



Regular Meeting

March 16, 2026

7:00 PM

Elsner Elementary Cafeteria

309 Hartman Lane

O'Fallon, IL 62669

O'Fallon, IL

- 1. Call to order Executive (Closed) Session - 6:00 pm (5 ILCS 120/2 (c)) (Roll Call)
- 1. Appointment - Employment - Compensation - Discipline - Performance - Dismissal of specific employee(s)
- 2. Call the Regular Meeting to order (Roll Call)
- 3. Superintendent Shout Out
- 4. Public Comments
- 5. Administrative and Committee Reports
 - 1. Superintendent's Report - Dr. Gabrielle Rodriguez
 - 2. Principal's Report - Mrs. Whitney Carpenter 3
 - 3. Principal's Report - Mrs. Cassy Shelton 4
 - 4. Director's Reports 5
 - 5. Other
- 6. Consideration to approve placing the following items on the Consent Agenda. (Roll Call)
 - 1. Minutes of February 9, 2026 Regular Board Meeting Executive Session
 - 2. Minutes of February 9, 2026 Regular Board Meeting
 - 3. Minutes of March 3, 2026 Special Board Meeting.
 - 4. Treasurer's Report
 - 5. Budget to Actual as of 2-28-2026
 - 6. March Bill List
 - 7. BMO Credit Card
 - 7. Consideration to approve the Consent Agenda (Roll Call)
 - 8. Consideration to approve the Consolidated District Plan. (Roll Call) 7
 - 9. Consideration to approve the 10-Year Health Life Safety Survey for JAMS. (Roll Call) 81
 - 10. Consideration to approve the 10-Year Health Life Safety Survey for DEES. (Roll Call) 107
 - 11. Consideration to approve the 2026-2027 Schedule of School Board Meetings. (Roll Call) 131
- 12. Consideration to approve an addendum to Cassy Shelton's Administrator's Employment Agreement. (Roll Call)
- 13. Consideration to approve the FY27 Administrator salaries. (Roll Call)
- 14. Consideration to approve the resignation of Annie Klitzing, effective at the end of the 2025-2026 school year. (Roll Call)
- 15. Consideration to approve the resignation of Paige Stewart, effective at the end of the 2025-2026 school year. (Roll Call)
- 16. Consideration to approve the resignation of Diane Fish, effective at the end of the 2025-2026 school year. (Roll Call)



**Central
School District #104**

Imagine, Inspire, Achieve

17. Consideration to approve the resignations of Gina James from two positions. Assistant Softball Coach and Promotion Ceremony Coordinator. **(Roll Call)**
18. Consideration to approve the letter of intent to retire submitted by Gina James, effective at the end of the 2029-2030 school year. **(Roll Call)**
19. Consideration to approve the letter of intent to retire submitted by Angela Barnes, effective at the end of the 2029-2030 school year. **(Roll Call)**
20. Consideration to approve the hiring of MiaBella Lorton as a 5/6th Grade Assistant Basketball Coach. **(Roll Call)**
21. Consideration to approve the hiring of Tina Barish as the Promotion Ceremony Coordinator. **(Roll Call)**
22. Adjourn

JAMS MONTHLY BOARD REPORT

March



Academics

The 4th quarter is just beginning, and we're kicking things off with our IAR testing. We will start with Math for three days, followed by Reading for two days. Our goal is to complete all IAR testing before Spring Break.

Once we return from break, our 5th- and 8th-grade students will shift their focus to the Science assessment. Our students and teachers have been working hard during practice sessions, and we're excited to see the growth they demonstrate this year.

We recently wrapped up our problem-solving meetings and will begin new intervention groups after testing. Thank you for your continued support as we work together to help our students succeed!

Athletics/Clubs

We are wrapping up Scholar Bowl and boys' and girls' volleyball. We have started soccer, and track season will begin soon as well. Our band students are working hard as they prepare for the spring concert and the solo and ensemble contest.

Professional Development

Donna Whyte was in our building last week helping us enhance our MTSS program and begin planning for the transition of third grade students to JAMS. We are also working to build enhancements to our program to add additional support for our incoming third grade students and ensure a smooth academic transition.

Other

We recently celebrated our young authors: Adalyna Star Boyd (8th Grade), Declan Dunn (7th Grade), Abha Kharel (4th Grade), and Jeremiah Bedeau (4th Grade).

