

**eGrant Management System**

**Printed Copy of Application**

Applicant: RICHLAND COUNTY CUSD 1

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: RICHLAND COUNTY CUSD 1

Date Generated: 6/22/2026 1:01:05 PM

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## Overview

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

**PROGRAM:**

Consolidated District Plan

**PURPOSE:**

The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

**BOARD GOALS:**

Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

**FY 2027**

**Included**

**Programs:**

Title I, Part A - Improving Basic Programs

Title I, Part A - School Improvement Part 1003

Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

EL - Bilingual Service Plan (BSP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

IDEA, Part B - Flow-Through

IDEA, Part B - Preschool

Foster Care Transportation Plan

**LEGISLATION:**

[Every Student Succeeds Act \(ESSA\)](#)

[Individuals with Disabilities Education Act](#)

[Rehabilitation Act](#)

[Strengthening Career and Technical Education for the 21st Century Act](#)

[Workforce Innovation and Opportunity Act](#)

[Head Start Act](#)

[McKinney-Vento Homeless Assistance Act](#)

[Adult Education and Family Literacy Act](#)

[105 ILCS 5/ Illinois School Code Article 14C. Transitional Bilingual Education](#)

[23 Illinois Administrative Code 228 Transitional Bilingual Education](#)

**DUE DATE:**

District plans must be submitted to the Illinois State Board of Education and approved before any FY 2027 grant applications for included programs can be approved.

**Submission by April 1 is recommended.**

**DURATION:**

The District Plan is submitted for the school year 2026-2027 and must be updated annually thereafter.

**AMENDMENTS:**

Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.

**INSTRUCTIONS:**

Instructions in PDF format

**COMMON ABBREVIATIONS:**

ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended)

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan

**1. Contact Information for Person Completing This Form**

Last Name*	First Name*	Middle Initial
<input type="text" value="Fox"/>	<input type="text" value="Jason"/>	<input type="text" value="E"/>
Phone*	Extension	Email*
<input type="text" value="618"/> <input type="text" value="395"/> <input type="text" value="2324"/>	<input type="text"/>	<input type="text" value="jfox@rccu1.net"/>

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

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

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

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

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

([count] of 2500 maximum characters used)

All academic and extra-curricular programs within the Richland County School District are open and accessible to all students, regardless of gender, race, national origin, color, disability, or age. If a student, teacher, etc. believes that he/she has not had equitable access to the school district's programs, a grievance procedure is available. This grievance procedure allows for a concern to be expressed and resolved. Steps to ensure equitable access include participation in services and programs: 1) assessment tools are normed with independent variables including gender, socioeconomic status, ELL status, SLD and educational programs; 2) research-based curriculum and strategies appropriate for use with populations varying in culture and nationality, race and ethnicity, language, special needs and geography; and 3) forms, notices and home school communication notes are provided to parents in native language.

**3. Bilingual Director (Administrator overseeing EL Services) Assurance**

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

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

**4. District Migrant Education Program Liaison**

Last Name	First Name	Middle Initial
<input type="text" value="Jurgilanis"/>	<input type="text" value="Kristen"/>	<input type="text"/>
Phone	Extension	Email
<input type="text" value="618"/> <input type="text" value="395"/> <input type="text" value="2324"/>	<input type="text"/>	<input type="text" value="kjurgilanis@rccu1.net"/>

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

**5. General Completion Instructions**

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

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

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

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

**How to Complete Pages with Pre-populated Fields**

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

\*Required field, applicable for all funding sources

**Amendments**

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

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

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

\*Required field, applicable for all funding sources

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

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

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

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

Title grant funding is used to support student learning and development in Kindergarten through high school. Resources are used to fund salaries and benefits for teachers and educational support staff. Additional funds are used to support professional learning, provide purchased services, teaching materials and supplies, parent involvement, and support for homeless students. IDEA Part B Flow-Through and Preschool Funds will be used to fund salary, benefits, tuition, purchased services, travel expenses, and professional development; which will supplement comprehensive special education programs for children with disabilities ages 3 through 21, inclusive. The district works very hard to align the use of all funds from federal, state and local resources to improve instructional opportunities in numerous ways. We are constantly looking at ways to improve instruction through the lowering of class sizes by hiring more teaching staff, improving curriculum through the piloting and purchasing of new textbooks and materials, the development of current staff through numerous professional development opportunities and a variety of other items. In addition, we are constantly trying to impact the whole student through after school tutoring, supporting homeless or displaced students and through family engagement.

Response from the approved prior year Consolidated District Plan.

Title grant funding is used to support student learning and development in Kindergarten through high school. Resources are used to fund salaries and benefits for teachers and educational support staff. Additional funds are used to support professional learning, provide purchased services, teaching materials and supplies, parent involvement, and support for homeless students. IDEA Part B Flow-Through and Preschool Funds will be used to fund salary, benefits, tuition, purchased services, travel expenses, and professional development; which will supplement comprehensive special education programs for children with disabilities ages 3 through 21, inclusive. The district works very hard to align the use of all funds from federal, state and local resources to improve instructional opportunities in numerous ways. We are constantly looking at ways to improve instruction through the lowering of class sizes by hiring more teaching staff, improving curriculum through the piloting and purchasing of new textbooks and materials, the development of current staff through numerous professional development opportunities and a variety of other items. In addition, we are constantly trying to impact the whole student through after school tutoring, supporting homeless or displaced students and through family engagement.

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

Braiding of Funds

- Yes  No

**If Yes Braiding is selected, you will need to indicate which fund sources will be used in the box below.**

- 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

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

Transfer of Funds

Yes  No

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

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

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

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

([count] of 7500 maximum characters used)

The needs assessment is comprehensive and includes various stakeholder groups. The needs of the students can be summarized into two broad categories. The first category relates to the impact of the pandemic on student learning and academic growth. It seems that all students were impacted, but the degree of impact varies from one student to the next. The result is a need to continue to address learning loss and design systems to mitigate its effect. The second category relates to the impact of the pandemic on students' social and emotional well-being. As with learning loss, not all students were impacted the same way, but all students can benefit from a focus on social and emotional learning. The needs of staff relate to ongoing professional learning. Some of the professional learning deals with new strategies to address learning loss, new curricular programs and tools to improve student learning outcomes, or resources to support student social and emotional learning. The needs assessment survey is comprehensive and focuses on the potential special education needs of the entire district. The data is collected and examined to identify priority need areas in all educational environments of the district operation. The focus of the needs assessment is to identify strengths of the current special education programs, and also to identify weaknesses, obstacles, and barriers in each of the environments. The special education needs assessment is distributed to all the schools in our district including private and parochial schools. The individuals completing these surveys includes general education and special education teachers, paraprofessionals, administrators, service providers, as well as parents and students. The top five (5) areas of need identified from the needs assessment are as follows: Behavioral Strategies, Student Mental Health, IEP formulation to support specific learning goals, Interventions and Techniques to Support a Student with Executive Functioning Disorders, Instructional Techniques to Support Students Diagnosed with Autism while Learning in a General Education Classroom. These areas are being addressed through the implementation of in-service training provided to district personnel, parents and private and parochial schools. The trainings will be provided in a variety of formats, such as classroom style, interactive and technological mediums. In addition, the needs assessment information gathered from the district child-find activities, referrals from Division of Specialized Care for Children, Head Start, and the 0-3 Programs throughout our special education cooperative suggests the need for continuing these components.

**Legislative References:**

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

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

\*Required field, applicable for all funding sources

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

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

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

Various sources were used in the creation of a needs assessment. These sources included a review of student achievement data across all grade levels and student, teacher, and parent surveys conducted using 5 essentials culture and climate survey instruments. The needs assessment survey is comprehensive and focuses on the potential special education needs of the entire district. The data is collected and examined to identify priority need areas in all educational environments of the district operation. The focus of the needs assessment is to identify strengths of the current special education programs, and also to identify weaknesses, obstacles, and barriers in each of the environments.

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

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

**A. Title I, Part A - Improving Basic Programs**

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

Each of the schools in the Richland County Community Unit #1 complete a needs assessment. Those completing the needs assessment include general education and special education teachers, para administrators. The primary area identified in the needs assessment include support for implementation of best practices for instruction, especially in reading, writing, and mathematics. Professional best practices for instruction and on developing effective student/teacher relationships and student engagement. The district holds weekly grade level meetings and monthly building meetings to look at student achievement and to make adjustments needed in curriculum pacing and planning. We also spend a great deal of time looking at student specific intervention plans and how they are implemented in order to help students improve on performance. These meetings and adjustments are helping us reduce the achievement gaps in our district. This reduction can be verified by our continued growth in the number of students meeting or exceeding on state testing. St. Joseph school will use provided funds to provide increased assistance in the area of reading interventions and math interventions.

**B. Title I, Part A - School Improvement Part 1003****C. Title I, Part D - Delinquent****D. Title I, Part D - Neglected****E. Title I, Part D - State Neglected/Delinquent****F. Title II, Part A - Preparing, Training, and Recruiting**

**Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, reducing class size, key**

**professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable).**

As a result of the needs assessment, Title II funds will be used primarily for class size reduction for elementary classrooms. Two teachers will be paid for through Title II. A small amount of Title II funds professional development for teachers and administrators to help support best practices for classroom instruction. St. Joseph school will use provided funds to provide professional development in the areas of reading intervention and math intervention.

**G. Title III - LIEP**

**H. Title III - ISEP**

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

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

Title IV resources focus on developing safe schools with training for all staff on I Love You Guys, a protocol to respond to potentially dangerous situations within the school. Further resources are used to support learning in school safety and student engagement. St. Joseph plans to use resources in the areas of student engagement and school safety protocols.

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

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

The special education needs assessment is distributed to all the schools in our district including private and parochial schools. The individuals completing these surveys includes general education an teachers, paraprofessionals, administrators, service providers, as well as parents and students. The top five (5) areas of need identified from the needs assessment are as follows: Behavioral Strategy, Health, IEP Formulation, Interventions and Techniques to Support a Student with Executive Functioning Disorders, Instructional Techniques to Support Students Diagnosed with Autism while Lea Education Classroom. These areas are being addressed through the implementation of in-service training provided to district personnel, parents and private and parochial schools. The trainings will be in formats, such as classroom style, interactive and technological mediums.

**L. IDEA, Part B - Preschool**

The special education needs assessment is distributed to all the schools in our district including private and parochial schools. The individuals completing these surveys includes general education teachers, paraprofessionals, administrators, service providers, as well as parents and students. The top five (5) areas of need identified from the needs assessment are as follows: Behavioral Strategy Health, Formulation of IEPs, Interventions and Techniques to Support a Student with Executive Functioning Disorders, Instructional Techniques to Support Students Diagnosed with Autism while Lea Education Classroom. These areas are being addressed through the implementation of in-service training provided to district personnel, parents and private and parochial schools. The trainings will be of formats, such as classroom style, interactive and technological mediums. In addition, the needs assessment information gathered from the district child-find activities, referrals from Division of Specialized Care for Children, Head Start, and the 0-3 Programs throughout our special education cooperative suggests the need for continuing these components.

**Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected

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

**ISBE Goals:**

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

**District Goal(s):**

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

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

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

Program Footnotes:

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

5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

6 = Title III, including LIEP and ISEP

7 = Title IV, Part A - Student Support and Academic Enrichment

8 = EL - BSP

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

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

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

[[count] of 7500 maximum characters used)

The district is continuing its complete review of all systems and curriculum district wide in order to ensure that the district is meeting the needs of all students. This process includes meeting with stakeholders from many different groups including teachers, staff, parents, community members, local businesses, community colleges, universities, at risk support groups and others. The district had not taken a deep look at what we are doing since 2017 and it is long overdue. This process began during the 2024-2025 school year and will continue through the 2026-2027 school year and most likely in to the 2027-2028 school year. The district had begun meeting with faculty, and parents and already created more opportunities for students at both the middle and high school levels through the development and implementation of advanced tracks in both English and Math. Likewise, we are currently investigating a better co-taught option for helping students who are on the bubble be included and find success in the general education classroom. The district also has an MOU with the Educational Association to pay for teachers to return to school and receive their ESL certification and will be adding a new MOU to allow teachers to return to school to received certification as an LBS1. This will hopefully grow the number of staff members who truly understand how to positively impact our EL and Special Needs students. This is an area of focus for the district. In addition to this, more specific Title I consultation occurred with the administration of the St. Joseph School (K-8 Catholic school) in Olney on 5/13/26. Frequent and productive consultation is an on-going occurrence between the district and St. Joseph School. Additional consultation occurred on 5/6/26 with a Joint Advisory Committee made up of parents and community members, and a meeting with Title I Reading Specialists at RCES on 5/11/26.

