

eGrant Management System

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Applicant: MCLEAN COUNTY USD 5

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: MCLEAN COUNTY USD 5

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Overview

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

PROGRAM:

Consolidated District Plan

PURPOSE:

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

BOARD GOALS:

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

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

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

FY 2027

Included

Programs:

Title I, Part A - Improving Basic Programs

Title I, Part A - School Improvement Part 1003

Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

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

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

EL - Bilingual Service Plan (BSP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

IDEA, Part B - Flow-Through

IDEA, Part B - Preschool

Foster Care Transportation Plan

LEGISLATION:

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

[Individuals with Disabilities Education Act](#)

[Rehabilitation Act](#)

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

[Workforce Innovation and Opportunity Act](#)

[Head Start Act](#)

[McKinney-Vento Homeless Assistance Act](#)

[Adult Education and Family Literacy Act](#)

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

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

DUE DATE:

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

Submission by April 1 is recommended.

DURATION:

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

AMENDMENTS:

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

INSTRUCTIONS:

Instructions in PDF format

COMMON ABBREVIATIONS:

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

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan

1. Contact Information for Person Completing This Form

| | | |
|-----------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------|
| Last Name* | First Name* | Middle Initial |
| <input type="text" value="Lamboley"/> | <input type="text" value="Michelle"/> | <input type="text" value="E"/> |
| Phone* | Extension | Email* |
| <input type="text" value="309"/> <input type="text" value="550"/> <input type="text" value="4550"/> | <input type="text"/> | <input type="text" value="lambolmm@unit5.org"/> |

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

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of 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)

Collaboration with district administrators and advisory council groups provides opportunities for all stakeholders to have input, ensuring that all barriers (such as gender, race, national origin, color, disability, special needs, or age) are monitored as programs are developed and implemented throughout the year. Efforts are made to include all stakeholders in planning appropriate activities and ensuring equitable access to services provided through the various federally funded programs. Pursuant to Board Policy 6.120, all students, teachers, paraprofessionals, and parents of McLean County Unit District No. 5, regardless of gender, race, national origin, disability, or age, will have equal access to all programs. All teachers and instructional staff will receive annual training to ensure that all students are included in every aspect of the curriculum, including extracurricular activities. There are currently no barriers preventing participation

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="Shelvin"/> | <input type="text" value="Kristal"/> | <input type="text"/> |
| Phone | Extension | Email |
| <input type="text" value="309"/> <input type="text" value="557"/> <input type="text" value="4035"/> | <input type="text"/> | <input type="text" value="shelvink@unit5.org"/> |

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

5. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the 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

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)

McLean County District Office Administration and grant coordinators work collaboratively to align resources and support programs utilizing a variety of funding sources, including our local funds, Title I, Title II, Title III, Title IV, and IDEA. We meet monthly to examine funding sources and determine how to leverage all funding to meet student needs and support programs. The following needs have been identified: supporting students with literacy, STEM, social emotional learning and self-regulation, professional development, mentoring and coaching in these areas for staff and administrators.

Response from the approved prior year Consolidated District Plan.

McLean County District Office Administration and grant coordinators work collaboratively to align resources and support programs utilizing a variety of funding sources, including our local funds, Title I, Title II, Title III, Title IV, and IDEA. We meet monthly to examine funding sources and determine how to leverage all funding to meet student needs and support programs. The following needs have been identified: supporting students with literacy, STEM, social emotional learning and self-regulation, professional development, mentoring and coaching in these areas for staff and administrators.

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

Braiding of Funds

- Yes No

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

Transfer of Funds

- Yes No

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

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

([count] of 7500 maximum characters used)

As part of our ongoing efforts to improve student outcomes and ensure that all students have access to high-quality instruction and support, the following priority needs have been identified through data analysis, stakeholder feedback, and alignment with district goals: 1. Literacy Support. There is a critical need to strengthen literacy outcomes across grade levels, with particular emphasis on foundational skills in the early grades and comprehension, vocabulary, and critical thinking in the upper grades. Our data indicates achievement gaps for specific student groups. Continued implementation and refinement of evidence-based practices aligned with evidence and research, along with high-quality instructional materials, is essential. 2. Mathematics Achievement. The district has recently adopted the Illustrative Mathematics curriculum in grades K-8 to improve consistency, rigor, and conceptual understanding in math instruction. Initial implementation data and classroom observations indicate a need for ongoing professional development and coaching to ensure high-quality instruction and fidelity to the curriculum. Teachers need support in facilitating productive discourse, using formative assessments, and building students' problem-solving and reasoning skills, particularly for those performing below grade level. 3. STEM Engagement: Our district seeks to expand access to rigorous and engaging STEM learning experiences for all students. Beyond math, science instruction must be strengthened through vertical alignment, hands-on, inquiry-based learning, and integration of real-world problem-solving. There is a need to expand STEM opportunities and ensure consistent instructional practices and resources across schools. 4. Social-Emotional Learning and Self-Regulation: Increasing behavioral challenges and mental health concerns highlight the need for comprehensive SEL supports. Students benefit from consistent instruction in emotional regulation, conflict resolution, and coping strategies. A multi-tiered system of supports (MTSS) with strong Tier 1 SEL instruction and targeted Tier 2/3 interventions will help ensure students' social-emotional needs are addressed so they can engage meaningfully in academic learning. 5. Professional Development for Staff, Teachers, and support staff requires ongoing, job-embedded professional learning to effectively implement evidence-based practices in literacy, math, STEM, and SEL. High-impact professional development should focus on instructional strategies, differentiated support, and data-driven decision-making. Ensuring training is sustained, collaborative, and aligned to district goals is essential for long-term improvement. 6. To support staff retention, effectiveness, and professional growth, the district has identified the need for expanded mentoring and instructional coaching. Early career teachers, teachers transitioning to new roles, and school leaders benefit from personalized, strengths-based support. Instructional coaches and leadership mentors can help bridge the gap between professional learning and classroom or building-level implementation.

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.

We utilize a variety of assessments and tools to guide our needs assessment. Yearly, each school develops a school improvement plan based on academic data, social-emotional data, and discipline data. Additional data instruments include the Fountas and Pinnell Benchmark Assessment and the FastBridge assessment suite. ACCESS test data is used in addition to other instruments to assess the specific needs of English Learners in our Dual Language and TPI programs K-12. District data and School Improvement plans are analyzed to identify strengths and areas for improvement.

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)

Our data from multiple assessment measures indicate that reading, writing, and math are all opportunities for additional professional development, instruction, and support in our Title 1 buildings. Title 1 funds are used to provide supplemental instructional resources as well as pay for 17 Title I reading specialists. These Title I reading specialists provide Tier 2 and Tier 3 reading and writing interventions to students who meet our district's intervention criteria. In addition, funds are utilized to pay the salaries of three math interventionists who provide Tier 2 and Tier 3 intervention support. All eight of our Title 1 buildings receive school-wide support. This grant also pays the salaries of family coordinators who support families by connecting resources to families in need.

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

Cedar Ridge Elementary School is currently in its planning year of the 1003a Grant after being designated for targeted support (White, Children with Disabilities, English Learner, Low Income). They completed the IQFSR with their school leadership team to conduct a comprehensive needs assessment. Upon completion of the IQFSR, Cedar Ridge shared results with building stakeholders, and the school leadership teams began meeting to disaggregate data, conduct root cause identification, and plan for school improvement. YouthBuild Mclean County (Comprehensive) and Oakdale Elementary (Targeted - Children with Disabilities) are currently in their 1st implementation year of the 1003a Grant. Fox Creek Elementary (Black/African American), Pepper Ridge Elementary (Children with Disabilities/Low Income), Sugar Creek Elementary (Black/African American, Children with Disabilities), and Kingsley Jr. High School (MultiRacial) were identified for Targeted Improvement and are all in their 2nd year of implementation. Our building administrators have been trained in Cycles of Inquiry and have conducted a root cause analysis with their teams. All schools are utilizing their current funding to meet with teams, review data, and work on school improvement goals in the areas of math, literacy, and equity. Implementation schools have set specific goals based on their data to increase the percentage of students meeting and exceeding district literacy and math benchmark assessments, as well as reduce opportunity gaps among student groups. They are utilizing their grant funds to provide additional intervention and support to students identified through our district screening assessments, provide professional development in best practices for literacy and math, and purchase instructional materials that support these practices. Planning Year grant schools are currently planning their action steps, setting their timeline, and identifying necessary resources for implementation in the coming years. They will set their specific SMART school improvement goals based on benchmark data this spring.

C. Title I, Part D - Delinquent

Based on data, McLean County Unit 5 continues to have the need to support delinquent youth. The average length of stay for students detained is 14-20 days. Funds will be used for delinquent youth in McLean County Juvenile Detention Center to provide their education and assist in transition from the facility to their home school, GED program or into competitive employment opportunities. A contract with the Regional Office of Education will be utilized to allow for services to be provided by an educator employed by the ROE and job programs to be supported by local businesses and transition coordinators.

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).

Our data analysis from multiple assessment measures indicates that social-emotional learning, reading, writing, and math performance are all opportunities for additional professional development, instruction, and support. Title II funds are utilized to pay the salaries of instructional coaches who support both administration and teachers with job-embedded professional development in these areas. These professional development opportunities include support with data analysis, support with professional learning communities, support with direct classroom modeling for teachers as well as engaging, collaborative, and hands-on presentations. The goal of our Title II funds is to build principal and teacher capacity and efficacy in the areas of mindset and instructional strategies to close the achievement gap. Funds are also utilized to pay stipends for new teacher mentoring.

G. Title III - LIEP

Reflecting on academic data and WIDA language results for immigrant students, a majority of whom are newcomers for Unit 5 schools the following goals were established for the program funding. One goal is to offer a summer school option that focuses on basic language skills and post-secondary planning for students identified as newcomers to boost progress to proficiency targets for newcomer students. We also offer professional development opportunities and additional materials so that staff can provide the additional support needed to support immigrant and newcomer students in reaching grade level standards. Additionally parent involvement directly impacts student success so we work to involve families and include bilingual staff to ensure successful program communication and participation.

H. Title III - ISEP

In addition to progress monitoring that will be analyzed for all students and including ACCESS scores if applicable, based on student need, the data will inform planning and grant activities such as professional development for staff as well as to identify needed resources or opportunity for program development. An identified need for our Latinx families is a parent liaison who provides support for families in the form of home visits, workshops as well as developing programs to support transitions in the educational process.

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

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

In an equity audit, Unit 5 was found to have measurable disparities in discipline and academic achievement for historically marginalized and minoritized students (e.g., African-American, Latinx/ Hispanic, English learners, special education eligible, and low-income students) compared to white, general education students who do not receive a free or reduced-cost lunch. These data revealed an overrepresentation of these historically marginalized groups in the number of discipline infractions received and an underrepresentation in enrollment in higher-level courses and participation in extracurricular activities relative to their representation within the district. Moreover, when the intersection of multiple marginalized identities was examined, students who are members of multiple groups demonstrated even more disparate data. These findings resulted in a list of recommendations to improve the circumstances for students in these groups. Specifically, the district was recommended to "intentionally embed equity-driven pedagogy in the curriculum, resources, instructional approaches, use and consideration of assessments, and academic programming for the purpose of advancing equity for each student." To this end, the district developed an Equity Action Plan that includes embedding a culturally responsive curriculum, practices, and resources in each content area and grade level. To do so requires extensive professional development across all staffing levels. This funding request is for the needed resources and professional development to meet this equity goal. Title IV funds are also used to provide curriculum training and resources in the areas of SEL, STEAM, and safety.

