportunity to attend a manufacturing day field trip site. They then visit a local manufacturing company. Our counseling department has developed partnerships with the workforce and colleges for a Career Fair to give students the opportunity to explore career options.

Response from the approved prior year Consolidated District Plan.

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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

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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Professional Development - Highly Prepared and Effective Teachers and School Leaders

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

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 success 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 acac 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 that meets their needs.

District Goal(s):

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

For each program for which funding is anticipated for the 2026-2027 school year, provide a brief description of professional development activities to be funded by

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,

Program and Description

A. Title I, Part A - Improving Basic Programs

Professional development will be focused on improving math, ELA, and science instruction and test scores. Professional development will be start the beginning of the year and will continu on engagement, building relationships, and closing the academic gap for our low-income students. We will continue to focus on professional development to improve instruction and focus

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Our school improvement team meets regularly to evaluate data related to Bluffview and Dupo Junior High School. Professional development is planned and implemented according to the t to supplement instruction. Focus is given to programs that support increasing math and ELA scores, closing the achievement gap with IDEA students and other underperforming subgroups learning of students that will ultimately lead to feeling safe and secure in the learning environment.

G. Title III - LIEP

H. Title III - ISEP

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

Not providing

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

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

Staff will take part in local trainings by the director and though SIP days. All professional development requested by special education staff outside of the internal trainings will be funded t special education department. The distict will also hold trainings in special education on selected days for all staff.

L. IDEA, Part B - Preschool

Staff will take part in local trainings by the director and though SIP days. All professional development requested by special education staff outside of the internal trainings will be funded t special education department. The distict will also hold trainings in special education on selected days for all staff.

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

Applicant: DUPO CUSD 196
 Application: 2026-2027 Consolidated District Plan - 00
 Cycle: Original Application

County: Saint Clair

Consolidated District Plan ▼

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Project Number: 27-CDP-00-50-082-1960-26

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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Safe and Healthy Learning Environment

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

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 success 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 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 their needs.

District Goal(s):

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

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

- i. reduce incidences of bullying and harassment;**
- ii. reduce the overuse of discipline practices that remove students from the classroom [1];**
- iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below:**
 - 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)

Dupo School District has a Bullying Policy that is in the handbook and on the web page. Reporting bullying is encouraged at all times. Also, there is a Cyberbully Hotline Program. The parent caller ID is masked for those that wish to remain anonymous. Bluffview has implemented the PBIS Program since the 17-18 school year and Tier 2 interventions were implemented during the 2025-2026. It will focus on teaching the students behavioral expectations and on rewarding positive behavior. Data will be analyzed monthly to build in support for all students. This will reduce the overuse of discipline practices that remove students from the classroom and make sure all students are treated fairly. Disadvantaged students, students with disabilities, ELL, gender, or migrant status. The Dupo School district in conjunction with the city of Dupo has a full-time resource officer present that position is supported by Title IV.

Response from the prior year Consolidated District Plan.

Dupo School District has a Bullying Policy that is in the handbook and on the web page. Reporting bullying is encouraged at all times. Also, there is a Cyberbully Hotline Program. The parent caller ID is masked for those that wish to remain anonymous. Bluffview has implemented the PBIS Program since the 17-18 school year and Tier 2 interventions were implemented during the 2025-2026. It will focus on teaching the students behavioral expectations and on rewarding positive behavior. Data will be analyzed monthly to build in support for all students. This will reduce the overuse of discipline practices that remove students from the classroom and make sure all students are treated fairly. Disadvantaged students, students with disabilities, ELL, gender, or migrant status. The Dupo School district in conjunction with the city of Dupo has a full-time resource officer present that position is supported by Title IV.

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

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

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([count] of 7500 maximum characters used)

The Superintendent of School is the Homeless Liaison officer for District 196. The officer will work with families and the homeless coordinator at the ROE 50 to register families, obtain support services, and provide Title services if warranted. ELA, homeless, migratory, neglected, disabled and immigrant children are and homeless services.

Response from the prior year Consolidated District Plan.