We also recognized Aria Larson and Summer Nicholson for receiving the Do the Right Thing Award. Congratulations to our inaugural National Junior Honor Society (NJHS) members, with 11 students joining this year.

We have many exciting things planned here at JAMS. Our 8th-grade promotion ceremony is scheduled for May 14. In addition, our Women's Empowerment Night will be held on March 27. Staff is also working hard to plan our first Mental Health Day – "You Matter" for our 3rd–8th grade students. More details to follow.

DEES MONTHLY BOARD REPORT

March



Academics

Adjusted Kindergarten Power Hour
Continue to work on iReady Reading and Math
Prekindergarten teachers are reviewing new curriculum/assessment tool

Athletics/Clubs

Yearbook orders were due on March 1

Professional Development

Donna Whyte at DEES March 12 and 13th
Ms. Rankin and Ms. Cam attended the Illinois Reading Conference
Mrs. Hall and Mrs. Lynch attended the Handle with Care Training

Other

Sidney Adams was our Young Author's Recipient
Nisah Jennings was our IPA winner
Art Fair-April 17th at DEES
Spring Musical-April 23rd



CENTRAL SCHOOL DISTRICT #104

Imagine . Inspire . Achieve

Director's Report
March 2026

- **Building & Grounds- Mr. Bergman**

- 2-2 I fixed the floor machine at JAMS quoted \$1,147 to repair and cost me \$0.
- 2-3 We had the lockdown drill at JAMS and it went very well .
- 2-6 Had a owners meeting with Poettker for JAMS project
- 2-9 JAMS BI annual hood inspection
- 2-9 JAMS \$2500 for plowing and salting
- 2-9 DEES \$1475 for plowing and salting
- 2-10 Myself and Dr Rodriguez met with Cordigan And Clark
For our 10 yr HLS which have not been done at JAMS ever was due in 2018 and DEES were due in 2015 there were alot of things on the list that I have already fixed Saving the district \$38,000 at DEES and JAMS \$4400
- 2-11 through 2-27 I worked on the stuff on the 10yr HLS
- 2-17 Trane Fixed 2 actuators in the old wing at JAMS
- \$2153
- 2-18 Signed proposal from boyer for our 5yr back flow inspection they will also fix the issue we had during inspection. This work will be done April 2&3 JAMS \$3533
DEES \$2400
- 2-20 DEES hood inspection by Boyer
- 2-24 Fire Alarm had an issue and had to call out Johnson control to reprogram our panel waiting on the bill. I'm sure it won't be cheap, their hourly rates are ridiculous.
- 2-25 I signed a contract to have our water tested for PFAs from the water fountains At both schools it is \$300 per sample we will do 7 samples and 2 test kits for a total of \$2700
- 2-26 mowers were rescheduled to have them serviced for summer; they need tires and tune ups.
- 2-27 I signed a proposal from Windows and More to replace all the wired glass at DEES which is a big safety hazard
It is all the 3rd grade classroom doors and surrounding windows to the doors.\$5155

Finance- Mrs. Cavins

- Payroll taxes for 2 payrolls
- Bank file for 2 payrolls
- Bank deposit

- Complete 1099's
- Correspond with employee regarding unpaid leave and COBRA; several times
- Process special parent transportation reimbursement
- Process pay requests for DO renovation and JAMS addition
- Process extra duty stipends
- Additional correspondence with WC adjuster
- Complete Medicaid quarterly claim
- Prepare salary spreadsheet
- Respond to FOIA requests (2)
- Reconcile Maintenance Grant
- Prepare corrected 1099
- Update employees out on FMLA
- Process donation from former student
- Worker's Comp insurance renewal
- Prepare FY26 End of Year Projections
- Prepare FY27 Projected Budget
- Process extra duty stipends
- Process Homeless Transportation on a student
- Work on monthly financials
- Update new employee information sheet
- Set up tuition out student information for billing
- EIS meeting