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

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

Data reflects priorities for children with disabilities throughout McLean County Unit District No. 5, making it possible for us to develop a grant proposal based on fundamental and realistic educational needs. The programs and needs outlined are considered an essential ingredient to the enhancement of educational programs and services for children with disabilities within McLean County Unit District No. 5. Needs assessment information was used to identify staff needs in order to meet goals and objectives of IEPs and to continue to fully implement the MTSS coordinating early intervening services. Funds will be used to support an ESY program, employ and train staff, purchase educational and administrative materials and conduct necessary administrative tasks. Dollars will be used for stipends to allow staff to work outside of school hours to make revisions to special education curriculum in order to align better with the Illinois State Standards and ensure IEP goals and objectives align. Early Intervention-To fully implement MTSS, Paraprofessional interventionists will be employed to implement interventions and create small group environments with our students. This staff will also assist with identification practices, work with students on specific areas of deficit to allow for growth to meet grade level expectations and assist teachers with intervention ideas and techniques for use in the classroom. A contract with The Baby Fold will be in place to provide a coordinator at Fairview Elementary and Cedar Ridge Elementary schools. Students in need of additional intervention will be identified to be part of an after school tutoring program with oversight from this coordinator.

L. IDEA, Part B - Preschool

Based on recent data, referral and identification of students continues to maintain a steady rate of increase and therefore; funding continues to be needed to support Early Childhood Special Education Classrooms. Support in the form of paraprofessionals to meet student needs, as well as LBS staff to support within the Blended Classroom setting is the primary area being addressed through this grant. Students will be provided support through MTSS as well as Specifically Designed Instruction in the areas of eligibility as outlined on their IEPs.

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 gathers input from staff through multiple, ongoing structures to ensure their perspectives inform school improvement goals, district planning, and decision-making. District leaders hold monthly meetings with building administrators to review district and school-level data, discuss priorities, and gather feedback on initiatives. Staff input is also collected through annual school surveys, professional development sessions, and task force work, providing opportunities to reflect on practices and contribute ideas that support continuous improvement. District administrators conduct regular meet-and-greet visits at schools, creating informal opportunities for staff to share feedback and engage in open dialogue. Private school representatives are also consulted as part of this process to ensure equitable services. The Citizens Advisory Committee (CAC) and Title I District Parent Advisory Team met on April 8, 2026, to review an overview of the district's federal grants, the Consolidated District Plan (CDP), and Title I district advisory requirements. Through this process, participants engaged in discussion and provided feedback, resulting in the following key themes and recommendations. 1. Communication across the district should be clearer and more consistent to better support families. 2. There is also a strong desire for both academic support and opportunities to build connections and community. 3. Ensuring equity and access, such as transportation, childcare, and language support. 4. The district should intentionally seek to engage families who are not currently connected or represented. These suggestions and strategies will be shared with our Title I schools and grant directors so they can be incorporated into their family engagement activities. The School Board of Education formally reviewed and approved the Consolidated District Plan at the May 20th Board meeting.

Response from the prior year Consolidated District Plan.

Administrators, teachers, and parents develop yearly Title I plans. Building administrators and staff at Title 1 buildings are part of the ongoing consultation. 25 -26 staff surveys, parent surveys, principal feedback, school improvement goals, and district data are used to gauge stakeholder input for the Title I, II and Title IV, and Title 1003 grants. All private schools and charter schools that are eligible to receive services participate in ongoing consultations throughout the year. All grant directors meet weekly for consultation. The School Board is provided an opportunity to review the plan. The School Board reviewed and approved the CDP on May 20, 2025.

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

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

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

[[count]] of 7500 maximum characters used

The district engages families in multiple ways to ensure their voices inform the Consolidated District Plan (CDP), schoolwide plans, and family engagement initiatives. Prior to the development of schoolwide plans, Title I schools conduct a needs assessment to gather information from parents about ways to meet the varied needs of families and students and to identify potential supports. Each fall, a school compact aligned with the schoolwide plan is shared with parents, outlining the responsibilities of the school, parents, and students in the educational process. A Citizen Advisory Council (CAC) meets multiple times a year, during which district leaders present information on the CDP, district priorities, federal grant use, and findings from needs assessments, and council members participate in small group discussions to provide feedback and share perspectives. Title I schools also hold an annual parent meeting to review services and gather input on programming and family engagement efforts. In addition, the district convenes a Title I District Advisory Team to review the Title I Family Engagement Policy, learn about services, and provide feedback to inform continuous improvement. Families are also engaged through a Bilingual Parent Advisory Team (BPAC), which meets multiple times a year to ensure the perspectives of multilingual families are included; as part of LIEP grant approval, components of the grant application and CDP were shared with BPAC leadership for feedback. Private school representatives are consulted as part of this process, and the Board of Education formally reviewed and approved the CDP at the May Board meeting.

Response from the prior year Consolidated District Plan.

Unit 5 conducted a comprehensive equity audit that included students, families, administration, and certified and classified staff from all 24 of our school buildings. In-person and virtual meetings were held to provide input on district needs. In addition, our District Equity Leadership Team (DELT) meets several times each school year to discuss district needs and how grants can be utilized to support students. The Executive Director of Student Support leads the DELT committee. Prior to the development of the Schoolwide plans, the Title 1 schools will complete a needs assessment to gather information from parents about ways to meet the varied needs of the families and students and to determine possible supports that can be put into place. A school compact that is aligned with the schoolwide plan is shared with parents each fall which outlines the responsibilities of the school, the parent, and the child in the educational process. As part of LIEP grant approval, the components of the application, as well as the CDP components, were shared with the leadership of the BPAC for feedback.

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 district implements a variety of strategies to promote meaningful family engagement at both the district and school levels. All schools have family coordinators who provide support to students and families both at school and at home. At each of the eight Title I schools, families receive children's trade books across varied genres, including non-fiction and activity books, to build home libraries, along with consumable supplies to support family activities during Title I workshops and programs. Families also receive brochures, pamphlets, and handouts with guidance on supporting their children's reading at home, engaging in learning activities, accessing community resources, and identifying relevant book titles. Each Title I school hosts an annual Title I parent meeting to collaborate on the Title I school compact, review the school-level family engagement plan, and generate ideas for additional family engagement. Similarly, the district Title I team meets to review and gather input on district-wide family engagement initiatives, ensuring that services, programming, and supports align with family needs and priorities. Bilingual Parent Liaisons facilitate the participation of French- and Spanish-speaking students and families in school events and programs and support activities proposed by the Bilingual Parent Advisory Council (BPAC), including parent education events held in partnership with community organizations.

Response from the prior year Consolidated District Plan.

Parent involvement school level- Children's books (leveled trade books, varied genres, non-fiction and activity books) to give to our Title I families at all 8 Title I Schools to develop their home libraries. Consumable supplies and materials to support family activities during Title I family workshops and programs. Brochures, pamphlets and handouts for families highlighting ways they can help their children at home to become a better reader, activities they can do at home, available community resources for families, and relevant book titles they may pursue through the library or bookstore. Family coordinators support students and families at school and home. All PreK-8 schools have family coordinators assigned to them. Bilingual Parent Liaisons support and facilitate the participation of French and Spanish-speaking students and families at Title I school events as well as other school programs and support the activities proposed by the BPAC. Parent education events are also held around topics of interest to the groups in conjunction with community organizations.

Title I Requirement:

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

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

Title III Requirement:

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

Legislative References:

- [1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)
- [2] Title I, Part A, Section 1116(a)(2)
- [3] Title I, Part A, Section 1116(a)(2) and Section 1112(b)(7)

*Required field

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



Parent and Family Engagement

ESEA Section 1116(a)(2)

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

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

Resources:

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

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

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

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

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

How To Upload A FILE

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

Choose File

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

6.170 Family ParentandFamily Engagement.pdf

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

*Required field

Private School Participation

File Upload instructions are linked below. [Click here for general page instructions.](#)

NOTE: This page may remain blank if no private schools are listed or participating in the programs
NOTE: This page is not applicable to state schools or state-authorized charter schools.

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

Will Private Schools participate in the Program?

- Yes No

| Private School Name | School Closing | Title I | Title II | Title IV | Nonpublic Consultation Form |
|------------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| St. Marys | <input type="checkbox"/> | <input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text" value="3"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="136"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="136"/> | <input type="button" value="Choose File"/> <input type="text" value="No file chosen"/> <input type="text" value="StMarys2627consultform.pdf"/> |
| Youthbuld | <input type="checkbox"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="32"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="32"/> | <input type="button" value="Choose File"/> <input type="text" value="No file chosen"/> <input type="text" value="Youthbuld26-27consultform.pdf"/> |
| Epiphany Catholic School | <input type="checkbox"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="6"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="366"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="366"/> | <input type="button" value="Choose File"/> <input type="text" value="No file chosen"/> <input type="text" value="Epiphany2627ConsultFormpdf.pdf"/> |
| Central Catholic High School | <input type="checkbox"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="355"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="355"/> | <input type="button" value="Choose File"/> <input type="text" value="No file chosen"/> <input type="text" value="CentralCatholic2627ConsultForm.pdf"/> |
| Calvary Christian Academy | <input type="checkbox"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="254"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="254"/> | <input type="button" value="Choose File"/> <input type="text" value="No file chosen"/> <input type="text" value="CalvaryChristian26-27Consultform.pdf"/> |
| Trinity Lutheran School | <input type="checkbox"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="370"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="370"/> | <input type="button" value="Choose File"/> <input type="text" value="No file chosen"/> <input type="text" value="TrinityLutheran2627ConsultForm.pdf"/> |
| Swann | <input type="checkbox"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="16"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="16"/> | <input type="button" value="Choose File"/> <input type="text" value="No file chosen"/> <input type="text" value="SwannSchoolMcLean County Unit District 5 Grant Participation Form 26-27 (signed).pdf"/> |
| Daarul Uloom Islamic Schoo | <input type="checkbox"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="0"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="0"/> | <input type="button" value="Choose File"/> <input type="text" value="No file chosen"/> <input type="text" value="McLean County Unit 5 School District Mail - Daarul Uloom Islamic School - Title I Consultation.pdf"/> |
| Cornerstone Christian Acade | <input type="checkbox"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="0"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="0"/> | <input type="button" value="Choose File"/> <input type="text" value="No file chosen"/> <input type="text" value="McLean County Unit 5 School District Mail - Cornerstone Christian Academy - Title I Consultation.pdf"/> |
| Chedar Lubavitch School | <input type="checkbox"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="0"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="0"/> | <input type="button" value="Choose File"/> <input type="text" value="No file chosen"/> <input type="text" value="McLean County Unit 5 School District Mail - Cheder Lubavitch School - Title I Consultation.pdf"/> |
| Chedar Lubavitch Hebrew Di | <input type="checkbox"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="202"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="202"/> | <input type="button" value="Choose File"/> <input type="text" value="No file chosen"/> <input type="text" value="ChedarLubavitchHebrewDaySchool.pdf"/> |
| American School of Correspc | <input type="checkbox"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="4085"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="4085"/> | <input type="button" value="Choose File"/> <input type="text" value="No file chosen"/> <input type="text" value="2026-2027 American School Title I form.jpeg"/> |
| Peoria Academy | <input type="checkbox"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="165"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="165"/> | <input type="button" value="Choose File"/> <input type="text" value="No file chosen"/> <input type="text" value="PeoriaAcademy26-27ConsultForm.pdf"/> |
| Corpus Christi Catholic Scho | <input type="checkbox"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="463"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="463"/> | <input type="button" value="Choose File"/> <input type="text" value="No file chosen"/> <input type="text" value="Corpus26-27Consultform.pdf"/> |
| Mulberry School | <input type="checkbox"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="0"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="0"/> | <input type="button" value="Choose File"/> <input type="text" value="No file chosen"/> |

| | | | | | |
|-----------------|--|------------------|-------------------|-------------------|------------------------------|
| Mulberry School | | Student(s): 0 | Student(s): 49 | Student(s): 49 | Mulberry26-27ConsultForm.pdf |
|-----------------|--|------------------|-------------------|-------------------|------------------------------|

Comments:

I consulted with all the required schools. I've uploaded the consultation form or a copy of the email I sent requesting consultation. I provided all schools with multiple ways to contact me and stated that I they did not respond by 3/20, it would indicate they are not interested in receiving Title services.