The Superintendent of School is the Homeless Liaison officer for District 196. The officer will work with families and the homeless coordinator at the ROE 50 to register families, obtain support services, and provide Title services if warranted. ELA, homeless, migratory, neglected, disabled and immigrant children are and homeless services.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children

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

Consolidated District Plan

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Attendance Center Designation

[Instructions](#)

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

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - DUPO HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1001 - DUPO JR HIGH SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2006 - BLUFFVIEW ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4/28/2026

Describe anticipated Reorganizations:	
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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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IDEA Specific Requirements

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 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

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, 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 needs of each 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 meet the needs of their students.

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

- To ensure all students have a quality education in the LRE and to meet the unique needs for each student with an IEP.

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

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

[[count] of 7500 maximum characters used)

Staff meetings were held with the director of Special Education to address the needs of the district with specific regard to special education needs. A grant meeting was held for both stakeholders and student needs, along with behavioral concerns. Consulting between the building principals and the director of special education were held to address specific needs for each building. Staff office related and those specific needs are used to identify areas to apply grant funds. Parent feedback from meetings, emails, timely and meaningful consultation and social media. Data of n from the IEP's were used in planning of the upcoming school year. State indicator data is used to look at student progress and address needs. Data team reports to director of special education

Response from the approved prior year Consolidated District Plan.

Staff meetings were held with the director of Special Education to address the needs of the district with specific regard to special education needs. A grant meeting was held for both stakeholders and student needs, along with behavioral concerns. Consulting between the building principals and the director of special education were held to address specific needs for each building. Staff office related and those specific needs are used to identify areas to apply grant funds. Parent feedback from meetings, emails, timely and meaningful consultation and social media. Data of n from the IEP's were used in planning of the upcoming school year. State indicator data is used to look at student progress and address needs. Data team reports to director of special education

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)

Staff meetings were held with the director of Special Education to address the needs of the district with specific regard to special education needs. A grant meeting was held for both stakeholders and student needs, along with behavioral concerns. Consulting between the building principals and the director of special education were held to address specific needs for each building. Staff office related and those specific needs are used to identify areas to apply grant funds. Parent feedback from meetings, emails, timely and meaningful consultation and social media. Data of n from the IEP's were used in planning of the upcoming school year. State indicator data is used to look at student progress and address needs. Data team reports to director of special education

Response from the approved prior year Consolidated District Plan.

The IDEA grant funds will be used to maintain additional staff as individual care aides, and aides to assist in resource classrooms. We also fund 2 personal aides which allow students to be successful in the program to assist staff with proper data collection and data storage. IDEA funds will also be used to purchase testing and evaluation tools to be used in initial evaluation and re-evaluations. We use IDEA funds to contract for OT and PT services, and hearing interpret services if needed. Some IDEA funds will also be used to provide additional technology resources such as a department. Professional development for special education staff will be included in the grant funds.

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)

We have added 2 full time SLPs
 The High School will offer a few more co-taught classes.

Response from the approved prior year Consolidated District Plan.

We have added a resource teacher to provide more co-taught classes.

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. Performance Plan (SPP) Indicators, please click on the hyperlink below.

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

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[[count] of 7500 maximum characters used)

- #1 and #2 we have more co-taught classes to assist students to increase graduation and reduce dropout rates- this teacher also allowed us to have an additional study skills room
- #3 due to additional tutoring and intensive programming, we remained as "meeting" for our Jr High special education students
- #3 more students are now testing with typical state assessments instead of the DLM, although we are still hovering around the 1 percent threshold
- #11 due to specific planning, we met all evaluation timelines this year

*Required field

Applicant: DUPO CUSD 196

County: Saint Clair

Consolidated District Plan ▾

Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original ApplicationPrinter-Friendly
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Project Number: 27-CDP-00-50-082-1960-26

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Titl I Specific
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

Overview

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

PROGRAM: Youth in Care Stability

PURPOSE: To comply with ESSA requirements for educational stability for students who are Youth in Care.