Response from the prior year Consolidated District Plan.

The district is beginning a complete review of all systems and curriculum district wide in order to ensure that the district is meeting the needs of all students. This process includes meeting with stakeholders from many different groups including teachers, staff, parents, community members, local businesses, community colleges, universities, at risk support groups and others. The district had not taken a deep look at what we are doing since 2017 and it is long over due. This process began during the 2024-2025 school year and will continue through the 2025-2026 school year and most likely in to the 2026-2027 school year. The district had begun meeting with faculty, and parents and already created more opportunities for students at both the middle and high school levels through the development and implementation of advanced tracks in both English and Math. Likewise, we are currently investigating a better co-taught option for helping students who are on the bubble be included and find success in the general education classroom. The district also has an MOU with the Educational Association to pay for teachers to return to school and receive their ESL certification. This will hopefully grow the number of staff members who truly understand how to positively impact our EL students. This is an area of focus for the district. In addition to this, more specific Title I consultation occurred with the administration of the St. Joseph School (K-8 Catholic school) in Olney on 5/22/25. Frequent and productive consultation is an on-going occurrence between the district and St. Joseph School. Additional consultation occurred on 5/7/25 with a Joint Advisory Committee made up of parents and community members, and a meeting with Title I Reading Specialists at RCES on 5/8/25. The district maintains a file of appropriate documentation such as meeting dates, agendas, and participants.

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

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

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

[[count] of 7500 maximum characters used)

The Title I Parent Advisory Committee consists of a variety of members representing the demographics of the entire elementary school with meetings at least two times per year. The group consists of two parents per grade (K-5) along with parents from the Birth to Three, Preschool for All programs, Title I Parent Coordinator, and administrators. The committee reviews Title I programs, guidelines, and the parent involvement policy. Parent/teacher compacts are included in the school handbook each year. The compact is reviewed on an annual basis. Needs assessments involving feedback from parents regarding programs, scheduling, transportation, and achievement are reviewed and evaluated. In addition, the Title I parenting program coordinates activities and programs with the PK, Birth to Three, Head Start, and Early Childhood Programs. The elementary PTO is another group of parents that provide input and feedback throughout the year in their monthly meetings. The Middle School Advisory Committee meets quarterly and consists of a variety of members and is open to any parent. Parents volunteer to be on the committee. Committee members are informed of activities and happenings in the school as well as any questions, concerns, or feedback regarding the school. The High School Parent Advisory Committee meets in the fall in conjunction with the school's Open House. The Committee reviews high school topics ranging from the state of Illinois administration of the ACT test, the dual credit partnership with Olney Central College, college and career readiness factors, and other relevant topics. Each spring the K-12 District Parent Advisory Committee reviews and discusses state and federal grant programs, discipline procedures, medication procedures, health services, and student handbooks. Again, the committee consists of a variety of parents from all demographics and community members. Additional information was gained from parents through the administration of parent stakeholder survey as part of the 5 Essentials Survey. Effective parental involvement strategies consist of parent programs and workshops, family activities, recruitment of parent volunteers, home visits, collaboration with community agencies and organizations, parent teacher conferences, newsletters, webpage, online parent notification systems, social media, etc. Continual involvement and input of parents are encouraged and solicited. This had been a more challenging process during the past couple of years due to pandemic-related public health guidelines. However, during this school year we have been able to communicate more frequently in a traditional in-person format.

Response from the prior year Consolidated District Plan.

The Title I Parent Advisory Committee consists of a variety of members representing the demographics of the entire elementary school with meetings at least two times per year. The group consists of two parents per grade (K-5) along with parents from the Birth to Three, Preschool for All programs, Title I Parent Coordinator, and administrators. The committee reviews Title I programs, guidelines, and the parent involvement policy. Parent/teacher compacts are included in the school

handbook each year. The compact is reviewed on an annual basis. Needs assessments involving feedback from parents regarding programs, scheduling, transportation, and achievement are reviewed and evaluated. In addition, the Title I parenting program coordinates activities and programs with the PK, Birth to Three, Head Start, and Early Childhood Programs. The elementary PTO is another group of parents that provide input and feedback throughout the year in their monthly meetings. The Middle School Advisory Committee meets quarterly and consists of a variety of members and is open to any parent. Parents volunteer to be on the committee. Committee members are informed of activities and happenings in the school as well as any questions, concerns, or feedback regarding the school. The High School Parent Advisory Committee meets in the fall in conjunction with the school's Open House. The Committee reviews high school topics ranging from the state of Illinois administration of the SAT, the dual credit partnership with Olney Central College, college and career readiness factors, and other relevant topics. Each spring the K-12 District Parent Advisory Committee reviews and discusses state and federal grant programs, discipline procedures, medication procedures, health services, and student handbooks. Again, the committee consists of a variety of parents from all demographics and community members. Additional information was gained from parents through the administration of parent stakeholder survey as part of the 5 Essentials Survey. Effective parental involvement strategies consist of parent programs and workshops, family activities, recruitment of parent volunteers, home visits, collaboration with community agencies and organizations, parent teacher conferences, newsletters, webpage, online parent notification systems, social media, etc. Continual involvement and input of parents are encouraged and solicited. This had been a more challenging process during the past couple of years due to pandemic-related public health guidelines. However, during this school year we have been able to communicate more frequently in a traditional in-person format.

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

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

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

([count] of 7500 maximum characters used)

The Richland County School District collaborates with Birth to Three providers including local Prevention Initiative, Early Intervention, Head Start, Parochial preschool, day care providers and Pediatricians to ensure maximum outreach to eligible students in the community. Various activities are scheduled throughout the school year in conjunction with the preschool program and the Birth to Three providers in the community. Some of these activities include Wheels in our Community, Family Fun Events, Family Reading Nights, and joint educational workshops. In addition to these, the Birth to Three program offers weekly playgroups held at the elementary school. For parent and family engagement of older students, the school district provides additional opportunities. At the elementary school, some of these activities include Back to School Night, which allows students and parents to meet their teacher and familiarize themselves with the school environment, Kindergarten Open House for the parents of incoming students, Family Reading Night, Family Math Night, and Family Science Night at the middle school, Open House is held to allow parents to follow their child's schedule and meet his/her teachers. At the high school, parents attend Open House and ACT and FAFSA workshops.

Response from the prior year Consolidated District Plan.

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**Title I Requirement:**

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

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

**Title III Requirement:**

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

**Legislative References:**

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

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

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

\*Required field

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



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## Parent and Family Engagement

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### ESEA Section 1116(a)(2)

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

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

#### Resources:

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

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

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

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

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

#### How To Upload A File

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

Choose File No file chosen

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

12-080-0010-26 Richland County School District PFEPolicy.pdf

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

\*Required field

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

Will Private Schools participate in the Program?

Yes  No

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
St Joseph Grade School	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text" value="26"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="223"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="223"/>	<input type="button" value="Choose File"/> No file chosen <input type="text" value="Consultation form 2026-2027.pdf"/>

Comments:

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

**ISBE Goals:**

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

**District Goal(s):**

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

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

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

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

**No Preschool Programs**

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

([count] of 7500 maximum characters used)

RCCU #1 Preschool For All - Transition Plan 1. Transition into preschool. Preschool screenings are held once a month for children who will be eligible for preschool in the upcoming school year. For students identified with significant special education needs, access is available to the SESE Early Childhood Special Education Program. b. Advertisements for screenings are posted throughout the community at churches, day care providers, post office, WIC office, local pediatricians offices, radio advertisements, school fliers, district wide notification service, district website and Facebook page, etc. c. Provide parents of potential preschool students with a checklist for required documentation and steps to enroll in the program. d. Provide parents with preschool student handbook to help answer potential questions. e. Provide parents with preschool parent coordinator contact information to help them with the enrollment/registration process if needed. f. Collaboration with Birth-to-Three providers including local Prevention Initiative, Early Intervention, Head Start, Parochial preschool, day care providers to ensure maximum outreach to eligible children in the community. g. Activities are scheduled throughout the school year in conjunction with the preschool program and the Birth-to-Three providers in the community. (e.g. Wheels in our Community, Family Fun Events, Family Reading Nights, joint educational workshops) h. Birth-to-Three weekly playgroups held at elementary school i. Collaborative relationships with community Birth-to-Three providers to assist in providing families with knowledge of available option for preschool programming for students. j. Health Clinics offered to assist families in meeting the enrollment criteria for preschool. (e.g. physicals, immunization appointments scheduled, transportation provided) k. Support and assistance in obtaining birth certificates. l. Visits for potential preschool students and parents to the classroom prior to enrollment. m. Open House in the fall prior to school starting for students and families to meet the teacher, and experience the classroom. n. Additional screening opportunities are scheduled throughout the year on individual basis when openings are available in the program and a wait list is created once the program is full. o. Students will be contacted in order of priority determined by the eligibility checklist when openings become available. p. Program representatives will collaborate with other preschool program providers to ensure children are able to access a preschool program that meets their individual needs. (MOU with Head Start, Kid Zone, St. Joe Catholic School, other private preschool providers, referrals to ECE) 2. Alternative Transition into preschool setting. Transitional services into preschool may differ when a student has been receiving early intervention services. b. A referral is typically received by the LEA approximately 6 months prior to a child's third birthday. c. The LEA Special Education Director will collaborate preschool administrator. d. The LEA will hold a team meeting to review information from the referral that will include EI service providers, parents, and key school district personnel including the preschool administrator and special needs director. e. Any additional testing recommended during the team meeting will be completed prior to the child's third birthday. f. The LEA will hold another team meeting to determine eligibility for services that include the EI service providers, parents and key school personnel including preschool administrators, special needs director and preschool classroom teachers when appropriate. g. Placement for services are discussed at team meeting based on evaluation results and eligibility for services. Determination of placement is made by the team that includes the parent as a crucial member. Placement is available based on a continuum of services including Early Childhood Special Education programming for students with significant special education needs. h. Preschool placement is established, communicated with parents and coordinated to begin on the child's 3rd birthday to ensure the continuation of services. i. EI (Early Intervention) students are eligible and invited to the various activities scheduled throughout the year in collaboration with district preschool and Birth-to-Three programs. (See 1d-j) 3. Transition out of preschool (various) a. In the event a student transitions out of the preschool program for reasons other than going to kindergarten, the program will forward on information to new program when formal requests are received. b. Classroom teachers may reach out via phone to parents to offer assistance when applicable. 4. Transition to Kindergarten out of preschool. Preschool classrooms are located in the same area as kindergarten classrooms at RCES providing preschool students opportunities to interact with kindergarten students and staff throughout the school year. b. Preschool teachers and kindergarten teachers collaborate throughout the school year to communicate expectations of kindergarten and ways preschool can support their students to be successful. c. When appropriate, joint activities are planned to include preschool students and families with the elementary school students (with a focus on the kindergarten students) i. Wheels in our Community ii. Family Reading Nights iii. Family Math Nights iv. Holiday Celebrations d. District holds community-wide kindergarten screenings in the spring in conjunction with preschool screenings. e. RCES holds a kindergarten orientation in the spring to introduce families and incoming students to the kindergarten staff and kindergarten classrooms. Families are presented with folders outlining the expectations of kindergarten as well as information regarding "school registration" basic. f. RCES hosts kindergarten visiting days in the spring for preschool students to go visit their potential classroom and meet their teacher. During this time, they participate with the current kindergarten class in various activities. g. Health Clinics are scheduled to assist preschool students in meeting the requirements for kindergarten (physicals, immunization appointments schedule) h. Other outreach transition activities: i. Preschool transition story group ii. Open policy for parents to request to come and visit/tour RCES and kindergarten classrooms. iii. RCES Open House

Response from the approved prior year Consolidated District Plan.