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.

Provide a safe, nurturing, and engaging early learning environment that effectively supports the diverse needs of children and families in our community and creates a foundation for children to be lifelong learners. The district will provide high-quality inclusive practices to educate students and engage families of all backgrounds and abilities. Staff utilize evidence-based practices and curriculum to hold each child to the highest expectations.

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)

The service coordinator shall begin to communicate with the child's family about transition no sooner than nine months but no later than 90 days prior to the child's third birthday. This preferably takes place no later than six months prior to the child's third birthday. If a toddler may be eligible for preschool services under Part B, the service coordinator (with parental/guardian consent) will transmit additional information to the LEA or other relevant agency to ensure the continuity of services from the Part C program to the Part B program. Service coordinators are encouraged to discuss the transition out of early intervention (EI) as soon as the child enters the early intervention system. Service coordinators can initiate the written referral process earlier for children with summer birthdays or other concerns that could require more transition time. (34 CFR 303.209, 89 IAC 500.100, CFC Manual 13.1). Birth to Five Regional Team is working with families to breakdown the barriers in communication between early intervention and the district. The community is working together to better inform families. The Early Learning Director and Director of Elementary Education collaborate weekly on transition programming from early learning to kindergarten with a team in a task force format. Additionally, staff hold transition meetings for early learning students with staff from each student's future elementary school.

Response from the approved prior year Consolidated District Plan.

The service coordinator shall begin to communicate with the child's family about transition no sooner than nine months but no later than 90 days prior to the child's third birthday. This preferably takes place no later than six months prior to the child's third birthday. If a toddler may be eligible for preschool services under Part B, the service coordinator (with parental/guardian consent) will transmit additional information to the LEA or other relevant agency to ensure the continuity of services from the Part C program to the Part B program. Service coordinators are encouraged to discuss the transition out of early intervention (EI) as soon as the child enters the early intervention system. Service coordinators can initiate the written referral process earlier for children with summer birthdays or other concerns that could require more transition time. (34 CFR 303.209, 89 IAC 500.100, CFC Manual 13.1). The Early Learning Director and Director of Elementary Education collaborate weekly on transition programming. This summer, a group of teachers will meet to create additional tools and strategies for both early learning and Kindergarten teachers to help prepare students for this transition. Additionally, staff hold transition meetings for early learning students with staff from each student's future elementary school.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

([count] of 7500 maximum characters used)

Well-Rounded Education Our district is committed to providing a comprehensive, well-rounded instructional program that meets the academic and language needs of all students from PreK through grade 12. This commitment is evident in our curriculum offerings, scheduling practices, and multi-tiered systems of support (MTSS) designed to ensure equity and access. We offer a robust core academic program complemented by rich fine arts experiences-including music, visual arts, and physical education, which are integrated into the daily schedules of all students. Our district recognizes the importance of developing the whole child and ensures that every student has access to both academic rigor and creative expression. To support students with varying levels of need, we have a strong MTSS framework that includes universal screening, data-based decision making, targeted interventions, and regular progress monitoring. This system allows us to proactively identify and support struggling learners at all grade levels, with interventions tailored to individual needs. English Learner (EL) services are provided district-wide, ensuring that language development is embedded in both content instruction and supplemental support. Certified EL staff collaborate with classroom teachers to deliver instruction that promotes both language acquisition and academic achievement. Program development is guided by ongoing data analysis, stakeholder input, and alignment to state standards. Our district engages in continuous improvement cycles to refine instructional practices, develop new programs that respond to student needs, and ensure equitable access to high-quality learning opportunities for every student. Elementary school math instruction includes a 60 minute block of time that consists of Units of Instruction aligned to Common Core State Standards. The primary resource is Illustrative Math, which is a research-based curriculum. Units of Study provide an overview of the "Big Ideas" of the unit, mini-lessons that support the big idea, math games that focus on the mini-lesson content, alignment with the Math Practice Standards that include guided questions for the teacher to ask during the lesson, and key vocabulary words. In addition, these Units of Study lend themselves well to the workshop model of instruction where differentiation is central to instructional delivery. Core Literacy Curriculum Unit 5 utilizes a CORE curriculum and responsive literacy approach to instruction, including Units of Study for each grade in Reading, Writing and Word Study. Responsive literacy requires a comprehensive, integrated approach to teaching that includes assessment-based instruction, phonological and phonemic awareness, the alphabetic principle, phonics and word study, selecting appropriate leveled readers, reader response and the writing process. This instruction is delivered whole group, small group, and one-on-one. In a responsive literacy environment, teachers have a deep level of knowledge on students' needs and instructional levels. Students are engaged in a Reading Workshop for 60 minutes per day, Word Study for 30 to 45 minutes per day, and a Writing Workshop for 30 to 60 minutes per day. UFLI, a systematic and explicit phonics program is implemented with fidelity at the K-2 level.

Response from the prior year Consolidated District Plan.

Well Rounded Education Our district is committed to providing a comprehensive, well-rounded instructional program that meets the academic and language needs of all students from PreK through grade 12. This commitment is evident in our curriculum offerings, scheduling practices, and multi-tiered systems of support (MTSS) designed to ensure equity and access. We offer a robust core academic program complemented by rich fine arts experiences-including music, visual arts, and physical education-that are integrated into the daily schedules of all students. Our district recognizes the importance of developing the whole child and ensures that every student has access to both academic rigor and creative expression. To support students with varying levels of need, we have a strong MTSS framework that includes universal screening, data-based decision making, targeted interventions, and regular progress monitoring. This system allows us to proactively identify and support struggling learners at all grade levels, with interventions tailored to individual needs. English Learner (EL) services are provided district-wide, ensuring that language development is embedded in both content instruction and supplemental support. Certified EL staff collaborate with classroom teachers to deliver instruction that promotes both language acquisition and academic achievement. Program development is guided by ongoing data analysis, stakeholder input, and alignment to state standards. Our district engages in continuous improvement cycles to refine instructional practices, develop new programs that respond to student needs, and ensure equitable access to high-quality learning opportunities for every student. Elementary school math instruction includes a 60 minute block of time that consists of Units of Instruction aligned to Common Core State Standards. The primary resource is Everyday Mathematics which is a research-based curriculum. Units of Study provide an overview of the "Big Ideas" of the unit, mini-lessons (Illustrative Math) that support the big idea, math games that focus on the mini-lesson content, alignment with the Math Practice Standards that include guided questions for the teacher to ask during the lesson, and key vocabulary words. In addition, these Units of Study lend themselves well to the workshop model of instruction where differentiation is central to instructional delivery. Core Literacy Curriculum Unit 5 utilizes a CORE curriculum and responsive literacy approach to instruction, including Units of Study for each grade in Reading, Writing and Word Study. Responsive literacy requires a comprehensive, integrated approach to teaching that includes assessment-based instruction, phonological and phonemic awareness, the alphabetic principle, phonics and word study, selecting appropriate leveled readers, reader response and the writing process. This instruction is delivered whole group, small group, and one-on-one. In a responsive literacy environment, teachers have a deep level of knowledge on students' needs and instructional levels. Students are engaged in a Reading Workshop for 60 minutes per day, Word Study for 30 to 45 minutes per day, and a Writing Workshop for 30 to 60 minutes per day.

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

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

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

([count] of 7500 maximum characters used)

Unit 5 uses a Multi-Tiered System of Support (MTSS), which is the practice of matching student needs to high-quality instruction, intervention, and enrichment using data to make sound decisions. Students receive the support that they need to be successful in school and may receive special education services based on their response to academic and/or behavioral interventions. Unit 5 uses the STAR assessment suite in fall, winter & spring to screen students in K-10th grades to better identify students in need of direct classroom intervention. STAR testing is administered three times a year. The fall administration is in August/early September, the winter administration is in December and the spring administration is in late April. At the end of a testing sequence, the student receives an overall score and percentile score. With students' performance e scores, Unit 5 developed proficiency levels or cut scores for use in determining the next steps towards determining intervention eligibility for students. These scores are based on performance ranges that link to percentiles as well. Unit 5 uses a benchmark label in four categories with an associated color coding. The levels are defined as Academic Warning (Red), Below Standards (Yellow), Meets Standards (Green), and Exceeds Standards (Blue). All students performing at the Academic Warning (Red) or Below Standards (Yellow) level are given an additional diagnostic assessment(s) before being considered for intervention. After the universal screening and additional academic diagnostic testing is complete, the results are analyzed to determine which students need intervention (those in yellow and red). For students receiving bilingual instruction in the dual language program, we utilize the Star Biliteracy reports which are normed to students receiving bilingual instruction nationwide for appropriate placement. Using Teacher Data/Electronic Data Wall, data meetings occur a minimum of three times a year after the universal screener, STAR, and all diagnostic and benchmark assessments are given. Grade level teams, administration, and appropriate support staff meet to discuss all of the data to decide which students require intervention and how it will be implemented for each grade level team. Once it is determined that an intervention is needed, parents are notified that their child will be receiving academic intervention.

Response from the prior year Consolidated District Plan.

Unit 5 uses a Multi-Tiered System of Support (MTSS), which is the practice of matching student needs to high-quality instruction, intervention, and enrichment using data to make sound decisions. Students receive the support that they need to be successful in school and may receive special education services based on their response to academic and/or behavioral interventions. Unit 5 uses the STAR assessment suite in fall, winter & spring to screen students in K-10th grades to better identify students in need of direct classroom intervention. STAR testing is administered three times a year. The fall administration is in August/early September, the winter administration is in December and the spring administration is in late April. At the end of a testing sequence, the student receives an overall score and percentile score. With students' performance e scores, Unit 5 developed proficiency levels or cut scores for use in determining the next steps towards determining intervention eligibility for students. These scores are based on performance ranges that link to percentiles as well. Unit 5 uses a benchmark label in four categories with an associated color coding. The levels are defined as Academic Warning (Red), Below Standards (Yellow), Meets Standards (Green), and Exceeds Standards (Blue). All students performing at the Academic Warning (Red) or Below Standards (Yellow) level are given an additional diagnostic assessment(s) before being considered for intervention. After the universal screening and additional academic diagnostic testing is complete, the results are analyzed to determine which students need intervention (those in yellow and red). Using Teacher Data/Electronic Data Wall, data meetings occur a minimum of three times a year after the universal screener, STAR, and all diagnostic and benchmark assessments are given. Grade level teams, administration, and appropriate support staff meet to discuss all of the data to decide which students require intervention and how it will be implemented for each grade level team. Once it is determined that an intervention is needed, parents are notified that their child will be receiving academic intervention.