REQUIRED FOR: All Illinois school districts and state-authorized charter schools

RESOURCES: [ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)
[US Department of Education \(USDE\) web page for Students in Foster Care](#)
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)
[Educational Stability Requirements \(Effective October 7, 2008\)](#)
[Public Act 099-0781 \(effective 8/12/2016\)](#)
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)
[Finance, Budgets & Funding – Transportation Programs \(scroll to Foster Care Transportation section\)](#)
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

BACKGROUND

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and imp 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

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 tri 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 C the driver's 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 c or group homes

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than par transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) (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

Applicant: DUPO CUSD 196
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application

County: Saint Clair

Consolidated District Plan ▼

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Project Number: 27-CDP-00-50-082-1960-26

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
BSP Overview					BSP Plan Specific				

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 Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for 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

Applicant: DUPO CUSD 196
 Application: 2026-2027 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 27-CDP-00-50-082-1960-26

County: Saint Clair

Consolidated District Plan ▼

[Printer-Friendly](#)
[Click to Return to Application Select](#)

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

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 as applicable.

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

Last Name*	First Name*	Position/Title*	Email*
Duke	Jessie	Director of ECE/ESL	jduke@dup
Phone*			
618	719	1469	

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*
White	Victoria	Superintendent	vwhite@du
Phone*			
618	286	3311	

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

*Required field

Consolidated District Plan

Applicant: DUPO CUSD 196
 Application: 2026-2027 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 27-CDP-00-50-082-1960-26

County: Saint Clair

The application has been locked by the lock process on the Submit page. You must unlock the app on the Submit page if changes are needed.

Overview	Contact Information	Amendments	Needs Assessment and Programs				Plan Specifics	Assurance Pages	Submit
Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

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

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

The goal is to provide educational stability for children in foster care, with particular emphasis on collaboration between SEAs, LEAs, and child welfare agencies to ensure that students have the same educational levels as their peers. This will help limit the educational disruption of the children who move in to foster care (due to entering the foster care system or changing placements) in their best interest to change schools. There are multiple factors that we will consider when determining whether remaining in the school of origin is in the child's best interest. Those factors include placement of siblings, special needs, time in the school year, distance and the effect of the commute on the child's well-being and education.

We will also ensure that, if it is not in their best interest to remain in their schools of origin, children in foster care are enrolled in their new schools without delay. The idea behind this is that they can continue their education without disruption, maintain important relationships with peers and adults, and have the opportunity to achieve college- and career-readiness.

Response from the approved prior year Consolidated District Plan.

The goal is to provide educational stability for children in foster care, with particular emphasis on collaboration between SEAs, LEAs, and child welfare agencies to ensure that students have the same educational levels as their peers. This will help limit the educational disruption of the children who move in to foster care (due to entering the foster care system or changing placements) in their best interest to change schools. There are multiple factors that we will consider when determining whether remaining in the school of origin is in the child's best interest. Those factors include placement of siblings, special needs, time in the school year, distance and the effect of the commute on the child's well-being and education.

We will also ensure that, if it is not in their best interest to remain in their schools of origin, children in foster care are enrolled in their new schools without delay. The idea behind this is that they can continue their education without disruption, maintain important relationships with peers and adults, and have the opportunity to achieve college- and career-readiness.

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.

It is important for our school administrators and teachers, including special education administrators and special education teachers, to have accurate and timely information to make decisions regarding the placement of each eligible child with a disability, including children with disabilities in foster care, be determined at least annually, and be based on the child's IEP in accordance with the child's placement. If the child is in another arrangement, the child is educated in the school that he or she would attend if not disabled. We will make sure that timely and expedited evaluations take place and eligibility determinations are made. These children will have access to comparable services (including summer and other extended school year services, if applicable).

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.

Districts ensure staff awareness of ESSA Youth in Care requirements by designating a specialized Point of Contact (Jessie Duke), creating mandatory training on immediate enrollment policies that ensure transportation continuity. Collaboration with local welfare agencies keeps procedures current and ensures school stability. There are procedural checklists for school secretaries and administrators to ensure that when a YIC enrolls, they are not denied access due to any missing documentation. Update administration on ESSA obligations and requirements.