RCCU #1 Preschool For All - Transition Plan 1. Transition into preschool. Preschool screenings are held during the spring and summer for children who will be eligible for preschool in the upcoming school year. For students identified with significant special education needs, access is available to the SESE Early Childhood Special Education Program. b. Advertisements for screenings are posted throughout the community at churches, day care providers, post office, WIC office, local pediatricians offices, radio advertisements, local cable company, school fliers, district wide notification service, district website and Facebook page, etc. c. Provide parents of potential preschool students with a checklist for required documentation and steps to enroll in the program. d. Provide parents with preschool student handbook to help answer potential questions. e. Provide parents with preschool parent coordinator contact information to help them with the enrollment/registration process if needed. f. Collaboration with Birth-to-Three providers including local Prevention Initiative, Early Intervention, Head Start, Parochial preschool, day care providers to ensure maximum outreach to eligible children in the community. g. Activities are scheduled throughout the school year in conjunction with the preschool program and the Birth-to-Three providers in the community. (e.g. Wheels in our Community, Family Fun Events, Family Reading Nights, joint educational workshops) h. Birth-to-Three weekly playgroups held at elementary school i. Collaborative relationships with community Birth-to-Three providers to assist in providing families with knowledge of available option for preschool programming for students. j. Health Clinics offered to assist families in meeting the enrollment criteria for preschool. (e.g. physicals, immunization appointments scheduled, transportation provided) k. Support and assistance in obtaining birth certificates. l. Visits for potential preschool students and parents to the classroom prior to enrollment. m. Open House in the fall prior to school starting for students and families to meet the teacher, and experience the classroom. n. Additional screening opportunities are scheduled throughout the year on individual basis when openings are available in the program and a wait list is created once the program is full. o. Students will be contacted in order of priority determined by the eligibility checklist when openings become available. p. Program representatives will collaborate with other preschool program providers to ensure children are able to access a preschool program that meets their individual needs. (MOU with Head Start, Kid Zone, St. Joe Catholic School, other private preschool providers, referrals to ECE) 2. Alternative Transition into preschool setting. Transitional services into preschool may differ when a student has been receiving early intervention services. b. A referral is typically received by the LEA approximately 6 months prior to a child's third birthday. c. The LEA Special Education Director will collaborate preschool administrator. d. The LEA will hold a team meeting to review information from the referral that will include EI service providers, parents, and key school district personnel including the preschool administrator and special needs director. e. Any additional testing recommended during the team meeting will be completed prior to the child's third birthday. f. The LEA will hold another team meeting to determine eligibility for services that include the EI service providers, parents and key school personnel including preschool administrators, special needs director and preschool classroom teachers when appropriate. g. Placement for services are discussed at team meeting based on evaluation results and eligibility for services. Determination of placement is made by the team that includes the parent as a crucial member. Placement is available based on a continuum of services including Early Childhood Special

Education programing for students with significant special education needs.h. Preschool placement is established, communicated with parents and coordinated to begin on the child's 3rd birthday to ensure the continuation of services. i. EI (Early Intervention) students are eligible and invited to the various activities scheduled throughout the year in collaboration with district preschool and Birth-to-Three programs. (See 1d-j )3. Transition out of preschool (various)a. In the event a student transitions out of the preschool program for reasons other than going to kindergarten, the program will forward on information to new program when formal requests are received. b. Classroom teachers may reach out via phone to parents to offer assistance when applicable. 4. Transition to Kindergarten out of preschoola. Preschool classrooms are located in the same area as kindergarten classrooms at RCES providing preschool students opportunities to interact with kindergarten students and staff throughout the school year.b. Preschool teachers and kindergarten teachers collaborate throughout the school year to communicate expectations of kindergarten and ways preschool can support their students to be successful.c. When appropriate, joint activities are planned to include preschool students and families with the elementary school students (with a focus on the kindergarten students) i. Wheels in our Community ii. Family Reading Nights iii. Family Math Nights iv. Holiday Celebrationsd. District holds community-wide kindergarten screenings in the spring in conjunction with preschool screenings. e. RCES holds a kindergarten orientation in the spring to introduce families and incoming students to the kindergarten staff and kindergarten classrooms. Families are presented with folders outlining the expectations of kindergarten as well as information regarding "school registration" basic.f. RCES hosts kindergarten visiting days in the spring for preschool students to go visit their potential classroom and meet their teacher. During this time, they participate with the current kindergarten class in various activities.g. Health Clinics are scheduled to assist preschool students in meeting the requirements for kindergarten (physicals, immunization appointments schedule)h. Other outreach transition activities: i. Preschool transition story group ii. Open policy for parents to request to come and visit/tour RCES and kindergarten classrooms. iii. RCES Open House

**Title I Requirement**

Coordination of services with preschool education programs

**Legislative References:**

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

\*Required field for Title I and/or IDEA Preschool

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

**ISBE Goals:**

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

**District Goal(s):**

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

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

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

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([count] of 7500 maximum characters used)

The Richland County School District has invested in a large amount of teacher training on the characteristics of high poverty. This training led to the core beliefs in the district of: 1. Conviction that all students can succeed at high levels, 2. High expectations for all students and staff, 3. Collaborative decision making with all stakeholders, 4. Teachers who do not make excuses and accept their role in student achievement and failure, 5. Strategic assignment of staff for greatest impact, 6. Regular teacher-parent communication, 7. Caring staff and faculty, and 8. Dedication to diversity and equity. During the 2026-2027 school year, the district will continue its commitment to providing professional development opportunities for certified and support staff on the challenges associated with students who live in poverty. This is an area of importance for the district due to 70% of our student households qualifying. All teachers continue to collaborate and implement the State Standards with rigor and fidelity. The Charlotte Danielson Evaluation tool pushes teachers to higher standards. Elementary RCES has had reading as its cornerstone for many years and it continues to invest financial and human resources towards developing an award-winning reading program. The foundation of the reading program is the 5 Component Plan. This plan was created through research, thoughtful planning, observations of other successful programs, and the valuable experience of talented professionals. At the center of the 5 Component Plan is on-going formal and informal assessments. Surrounding that assessment is systematic and explicit word study, reading strategy instruction, fluency rate and accuracy tools, and writing connections. Best practices in reading, writing, and math are implemented to provide a comprehensive, quality instruction. The RCES reading program is divided into two programs. The primary program (Grades K-2) is built around Guided Reading/Writing and follows a five day rotation. Day one prepares the student for the next four days by allowing them to preview text, select books, and then work on strategies for success. During days two through five the students read aloud, participate in fluency and comprehension building strategies, write in response to text, and complete word work. Grades 1 and 2 incorporate individualized reading into the program and stress reading on a student's level for maximum results. The intermediate program (Grades 3-5) is designed around Reading Workshops using conferencing, community conversations, independent reading, and goal setting. There are non-negotiable items that must exist in instruction of the Reading Workshop. These include time to read, choice, response time, community, and structure. Besides reading workshop teachers use the basal and novels in whole class and small group instruction along with the integration of writing in response to texts. Students are expected to read a variety of genres and the reading of non-fiction has increased. Teachers and Teacher Assistants have received ongoing training on the use of the reading curriculum. The building implemented CKLA as a new curriculum and is already seeing its impact on student growth and achievement. This was the eighth year for the Houghton Mifflin Go Math curriculum for grades K-5. Teachers have continued to participate in professional development centered around the many components of the program. The Next Generation Science Standards (NGSS) challenge teachers to view the science curriculum differently and to find ways to integrate it into an already full instructional schedule. To start to address this concern, grades 3-5 are participate in an additional hands on science lab coordinated with classroom instruction. Teachers in grades K-3 are provided science resources and ideas. A STEM class was added to the elementary school in grades 2-5 and has had a major impact on the learning at those grades. Middle School The mission (Stretch the Mind, Strengthen the Body, Show the Spirit) and vision (to be a place where students are empowered to learn, grow, and unite for the purpose of becoming tomorrow's leaders) drive everything. The school develops students academically, physically, and emotionally. Students are pushed to grow academically, but to also be a leader and to be emotionally invested in others. The expectations of students is to explore all areas academically, while staying college and career focused. The school has a strong academic program aligned to Common Core State Standards. Horizontal alignment is an ongoing process and emphasis is being placed on vertical alignment. Teachers provide interventions to students who struggle, whether it be during the day or during the before/after program. Focus will again be placed on both 7th grade ELA and math as both areas seem to be an area of weakness in the building. High School The mission of the school is "for all students to graduate at their highest level of academic and personal success in a safe and engaging learning environment." Student success is the primary core value for the school. While the goal of the school is to help each student reach his/her highest level of potential while they are attending RCHS, the main area of focus is on academic success. The curriculum not only challenges students through its rigor, but also through the student's application of the learning in real-world scenarios. It is this principle that creates the relevance of what students learn and helps to prepare students for their future. RCHS has an extensive dual credit agreement in place with the local community college (Olney Central College (OCC)) that allows students to earn high school and college credit simultaneously. Students may select from 30 different course offerings that will allow them to earn dual credit. Some of these course offerings are eligible for transfer to a four year institution of higher learning and others lead to a certificate program or an Associate's degree at OCC. As a result of this dual credit agreement, many students are able to earn an Associate's degree one year after they graduate from RCHS. RCHS operates on a 4-Block schedule which allows students to explore more elective courses than on a traditional schedule. Students benefit from a comprehensive listing of core academic courses, college preparatory courses, courses in the fine arts and career and technical education, as well as an extensive listing of elective courses that help prepare students for success in college and career. RCHS is proud of its Army Junior Reserve Officer Training (JROTC) program that focuses on leadership, character, and discipline.

Response from the prior year Consolidated District Plan.

The Richland County School District has invested in a large amount of teacher training on the characteristics of high poverty. This training led to the core beliefs in the district of: 1. Conviction that all students can succeed at high levels, 2. High expectations, 3. Collaborative decision making, 4. Teachers who do not make excuses and accept their role in students' achievements/failures, 5. Strategic assignment of staff, 6. Regular teacher-parent communication, 7. Caring staff and faculty, and 8. Dedication to diversity and equity. During the 2025-2026 school year, the district will continue its commitment to providing professional development opportunities for certified and support staff on the challenges associated with students who live in poverty. This is an area of importance for the district due to 70% of our student households qualifying. All teachers continue to collaborate and implement the State Standards with rigor and fidelity. The Charlotte Danielson Evaluation tool pushes teacher to higher standards. Elementary RCES has had reading as its cornerstone for many years and it continues to invest financial and human resources towards developing an award-winning reading program. The foundation of the reading program is the 5 Component Plan. This plan was created through research, thoughtful planning, observations of other successful programs, and the valuable experience of talented professionals. At the center of the 5 Component Plan is on-going formal and informal assessments. Surrounding that assessment is systematic and explicit word study, reading strategy instruction, fluency rate and accuracy tools, and writing connections. Best practices in reading, writing, and math are implemented to provide a comprehensive, quality instruction. The RCES reading program is divided into two programs. The primary program (Grades K-2) is built around Guided Reading/Writing and follows a five day rotation. Day one prepares the student for the next four days by allowing them to preview text, select books, and then work on strategies for success. During days two through five the students read aloud, participate in fluency and comprehension building strategies, write in response to text, and complete word work. Grades 1 and 2 incorporate individualized reading into the program and stress reading on a student's level for maximum results. The intermediate program (Grades 3-5) is designed around Reading Workshops using conferencing, community conversations, independent reading, and goal setting. There are non-negotiable items that must exist in instruction of the Reading Workshop. These include time to read, choice, response time, community, and structure. Besides reading workshop teachers use the basal and novels in whole class and small group instruction along with the integration of writing in response to texts. Students are expected to read a variety of genres and the reading of non-fiction has increased. Teachers and Teacher Assistants have received ongoing training on the use of the reading curriculum. The building piloted CKLA as a new curriculum and is planning a full implementation of the program. This was the seventh year for the Houghton Mifflin Go Math curriculum for grades K-5. Teachers have continued to participate in professional development centered around the many components of the program. The Next Generation Science Standards (NGSS) challenge teachers to view the science curriculum differently and to find ways to integrate it into an already full instructional schedule. To start to address this concern, grades 3-5 are participate in an additional hands on science lab coordinated with classroom instruction. Teachers in grades K-3 are provided science resources and ideas. A STEM class was added to the elementary school in grades 2-5 and has had a major impact on the learning at those grades. Middle School The mission (Stretch the Mind, Strengthen the Body, Show the Spirit) and vision (to be a place where students are empowered to learn, grow, and unite for the purpose of becoming tomorrow's leaders) drive everything. The school develops students academically, physically, and emotionally.