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

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

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([count] of 7500 maximum characters used)

Students who are in the warning based on district criteria receive a district-approved Tier 2 intervention, which includes Writing Aloud, Interactive Writing, Strategic Processing, Guided Reading Plus, and Comprehension Focus Groups. Students who fall in the yellow, green, and blue (highest) categories also receive supplemental daily instruction for a full 30 minutes during the MTSS block. The MTSS half hour time is meant to provide a daily, differentiated double dose for ALL students. During CORE (Tier 1) instruction, Reading/Math Workshop, students receive the first round of differentiated instruction through one on one conferring and small group work. During the MTSS block, specific lessons and activities are planned based on students' needs. Students are grouped within a homogeneous range to provide more targeted and specific instruction for the full half hour. The purpose of the MTSS block is to ensure that all levels of learners make progress and growth and receive a daily double dose of instruction that matches their needs. For the students who are receiving Tier 2 interventions, teachers use progress monitoring to determine whether additional levels of support, Tier 3, are needed to meet the students' needs. The Tier 3 interventions include smaller groups, Reading Recovery, ILI, and computerized interventions. Students who are English Learners participate in interventions as well as ESL/bilingual services that are part of their core instruction. Title III funds support classroom-to-home connections through bilingual parent liaisons who help to build bridges between the academic setting of school and home settings and to support immigrant parents in understanding the American school system. Additional supplies and materials including technology resources are provided to teachers, students, and families of multilingual students.

Response from the prior year Consolidated District Plan.

Students who are in the warning based on district criteria receive a district-approved Tier 2 intervention, which includes Writing Aloud, Interactive Writing, Strategic Processing, Guided Reading Plus, and Comprehension Focus Groups. Students who fall in the yellow, green, and blue (highest) categories based on district criteria also receive supplemental daily instruction for a full 30 minutes during the MTSS block. The MTSS half hour time is meant to provide a daily, differentiated double dose for ALL students. During CORE (Tier 1) instruction, Reading/Math Workshop, students receive the first round of differentiated instruction through one on one conferring and small group work. During the MTSS block, specific lessons and activities are planned based on students' needs. Students are grouped within a homogeneous range to provide more targeted and specific instruction for the full half hour. The purpose of the MTSS block is to ensure that all levels of learners make progress and growth and receive a daily double dose of instruction that matches their needs. For the students who are receiving Tier 2 interventions, teachers use progress monitoring to determine whether additional levels of support, Tier 3, are needed to meet the students' needs. The Tier 3 interventions include smaller groups, Reading Recovery, ILI, and computerized interventions. Students who are English Learners participate in interventions as well as ESL/bilingual services that are part of their core instruction. Title III funds support classroom-to-home connections through bilingual parent liaisons who help to build bridges between the academic setting of school and home settings and to support immigrant parents in understanding the American school system. Additional supplies and materials including technology resources are provided to teachers, students, and families of multilingual students.

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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Unit 5 provides professional development that is timely and ongoing. Classes, webinars, and presentations are offered when there are new resources, instructional strategies, or mandates that impact instruction. For teachers new to the district, a series of new teacher seminars are offered in conjunction with a mentoring program. Our local ROE also provides classes and seminars that are well attended by our teachers, and are offered for free to our first year teachers. The district calendar includes several early releases. This time is used for Professional Learning Communities and general professional development in all of our schools. The building principals are provided with training each month on topics and strategies that support their learning and develop their capacity for instructional leadership in their buildings. The curriculum department, including the Director of Multilingual Services monitors and analyzes district performance on standardized assessments and local common assessments to determine areas of need for professional development or additional resources to support instruction. The curriculum department is engaged in a math audit with Illinois State University to examine the scope and sequence of the district curriculum, the teacher capacities, and students' performance. In the future, audits will be conducted in additional subject areas. Title III funds are used to support continued teacher learning and maintenance of best practices through ongoing PD in ELD and SLA as well as other topics related to multilingual learners. Teachers in the TPI/TBE program have the opportunity to participate in 2 self-selected days of professional learning about multilingual learners each school year. The district employs literacy specialists and a math specialist who assist with the development and refinement of the district curriculum and provide support for teachers in their instructional and assessment practices. These specialists have extensive training in curriculum and assessment and engage in coaching cycles with teachers, provide support with questions, deliver professional development and oversee the common assessments in their academic area. ESL and bilingual curriculum is aligned to appropriate WIDA language development standards as well as the content standards for each grade level and aligned to the general education scope and sequence. Students who qualify as English Learners will have access to all of the interventions provided to all students. These students will also have bilingual or ESL support provided based on their needs. These services are considered part of English Learners' core curriculum and are provided in push in/pull out or self contained settings and are provided by properly certified staff to meet the unique needs of culturally and linguistically diverse students.

Response from the prior year Consolidated District Plan.

Unit 5 provides professional development that is timely and ongoing. Classes, webinars, and presentations are offered when there are new resources, instructional strategies, or mandates that impact instruction. For teachers new to the district, a series of new teacher seminars are offered in conjunction with a mentoring program. Our local ROE also provides classes and seminars that are well attended by our teachers, and are offered for free to our first year teachers. The district calendar includes five early releases. This time is used for Professional Learning Communities and general professional development in all of our schools. The building principals are provided with training each month on topics and strategies that support their learning and develop their capacity for instructional leadership in their buildings. The curriculum department including the Director of Multilingual Services monitors and analyzes district performance on standardized assessments and local common assessments to determine areas of need for professional development or additional resources to support instruction. The curriculum department is engaged in a math audit with Illinois State University to examine the scope and sequence of the district curriculum, the teacher capacities, and students' performance. In the future, audits will be conducted in additional subject areas. Title III funds are used to support continued teacher learning and maintenance of best practices through ongoing PD in ELD and SLA as well as other topics related to multilingual learners. Teachers in the TPI/TBE program have the opportunity to participate in 2 self-selected days of professional learning about multilingual learners each school year. The district employs literacy specialists and a math specialist who assist with the development and refinement of the district curriculum and provide support for teachers in their instructional and assessment practices. These specialists have extensive training in curriculum and assessment and engage in coaching cycles with teachers, provide support with questions, deliver professional development and oversee the common assessments in their academic area. ESL and bilingual curriculum is aligned to appropriate WIDA language development standards as well as the content standards for each grade level and aligned to the general education scope and sequence. Students who qualify as English Learners will have access to all of the interventions provided to all students. These students will also have bilingual or ESL support provided based on their

needs. These services are considered part of English Learners' core curriculum and are provided in push in/pull out or self contained settings and are provided by properly certified staff to meet the unique needs of culturally and linguistically diverse students.

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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([count] of 7500 maximum characters used)

The district does not employ teachers who are not properly licensed for the position for which they are hired. The ROE does a compliance audit annually to ensure that all teachers are properly licensed. On an annual basis, the district will run a report to determine the percentage inexperienced teachers at all buildings and will analyze for any disparities in January. We will then consider one or both of the following options: 1.) We will use the involuntary transfer process pursuant to our teacher collective bargaining agreement to address any disparities. 2.) During the hiring process, preference will be given in Title 1 buildings to teachers with experience. For teachers who are identified as unsatisfactory, we will follow the process identified in the Illinois School Code for professional development.

Response from the prior year Consolidated District Plan.

The district does not employ teachers who are not properly licensed for the position for which they are hired. The ROE does a compliance audit annually to ensure that all teachers are properly licensed. On an annual basis, the district will run a report to determine the percentage inexperienced teachers at all buildings and will analyze for any disparities in January. We will then consider one or both of the following options: 1.) We will use the involuntary transfer process pursuant to our teacher collective bargaining agreement to address any disparities. 2.) During the hiring process, preference will be given in Title 1 buildings to teachers with experience. For teachers who are identified as unsatisfactory, we will follow the process identified in the Illinois School Code for professional development.

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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A district curriculum that includes library skills and technology skills has been developed and has been aligned with the International Society for Technology in Education (ISTE) standards. Typing skills, which have become increasingly important for younger students, are included in the curriculum beginning in late 2nd grade. All elementary students have a 50 minute block of time each week when they attend a class with an Instructional Media Center (IMC) Specialist who delivers this district curriculum. The IMC specialists also have time built into their schedule to coach teachers in ways to use technology and apply the ISTE standards in their classrooms.

Response from the prior year Consolidated District Plan.

A district curriculum that includes library skills and technology skills has been developed and has been aligned with the International Society for Technology in Education (ISTE) standards. Typing skills, which have become increasingly important for younger students, are included in the curriculum beginning in late 2nd grade. All elementary students have a 50 minute block of time each week when they attend a class with an Instructional Media Center (IMC) Specialist who delivers this district curriculum. The IMC specialists also have time built into their schedule to coach teachers in ways to use technology and apply the ISTE standards in their classrooms.

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

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The gifted identification process for the district is described below. If a student is identified, a plan is developed to ensure that the student is receiving opportunities for instruction that aligns to the student's academic readiness and strengths. Step 1: - Core curriculum is implemented with integrity to provide students with appropriate instruction. Step 2: - Use STAR in fall, winter & spring to screen students. Step 3: - After universal screening, identify students who score in the 98th and 99th percentile, work well above grade level, or have a parent request. Monitor them to determine a need for enrichment. Step 4: - Fill out an Enrichment Intervention Plan- include ways that you are differentiating for the student in ELA and/or math. Step 5: - Through the enrichment activities, begin to collect evidence of the student working at least 1.5 - 2 years above grade level in ELA and/or math. Step 6: - Meet with your principal to share the enrichment plan and evidence. The principal will complete the Identification Recommendation Rubric and then assign a CARES case manager or ask for more information/evidence. Step 7: - Meet with CARES case manager to complete the CARES Gifted Identification form in FileMaker for gifted identification. Step 8: - CARES case manager shares the referral forms and evidence with CARES team (this can be done after a regular CARES meeting). Use the CARES Gifted Identification Team Checklist to aid the team in determining whether or not the student qualifies. If yes, parents should be notified of upcoming CARES meeting. If not identified, parent letter for declined identification explaining this should be sent to parents at this time. Step 9: - Meet with the CARES case manager to develop an individualized instruction plan for the differentiation (Enrichment Plan) that will take place and how the student performance will be monitored. A yellow folder should be added to the student's cum file. Step 10: - CARES meeting The CARES case manager and referring teacher will briefly share the case. The CARES team will discuss the plan (Differentiation/enrichment activities) with parents. Design a progress monitoring plan. Step 11: - At the end of each grading period, the teacher will send home a Gifted Progress Report. Step 12: - At the beginning of each year, CARES case managers touch base with teachers of identified students to determine if a change in plan is needed.

Response from the prior year Consolidated District Plan.