*Required field

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

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. Some children in foster care (school of origin) when it is in their best interest. To facilitate transportation for these children, the LEA (Dr. Victoria White) will collaborate with the State or local child welfare agencies to ensure care is provided, arranged, and funded. If there are additional costs incurred in providing transportation to the school of origin, the LEA will provide such transportation if (1) the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; (2) the LEA agrees to pay for the cost; or (3) the LEA and local child welfare agency agree to share the cost. Since children may be placed in foster care placements across multiple LEAs and child welfare agencies may be necessary. Thus, in developing the transportation procedures, the LEA (Dr. Victoria White) will work with the State or local child welfare agencies to establish inter-district and inter-State procedures that address potential transportation issues that may arise as students in foster care move from one district to another or across State lines.

Response from the approved prior year Consolidated District Plan.

Some children in foster care will need transportation to remain in our school (school of origin) when it is in their best interest. To facilitate transportation for these children, the LEA (Dr. Victoria White) will collaborate with the State or local child welfare agencies to ensure that transportation for children in foster care is provided, arranged, and funded. If there are additional costs incurred in providing transportation to the school of origin, the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; (2) the LEA agrees to pay for the cost; or (3) the LEA and local child welfare agency agree to share the cost. Since children may be placed in foster care placements across district, county, or State lines, coordination among multiple LEAs and child welfare agencies may be necessary. Thus, in developing the transportation procedures, the LEA (Dr. Victoria White) will work with the State or local child welfare agencies to establish inter-district and inter-State procedures that address potential transportation issues that may arise as students in foster care move from one district to another or across State lines.

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 per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

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

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

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

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

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

In addition to State and local funds that may be available for providing transportation, certain Federal funds may be available to cover additional transportation costs to maintain children in foster care. Title I funds to pay for additional costs needed to transport children in foster care to their schools of origin.

Response from the approved prior year Consolidated District Plan.

In addition to State and local funds that may be available for providing transportation, certain Federal funds may be available to cover additional transportation costs to maintain children in foster care. Title I funds to pay for additional costs needed to transport children in foster care to their schools of origin.

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 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.

Our district and the custodial agency will make every possible effort to reach an agreement to fund transportation. Both agencies will collaborate to ensure educational stability for children in foster care. While disputes over costs are being addressed, the school of origin will continue to provide or arrange transportation by means of district buses or any other appropriate modes of transportation. If transportation route, route-to route hand-offs, district to district boundary hand-offs, eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA) services, or transportation costs or including transport in contracts with licensed child placing agencies or group homes.

One possible option is for the district and custodial agency to evenly share the unmet additional costs when no other cost-effective solution is available and all funding sources have been assessed.

Response from the approved prior year Consolidated District Plan.

Our district and the custodial agency will make every possible effort to reach an agreement to fund transportation. Both agencies will collaborate to ensure educational stability for children in foster care. While disputes over costs are being addressed, the school of origin will continue to provide or arrange transportation by means of district buses or any other appropriate modes of transportation. If transportation route, route-to route hand-offs, district to district boundary hand-offs, eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA) services, or transportation costs or including transport in contracts with licensed child placing agencies or group homes.

One possible option is for the district and custodial agency to evenly share the unmet additional costs when no other cost-effective solution is available and all funding sources have been assessed.

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.

While disputes over costs are being addressed, the school of origin will continue to provide or arrange transportation by means of district buses or any other appropriate modes of transportation. If transportation route, route-to route hand-offs, district to district boundary hand-offs, eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA) services, or transportation costs or including transport in contracts with licensed child placing agencies or group homes.

Response from the approved prior year Consolidated District Plan.

While disputes over costs are being addressed, the school of origin will continue to provide or arrange transportation by means of district buses or any other appropriate modes of transportation. If transportation route, route-to route hand-offs, district to district boundary hand-offs, eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA) services, or transportation costs or including transport in contracts with licensed child placing agencies or group homes.