Students are pushed to grow academically, but to also be a leader and to be emotionally invested in others. The expectations of students is to explore all areas academically, while staying college and career focused. The school has a strong academic program aligned to Common Core State Standards. Horizontal alignment is an ongoing process and emphasis is being placed on vertical alignment. Teachers provide interventions to students who struggle, whether it be during the day or during the before/after program. Focus will be placed on both 7th grade ELA and math as both areas seem to be an area of weakness in the building. High School The mission of the school is "for all students to graduate at their highest level of academic and personal success in a safe and engaging learning environment." Student success is the primary core value for the school. While the goal of the school is to help each student reach his/her highest level of potential while they are attending RCHS, the main area of focus is on academic success. The curriculum not only challenges students through its rigor, but also through the student's application of the learning in real-world scenarios. It is this principle that creates the relevance of what students learn and helps to prepare students for their future. RCHS has an extensive dual credit agreement in place with the local community college (Olney Central College (OCC)) that allows students to earn high school and college credit simultaneously. Students may select from 30 different course offerings that will allow them to earn dual credit. Some of these course offerings are eligible for transfer to a four year institution of higher learning and others lead to a certificate program or an Associate's degree at OCC. As a result of this dual credit agreement, many students are able to earn an Associate's degree one year after they graduate from RCHS. RCHS operates on a 4-Block schedule which allows students to explore more elective courses than on a traditional schedule. Students benefit from a comprehensive listing of core academic courses, college preparatory courses, courses in the fine arts and career and technical education, as well as an extensive listing of elective courses that help prepare students for success in college and career. RCHS is proud of its Army Junior Reserve Officer Training (JROTC) program that focuses on leadership, character, and discipline.

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

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Kindergarten through 11th grade students are benchmark tested three times during the school year in fall, winter, and spring using STAR 360 Reading and Math assessments. Testing results are the main identifier for tier interventions. Other assessments are included in this process such as DIBELS / mClass, Aimsweb, IAR, formative data (running records, fluency for reading and math, comprehension tests, classroom grades, etc.) The district uses a multi-tiered system of supports (MTSS). MTSS involves an education process that matches research/evidence-based instructional and intervention strategies and supports to student needs in an informed, ongoing approach. It helps the schools focus on and provide high-quality instruction and interventions to struggling students. Details from the RCCU#1 MTSS Manual include: Procedures to Identify Tier 1, Tier 2, and Tier 3 Students. Students receiving scores below the target scores on benchmarking/screening assessments, not meeting grade level or classroom expectations, or not meeting behavior expectations for the classroom or school will be considered for MTSS Tier 2 or Tier 3 Watch Lists. These students will be eligible to receive interventions and regular progress monitoring (by the assigned interventionist). Interventions can be provided by the classroom teacher and/or other interventionists. Students (age-appropriate) and parents will be informed for Tier 3 placements. The MTSS Coordinator and Building Principal will take responsibility for parent notification. Tier 3 Students 12th Grade students (seniors) will be monitored through use of the "Critical Seniors" list compiled by the high school guidance office. Considerations will include: grades, credits earned, attendance, and office referrals. The high school and middle school will consider universal screening instrument data, progress monitoring data, classroom grades, attendance, and discipline data to determine need for Tier 3 interventions. The elementary school will also consider other relevant information to determine need for Tier 3 interventions (i.e. reading level). The list of Tier 3 students will be developed through the analysis of data during school level MTSS meetings. The principal will be responsible for gathering data, or assigning a team member to compile data, before the meeting date. Meetings will occur not less than once per quarter/trimester. Tier 3 interventions vary from building to building. The school MTSS team will determine which intervention and interventionist will work with the student. Interventions will be chosen from the approved research-based options for each building. Interventions will be provided in addition to classroom learning. The high school will provide interventions during a period called OTA in the morning or OTE in the afternoon. The middle school will provide Tier 3 interventions during X-Block and during RTI Math or Language Arts Pullout blocks. The elementary school will provide Tier 3 interventions within the daily schedule. Tier 3 students will be progress monitored on a weekly or every other week basis. Students being considered for special education testing will be progress monitored using Aimsweb. Other Tier 3 students will be progress monitored using STAR 360. Parent contacts by teachers, counselors, or administrators should be documented. Interventions are to be entered on the Skyward Student Management program as initiated and "closed" as discontinued each quarter/trimester/as appropriate. Classroom teachers and interventionists will take responsibility for this task. Students who do not qualify for Tier 3 interventions, but are not successful in the classroom setting, who have scored below standards on benchmarking assessments, and/or are not meeting behavioral expectations might be considered Tier 2 students. Tier 2 Students Tier 2 students will receive interventions and regular progress monitoring (not less than three times per quarter or trimester, administered by the staff member providing the intervention). Interventions will be provided by classroom teachers, and/or interventionists. Tier 2 interventions vary from building to building. Interventions are to be entered on the Skyward Student Management program as initiated and "closed" as discontinued each quarter/trimester/as appropriate. In addition, students in grades K-3 receive Standards Based Report (SBR) cards. Each grade level has developed assessments and rubrics to determine student growth. Using these assessments, grade levels can determine the percentage of students meeting or not meeting the standards on the report cards. This data is used to improve instruction and provide needed professional development. Grades 3-5 are in process with SBR cards. Students in grades K-5 have grade level data binders that each child uses to monitor his/her progress in specific areas focusing on reading, math, and/or behavior. Student led conferences are held in the fall and additional conferences can be scheduled in the spring as determined by the teacher.

Response from the prior year Consolidated District Plan.

Kindergarten through 11th grade students are benchmark tested three times during the school year in fall, winter, and spring using STAR 360 Reading and Math assessments. Testing results are the main identifier for tier interventions. Other assessments are included in this process such as IAR, formative data (running records, fluency for reading and math, comprehension tests, classroom grades, etc.) The district uses a multi-tiered system of supports (MTSS). MTSS involves an education process that matches research/evidence-based instructional and intervention strategies and supports to student needs in an informed, ongoing approach. It helps the schools focus on and provide high-quality instruction and interventions to struggling students. Details from the RCCU#1 MTSS Manual include: Procedures to Identify Tier 1, Tier 2, and Tier 3 Students. Students receiving scores below the target scores on benchmarking/screening assessments, not meeting grade level or classroom expectations, or not meeting behavior expectations for the classroom or school will be considered for MTSS Tier 2 or Tier 3 Watch Lists. These students will be eligible to receive interventions and regular progress monitoring (by the assigned interventionist). Interventions can be provided by the classroom teacher and/or other interventionists. Students (age-appropriate) and parents will be informed for Tier 3 placements. The MTSS Coordinator and Building Principal will take responsibility for parent notification. Tier 3 Students 12th Grade students (seniors) will be monitored through use of the "Critical Seniors" list compiled by the high school guidance office. Considerations will include: grades, credits earned, attendance, and office referrals. The high school and middle school will consider universal screening instrument data, classroom grades, attendance, and discipline data to determine need for Tier 3 interventions. The elementary school will also consider other relevant information to determine need for Tier 3 interventions (i.e. reading level). The list of Tier 3 students will be developed through the analysis of data during school level MTSS meetings. The principal will be responsible for gathering data, or assigning a team member to compile data, before the meeting date. Meetings will occur not less than once per quarter/trimester. Tier 3 interventions vary from building to building. The school MTSS team will determine which intervention and interventionist will work with the student. Interventions will be chosen from the approved research-based options for each building. Interventions will be provided in addition to classroom learning. The high school will provide interventions during a period called OTA in the morning or OTE in the afternoon. The middle school will provide Tier 3 interventions during X-Block and during RTI Math or Language Arts Pullout blocks. The elementary school will provide Tier 3 interventions within the daily schedule. Tier 3 students will be progress monitored on a weekly or every other week basis. Students being considered for special education testing will be progress monitored using Aimsweb. Other Tier 3 students will be progress monitored using STAR 360. Parent contacts by teachers, counselors, or administrators should be documented. Interventions are to be entered on the Skyward Student Management program as initiated and "closed" as discontinued each quarter/trimester/as appropriate. Classroom teachers and interventionists will take responsibility for this task. Students who do not qualify for Tier 3 interventions, but are not successful in the classroom setting, who have scored below standards on benchmarking assessments, and/or are not meeting behavioral expectations might be considered Tier 2 students. Tier 2 Students Tier 2 students will receive interventions and regular progress monitoring (not less than three times per quarter or trimester, administered by the staff member providing the intervention). Interventions will be provided by classroom teachers, and/or interventionists. Tier 2 interventions vary from building to building. Interventions are to be entered on the Skyward Student Management program as initiated and "closed" as discontinued each quarter/trimester/as appropriate. In addition, students in grades K-3 receive Standards Based Report (SBR) cards. Each grade level has developed assessments and rubrics to determine student growth. Using these assessments, grade levels can determine the percentage of students meeting or not meeting the standards on the report cards. This data is used to improve instruction and provide needed professional development. Grades 3-5 are in process with SBR cards. Students in grades K-5 have grade level data binders that each child uses to monitor his/her progress in specific areas focusing on reading, math, and/or behavior. Student led conferences are held in the fall and additional conferences can be scheduled in the spring as determined by the teacher.

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

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Review the Tier 1, 2, and 3 procedures from 1B above. Building MTSS teams meet beyond the typical schedule to analyze data, determine appropriate goals and interventions for individual students not making progress. All school and/or community resources will be used for the students. The expertise of the special needs coordinator, school psychologist, school counselor, and principal, reading specialist and classroom teacher are included to revise/adjust a student's plan for greater success. All barriers will be evaluated extensively and expansion of the MTSS team to assist the student. The team will take a "whatever it takes attitude" to help the child. Elementary Reading Specialists and Teacher Assistants (TAs) provide additional assistance to individual students and small groups based on need as well as support to the classroom. The more need the more assistance a child receives. Students identified as Tier 3 have the greatest need and typically 30 to 60 minutes of additional instruction per day. Tier 3 students will have research based interventions in reading. Such interventions may include: Soar to Success, Lexia, Reading Plus, Reciprocal Teaching, Novel Studies, Making Words, Heggerty, Early Success, Six Minute Solution, K-Pals, Pals, FCRR Phonics and Fluency, Comprehension Plus, Reading Comprehension, QuickReads, STAR intervention skills and resources, Extra Guided Reading, Daily Conferencing, Reflex, Symphony Math, GO Math, Manipulatives. Middle School Tier 2 interventions: X-block (30 minutes/day, rotating between orange and black days each week). This provides students with 2.5 days (avg) of additional supports. This time might be re-teaching, homework/assignment help, time to read, or guided study for students who are struggling. Fifth Block, the after school program, is also considered an intervention. Tier 3 interventions: Pullout - This takes the place of the student's elective class for the quarter. Again, this class meets on orange or black days and is offered for additional support in reading or math. The student does not receive both during any one quarter as the opposite day is for Physical Education. Students receive re-teaching, homework/assignment help, computer intervention (Reading Plus or iLearn Math) and progress monitoring using Aimsweb. One quarter at each grade level, the student is not able to enroll in RTI pullout due to a required elective (Health or Government). If a student is considered Tier 3 that quarter in either area, the student is then required to be doubled up in X-block for the area of struggle. If considered Tier 3 in both reading and math, then the X-block is split and progress monitoring is done during Advisory. High School RCHS-Students who struggle at the high school level are referred to the tutoring in the morning or at the end of the day. Subject area teachers are assigned to that class each quarter. Classroom teachers provide the rest of the interventions that occur for high school students. All struggling students are considered Tier 2. The only Tier 3 students in the high school are the ones who may be on the way to get tested for special education services. This happens rarely.