The gifted identification process for the district is described below. If a student is identified, a plan is developed to ensure that the student is receiving opportunities for instruction that aligns to the student's academic readiness and strengths. Step 1: - Core curriculum is implemented with integrity to provide students with appropriate instruction. Step 2: - Use FastBridge in fall, winter & spring to screen students. Step 3: - After universal screening, identify students who score in the 98th and 99th percentile, work well above grade level, or have a parent request. Monitor them to determine a need for enrichment. Step 4: - Fill out an Enrichment Intervention Plan- include ways that you are differentiating for the student in ELA and/or math. Step 5: - Through the enrichment activities, begin to collect evidence of the student working at least 1.5 - 2 years above grade level in ELA and/or math. Step 6: - Meet with your principal to share the enrichment plan and evidence. The principal will complete the Identification Recommendation Rubric and then assign a CARES case manager or ask for more information/evidence. Step 7: - Meet with CARES case manager to complete the CARES Gifted Identification form in FileMaker for gifted identification. Step 8: - CARES case manager shares the referral forms and evidence with CARES team (this can be done after a regular CARES meeting). Use the CARES Gifted Identification Team Checklist to aid the team in determining whether or not the student qualifies. If yes, parents should be notified of upcoming CARES meeting. If not identified, parent letter for declined identification explaining this should be sent to parents at this time. Step 9: - Meet with the CARES case manager to develop an individualized instruction plan for the differentiation (Enrichment Plan) that will take place and how the student performance will be monitored. A yellow folder should be added to the student's cum file. Step 10: - CARES meeting The CARES case manager and referring teacher will briefly share the case. The CARES team will discuss the plan (Differentiation/enrichment activities) with parents. Design a progress monitoring plan. Step 11: - At the end of each grading period, the teacher will send home a Gifted Progress Report. Step 12: - At the beginning of each year, CARES case managers touch base with teachers of identified students to determine if a change in plan is needed.

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.

Aligned with Goal #3 of the strategic plan: Goal 3: Establish and strengthen community partnerships with non-profit groups, service clubs, businesses, and other organizations to mobilize resources and enhance student opportunities.

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)

When students are transitioning from the elementary school in 5th grade to 6th grade at the middle school, the students are provided with an orientation from building administrators and school counselors that takes place during the school day at the middle school which they will attend. During the 5th grade visit to the middle school, the 5th grade teachers meet with the middle school counselors to discuss student needs, special requests, or concerns. All students with IEPs have transition meetings with representation from the elementary school staff, the middle school staff and the parents. In 6th grade, students begin working with the career education program Schoolinks. The students complete surveys to guide their career selection, then continue to utilize the program as they select courses for high school. School counselors and teachers assist 8th grade students in their course selection as they transition from middle school to high school. The Schoolinks program is adapted as the students progress through junior high and high schools in order to guide their course selections as they make decisions about their future. Beginning in the 2026-2027 school year, students in grades 6 and 7 will also participate in a Future Readiness course designed to build foundational career awareness, social-emotional skills, and life readiness skills. This course is aligned to the Illinois PaCE (Personal and Career Exploration) framework standards and CASEL competencies, and provides structured opportunities for students to explore career pathways, develop self-management skills, and connect their coursework to real-world applications. The Future Readiness course complements the work students are already doing in Schoolinks and helps ensure all students enter high school with a stronger awareness of their strengths, interests, and postsecondary options. In high school, the students have options for an internship or entrepreneurial class during their senior year for additional exposure to possible careers and career paths. Both the internship and the entrepreneurial classes partner with local businesses so that the student experiences are authentic and so that the students are connected to employers. Capstone courses within CTE departments are also incorporating work based/internship experiences within the community. An orientation night is offered by the high school for all incoming freshmen. The students and parents receive general information about the school, the curriculum, and the extracurricular offerings. There are teacher/coach representatives available from each curricular department and extracurricular group to answer questions and provide guidance. For students who are planning to attend post-secondary schools, the students have the option to take AP courses and dual credit courses in high school. The dual credit courses are associated with Heartland Community College. Unit 5 students may pursue dual coursework across multiple content areas, and in partnership with Heartland Community College, students have access to pathways that allow them to accumulate college credit while completing their high school requirements. The high school counselors provide students with ongoing information about potential scholarships, and they offer education for students and parents about the college entrance and financial aid process. For students with IEPs, transition planning continues beyond the elementary-to-middle transition. In accordance with IDEA requirements, secondary transition planning begins at age 14 and is incorporated into each student's IEP. This planning process involves students, families, special education staff, and general education staff, and addresses postsecondary goals related to education, training, employment, and independent living where appropriate. Transition goals are revisited annually as students move through middle and high school to ensure alignment with each student's evolving interests and needs. The district is committed to ensuring that all students, including those from historically underserved populations, have equitable access to career counseling, dual credit opportunities, and postsecondary planning supports.

Response from the approved prior year Consolidated District Plan.

When students are transitioning from the elementary school in 5th grade to 6th grade at the middle school, the students are provided with an orientation from guidance counselors that takes place during the school day at their elementary school. The 5th grade students visit the middle school on a school day and have the opportunity to attend a class and eat lunch in the middle school cafeteria. During the 5th grade visit to the middle school, the 5th grade teachers meet with the middle school guidance counselors to discuss student needs, special requests, or concerns. All students with IEPs have transition meetings with representation from the elementary school staff, the middle school staff and the parents. In 6th grade, students begin working with the career education program Career Cruising. The students complete surveys to guide their career selection, then continue to utilize the program as they select courses for high school. Guidance counselors assist 8th grade students in their course selection as they transition from middle school to high school. The Career Cruising program is adapted as the students progress through junior high and high schools in order to guide their course selections as they make decisions about their future. In high school, the students have options for an internship or entrepreneurial class during their senior year for additional exposure to possible careers and career paths. Both the internship and the entrepreneurial classes partner with local businesses so that the student experiences are authentic and so that the students are connected to employers. Capstone courses within CTE departments are also incorporating work based/internship experiences within the community. An orientation night is offered by the high school for all incoming freshman. The students and parents receive general information about the school, the curriculum, and the extracurricular offerings. There are teacher/coach representatives available from each curricular department and extracurricular group to answer questions and provide guidance. For students who are planning to attend post-secondary schools, the students have the option to take AP courses and dual credit courses in the high school. The dual credit courses are associated with Heartland Community College. A new program during the 2017-18 school year, also associated with Heartland Community College, allows students to complete an Associates Degree in Computer Science while completing their high school requirements. The high school counselors provide students with ongoing information about potential scholarships, and they offer education for students and parents about the college entrance and college loan processes.

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

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

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

([count] of 7500 maximum characters used)

At the middle school level, students are exposed to business, technology, and Family and Consumer Sciences curriculum. All students are required to take these classes during an exploratory period in grades 6-8. All 8th grade students attend a career fair that is sponsored by Bloomington Career Academy. In 6th grade, students begin working with the career education program Schoolinks. The students complete surveys to guide their career selection, then continue to utilize the program as they select courses for high school. Programs for each CTE department are available to all students in our high schools. At the high school level, CTE programming expands significantly to provide students with deeper integration of academic content and career-specific skills. Students have access to a wide range of CTE pathways across departments including business, technology, and family and consumer sciences. Capstone

courses within these departments incorporate work-based and internship experiences that connect students directly with industry professionals and community partners. For students seeking advanced CTE coursework not offered within Unit 5, the district partners with the Bloomington Career Academy (BCA). Through this partnership, students may attend BCA to access specialized programs that provide in-depth, career-focused learning aligned to in-demand industries in the state. One of the district's signature CTE offerings is the Education Pathway, which prepares high school students for careers in education and related fields. Students in the Education Pathway complete coursework in partnership with Heartland Community College, earning college credit while still in high school. The pathway also includes field placements within Unit 5 classrooms, giving students hundreds of hours of authentic, hands-on experience working alongside classroom teachers. This combination of rigorous academic coursework, dual credit opportunities, and embedded practical experience ensures that students graduate not only college-ready but career-ready. Students who successfully complete the Education Pathway graduate with an ISBE Education Pathway seal, a state-recognized credential that distinguishes them as prepared for postsecondary study or entry-level work in the education profession. Across all levels, Unit 5 is committed to coordinating academic and career and technical education content through instructional strategies that are experiential, relevant, and connected to real-world careers. Partnerships with Heartland Community College, the Bloomington Career Academy, local businesses, and community organizations ensure that students have access to meaningful work-based learning opportunities that go beyond the classroom and build the skills most valued by employers and postsecondary institutions in Illinois.

Response from the approved prior year Consolidated District Plan.

At the middle school level, students are exposed to business, technology, FACs curriculum, which are the three Career and Technical Education (CTE) departments. All students are required to work through these classes during an exploratory period in grades 6-8. All 8th grade students attend a career fair that is sponsored by the local area Career Center. In 6th grade, students begin working with the career education program Career Cruising. The students complete surveys to guide their career selection, then continue to utilize the program as they select courses for high school. Programs for each CTE department are available to all students in our high schools.

Legislative References:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Professional development is not provided through Title I, Part A.

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

Training will be provided for schools participating in the 1003 grant. This training will assist schools in identifying their strengths and opportunities for growth with school improvement goals in the areas of math, literacy, and equity. Schools will work with identified learning partners and our district's instructional coaches.

C. Title I, Part D - Delinquent

Professional development is not provided through 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

Unit 5 provides professional development that is timely and ongoing. Classes, webinars, and presentations are offered when there are new resources, instructional strategies, or mandates that impact instruction. For teachers new to the district, a series of new teacher seminars are offered in conjunction with a mentoring program. Our local ROE also provides classes and seminars that are well attended by our teachers, and are offered for free to our first-year teachers. The district calendar includes seven early release days. This time is used for Professional Learning Communities and general professional development in all of our schools. The building principals are provided with training each month on topics and strategies that support their learning and develop their capacity for instructional leadership in their buildings. The curriculum department monitors and analyzes district performance on standardized assessments and local common assessments to determine areas of need for professional development or additional resources to support instruction. The district employs a literacy specialist and a math specialist who assist with the development and refinement of the district curriculum and provide support for teachers in their instructional and assessment practices. These specialists have extensive training in curriculum and assessment and engage in coaching cycles with teachers, provide support with questions, deliver professional development and oversee the common assessments in their academic area.

G. Title III - LIEP

LIEP funds provide for professional development within district and outside of the district. Staff from the TBE and TPI programs participate in a minimum of 2 days of professional development each year specific to their work with English Learners. PD on Spanish Language Arts standards is ongoing as is PD on English Language Development standards. Staff have the opportunity to work with a consultant, watch webinars, or participate in conferences. LIEP funds are used to ensure that staff working with English Learners have additional opportunities to learn best practices in working with multilingual learners.

H. Title III - ISEP

ISEP funds provide for professional development within district and outside of the district for staff who work with immigrant students. These students may or may not be English Learners. Professional development in cultural diversity and inclusion will support educators working with immigrant students in combination with PD listed under LIEP for multilingual learners.

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

Professional development is not provided through Title IV.

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

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

Professional development will be provided in the areas of de-escalation and SEL at the Elem and MS level with students with disabilities and staff who work with disabilities. Curricular PD will be provided to staff in the ELA and Math areas as pertaining to them specifically (new ELA at MS level and new Math at Elem level).

L. IDEA, Part B - Preschool

Professional development will be provided in the areas of inclusion practices, early childhood outcomes, and the social-emotional Pyramid Model.