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 such services.*

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

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

The foster care transportation plan has been added to the staff handbook and discussed at a staff meeting. It is easily accessible to all district staff.

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
BSP Overview					BSP Plan Specific				
BSP Program Contact		Attendance Center Enrollment Information			BSP Professional Development			BSP TBE Requirement	

BSP Contact Information

21 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*

Duke

First Name*

Jessie

Middle Initial

Phone*

618 719 1469

Email*

jduke@dupo196.org

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

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
BSP Overview									BSP Plan Specific
BSP Program Contact	Attendance Center Enrollment Information			BSP Professional Development			BSP TBE Requirement		

Attendance Center Enrollment Information

21 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.

Applicant: DUPO CUSD 196
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application

County: Saint Clair

Consolidated District Plan ▾

[Printer-Friendly](#)
[Click to Return to Application Select](#)

Project Number: 27-CDP-00-50-082-1960-26

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
BSP Overview									BSP Plan Specific
BSP Program Contact		Attendance Center Enrollment Information			BSP Professional Development			BSP TBE Requirement	

BSP Professional Development

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 staff.

*The required professional development will be provided.

- Yes
- No

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

*Required field

Applicant: DUPO CUSD 196
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application

County: Saint Clair

Consolidated District Plan ▼

[Printer-Friendly](#)
[Click to Return to Application Select](#)

Project Number: 27-CDP-00-50-082-1960-26

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
BSP Overview					BSP Plan Specific				
BSP Program Contact		Attendance Center Enrollment Information			BSP Professional Development			BSP TBE Requirements	

BSP TBE Requirements

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

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes No

*Required field

Applicant: DUPO CUSD 196
 Application: 2026-2027 Consolidated District Plan - 00
 Cycle: Original Application

County: Saint Clair

Consolidated District Plan ▼

[Printer-Friendly](#)
[Click to Return to Application Select](#)

Project Number: 27-CDP-00-50-082-1960-26

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
BSP Overview		Attendance Center Enrollment Information		BSP Professional Development		BSP TBE Requirement			
BSP Program Contact									

TBE Parent Advisory Committee

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

Applicant: DUPO CUSD 196

County: Saint Clair

Consolidated District Plan ▼

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

[Printer-Friendly](#)[Click to Return to Application Select](#)

Project Number: 27-CDP-00-50-082-1960-26

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
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Board Approval, Certification, and Assurances**Instructions**

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

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

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

Applicant: DUPO CUSD 196

County: Saint Clair

Consolidated District Plan ▼

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 27-CDP-00-50-082-1960-26

<u>Plan Assurances</u>	<u>State Assurances</u>	<u>Debarment</u>	<u>Lobbying</u>	<u>GEPA 442</u>	<u>Assurances</u>
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Grant Application Certifications and Assurances

Instructions

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

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

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

DEFINITIONS

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

"Grant" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant," "award," "program," and "project" may be used interchangeably.

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

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

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

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

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

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

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of

involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (*Plyler v. Doe*, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-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

- 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.

Applicant: DUPO CUSD 196

County: Saint Clair

Consolidated District Plan ▼

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 27-CDP-00-50-082-1960-26

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
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**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

Applicant: DUPO CUSD 196

County: Saint Clair

Consolidated District Plan ▼

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

[Printer-Friendly](#)

[Click to Return to Application Select](#)

Project Number: 27-CDP-00-50-082-1960-26

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
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Certification Regarding Lobbying

Instructions

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

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

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

Applicant: DUPO CUSD 196

County: Saint Clair

Consolidated District Plan ▼

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

[Printer-Friendly](#)

[Click to Return to Application Select](#)

Project Number: 27-CDP-00-50-082-1960-26

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
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GEPA 442 Assurances

Instructions

- By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:
1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan, or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due

Applicant: DUPO CUSD 196

County: Saint Clair

Consolidated District Plan ▼

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

[Click to Return to Application Select](#)

Project Number: 27-CDP-00-50-082-1960-26

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
---------------------------------	----------------------------------	---------------------------	--------------------------	--------------------------	----------------------------

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