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

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The Richland County School District continues to invest in high-quality professional development that focuses on best practices for classroom instruction. These include reading, math, and assessment consultants, special education agency presentations, attendance at local, regional, state, and national conferences, and district needs assessments. The school district continues to move to a focused, differentiated, teacher-led professional development model. Elementary: Dedicated Math and Reading Intervention Time Blocks 3rd-5th grade Science Teacher Reading Interventionist (2) Reading Teacher Assistants (8) Math Interventionist (2) Math Teacher Assistants (2) Reading, Math and Technology Instructional Coaches Additional Strategies: Increased social work and guidance counseling has been added to assist/support any student that is struggling. Addition of a third counseling position in 2026-2027. Mentor Richland County - Child sees a mentor one hour each week - Time is split between academic support and relationship building. Summer School After-School Tutoring Leadership - The school is a Franklin Covey Leader in Me and Lighthouse School. Students learn the 7 Habits of Highly Effective People and are given leadership roles. Parent Coordinator that facilitates parent programs and workshops, family activities, recruitment of parent volunteers, home visits, and collaboration with community agencies and organizations. Counseling Services - Three full time counselors provide individual services, as well as social skill classes to K-5. An additional counselor has been added to meet student SEL needs. Student Led Conferences Volunteers that assist students by reading with them, practicing sight words and math facts, and assisting in a center. Middle School: Dedicated Math and Reading Intervention Time Blocks Nine-week Elective Courses Enrichment opportunities during X-block Math Interventionist Reading, Math and Technology Instructional Coaches Additional Strategies: Increased social work and guidance counseling has been added to assist/support any student that is struggling. Addition of a 2nd counseling position for 2025-2026 has shown a large impact on student well being. Mentor Richland County - Child sees a mentor one hour each week - Time is split between academic support and relationship building. Summer School Leadership - Students continue leadership roles High School: 4-Block scheduling Dual Credit offerings - these include transfer level courses and career and technical education courses. Numerous core academic and elective course opportunities to meet the needs of all students. Additional Strategies: Increased social work and guidance counseling has been added to assist/support any student that is struggling. Counseling services provided by two full-time guidance counselors. Advisory Period - both enrichment courses and student support services are available. Peer tutoring is available for all students.

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

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

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RCU #1 has made the commitment for each school to have a certified librarian--elementary (1.0 FTE), middle school (1.0 FTE), and high school (1.0 FTE). The librarians meet monthly to coordinate curriculum for the students. In addition, each school has an allocated library budget. The district has made a commitment to providing quality library services, books, and resources. The librarians coordinate units with the teachers. Elementary The building was designed with the media center located at the front of the building to be the central hub. It certainly accomplishes that goal! The K-4 students have weekly lessons from the Librarian. RCES has an annual Battle of the Books competition with the Bluestem Books. Teachers give book talks on the Bluestem Books. Teachers in grades K-2 read the Monarch Award Books to their classes. Students vote on the RCES book of the year. Students are members of the mock Caldecott Club (grades 2-5) and Mock Newberry Club (grades 4-5). RCES has an annual author visit. Authors visiting in the past few years have included Patricia Palacco, Steven Layne, Nick Bruel, Amy Krouse Rosenthal, Aaron Reynolds, Sarah Weeks, Jarrett Krosoczka, Lauren Eldridge, and Josh Funk. The media center constantly promotes the love of reading through multiple projects and activities. Middle School RCMS continues to be a 1:1 school, where each student is issued a chromebook. Students use technology for lesson, assignments, and projects. Students are not just taught content, but how to find the information on their own. RCMS has led the One Book/One Community program for several years. This program engages the entire community in reading one specific book, with a visit from the author as a culminating event. RCMS has a newly formed Makerspace. A Makerspace is a place where students create, invent, tinker, explore, and discover using a variety of tools and materials. High School The RCHS library is a place for books and a place for entire classes or individual students to go for research. The library has 30 computers that provide internet access to students. RCHS focuses attention each year to the Abraham Lincoln award books. During the school year one of the Lincoln books is highlighted each month with book talks and other promotional activities. There is a culminating event when an author of one of the Lincoln books does an author visit. The librarian collaborates with fellow teachers to integrate lessons and resources. This is not only done in English classes, but occurs in classes such as Health, US History, Biology, etc.

Response from the prior year Consolidated District Plan.

Each school has a certified librarian--elementary (1.0 FTE), middle school (1.0 FTE), and high school (1.0 FTE). The librarians meet throughout the year to coordinate curriculum for the students. In addition, each school has an allocated library budget. The district has made a commitment to providing quality library services, books, and resources. The librarians coordinate units with the teachers. Elementary The building was designed with the media center located at the front of the building to be the central hub. It certainly accomplishes that goal! The K-4 students have weekly lessons from the Librarian. RCES has an annual Battle of the Books competition with the Bluestem Books. Teachers give book talks on the Bluestem Books. Teachers in grades K-2 read the Monarch Award Books to their classes. Students vote on the RCES book of the year. Students are members of the mock Caldecott Club (grades 2-5) and Mock Newberry Club (grades 4-5). RCES has an annual author visit. Authors visiting in the past few years have included Patricia Palacco, Steven Layne, Nick Bruel, Amy Krouse Rosenthal, Aaron Reynolds, Sarah Weeks, Jarrett Krosoczka, Lauren Eldridge, and Josh Funk. The media center constantly promotes the love of reading through multiple projects and activities. Middle School RCMS continues to be a 1:1 school, where each student is issued a chromebook. Students use technology for lesson, assignments, and projects. Students are not just taught content, but how to find the information on their own. RCMS has led the One Book/One Community program for several years. This program engages the entire community in reading one specific book, with a visit from the author as a culminating event. RCMS has a newly formed Makerspace. A Makerspace is a place where students create, invent, tinker, explore, and discover using a variety of tools and materials. High School The RCHS library is a place for books and a place for entire classes or individual students to go for research. The library has 30 computers that provide internet access to students. RCHS focuses attention each year to the Abraham Lincoln award books. During the school year one of the Lincoln books is highlighted each month with book talks and other promotional activities. There is a culminating event when an author of one of the Lincoln books does an author visit. The librarian collaborates with fellow teachers to integrate lessons and resources. This is not only done in English classes, but occurs in classes such as Health, US History, Biology, etc.

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

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

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

([count] of 7500 maximum characters used)

It is the expectation for K-12 teachers to provide rigor, relevance, and differentiation in lessons. Elementary During interventions for reading in grades 4-5, Tier 1 students receive language arts enrichment. Participation is determined by STAR 360 test scores. Students in grades 4-5 have science / stem enrichment lab allowing them to have hands on activities that support the instruction provided in the regular classroom. First and second grade students have an enrichment reading group daily for thirty minutes reading beyond the end of the year reading expectations. Middle School Students audition for the symphonic band and/or acapella choir. The annual musical provides an opportunity for the arts to be showcased with the talented singers, actors, actresses, musicians, and artists through the production of the show. The X-block is the intervention period at the Middle School. Enrichment is offered for Tier 1 students with a choice of activities. High School Dual credit classes are offered. Music students have the opportunity to attend various music enrichment programs offered by Olney Central College, Eastern Illinois University, and other local and regional providers. Students audition for the jazz band ensemble and the honors wind ensemble. The theater and musical productions allow students to try out and showcase their artistic talents through music (singing/band), drama, dance, and art. Students have multiple art shows to showcase their art work.

Response from the prior year Consolidated District Plan.

It is the expectation for K-12 teachers to provide rigor, relevance, and differentiation in lessons. ElementaryDuring intervention for reading in grades 4-5, Tier 1 students receive language arts enrichment. Participation is determined by STAR 360 test scores. Students in grades 4-5 have science enrichment lab allowing them to have hands on activities that support the instruction provided in the regular classroom. First and second grade students have an enrichment reading group daily for thirty minutes reading beyond the end of the year reading expectations. Students participating in the 21st Century Grant have the opportunity to participate in various enrichment activities before and after school by their choice. Middle School Students audition for the symphonic band and/or acapella choir. The annual musical provides an opportunity for the arts to be showcased with the talented singers, actors, actresses, musicians, and artists through the production of the show. The X-block is the intervention period at the Middle School. Enrichment is offered for Tier 1 students with a choice of activities. High SchoolDual credit classes are offered. Music students have the opportunity to attend various music enrichment programs offered by Olney Central College, Eastern Illinois University, and other local and regional providers. Students audition for the jazz band ensemble and the honors wind ensemble. The theater and musical productions allow students to try out and showcase their artistic talents through music (singing/band), drama, dance, and art.Students have multiple art shows to showcase their art work.

**Title I Requirements:**

Ensure that all children receive a high-quality education.

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

**Legislative References:**

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

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

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

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

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

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

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

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

\*\*Required field for only Title I, Part A

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

**ISBE Goals:**

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

**District Goal(s):**

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

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

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

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

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*([count] of 7500 maximum characters used)*

Fifth Grade Transition to Middle School\*Middle School principals come and meet the students and share about the Middle School in each fifth grade classroom\*Each fifth grade classroom visits the Middle School for a tour and lunch\*The Middle School Band and Choir come to present a concert to the fifth grade students.\*The Middle School Band Director comes to recruit students for band.\*Fifth grade students attend the end of the year Middle School Olympic Day in May\*In August the students attend the Sixth Grade Academy at the Middle School just prior to the first day of student attendance.The middle school holds a Career Day in the spring and partnered with local businesses to focus on career exploration.Eighth Grade Transition to High School\*Orientation Night in January. During this time students and their parents attend a presentation about high school expectations and opportunities and then tour the school. The tours are guided by the JROTC program or students in the high school FFA program.\*Students visit the High School in May for a half day orientation to eat lunch, visit the school, and become aware of opportunities with clubs and other school activities.\*In August the students attend the Freshmen First Academy at the High School on the Teacher Institute Day to start the school day. During Freshman First, the only students in the high school follow an abbreviated class schedule so that they can become familiar with the location of the class. The teachers have specific topics to cover with the students that will further help with the transition.The Middle School has a transition program for new students coming to the school. Students that serve on the Student Leadership Council serve as hosts for new students. The hosts provide lunch, and are available to provide any necessary assistance. A similar program is just beginning at the high school which provides student volunteers to assist new students. The purpose of the program is an intentional approach to help new students feel welcome in their new school.High School Transition to Postsecondary Education - Institutes of Higher Education and Access to Early College, High School or Dual or Concurrent Enrollment, or Career Counseling\*The school hosts a FAFSA workshop for senior students and their parents to provide assistance in completing the FAFSA forms.\*Some classes in the high school provide trips to local colleges and universities as part of the class. These trips are often facilitated by former students that serve as guides.\* The high school hosts a college fair each fall. The college fair includes area community colleges as well as the various 4-year colleges and universities RCHS students may attend.\* Each spring the high school holds a program called Senior Seminar. During the Senior Seminar, students come early for breakfast and then move through a series of workshop style programs for young adults. Some examples of the types of topics include credit card debt, insurance, the reality of college life, campus safety, online profiles, etc.Pre-Employment Career Training program (PECT) is designed to provide supervised work experience for our high school students with disabilities. The program is sponsored by the Department of Rehabilitation Services. Emphasis is placed on developing appropriate work related habits and attitudes and on acquiring marketable work skills. STEP provides an opportunity guided on the job training. To participate in this school to work program, a student must be 16 years of age (high school junior or senior) and identified as having a disabling condition that employment. The training station may be located at businesses in the community or on training sites within the school district.

Response from the approved prior year Consolidated District Plan.