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.

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

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

[[count] of 7500 maximum characters used)

The following policies (Student Discipline Philosophy and Prevention of and Response to Bullying, Intimidation, and Harassment) are Board Policies that are enforced in all schools in the district. Student Discipline Philosophy. In support of our mission to educate each student to achieve personal excellence, the District will endeavor to create a safe and secure climate, free from the threat of harm to person or property in all school-related settings. It is the shared responsibility of schools, families, and communities to achieve this by teaching, recognizing, and reinforcing appropriate behavior. To the greatest extent possible, the District will use positive behavior management strategies to encourage all students to maintain personal conduct consistent with District expectations, avoiding any cause for disciplinary action. Students are accountable for conducting themselves within the parameters of District expectations and for complying with reasonable corrective actions imposed for violations. When violations occur, incidents will be investigated thoroughly to determine appropriate disciplinary action, intervention, and/or support. Discipline will be administered in a fair and equitable, but not necessarily equal, manner in consideration of individual circumstances. Parent(s)/guardian(s) are encouraged to review District expectations with their student(s) at the beginning of each school year. A student handbook, which includes the District's discipline philosophy and school rules, shall be distributed to students within 15 days of the beginning of the school year or the first day of a student's attendance. Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals. Bullying based on actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, 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 non-school-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 District or school, if the bullying causes a substantial disruption to the education 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 non-school-related activity, function, or program. Administrators and teachers have been trained in Restorative Justice practices, and these practices are being implemented in buildings and classrooms to be proactive in addressing discipline. The district discipline policy was rewritten and approved in 2016 to align with SB 100. Our district has also trained all administrators in ACES/Trauma-Informed Schools. A Social Emotional Learning Curriculum has been written for our elementary students. Schools are working on integrating this curriculum into their instructional days. Student data related to discipline, bullying, or harassment is collected in the district student information system and is analyzed by school Positive Behavior Intervention & Supports (PBIS) teams. The data is disaggregated by subgroups to identify any areas of concern that need to be addressed through additional supports or training. The data is also disaggregated by offense type, location, time of day, etc., to determine the need for additional student or staff support or training.

Response from the prior year Consolidated District Plan.

The following policies (Student Discipline Philosophy and Prevention of and Response to Bullying, Intimidation, and Harassment) are Board Policies that are enforced in all schools in the district. Student Discipline Philosophy. In support of our mission to educate each student to achieve personal excellence, the District will endeavor to create a safe and secure climate, free from the threat of harm to person or property in all school-related settings. It is the shared responsibility of schools, families, and communities to achieve this by teaching, recognizing, and reinforcing appropriate behavior. To the greatest extent possible, the District will use positive behavior management strategies to encourage all students to maintain personal conduct consistent with District expectations, avoiding any cause for disciplinary action. Students are accountable for conducting themselves within the parameters of District expectations and for complying with reasonable corrective actions imposed for violations. When violations occur, incidents will be investigated thoroughly to determine appropriate disciplinary action, intervention and/or supports. Discipline will be administered in a fair and equitable, but not necessarily equal, manner in consideration of individual circumstances. Parent(s)/guardian(s) are encouraged to review District expectations with their student(s) at the beginning of each school year. A student handbook, which includes the District's discipline philosophy, and school rules, shall be distributed to students within 15 days of the beginning of the school year or the first day of a student's attendance. Prevention of and Response to Bullying, Intimidation, and Harassment. Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals. Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, 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 non-school-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 District or school if the bullying causes a substantial disruption to the education 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. Administrators and teachers have been trained in Restorative Justice practices and these practices are being implemented in buildings and classrooms as a way to be proactive in addressing discipline. The district discipline policy was re-written in and approved in 2016 to align with SB 100. Our district has also trained all administrators in ACES/Trauma Informed Schools. A Social Emotional Learning Curriculum has been written for our elementary students. Schools are working on integrating this curriculum into their instructional days. Student data related to discipline, bullying, or harassment is collected in the district student information system and is analyzed by school Positive Behavior Intervention & Supports (PBIS) teams. The data is disaggregated by subgroups in order to identify any areas of concern that need to be addressed through additional supports or training. The data is also disaggregated by offense type, location, time of day, etc... to determine the need for additional student or staff support or training.

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

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

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[[count] of 7500 maximum characters used)

The district will provide transportation and other services in accordance with the McKinney-Vento Act. We work to ensure students experience as little disruption to their school placement as possible, as we prioritize their school of origin. The school of origin is the primary placement goal unless a Best Interest Determination has found that a different placement will better meet the student's needs. Family coordinators connect the families of students experiencing housing insecurity to relevant community resources. Academic supports are provided as needed through the MTSS process. Promise Councils, local agencies, and school and district personnel ensure that missing school supplies, coats, shoes, eyeglasses, or other necessities do not prevent students from accessing the learning environment.

Response from the prior year Consolidated District Plan.

The district will provide transportation for students to be able to continue their education at their school of origin. Parent coordinators and Social Workers in the district work with the families of homeless students to make connections with community resources. Academic supports are provided as needed through the Response to Intervention process. Promise Councils, local agencies and school and district personnel provide school supplies, coats, shoes, eyeglasses, and other necessities to families in need.

Title I Requirement:

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

Legislative Requirements:

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

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

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

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

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

| Attendance Center | Schoolwide | Targeted Assistance | Not Served | Closed | Board Approved Date |
|------------------------------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|---------------------|
| 0001 - NORMAL COMMUNITY HIGH SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 0002 - NORMAL COMMUNITY WEST HIGH SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 0003 - EUGENE FIELD SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 001C - YBMC CHARTER SCH | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 1002 - CHIDDIX JR HIGH SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 1003 - PARKSIDE JR HIGH SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 1004 - KINGSLEY JR HIGH SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 1005 - EVANS JUNIOR HIGH SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 2002 - SUGAR CREEK ELEM SCHOOL | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10/15/2026 |
| 2003 - CEDAR RIDGE ELEM SCHOOL | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10/15/2026 |
| 2004 - CARLOCK ELEM SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 2005 - FAIRVIEW ELEM SCHOOL | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10/15/2026 |
| 2007 - GLENN ELEM SCHOOL | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10/15/2026 |
| 2008 - COLENE HOOSE ELEM SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 2009 - HUDSON ELEM SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 2010 - OAKDALE ELEM SCHOOL | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10/15/2026 |
| 2012 - NORTHPOINT ELEMENTARY SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 2013 - PARKSIDE ELEMENTARY SCHOOL | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10/15/2026 |
| 2014 - TOWANDA ELEM SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 2015 - PEPPER RIDGE ELEMENTARY SCHOOL | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10/15/2026 |
| 2016 - PRAIRIELAND ELEMENTARY SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 2017 - FOX CREEK ELEMENTARY SCHOOL | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10/15/2026 |
| 2018 - GROVE ELEMENTARY SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 2019 - BENJAMIN ELEM SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 3001 - BRIGHAM ELEMENTARY | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 3002 - MCCLEAN CO DETENTION CENTER | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |

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)

When a school is identified as comprehensive or targeted, a school improvement plan will be collaboratively developed by administrators, teachers, and parents. The plan will address any academic skill areas where student performance was not aligned to state goals and/or any student group whose performance was significantly discrepant and will include specific evidence-based interventions to support student learning. A needs assessment will be completed, and the plan will address any deficits that are identified. The plan may utilize community resources, additional funds, additional staffing, and supplemental training as needed to fulfill all student and teacher needs in order to promote an effective instructional environment. For all schools, and especially those in the grant, the district works with them closely on school improvement planning and monitors progress. All schools spend time at the last administrator meeting of the school year reviewing and analyzing data from the past year. Our building administrators have been trained in Cycles of Inquiry and conduct a root cause analysis with their teams. They then begin to set SMART Goals and plan action steps. In the fall, schools meet with the district leadership team to review data, the root cause analysis, and share proposed goals and action steps. Cedar Ridge Elementary School currently receives Title I, Part A - School Improvement Part 1003 grant funding and is in the first year of implementation after being designated for targeted support (White, Children with Disabilities, English Learner, Low Income). Cedar Ridge completed the IQFSR with their school leadership team to conduct a comprehensive needs assessment. Upon completion of the IQFSR, schools shared results with building stakeholders, and the school leadership teams began meeting to disaggregate data and plan for school improvement. YouthBuild Mclean County (Comprehensive) and Oakdale Elementary (Targeted - Children with Disabilities) are currently in their 1st implementation year of the 1003a Grant. Fox Creek Elementary (Black/African American), Pepper Ridge Elementary (Children with Disabilities/Low Income), Sugar Creek Elementary (Black/African American, Children with Disabilities), and Kingsley Jr. High School (MultiRacial) were identified for Targeted Improvement and are all in their 2nd year of implementation. The schools utilize their funding to meet with teams, review data, and craft school improvement goals in the areas of math, literacy, and equity. Schools will set specific goals for the upcoming year based on final spring data to increase the percentage of students meeting and exceeding district literacy and math benchmark assessments, as well as reduce opportunity gaps among student groups. In the coming year, schools will utilize their grant money to provide additional intervention and support to students identified through our district screening assessments. Additionally, this funding will provide professional development in best practices in the areas of literacy and math and purchase instructional materials that support these practices. Youth Build will continue to use ROE 17 as a learning partner to provide support and training as they focus on increasing their graduation rate.

Response from the approved prior year Consolidated District Plan.

If a school is identified as comprehensive or targeted, a school improvement plan will be collaboratively developed by administrators, teachers and parents. The plan will address any academic skill areas where student performance was not aligned to state goals and/or any subgroups whose performance was significantly discrepant and will include specific evidence-based interventions to support student learning. A needs assessment will be completed and the plan will address any deficits that are identified. The plan may utilize community resources, additional funds, additional staffing, and supplemental training as needed to promote an effective instructional environment. A process for monitoring the plan will be developed and implemented and will include benchmarks throughout the school year so that the plan can be adjusted as needed.Cedar Ridge and Oakdale Elementary schools currently receive Title I, Part A - School Improvement Part 1003 grant funding and are in the first year of implementation. Cedar Ridge Elementary School was identified for Targeted Support to increase the achievement of the children with disabilities student group while Oakdale Elementary School was identified for Comprehensive Support. Both schools made significant improvements since their designation and have qualified for early exit so they will no longer be under the 1003a grant next year. This year, Fox Creek Elementary (Black/African American), Pepper Ridge Elementary (Children with Disabilities/Low Income), Sugar Creek Elementary (Black/African American, Children with Disabilities), and Kingsley Jr. High School (MultiRacial) were identified for Targeted Improvement. All of these schools completed the IQFSR with their school leadership team to conduct a comprehensive needs assessment. Upon completion of the IQFSR, schools shared results with building stakeholders and the school leadership teams began meeting to disaggregate data and plan for school improvement. Our building administrators have been trained in Cycles of Inquiry and conducted a root cause analysis with their teams. The schools are utilizing their current funding to meet with teams, review data, and craft school improvement goals in the areas of math, literacy, and equity. Schools will set specific goals based on final spring data to increase the percentage of students meeting and exceeding on district literacy and math benchmark assessments as well as reduce opportunity gaps among student groups. They are currently planning their action steps, setting their timeline, and identifying necessary resources for implementation. In the coming year, schools will be utilizing their grant money to provide additional intervention and support to students identified through our district screening assessments. Additionally, this funding will provide professional development in best practices in the areas of literacy and math and purchase instructional materials that support these practices.