Technology- Mrs. Daniels

- ACCESS Testing
- IAR Testing Prep
- Claimable/Nonclaimable in TE
- ESL in TE
- Set field defaults in TE
- Working on ISBE exports from TE
- SOPPA Meeting
- Joined upgraded SOPPA group for greater protection, cost \$500/year
- Securly Pass Kiosk Set Up
- CyberSecurity Meeting with Managed Methods (Proactive Security)
- CyberSecurity Meeting with CyberNut (Training)
- Meeting with Generation Genius for NewsELA upgrade
- 5 Essentials Survey maintenance
- Created Lockdown FOBs for buildings and updated FOBS for Fire NAC Boxes
- Created updated staff ID template
- Updated FOBs
- Updated Website
- Ordered student chromebooks for 26-27
- 38 IT Requests

Consolidated District Plan

SESSION
TIMESTAMP 19:51

Applicant: CENTRAL SD 104

County: Saint Clair

Consolidated District Plan ▾

Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application[Printer-Friendly](#)[Click to Return to Application Select](#)

Project Number: 27-CDP-00-50-082-1040-02

Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
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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. 7

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

Have questions or need help? Contact our Call Center (217)558-3600 between 7:00am - 5:00pm CST, Monday - Friday or [Click here to Contact Us](#)

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Consolidated District Plan

Applicant: CENTRAL SD 104

County: Saint Clair

Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 27-CDP-00-50-082-1040-02

Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History	Page
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Contact Information

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
<input type="text" value="Rodriguez"/>	<input type="text" value="Gabrielle"/>	<input type="text"/>
Phone*	Email*	
<input type="text" value="618"/> <input type="text" value="632"/> <input type="text" value="6336"/>	<input type="text" value="grodriguez@central104.org"/>	
Extension		
<input type="text"/>		

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

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

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender 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 fed project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it pl those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with re application.

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

(766 of 2500 maximum characters used)

District 104 is an equal opportunity employer and provider. We are all inclusive and encourage diversity. We do not discriminate based on gender, race, national origin, color, disabili or other barriers will not prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity. The steps to be taken to overcome these conducted by not collecting any of the six types of barriers on applications or non-essential documents that are not required by the federal government. We recruit minority staff a diversity by 275% in our district. We ensure equal opportunity and participation in all of our programs. We provide translation to all of our documents and work samples.

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 B (Administrator overseeing EL Services) must also participate in the completion of Title III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service

4. District Migrant Education Program Liaison

Last Name	First Name	Middle Initial
<input type="text" value="Rodriguez"/>	<input type="text" value="Gabrielle"/>	<input type="text"/>
Phone	Extension	Email
<input type="text" value="618"/> <input type="text" value="632"/> <input type="text" value="6336"/>	<input type="text"/>	<input type="text" value="grodriguez@central104.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 F ISBE at 312-814-3850 or Multilingual@isbe.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual if it has child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under th Act of 2015) - Title I, Part C - Education of Migratory Children.

5. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

[Save Page](#)

*Required field, applicable for all funding sources

Consolidated District Plan

SESSION
TIMED OUT 19:57

Applicant: CENTRAL SD 104

County: Saint Clair

Consolidated District Plan 

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

[Printer-Friendly](#)

[Click to Return to Application Select](#)

Project Number: 27-CDP-00-50-082-1040-02

Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
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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

[Save Page](#)

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*Required field, applicable for all funding sources

Consolidated District Plan

Applicant: CENTRAL SD 104

County: Saint Clair

Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 27-CDP-00-50-082-1040-02

Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History
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Needs Assessment and Programs

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2026-2027. **NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed.**

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

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2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported with funding from the programs selected.* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to meet 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 the plan. (822 of 7500 maximum characters used)

The funds will be used to provide additional resources to our most at-risk population, which are our students who benefit from academic and social-emotional support. We will also provide professional development activities to our entire staff, as they will all be working with the at-risk population. The funds will be used to provide technology and supplemental math to our basic curriculum. In addition, the funds will be used to support our school improvement plan, which also targets improving the academic skills and social-emotional skills of students. Specifically this year funds will be mainly utilized to provide consulting services by Donna Whyte in literacy and Dr. Jesse Jackson in culture and climate to transform to a culture of

Response from the approved prior year Consolidated District Plan.