Fifth Grade Transition to Middle School\*Middle School principals come and meet the students and share about the Middle School in each fifth grade classroom\*Each fifth grade classroom visits the Middle School for a tour and lunch\*The Middle School Band and Choir come to present a concert to the fifth grade students.\*The Middle School Band Director comes to recruit students for band.\*Fifth grade students attend the end of the year Middle School Olympic Day in May\*In August the students attend the Sixth Grade Academy at the Middle School just prior to the first day of student attendance.The middle school holds a Career Day in the spring and partnered with local businesses to focus on career exploration.Eighth Grade Transition to High School\*Orientation Night in January. During this time students and their parents attend a presentation about high school expectations and opportunities and then tour the school. The tours are guided by the JROTC program or students in the high school FFA program.\*Students visit the High School in May for a half day orientation to eat lunch, visit the school, and become aware of opportunities with clubs and other school activities.\*In August the students attend the Freshmen First Academy at the High School on the Teacher Institute Day to start the school day. During Freshman First, the only students in the high school follow an abbreviated class schedule so that they can become familiar with the location of the class. The teachers have specific topics to cover with the students that will further help with the transition.The Middle School has a transition program for new students coming to the school. Students that serve on the Student Leadership Council serve as hosts for new students. The hosts provide lunch, and are available to provide any necessary assistance. A similar program is just beginning at the high school which provides student volunteers to assist new students. The purpose of the program is an intentional approach to help new students feel welcome in their new school.High School Transition to Postsecondary Education - Institutes of Higher Education and Access to Early College, High School or Dual or Concurrent Enrollment, or Career Counseling\*The school hosts a FAFSA workshop for senior students and their parents to provide assistance in completing the FAFSA forms.\*Some classes in the high school provide trips to local colleges and universities as part of the class. These trips are often facilitated by former students that serve as guides.\* The high school hosts a college fair each fall. The college fair includes area community colleges as well as the various 4-year colleges and universities RCHS students may attend.\* Each spring the high school holds a program called Senior Seminar. During the Senior Seminar, students come early for breakfast and then move through a series of workshop style programs for young adults. Some examples of the types of topics include credit card debt, insurance, the reality of college life, campus safety, online profiles, etc.Pre-Employment Career Training program (PECT) is designed to provide supervised work experience for our high school students with disabilities. The program is sponsored by the Department of Rehabilitation Services. Emphasis is placed on developing appropriate work related habits and attitudes and on acquiring marketable work skills. STEP provides an opportunity guided on the job training. To participate in this school to work program, a student must be 16 years of age (high school junior or senior) and identified as having a disabling condition that employment. The training station may be located at businesses in the community or on training sites within the school district.

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

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

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

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

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

*([count] of 7500 maximum characters used)*

Elementary SchoolStudents and staff live and breathe the 7 Habits of Highly Effective People as well as the 8th Habit, which is Find Your Voice. The school is a Leader in Me Legacy School through the Franklin Covey organization. Through this process things such as student led conferences, data notebook, class/individual mission statements, and grade level service projects have been put in place throughout the school to ensure the students and staff are

living and breathing the mission and vision statements every day. The mission is to develop respectful, responsible learners and leaders. The vision is We Belong! We Learn! We Succeed! The school has a common language of leadership that permeates everything and creates an environment of responsibility and respect. Middle SchoolStudents experience a unique learning experience with the eighth grade flight day. This is a classroom extension activity that is the result of a partnership with the Olney/Noble airport and the school. Students begin working on the flight day several weeks prior to their actual flight experience. High SchoolThe high school is 1:1 with each student receiving a chromebook that is utilized throughout the building. Students get firsthand experience using the latest tools, such as the Torchmate plasma cutting system, which allows students to create and execute precision cuts with pinpoint accuracy. The high school has recently added a number of manufacturing pieces of equipment including a metal lathe, robotic arm and a metal mill. The high school also has several classes that put students into the work setting. Inter-related Cooperative Vocational Education (Co-Op) is a class for seniors that allows the student to combine classroom instruction with practical workplace experiences. Students spend one semester in the classroom and build their work schedule into their school schedule. Students enrolled in the CNA program through Olney Central College spend many hours working at Richland Memorial Hospital or other nursing facilities in Olney. Students in the Orientation to Health Occupations and College and Careers class perform job-shadowing. Sophomore students with an IEP and in a self-contained special education setting participate in a program called Community Workshop. The Community Workshop allows the students to work in a local business two days a week. Further, junior and senior students with an IEP participate in PECT (Pre-Employment Career Training program) to continue their work experience. There are numerous Career and Technical Education classes that provide students with access to college credit and/or lead to certificate programs at Olney Central College or other colleges in the Illinois Eastern Community Colleges (IECC) district. These programs include welding, HVAC, Ag Business, Technology, Ag Mechanics, Ag Production, and Landscape Design. This was the seventh year since the Creating Entrepreneurial Opportunities (CEO) was implemented. The school has partnered with the local business community and the Midland Institute for Entrepreneurship, headquartered in Effingham. The Richland County CEO Board, which is made up individuals from the school and business community, have planned and successfully implemented the program. The PECT program is offered through our special education cooperative, South Eastern Special Education. Students participating in the PECT program receive work-related instruction in order to enhance their job training experience. In addition, the students earn school credit(s) toward graduation. The cooperative provides a vocational and transition coordinator who works with students, teachers, parents, and community businesses to promote a team effort in effectively giving students support and training.

Response from the approved prior year Consolidated District Plan.

Elementary SchoolStudents and staff live and breathe the 7 Habits of Highly Effective People as well as the 8th Habit, which is Find Your Voice. The school is a Leader in Me Legacy School through the Franklin Covey organization. Through this process things such as student led conferences, data notebook, class/individual mission statements, and grade level service projects have been put in place throughout the school to ensure the students and staff are living and breathing the mission and vision statements every day. The mission is to develop respectful, responsible learners and leaders. The vision is We Belong! We Learn! We Succeed! The school has a common language of leadership that permeates everything and creates an environment of responsibility and respect. Middle SchoolStudents experience a unique learning experience with the eighth grade flight day. This is a classroom extension activity that is the result of a partnership with the Olney/Noble airport and the school. Students begin working on the flight day several weeks prior to their actual flight experience. High SchoolThe high school is 1:1 with each student receiving a chromebook that is utilized throughout the building. Students get firsthand experience using the latest tools, such as the Torchmate plasma cutting system, which allows students to create and execute precision cuts with pinpoint accuracy. The high school has recently added a number of manufacturing pieces of equipment including a metal lathe, robotic arm and a metal mill. The high school also has several classes that put students into the work setting. Inter-related Cooperative Vocational Education (Co-Op) is a class for seniors that allows the student to combine classroom instruction with practical workplace experiences. Students spend one semester in the classroom and build their work schedule into their school schedule. Students enrolled in the CNA program through Olney Central College spend many hours working at Richland Memorial Hospital or other nursing facilities in Olney. Students in the Orientation to Health Occupations and College and Careers class perform job-shadowing. Sophomore students with an IEP and in a self-contained special education setting participate in a program called Community Workshop. The Community Workshop allows the students to work in a local business two days a week. Further, junior and senior students with an IEP participate in PECT (Pre-Employment Career Training program) to continue their work experience. There are numerous Career and Technical Education classes that provide students with access to college credit and/or lead to certificate programs at Olney Central College or other colleges in the Illinois Eastern Community Colleges (IECC) district. These programs include welding, HVAC, Ag Business, Technology, Ag Mechanics, Ag Production, and Landscape Design. This was the seventh year since the Creating Entrepreneurial Opportunities (CEO) was implemented. The school has partnered with the local business community and the Midland Institute for Entrepreneurship, headquartered in Effingham. The Richland County CEO Board, which is made up individuals from the school and business community, have planned and successfully implemented the program. The PECT program is offered through our special education cooperative, South Eastern Special Education. Students participating in the PECT program receive work-related instruction in order to enhance their job training experience. In addition, the students earn school credit(s) toward graduation. The cooperative provides a vocational and transition coordinator who works with students, teachers, parents, and community businesses to promote a team effort in effectively giving students support and training.

**Legislative References:**

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

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

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

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

**ISBE Goals:**

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

**District Goal(s):**

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

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

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

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

**Program and Description**

## A. Title I, Part A - Improving Basic Programs

The Richland County School District's Title I program is K-12 unit district, which allows all teachers to participate in high-quality professional learning. Teachers at all grade levels participate in professional development activities related to best practices in classroom instruction. At the elementary school, significant professional learning has gone into the implementation of the new CKLA curriculum and away from standards based reporting which the district attempted to implement for a number of years. This continues to be an ongoing process for the school. Teachers at all grade levels have participated in professional learning activities focused on student engagement and development of supportive teacher/student relationships. The professional development opportunities done by the district are shared with St. Joseph school and they will occasionally take part. They did attend a speaker last year dealing with Social Emotional Learning.

## 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

Teachers at all three schools have participated in training that is aligned to the three improvement priorities of the district improvement plan. At the elementary school, a large amount of learning has been connected with training on the Leader in Me program and the 7 Habits. At the middle school, teachers have participated in ongoing professional learning to increase positive teacher/student relationships. This has been especially important as the school has focused on student social and emotional well-being. The professional development opportunities done by the district are shared with St. Joseph school and they will occasionally take part. The high school teachers have participated in learning to improve the school culture and shift to the implementation of Professional Learning Communities.

## G. Title III - LIEP

## H. Title III - ISEP

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

Teachers at all grade levels participated in training related to school safety topics. As an organization, the school district has achieved status as an ALICE Certified Institution because all staff practiced responding to an armed intruder scenario. Another area of school safety training is CPR/AED certification for all staff. The District will be looking at implementing the safety program "I Love You Guys" this year. Teachers across all grade levels participated in professional learning activities that support effective classroom instruction and developing supportive teacher/student relationships. The professional development opportunities done by the district are shared with St. Joseph school and they will occasionally take part.

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

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

The district will implement a variety of professional development opportunities based upon the identified areas from the district's needs assessment survey. These professional development opportunities may include a Therapeutic Crisis Intervention for Schools Training, Safety Care Training, Student Mental Health, Trauma Informed Classroom Training, Legal Update Regarding Current General and Special Education Issues, Identification and Provision of Special Education Services, Interventions and Techniques to Support Students with Special Learning Needs (i.e. Autism, Executive Functioning), Instructional Strategies to Increase Student Engagement (i.e. Curriculum Training, Unique Curriculum, Learning Without Tears, Assistive Technology). The professional development activities will include a variety of formats and learning styles. The learners will have the opportunity to participate in lecture, hands-ons, webinars, blogs, podcasts and participate in professional learning communities. Private and parochial schools will be invited to attend and participate in the district's professional development activities.

## L. IDEA, Part B - Preschool

The district will implement a variety of professional development opportunities based upon the identified areas from the district's needs assessment survey. These professional development opportunities may include a

Therapeutic Crisis Intervention for Schools Training, Safety Care Training, Student Mental Health, Legal Update Regarding Current General and Special Education Issues, Identification and Provision of Special Education Services, Interventions and Techniques to Support Students with Special Learning Needs (i.e. Autism, Executive Functioning), Instructional Strategies to Increase Student Engagement (i.e. Curriculum Training, Unique Curriculum, Learning Without Tears, Assistive Technology). The professional development activities will include a variety of formats and learning styles. The learners will have the opportunity to participate in lecture, hands-ons, webinars, blogs, podcasts and participate in professional learning communities. Private and parochial schools will be invited to attend and participate in the district's professional development activities.

**Legislative Requirement:**

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

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

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

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

**ISBE Goals:**

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

**District Goal(s):**

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

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

**i. reduce incidences of bullying and harassment;**

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

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

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

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*[(count) of 7500 maximum characters used]*

As per Policy 7:180 Preventing students from engaging in bullying, intimidation, and harassment. This type of behavior diminishes a student's ability to learn and a school's ability to educate, and therefore is an important district goal. Bullying on the basis of actual or perceived race, color, nationality, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations: 1. During any school sponsored education program or activity. 2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school sponsored or school sanctioned events or activities. 3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment. 4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program, or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item#4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program. Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7) Bullying includes cyber-bullying and means any severe or pervasive, physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following: 1. Placing the student or students in reasonable fear of harm to the student's or students' person or property. 2. Causing a substantially detrimental effect on the student's or students' person or property. 3. Substantially interfering with the student's or students' academic performance. 4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school. Cyber-bullying means bullying through the use of technology or any electronic communication including without limitation any transfer of signs, signals, writing images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyber-bullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying. Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school. School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards. Bullying Prevention and Response Plan The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment.

Response from the prior year Consolidated District Plan.