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.
 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 eight Title 1 schools that will administer schoolwide programs will provide differentiated and rigorous curriculum for all students. Through data discussions six times a year, students who need additional support will be identified and will be placed in intervention groups. Title 1 funded teachers will instruct students in the interventions and will provide support to classroom teachers in meeting student needs in the core curriculum. Title 1 funds will be used to purchase additional resources, such as leveled books and technology supports that can be used in interventions or in the classrooms during the core instruction. Title 1 funds will also be used to support parent programs intended to increase parental involvement in the academic process

Response from the approved prior year Consolidated District Plan.

The eight Title 1 schools that will administer schoolwide programs will provide differentiated and rigorous curriculum for all students. Through data discussions six times a year, students who need additional support will be identified and will be placed in intervention groups. Title 1 funded teachers will instruct students in the interventions and will provide support to classroom teachers in meeting student needs in the core curriculum. Title 1 funds will be used to purchase additional resources such as leveled books and technology supports that can be used in interventions or in the classrooms during the core instruction. Title 1 funds will also be used to support parent programs intended to increase parental involvement in the academic process

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)

Data available as of March 2025 reflects priorities for children with disabilities throughout McLean County Unit District No. 5, making it possible for us to develop a grant proposal based on fundamental and realistic educational needs. The programs and needs set forth in this abstract are considered an essential ingredient to the enhancement of educational programs and services for children with disabilities within McLean County Unit District No. 5. Needs assessment information was used to identify staff needs to meet goals and objectives of IEPs and to continue to fully implement the Multi-Tiered Systems of Support coordinating early intervening services.

Response from the approved prior year Consolidated District Plan.

Data available as of March 2025 reflects priorities for children with disabilities throughout McLean County Unit District No. 5, making it possible for us to develop a grant proposal based on fundamental and realistic educational needs. The programs and needs set forth in this abstract are considered an essential ingredient to the enhancement of educational programs and services for children with disabilities within McLean County Unit District No. 5. Needs assessment information was used to identify staff needs to meet goals and objectives of IEPs and to continue to fully implement the Multi-Tiered Systems of Support coordinating early intervening services.

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

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

([count] of 7500 maximum characters used)

Funds will be used to support an ESY program, employ and train staff, purchase educational and administrative materials and conduct necessary administrative tasks. Dollars will be used for stipends to allow staff to work outside of school to make revisions to special education curriculum and develop a connection for writing IEP goals & objectives to meet standards. Early Intervention- To fully implement MTSS, Paraprofessional interventionists will be employed. This staff will assist with identification practices, work with students on specific areas of deficit to allow for growth to meet grade level expectations and assist teachers with intervention ideas and techniques for use in the classroom. A contract with The Baby Fold will be in place to provide a coordinator at Fairview Elementary and Cedar Ridge Elementary school. Students in need of additional intervention will be identified to be part of an after school tutoring program with oversight from this coordinator.

Response from the approved prior year Consolidated District Plan.

Funds will be used to support an ESY program, employ and train staff, purchase educational and administrative materials and conduct necessary administrative tasks. Dollars will be used for stipends to allow staff to work outside of school to make revisions to special education curriculum and develop a connection for writing IEP goals & objectives to meet standards. Early Intervention- To fully implement MTSS, Paraprofessional interventionists will be employed. This staff will assist with identification practices, work with students on specific areas of deficit to allow for growth to meet grade level expectations and assist teachers with intervention ideas and techniques for use in the classroom. A contract with The Baby Fold will be in place to provide a coordinator at Fairview Elementary and Cedar Ridge Elementary school. Students in need of additional intervention will be identified to be part of an after school tutoring program with oversight from this coordinator.

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

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

([count] of 7500 maximum characters used)

No major changes in scope or nature of services.

Response from the approved prior year Consolidated District Plan.

No major changes in scope or nature of services.

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)

Indicator 6-professional development was provided for whole Kindergarten and ECE staff to attend the Educating Autistic students in the Classroom with follow up training for generalization of skills. Early Learning Paraprofessionals have been attending Using Positive Guidance for an Inclusive, Collaborative Classroom PD modules all school year with hands on materials provided through A+ academy. Indicator 9 & 10- professional development provided for all K-22+ special education staff on appropriate child find procedures, evaluation processes and procedures during the school day (substitutes) and after the school day.

*Required field

Overview

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

<https://www.isbe.net/Documents/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

Contact Information

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

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

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

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

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

| Last Name* | First Name* | Position/Title* | Email* |
|------------|-------------|------------------------------------------|-------------------|
| Shelvin | Kristal | Exec Director/ Youth In Care Coordinator | shelvik@unit5.org |
| Phone* | | | |
| 309 | 557 | 4000 | |

[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* |
|------------|-------------|-----------------------------|--------------------|
| Adelman | Joseph | Exec Director of Operations | adelmanj@unit5.org |
| Phone* | | | |
| 309 | 557 | 4000 | |

[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.

Students in foster care shall be enrolled in or continue enrollment in the school of origin that best supports stability following a best interest determination. Students in foster care will be transported to and from school in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. When a student is placed into foster care or changes residences while in foster care and a request is made for transportation to and/or from the student's foster care residence and the student's school of origin, the school will notify the LEA POC. The LEA POC will meet with the DCFS POC to make a best interest determination for the student's school placement. The priority will be for the student to remain in their current school and avoid a change in placement. The other considerations for placement include: --Distance from new home placement? DCFS placement decisions (case pending)? Student, parent preference? Relationships with peers, teachers, and adults? School calendar year (semester vs. trimester)? Proximity to end of grading period? Availability of school support staff? Extracurricular activities? If the student's foster care residence is within District boundaries, the LEA POC will arrange for transportation to be provided. (a) the foster parents; (b) the principal of the school of origin; (c) the child (depending on age); (d) the Director of Special Education; (e) the Director of Elementary Education; (f) the First Student Location Manager; (g) the biological parents or relatives of the student when appropriate; (h) the student's teacher, or a counselor, coach, or other meaningful person; and (i) youth in care coordinator (j) other relevant parties. If the student is a "child with a disability", the LEA POC will contact the student's resident district and the DCFS POC. The IEP team for the resident district, in collaboration with the DCFS POC, will determine the student's placement pursuant to the IDEA and its implementing regulations. If the IEP team determines the placement of the student should remain in the student's school of origin, the resident district will provide any necessary transportation and pay to the District maintaining the special educational facilities the per capita cost of educating the student pursuant to 105 ILCS 5/14-7.01. If the student is not a "child with a disability," the LEA POC and DCFS POC should make every effort to reach an agreement regarding the appropriate school placement of the student in foster care. However, if there is disagreement regarding school placement for the student in foster care, the DCFS Deputy Director of Education and Transition Services will be consulted. If the LEA POC and DCFS POC still cannot reach an agreement, then the DCFS Deputy Director of Education and Transition Services will make the final decision. In determining whether a student with or without a disability in foster care should remain in their school of origin, a holistic and well-informed approach should be used including a variety of student-centered factors including the following: 1. whether the student is a "child with a disability" under the IDEA who is receiving special education and related services or is receiving accommodations under Section 504, and, if so, the availability of those required services in the resident district; 2. the appropriateness of the student's current placement at the school of origin; 3. the proximity of the school of origin to the student's foster care residence; 4. how the length of the commute would impact the child, including, but not limited to: (a) the time the child would be picked up and dropped off at school or home in order for the child to arrive to school and depart according to regular school hours; (b) the length of time the child would be riding the bus to and from school; (c) the ability of the child to receive educational services; and (d) the child's developmental stage; 5. the preferences of the child; 6. the preferences of the child's foster parent(s), or biological parent(s) when appropriate; 7. the child's attachment to the school of origin, including meaningful relationships with staff and peers; 8. the placement of the child's sibling(s); 9. the influence of the school climate on the child, including safety; 10. the availability and quality of the services in the school to meet the child's educational and socio-emotional needs; 11. the history of school transfers and how they have impacted the child; 12. whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA. Transportation costs is not considered when determining a child's best interest with regard to school placement.

Response from the approved prior year Consolidated District Plan.

Students in foster care shall be enrolled in or continue enrollment in the school of origin that best supports stability following a best interest determination. Students in foster care will be transported to and from school in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. When a student is placed into foster care or changes residences while in foster care and a request is made for transportation to and/or from the student's foster care residence and the student's school of origin, the school will notify the LEA POC. The LEA POC will contact the DCFS POC for the student. If the student's foster care residence is within District boundaries, the LEA POC will arrange for transportation to be provided. (a) the foster parents; (b) the principal of the school of origin; (c) the child (depending on age); (d) the Director of Special Education; (e) the Director of Elementary Education; (f) the First Student Location Manager; (g) the biological parents or relatives of the student when appropriate; (h) the student's teacher, or a counselor, coach, or other meaningful person; and (i) youth in care coordinator (j) other relevant parties. If the student is a "child with a disability", the LEA POC will contact the student's resident district and the DCFS POC. The IEP team for the resident district, in collaboration with the DCFS POC, will determine the student's placement pursuant to the IDEA and its implementing regulations. If the IEP team determines the placement of the student should remain in the student's school of origin, the resident district will provide any necessary transportation and pay to the District maintaining the special educational facilities the per capita cost of educating the student pursuant to 105 ILCS 5/14-7.01. If the student is not a "child with a disability" the LEA POC and DCFS POC should make every effort to reach an agreement regarding the appropriate school placement of the student in foster care. However, if there is disagreement regarding school placement for the student in foster care, the DCFS Deputy Director of Education and Transition Services will be consulted. If the LEA POC and DCFS POC still cannot reach an agreement, then the DCFS Deputy Director of Education and Transition Services will make the final decision. In determining whether a student with or without a disability in foster care should remain in their school of origin, a holistic and well-informed approach should be used including a variety of student-centered factors including the following: 1. whether the student is a "child with a disability" under the IDEA who is receiving special education and related services or is receiving accommodations under Section 504, and, if so, the availability of those required services in the resident district; 2. the appropriateness of the student's current placement at the school of origin; 3. the proximity of the school of origin to the student's foster care residence; 4. how the length of the commute would impact the child, including, but not limited to: (a) the time the child would be picked up and dropped off at school or home in order for the child to arrive to school and depart according to regular school hours; (b) the length of time the child would be riding the bus to and from school; (c) the ability of the child to receive educational services; and (d) the child's developmental stage; 5. the preferences of the child; 6. the preferences of the child's foster parent(s), or biological parent(s) when appropriate; 7. the child's attachment to the school of origin, including meaningful relationships with staff and peers; 8. the placement of the child's sibling(s); 9. the influence of the school climate on the child, including safety; 10. the availability and quality of the services in the school to meet the child's educational and socio-emotional needs; 11. the history of school transfers and how they have impacted the child; 12. whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA. Transportation costs should not be considered when determining a child's best interest.

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.

When a student in foster care is also a "child with a disability" under the Individuals with Disabilities Education Act ("IDEA") and the location of the student's foster care residence is outside District boundaries, the LEA POC will contact the student's resident district and the DCFS POC. The IEP team for the resident district, in collaboration with the DCFS POC, will determine the student's placement pursuant to the IDEA and its implementing regulations. If the IEP team determines the placement of the student should remain in the student's school of origin, the resident district will provide any necessary transportation and pay to the District maintaining the special educational facilities the per capita cost of educating the student pursuant to 105 ILCS 5/14-7.01.