As per Policy 7:180 Preventing students from engaging in bullying, intimidation, and harassment. This type of behavior diminishes a student's ability to learn and a school's ability to educate, and therefore is an important district goal. Bullying on the basis of actual or perceived race, color, nationality, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations: 1. During any school sponsored education program or activity. 2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school sponsored or school sanctioned events or activities. 3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment. 4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program, or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item#4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program. Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7) Bullying includes cyber-bullying and means any severe or pervasive, physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following: 1. Placing the student or students in reasonable fear of harm to the student's or students' person or property. 2. Causing a substantially detrimental effect on the student's or students' person or property. 3. Substantially interfering with the student's or students' academic performance. 4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school. Cyber-bullying means bullying through the use of technology or any electronic communication including without limitation any transfer of signs, signals, writing images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications,

instant messages, or facsimile communications. Cyber-bullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying. Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral healthy needs in order to keep students in school. School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards. Bullying Prevention and Response Plan The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23,7(b) 1-12. MORE TO THE POLICY.....SHALL WE ADD IT OR LEAVE ALONEDistrict Student Demographics: 91% of the students white - 57% low income - 14% disabilities - 1% English Language Learners Discipline for 2024-25 to date is as follows: Elementary - 24 students had in-school or out of school suspensions. Race White 92%, Black 4%, Two or More Races 4% b. Free/Reduced Lunch 96% Not Free/Reduced Lunch 4% c. IEP students 29% Non IEP Students 71% d. English proficiency DOES NOT APPLY e. Gender 88% Male 12% Female f. Migrant DOES NOT APPLY Middle School - 30 students had in-school or out of school suspensions. Race White 87%, Black 3%, Hispanic 6%, Two or More Races 3% b. Free/Reduced Lunch 90% Not Free/Reduced Lunch 10% c. IEP students 20% Non IEP Students 80% d. English proficiency DOES NOT APPLY e. Gender Male 60% Female 40% f. Migrant DOES NOT APPLY High School - 58 students had in-school or out of school suspensions. Race White 90% Two or More Races 5% Black 5% b. Free/Reduced Lunch 74% Not Free/Reduced Lunch 26% c. IEP students 19% Non IEP Students 81% d. English proficiency DOES NOT APPLY e. Gender Male 78% Female 22% f. Migrant DOES NOT APPLY

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

[\(42 U.S.C. 11301 et seq.\):\\*](#)

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)

As per Board Policy for Homeless Children: Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths, including a public pre-school education. A homeless child is defined as provided in the McKinney-Vento Homeless Assistance Act and the Illinois Education for Homeless Children Act. The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation. A homeless child may attend the district school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any district school's attendance area may attend that school. The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney-Vento Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law. In addition, district personnel contact the district Homeless Liaison for resources and services for homeless children. The district has partnered with The Master's Hands, Inc. (Compassionate Care Ministry) to provide weekly K-12 "Tiger Totes" filled with food for the weekends for school and summer months. Another community program, Fall Kids Mall, provides clothing and tennis shoes to students. Families are able to sign up for the programs with no questions asked. The district works with SWAN (Stop Woman Abuse Now), a homeless shelter in the community. ROE #12 provides school supplies, support, and resources for homeless families. The district Homeless Liaison along with the elementary Parent Coordinator and counselors (K-12) work with local agencies to provide assistance and opportunities for homeless families. Also, many years ago, the district formed the Community Alliance of Richland County, a network of local agencies, organizations, and interested individuals working collaboratively and effectively to empower families. The group meets four times per year. School personnel take an active role in assisting homeless children and youth with a proactive mindset to assist families so students are able to succeed in school.

Response from the prior year Consolidated District Plan.

As per Board Policy for Homeless Children: Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths, including a public pre-school education. A homeless child is defined as provided in the McKinney-Vento Homeless Assistance Act and the Illinois Education for Homeless Children Act. The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation. A homeless child may attend the district school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any district school's attendance area may attend that school. The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney-Vento Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law. In addition, district personnel contact the district Homeless Liaison for resources and services for homeless children. The district has partnered with The Master's Hands, Inc. (Compassionate Care Ministry) to provide weekly K-12 "Tiger Totes" filled with food for the weekends for school and summer months. Another community program, Fall Kids Mall, provides clothing and tennis shoes to students. Families are able to sign up for the programs with no questions asked. The district works with SWAN (Stop Woman Abuse Now), a homeless shelter in the community. ROE #12 provides school supplies, support, and resources for homeless families. The district Homeless Liaison along with the elementary Parent Coordinator and counselors (K-12) work with local agencies to provide assistance and opportunities for homeless families. Also, many years ago, the district formed the Community Alliance of Richland County, a network of local agencies, organizations, and interested individuals working collaboratively and effectively to empower families. The group meets four times per year. School personnel take an active role in assisting homeless children and youth with a proactive mindset to assist families so students are able to succeed in school.

**Title I Requirement:**

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

**Legislative Requirements:**

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

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

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

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



**Attendance Center Designation**

[Instructions](#)

**The application has been 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 - Richland County High School	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6/25/2026
1002 - Richland County Middle School	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6/25/2026
2008 - Richland County Elementary School	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6/25/2026
3001 - RICHLAND COUNTY ERLY CHLDHHD CTR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
3002 - RISE UP ALTERNATIVE SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6/25/2026

**Describe anticipated Reorganizations:** \_\_\_\_\_

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

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

**ISBE Goals:**

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

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

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

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

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

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

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

**No schools identified under this part**

([count] of 7500 maximum characters used)

Does Not Apply - None of the schools in the district are a priority or focus school. The district is in the process of completing a strategic plan in order to continue our focus on school improvement to offer our students the best possible education.

Response from the approved prior year Consolidated District Plan.

Does Not Apply - None of the schools in the district are a priority or focus school. The district is in the process of completing a strategic plan in order to continue our focus on school improvement to offer our students the best possible education.

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

- Yes
- No

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

[Measures of Poverty from 1113\(5\)\(A\) and \(B\)](#)

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

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

[Section 1114 and 1115](#)

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

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([count] of 7500 maximum characters used)

Each of the schools in the Richland County School District has developed a schoolwide program. In each case, the focus of the schoolwide program is to provide the necessary support to help all students reach their highest level of achievement and learning. In the development of the District Title I Budget, it has been determined that the majority of resources will be channeled to RCES to support early reading initiatives and to help students to be reading at grade level when they make the transition to RCMS. Resources will also be allocated to support math, science, and other areas within the school. The resources provided to RCMS and RCHS will be lessened, but will still provide funding options for supplies, educational support staff, and professional development. A listing of the specific goals of each schoolwide plan are listed below. The following areas are priorities for improvement based on the needs assessment that is completed annually.Elementary School:The foundation of the reading program is the 5 Component Plan. This plan was created through research, thoughtful planning, observations of other successful programs, and the valuable experience of talented professionals. At the center of the 5 Component Plan is on-going formal and informal assessments. Surrounding that assessment is systematic and explicit word study, reading strategy instruction, fluency rate and accuracy tools, and writing connections. Best practices in reading, writing, and math are implemented to provide a comprehensive, quality instruction. This will be the third year that a Reading Instructional coach has been utilized at RCES.

Response from the approved prior year Consolidated District Plan.

Each of the schools in the Richland County School District has developed a schoolwide program. In each case, the focus of the schoolwide program is to provide the necessary support to help all students reach their highest level of achievement and learning. In the development of the District Title I Budget, it has been determined that the majority of resources will be channeled to RCES to support early reading initiatives and to help students to be reading at grade level when they make the transition to RCMS. Resources will also be allocated to support math, science, and other areas within the school. The resources provided to RCMS and RCHS will be lessened, but will still provide funding options for supplies, educational support staff, and professional development. A listing of the specific goals of each schoolwide plan are listed below. The following areas are priorities for improvement based on the needs assessment that is completed annually. Elementary School: The foundation of the reading program is the 5 Component Plan. This plan was created through research, thoughtful planning, observations of other successful programs, and the valuable experience of talented professionals. At the center of the 5 Component Plan is on-going formal and informal assessments. Surrounding that assessment is systematic and explicit word study, reading strategy instruction, fluency rate and accuracy tools, and writing connections. Best practices in reading, writing, and math are implemented to provide a comprehensive, quality instruction. This will be the third year that a Reading Instructional coach has been utilized at RCES.

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

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

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

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

([count] of 7500 maximum characters used)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

**Title I Requirement:**

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

\*Required field

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

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

**ISBE Goals:**

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

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

\_\_\_\_\_

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

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

([count] of 7500 maximum characters used)

Information was gathered through a variety of means including needs assessments, the 5 Essentials survey and building level meetings. This information revealed for a third year, an overwhelming concern regarding the state and local shortage of appropriately qualified teachers. When responses were analyzed further it was apparent that some of the causes for this shortage included a decline in the number of students enrolling in teacher preparation programs. It was also remarked that students that have successfully completed the pre-service program are struggling to pass state required licensure tests. This would support a disconnect between pre-service training and what is deemed to be important for practice. In light of this information, it appears that any plans at the local or state level must target activities and practices that would result in an increase in the number of appropriately trained and licensed teacher candidates. The district has implemented an in depth grow your own program to try to produce its own avenue for new teachers. The local needs assessment survey is comprehensive and focuses on the potential special education needs of the entire district. The data is collected and examined to identify priority need areas in all educational environments of the district operation. The focus of the needs assessment is to identify the strengths of the current special education programs, and also to identify weaknesses, obstacles, and barriers in each of the environments.

Response from the approved prior year Consolidated District Plan.

Information was gathered through a variety of means including needs assessments, the 5 essential surveys and local town hall meetings. This information revealed for a second year, an overwhelming concern regarding the state and local shortage of appropriately qualified teachers. When responses were analyzed further it was apparent that some of the causes for this shortage included a decline in the number of students enrolling in teacher preparation programs. It was also remarked that students that have successfully completed the pre-service program are struggling to pass state required licensure tests. This would support a disconnect between pre-service training and what is deemed to be important for practice. In light of this information, it appears that any plans at the local or state level must target activities and practices that would result in an increase in the number of appropriately trained and licensed teacher candidates. The local needs assessment survey is comprehensive and focuses on the potential special education needs of the entire district. The data is collected and examined to identify priority need areas in all educational environments of the district operation. The focus of the needs assessment is to identify the strengths of the current special education programs, and also to identify weaknesses, obstacles, and barriers in each of the environments.

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

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([count] of 7500 maximum characters used)

Activities to be funded by this grant to increase the number of teacher candidates would need to include all aspects required to increase not only the number of licensed teachers, but also to entice families to become long-term members of the educational community. Let's first examine the factors leading to Universities decreasing teacher training graduates. Increased awareness at the Secondary level may include such activities as job fairs to expose students to the potential opportunities for educators, opportunities for internships/work experience in classrooms, and expansion of dual-enrolled class offerings to decrease costs and time on University campuses. Another identified area to target is postgraduates that might be interested in pursuing a degree in education when provided an opportunity at the local level. This would suggest that a collaborative effort between Secondary public schools and Universities to offer cohorts and fellowships to increase accessibility and reduce cost may result in an increase of qualified teacher candidates. A stipend should also be offered to a student-teacher to allow those who are currently employed to continue to have the means to support themselves during this time. Once candidates have met all pre-service training requirements, many struggles to pass required licensure exams. The establishment of tutoring opportunities either at local districts or in conjunction with local junior colleges would likely increase the percentage of candidates successfully passing licensure exams and being employable in an expedited manner. Once the number of available appropriately qualified candidates has been increased, local districts must provide an incentive to secure these teachers. Activities to entice an appropriately licensed teacher to accept a position include financial incentives, mentoring programs, increased supervision, strong professional development programs and assurance of a safe and supported work environment for themselves and their families which might include onsite daycare opportunities. Additional considerations might include working with ROE to offer multiple year waivers to alleviate fear of losing employment.

Response from the approved prior year Consolidated District Plan.

Activities to be funded by this grant to increase the number of teacher candidates would need to include all aspects required to increase not only the number of licensed teachers, but also to entice families to become long-term members of the educational community. Let's first examine the factors leading to Universities decreasing teacher training graduates. Increased awareness at the Secondary level may include such activities as job fairs to expose students to the potential opportunities for educators, opportunities for internships/work experience in classrooms, and expansion of dual-enrolled class offerings to decrease costs and time on University campuses. Another identified area to target is postgraduates that might be interested in pursuing a degree in education when provided an opportunity at the local level. This would suggest that a collaborative effort between Secondary public schools and Universities to offer cohorts and fellowships to increase accessibility and reduce cost may result in an increase of qualified teacher candidates. A stipend should also be offered to a student-teacher to allow those who are currently employed to continue to have the means to support themselves during this time. Once candidates have met all pre-service training requirements, many struggles to pass required licensure exams. The establishment of tutoring opportunities either at local districts or in conjunction with local junior colleges would likely increase the percentage of candidates successfully passing licensure exams and being employable in an expedited manner. Once the number of available appropriately qualified candidates has been increased, local districts must provide an incentive to secure these teachers. Activities to entice an appropriately licensed teacher to accept a position include financial incentives, mentoring programs, increased supervision, strong professional development programs and assurance of a safe and supported work environment for themselves and their families which might include onsite daycare opportunities. Additional considerations might include working with ROE to offer multiple year waivers to alleviate fear of losing employment.

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

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([count] of 7500 maximum characters used)

Changes in the next fiscal year should focus on increasing all efforts to develop and expand grass-root initiatives to utilize the existing workforce to meet the changing needs of students. This along with an expansion of additional

fellowships and cohorts should result in increased numbers of appropriately licensed teachers. In addition to increasing the number of teachers available, the professional development offered must be revitalized and a flexible timetable made available with compensation. This may be completed at home or at a remote site to alleviate the need for child care or child care must be provided. This would allow teachers to receive the needed training to address the needs of all students.

Response from the approved prior year Consolidated District Plan.

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

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

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

([count] of 7500 maximum characters used)

Funds will be used to provide professional development and to purchase curricular materials for improving student performance on state assessments (Indicator 3), to grow Early Childhood outcomes by adding additional resources such as blended opportunities to our preschool and kindergarten special education services (increase from one blended classroom to two for 26-27)(Indicator 7), to foster inclusion such as implementing specially designed instruction, providing supplemental supports in the general education setting (LRE) and increasing co-teaching models at all levels (Indicators 5 and 6), increasing parent communications for better engagement and relationships (Indicator 8), and Secondary Transition training for our 8th grade special education teachers (Indicator 13).

\*Required field

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## Overview

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

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

### **BACKGROUND**

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

### **DEFINITION AND REFERENCES**

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

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

Vehicle Usage:

[https://www.isbe.net/Documents/school\\_vehicle\\_guidance.pdf](https://www.isbe.net/Documents/school_vehicle_guidance.pdf)

[https://www.isbe.net/Documents/vehicle\\_use\\_summary.pdf](https://www.isbe.net/Documents/vehicle_use_summary.pdf)

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

Transportation Programs:

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

### **REQUIREMENTS**

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

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

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

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

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

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

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

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

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**Contact Information**

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
Jurgilanis	Kristen	Director of Special Services	kjurgilanis@rccu1.net
Phone*			
618	395	2324	

[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*
Inyart	Brent	Transportation Director	binyart@rccu1.net
Phone*			
618	395	2324	

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

\*Required field

## Best Interest Determination as it relates to School Stability

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

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

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

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

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

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

The superintendent and building administrator from the school of origin as well as the school of residence will collaborate with the child welfare agencies (DCFS) to make the best interest determination. The student as well as the student's biological and foster family will be involved in the decision as appropriate. The best interest determination will take into account safety, the child's age and placement of siblings, special needs, time of the school year, and the distance and effect of the commute on the child's well-being and education. A child in foster care will remain in the school of origin unless there is a determination that is not in his/her best interest. If it is in the best interest of the child to leave the school of origin, the student will be enrolled in the new school even if they do not have the required documentation. The enrolling school will immediately contact the school last attended to obtain the child's records.

Response from the approved prior year Consolidated District Plan.

The superintendent and building administrator from the school of origin as well as the school of residence will collaborate with the child welfare agencies (DCFS) to make the best interest determination. The student as well as the student's biological and foster family will be involved in the decision as appropriate. The best interest determination will take into account safety, the child's age and placement of siblings, special needs, time of the school year, and the distance and effect of the commute on the child's well-being and education. A child in foster care will remain in the school of origin unless there is a determination that is not in his/her best interest. If it is in the best interest of the child to leave the school of origin, the student will be enrolled in the new school even if they do not have the required documentation. The enrolling school will immediately contact the school last attended to obtain the child's records.

**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.*

The LEA, parents, and DCFS will take into account the appropriateness of the educational setting when making a best interest determination. The placement decision will account for any special needs and services to be provided based on the student's IEP and/or 504 plan.

Response from the approved prior year Consolidated District Plan.

The LEA, parents, and DCFS will take into account the appropriateness of the educational setting when making a best interest determination. The placement decision will account for any special needs and services to be provided based on the student's IEP and/or 504 plan.

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

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

ISBE, LEA, the parents, and DCFS will coordinate to resolve any dispute. If an agreement cannot be reached, the ultimate decision shall reside with DCFS. To the extent feasible and appropriate, a child will remain in his/her school of origin while awaiting a decision to reduce the number of school moves. The LEA, parents, and DCFS will take into account the appropriateness of the educational setting when making a best interest determination. The placement must take into account and provide the needed instruction and services for English learners.

Response from the approved prior year Consolidated District Plan.

ISBE, LEA, the parents, and DCFS will coordinate to resolve any dispute. If an agreement cannot be reached, the ultimate decision shall reside with DCFS. To the extent feasible and appropriate, a child will remain in his/her school of origin while awaiting a decision to reduce the number of school moves. The LEA, parents, and DCFS will take into account the appropriateness of the educational setting when making a best interest determination. The placement must take into account and provide the needed instruction and services for English learners.

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

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

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

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

The LEA, parents, and DCFS will take into account the appropriateness of the educational setting when making a best interest determination. The placement must take into account and provide the needed instruction and services for English learners. The first step in resolving the dispute is to have the one initiating the dispute to clearly define the nature of the dispute. This should be done in writing to clearly identify the specific areas in which agreement has not been reached. The second step is to assign a timeline for responding to the concern. After a reasonable time period the parties involved should move into the third step, which is to come together to try and resolve the dispute. This can be accomplished as each group represented provides their view on the appropriateness of the educational setting for the child. As stated above, a final decision will be made by DCFS if no agreement can be reached.

Response from the approved prior year Consolidated District Plan.

The LEA, parents, and DCFS will take into account the appropriateness of the educational setting when making a best interest determination. The placement must take into account and provide the needed instruction and services for English learners. The first step in resolving the dispute is to have the one initiating the dispute to clearly define the nature of the dispute. This should be done in writing to clearly identify the specific areas in which agreement has not been reached. The second step is to assign a timeline for responding to the concern. After a reasonable time period the parties involved should move into the third step, which is to come together to try and resolve the dispute. This can be accomplished as each group represented provides their view on the appropriateness of the educational setting for the child. As stated above, a final decision will be made by DCFS if no agreement can be reached.

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

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

The district plans to make sure all building administration cover the ESSA requirements for educational stability for students who are identified as Youth in Care during their back to school teacher institute days. The district holds two institute days at the start of school each year in order to cover these topics and give staff time to ask clarifying questions and check for understanding.

\*Required field



## Youth in Care Stability Plan Development

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

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

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

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

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

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

When determining how transportation will be provided, the superintendent and transportation director from the school of origin, as well as the school of residence, will collaborate with DCFS, and the student and parents when appropriate, to determine the best method of providing prompt, cost-effective transportation for the student. Factors to be considered include safety, duration of the need for service, the time and length of travel each day for the student, time of placement change, type of transportation available, traffic patterns, flexibility in school schedule, impact of extracurricular activities on transportation options, and maturity behavior capacity of the student.

Response from the approved prior year Consolidated District Plan.

When determining how transportation will be provided, the superintendent and transportation director from the school of origin, as well as the school of residence, will collaborate with DCFS, and the student and parents when appropriate, to determine the best method of providing prompt, cost-effective transportation for the student. Factors to be considered include safety, duration of the need for service, the time and length of travel each day for the student, time of placement change, type of transportation available, traffic patterns, flexibility in school schedule, impact of extracurricular activities on transportation options, and maturity behavior capacity of the student.

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

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

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

- h. Other - describe \_\_\_\_\_
- i. Other - describe \_\_\_\_\_
- j. Other - describe \_\_\_\_\_

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

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

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

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

The LEAs, both the school of origin and school of residence, will collaborate to explore the funding options available to ensure the student in foster care will promptly receive transportation in a cost-effective manner. The option chosen will take into account existing routes, proximity of the districts to each other, and the distance and effect of the transportation option on the child's well-being and education. Mileage will be recorded and reported annually. The Richland County Superintendent will contact the other school district's superintendent to determine fair and equal payment for transportation services. Funds will be dispersed through the district accounting system and revenues recorded appropriately in the accounting system as well. It is likely that local funds will be used for this. Additional funding options include Title IV-E of the Social Security Act, Title I of the ESEA of 1965 as amended by ESSA, IDEA funds, and state special education funds.

Response from the approved prior year Consolidated District Plan.

The LEAs, both the school of origin and school of residence, will collaborate to explore the funding options available to ensure the student in foster care will promptly receive transportation in a cost-effective manner. The option chosen will take into account existing routes, proximity of the districts to each other, and the distance and effect of the transportation option on the child's well-being and education. Mileage will be recorded and reported annually. The Richland County Superintendent will contact the other school district's superintendent to determine fair and equal payment for transportation services. Funds will be dispersed through the district accounting system and revenues recorded appropriately in the accounting system as well. It is likely that local funds will be used for this. Additional funding options include Title IV-E of the Social Security Act, Title I of the ESEA of 1965 as amended by ESSA, IDEA funds, and state special education funds.

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

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

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

In the event that the school district and DCFS cannot come to an agreement on how to provide transportation, they will consult with ISBE and follow their guidelines and procedures. If additional transportation costs are incurred for transporting a DCFS Foster Care student to his/her school of origin, the district will be reimbursed 50% of their actual costs by DCFS. All requirements will be reviewed and low-cost and no-cost options will be considered and examined. If the parties involved, including the parents, disagree with the recommendations and fail to find a resolution, the parents and school will turn to DCFS to review the decision. Any party can challenge the decision by submitting a written request to DCFS. DCFS is empowered to be the final decision maker in making the best interest determination.

Response from the approved prior year Consolidated District Plan.

In the event that the school district and DCFS cannot come to an agreement on how to provide transportation, they will consult with ISBE and follow their guidelines and procedures. If additional transportation costs are incurred for transporting a DCFS Foster Care student to his/her school of origin, the district will be reimbursed 50% of their actual costs by DCFS. All requirements will be reviewed and low-cost and no-cost options will be considered and examined. If the parties involved, including the parents, disagree with the recommendations and fail to find a resolution, the parents and school will turn to DCFS to review the decision. Any party can challenge the decision by submitting a written request to DCFS. DCFS is empowered to be the final decision maker in making the best interest determination.

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

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

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

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

The district of the school of origin will collaborate with DCFS to ensure that transportation is provided for children in foster care. The district of the school of origin will continue to provide transportation while the issue is being resolved. Ultimately the district of the school of origin is responsible for ensuring transportation is provided while disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

The district of the school of origin will collaborate with DCFS to ensure that transportation is provided for children in foster care. The district of the school of origin will continue to provide transportation while the issue is being resolved. Ultimately the district of the school of origin is responsible for ensuring transportation is provided while disputes are being resolved.

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

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

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

The transportation plan will be reviewed and revised by the superintendent and transportation director as needed. All routing and transportation changes are handled by the transportation director in collaboration with the superintendent. This plan will be used to ensure that when the district becomes aware of a student that is eligible for such services, transportation will be provided promptly and in a cost-effective manner. The superintendent or transportation director will share this information with staff during training throughout the school year, including but not limited to training at the beginning of the school year.

Response from the approved prior year Consolidated District Plan.

The transportation plan will be reviewed and revised by the superintendent and transportation director as needed. All routing and transportation changes are handled by the transportation director in collaboration with the superintendent. This plan will be used to ensure that when the district becomes aware of a student that is eligible for such services, transportation will be provided promptly and in a cost-effective manner. The superintendent or transportation director will share this information with staff during training throughout the school year, including but not limited to training at the beginning of the school year.

\*Required field

## BSP Overview

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

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**BSP Contact Information**

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

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

Last Name\*

Phone\*

  

First Name\*

Middle  
Initial

Email\*

**EL Program Director Requirements:**

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

\*Required field

**Attendance Center Enrollment Information**

Instructions

17 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.

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

**PROFESSIONAL DEVELOPMENT ACTIVITIES**

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

\*The required professional development will be provided.

Yes

No

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

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\*Required field

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**BSP TBE Requirements**[Instructions](#)

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17 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

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**TBE Parent Advisory Committee**[Instructions](#)

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17 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