Response from the approved prior year Consolidated District Plan.

When a student in foster care is a "child with a disability" under the Individuals with Education Act ("IDEA") and the location of the student's foster care residence is outside District boundaries, the LEA POC will contact the student's resident district and the DCFS POC. The IEP team for the resident district, in collaboration with the DCFS POC, will determine the student's placement pursuant to the IDEA and its implementing regulations. If the IEP team determines the placement of the student should remain in the student's school of origin, the resident district will provide any necessary transportation and pay to the District maintaining the special educational facilities the per capita cost of educating the student pursuant to 105 ILCS 5/14-7.01.

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.

When a student in foster care is an English Learner and receiving language services in their school of origin, the availability of those required services in the school district in which the student's foster care residence is located will be considered in making the best interest determination, consistent with Title VI and the EEOA.

Response from the approved prior year Consolidated District Plan.

When a student in foster care is an English Learner and receiving language services in their school of origin, the availability of those required services in the school district in which the student's foster care residence is located will be considered in making the best interest determination, consistent with Title VI and the EEOA.

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.

In order to meet the intent of the Fostering Connections to Success and Increasing Adoptions Act of 2008 to make the best interest determination as quickly as possible in order to prevent educational discontinuity for the child, the District has opted to not have a formal dispute resolution process if there is a disagreement between the LEA POC and DCFS POC as to determining the best interest of the student. Instead, the DCFS Deputy Director Education and Transition Services will make the final decision. The following individuals will be consulted by the LEA POC, DCFS POC, and/or the DCFS Deputy Director Education and Transition Services when making the best interest determination in order to give all stakeholders input: (a) the foster parents; (b) the principal of the school of origin; (c) the child (depending on age); (d) the Director of Special Education; (e) the Director of Elementary Education; (f) the First Student Location Manager; (g) the biological parents or relatives of the student when appropriate; (h) the student's teacher, or a counselor, coach, or other meaningful person; and (i) other relevant parties.

Response from the approved prior year Consolidated District Plan.

In order to meet the intent of the Fostering Connections to Success and Increasing Adoptions Act of 2008 to make the best interest determination as quickly as possible in order to prevent educational discontinuity for the child, the District has opted to not have a formal dispute resolution process if there is a disagreement between the LEA POC and DCFS POC as to determining the best interest of the student. Instead, the DCFS Deputy Director Education and Transition Services will make the final decision. The following individuals will be consulted by the LEA POC, DCFS POC, and/or the DCFS Deputy Director Education and Transition Services when making the best interest determination in order to give all stakeholders input: (a) the foster parents; (b) the principal of the school of origin; (c) the child (depending on age); (d) the Director of Special Education; (e) the Director of Elementary Education; (f) the First Student Location Manager; (g) the biological parents or relatives of the student when appropriate; (h) the student's teacher, or a counselor, coach, or other meaningful person; and (i) other relevant parties.

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 Youth in Care Coordinator conducts regularly scheduled and, upon request, professional development specific to youth in care. Additionally, building administrators are provided with updated information to support youth in care during scheduled admin meetings and update documents.

*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 it has been determined that it is in the best interest of a student in foster care to remain at their school of origin, the LEA POC will contact the Director of Operations for the District. The Director of Operations will work with the First Student Location Manager to identify potential cost-effective options for transporting the child to their school of origin or the school to which the BID determined they should attend. The following options are considered when developing a transportation plan for a student in foster care: 1. a pre-existing transportation route; 2. a new transportation route; 3. route-to-route hand-offs; 4. district-to-district boundary hand-offs; 5. eligibility of the child for transportation through other services such as: (a) special education students (Individuals with Disabilities Education Act); or (b) homeless students (McKinney-Vento Act); and 6. alternatives not directly provided by the District such as: (a) contracted services: taxis, student transport companies, Uber, Lyft, etc.*; (b) public transportation such as city buses, rails, etc.; (c) Carpools*; or (d) School/District staff*; and (e) options explored by the DCFS POC outside of those provided by the District, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes. A Multifunction School Activity Bus (MFSAB) is NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5] The following factors are considered when developing transportation procedures for a student in foster care: 1. Safety; 2. Duration; 3. Time of placement change; 4. Type of transportation available; 5. Traffic patterns; 6. Flexibility in school schedule; 7. Impact of extracurricular activities on transportation options; and 8. Maturity and behavioral capacity.

Response from the approved prior year Consolidated District Plan.

When it has been determined it is in the best interest of a student in foster care to remain at his or her school of origin, the LEA POC will contact the Director of Operations for the District. The Director of Operations will work with the First Student Location Manager to identify potential cost-effective options the child could be transported to his or her school of origin. The following options should be considered when developing a transportation plan for a student in foster care: 1. a pre-existing transportation route; 2. a new transportation route; 3. route-to-route hand-offs; 4. district-to-district boundary hand-offs; 5. eligibility of the child for transportation through other services such as: (a) special education students (Individuals with Disabilities Education Act); or (b) homeless students (McKinney-Vento Act); and 6. alternatives not directly provided by the District such as: (a) contracted services: taxis, student transport companies, Uber, Lyft, etc.*; (b) public transportation such as city buses, rails, etc.; (c) Carpools*; or (d) School/District staff*; and (e) options explored by the DCFS POC outside of those provided by the District, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes. *NOTE: A valid 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 Illinois Vehicle Code. THIS INCLUDES TAXI CABS 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] The following factors will be considered when developing transportation procedures for a foster care student: 1. Safety; 2. Duration; 3. Time of placement change; 4. Type of transportation available; 5. Traffic patterns; 6. Flexibility in school schedule; 7. Impact of extracurricular activities on transportation options; and 8. Maturity and behavioral capacity.

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 following funding options will be considered when developing a transportation plan for a student in foster care: 1. Title IV-E of the Social Security Act if the student is eligible; 2. Title I (but funds reserved for comparable services for children & youth experiencing homelessness may not be used for transportation); 3. IDEA funds - If the student has an Individualized Education Program (IEP) that includes provisions for transportation as a related service as defined in their IEP and approved as a related service on the IEP Student Tracking and Reporting System (I-Star), transportation must be provided for the student by the school district responsible for the student's Free Appropriate Public Education (FAPE). DCFS special education youth-in-care transportation costs are reimbursed at 100% and claimed separately via the Special Education Individual Orphanage claim. 4. State special education transportation funds, if the student has an IEP; and 5. Local funds. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the District will provide transportation to the school of origin.

Response from the approved prior year Consolidated District Plan.

The following funding options will be considered when developing a transportation plan for a student in foster care: 1. Title IV-E of the Social Security Act if the student is eligible; 2. Title I (but funds reserved for comparable services for children & youth experiencing homelessness may not be used for transportation); 3. IDEA funds - If the student has an Individualized Education Program (IEP) that includes provisions for transportation as a related service as defined in their IEP and approved as a related service on the IEP Student Tracking and Reporting System (I-Star), transportation must be provided for the student by the school district responsible for the student's Free Appropriate Public Education (FAPE). DCFS special education youth-in-care transportation costs are reimbursed at 100% and claimed separately via the Special Education Individual Orphanage claim. 4. State special education

transportation funds, if the student has an IEP; and 5. Local funds. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the District will provide transportation to the school of origin:--Beginning with the 2017-18 school year, LEAs that incur additional transportation costs for transporting a DCFS foster care student to their school of origin will be reimbursed 50% of their actual costs by DCFS. The other 50% is claimable as Regular Transportation expenditures.

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 order to meet the intent of the Fostering Connections to Success and Increasing Adoptions Act of 2008 to make the best interest determination as quickly as possible in order to prevent educational discontinuity for the child, the District attempts to rectify the placement determination using the Best Interest Determination. If the BID meeting is not easily resolved, the district has opted to have the LEA POC and DCFS POC consult the DCFS Deputy Director of Education and Transition Services. If, after consulting with the DCFS Deputy Director of Education and Transition Services, an agreement still cannot be reached, the District will make the final determination.

Response from the approved prior year Consolidated District Plan.

In order to meet the intent of the Fostering Connections to Success and Increasing Adoptions Act of 2008 to make the best interest determination as quickly as possible in order to prevent educational discontinuity for the child, the District has opted to not have a formal dispute resolution process if there is a disagreement between the LEA POC and DCFS POC as to how to provide transportation to the student. Instead, the LEA POC and DCFS POC will consult the DCFS Deputy Director Education and Transition Services. If after consulting with the DCFS Deputy Director of Education and Transition Services an agreement still cannot be reached, the District will make the final determination.

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

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

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

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

The LEA POC will ensure that transportation is provided to and from the student's foster care residence and the school of origin during any dispute with DCFS over how the transportation will be provided or funded.

Response from the approved prior year Consolidated District Plan.

The LEA POC will ensure that transportation is provided to and from the student's foster care residence and the school of origin during any dispute with DCFS over how the transportation will be provided or funded.

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.

District administrators, building administrators, and building educational officer personnel will have a copy of this Foster Care Transportation Plan made available by the LEA POC and/or their building administrator.

Response from the approved prior year Consolidated District Plan.

District administrators, building administrators, and building educational officer personnel will all be given a copy of and trained on this Foster Care Transportation Plan by the LEA POC.

*Required field

BSP Overview

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

BSP Contact Information

1201 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

1201 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.

1201 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

PROFESSIONAL DEVELOPMENT ACTIVITIES

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

*The required professional development will be provided.

Yes

No

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

*Required field

BSP TBE RequirementsInstructions

1201 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes No

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

Yes No

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

Yes No

Does your district use Spanish Language Arts Standards?

Yes No

*Required field

TBE Parent Advisory CommitteeInstructions

1201 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Does your district offer a TBE program?Yes No **Please check all that apply to the districts Bilingual Parent Advisory Committee (BPAC).**

The district attests that:

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

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

Plan was reviewed with BPAC members on 4/8/2026

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

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

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

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

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

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

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

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

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

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

NO BINDING OBLIGATION

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

PROJECT

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

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.
11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a

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

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Educations employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
 - a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - b) Maintain separate accounts and ledgers for the project;
 - c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
 - d) Properly post all expenditures made on behalf of the project;
 - e) Be responsible for the accountability, documentation, and cash management of the project; the approval and payment of all expenses, obligations, and contracts; and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
 - g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/grantees on actual expenditures/obligations that occur within project beginning and ending dates;
 - h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
 - i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education; and
 - j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

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

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

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

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

v.02.17.2026

Certification Regarding Lobbying

Instructions

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

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

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

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GEPA 442 Assurances

Instructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably. "GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant," "award," and "project" may be used interchangeably.

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

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

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Assurances

Instructions

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

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

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

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

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

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

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Not calling IWAS Web Service

Signature of School District Superintendent / Agency Administrator

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

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

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

Application was created on:

3/3/2026

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator # 1

ISBE Program Administrator # 2

ISBE Program Administrator # 3

ISBE Program Administrator # 4

ISBE Program Administrator # 5

This Application has not been submitted

Expand All

Consolidated District Plan

Page Status

**Open Page
for editing**

[Consolidated District Plan](#)

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

Save