The funds will be used to provide additional resources to our most at-risk population, which are our students who benefit from academic and social-emotional support. We will also provide professional development activities to our entire staff, as they will all be working with the at-risk population. The funds will be used to provide technology and supplemental math to our basic curriculum. In addition, the funds will be used to support our school improvement plan, which also targets improving the academic skills and social-emotional skills of students. Specifically this year funds will be mainly utilized to provide consulting services by Donna Whyte in literacy and Dr. Jesse Jackson in culture and climate to transform to a culture of

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

Yes No

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

- Title I, Part A - Improving Basic Programs
- Title I, Part A - School Improvement Part 1003
- Title I, Part D - Delinquent
- Title I, Part D - Neglected
- Title I, Part D - State Neglected/Delinquent
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction Educational Program (LIEP)

- Title III - Immigrant Student Education Program (ISEP)
- Title IV, Part A - Student Support and Academic Enrichment
- Title V, Part B - Rural and Low-Income Schools
- IDEA, Part B - Flow-Through

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

Transfer of Funds

- Yes No

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

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

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. (600 of 7500 maximum characters used)

Title I funding is necessary to provide low income, high risk student populations with the services they require and deserve. Providing professional development to our staff to learn has been an ongoing focus. Title II and IV monies help support this initiative, and also make it possible for consultants to work with our students in the science of reading, provide cultural learning, to create rigorous environments most conducive to learning to close any existing achievement gaps. IDEA funds support staff for our most fragile student populations.

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Legislative References:

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

Save Page

*Required field, applicable for all funding sources

Applicant: CENTRAL SD 104

County: Saint Clair

Application: 2026-2027 Consolidated District Plan - 00
 Cycle: Original Application

Project Number: 27-CDP-00-50-082-1040-02

Overview	Contact Information	Amendments	Needs Assessment and Programs				Plan Specifics	Assurance Pages	Submit
Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific

Needs Assessment Impact

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

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

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

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

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

A. Title I, Part A - Improving Basic Programs

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

Our needs assessment shows our student population at more than 60% free and reduced lunch and nearly 100% of those students are either in tier 2 or 3 for requiring academic or MTSS. Our black students are outperformed by 75% on state assessments. We have adopted a common curriculum in grades K-8 and are mandating its use. We use iReady and ESG to track progress. We have eliminated multiple programs that offered no support to students and have implemented block scheduling and center concepts. We have employed literac instruction in alignment with the science of reading and Dr. Jesse Jackson, III to address climate and culture needs.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

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

Our needs assessment indicates we have some staff turn over. We have worked closely with the union to offer many incentives for attendance, full years of service, and a 6% increase for professionals. We offer planning and preparation orientation prior to the school year beginning and hold various Central University trainings throughout the year to build capacity.

G. Title III - LIEP

H. Title III - ISEP

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

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any learning gaps, and nonpublic equitable share (if applicable).

Student support and academic enrichment are provided through our rigorous MTSS system. We have tiered power hour groups daily to address any skill deficiencies and assess student progress. We hold quarterly to review progress and problem-solving meetings take place to provide wrap around support for students.

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

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

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For our special needs students, we provide classroom support with the assistance of several qualified paraprofessionals. These paraprofessionals have been highly trained to complete tasks and support students in the classroom.

L. IDEA, Part B - Preschool

Preschool support is guided by the help of the state of Illinois. We have implemented all necessary remediations requested, earning a silver circle of quality rating. Center activities, including direct instruction, are implemented directly with state recommendations.

Legislative Requirement:

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

Save Page

*Required field, applicable for all funding sources selected

Consolidated District Plan

Applicant: CENTRAL SD 104
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 27-CDP-00-50-082-1040-02

County: Saint Clair

Overview	Contact Information	Amendments	Needs Assessment and Programs				Plan Specifics	Assurance Pages	Submit
Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific

Stakeholder Involvement

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 is required.

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful career or postsecondary education, addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic needs of 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 high-quality learning experiences for all students.

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.

(1047 of 7500 maximum characters used)

The LEA met on several occasions with grade level teachers, special education teachers, principals, MTSS teachers, and the instructional coach to discuss the consolidated district plan. In addition, the administration meets regularly to discuss needs and to develop a plan. The meetings discussed programs used for assessing, identifying and monitoring students who are at-risk. iReady assessment is used 3 times throughout the year to provide data on the growth and development of the students. Goals and intervention plans are adjusted often as a result of the assessments. The principal holds monthly data meetings and provides ideas and plans for students, which helped in early identification and intervention strategies for students. We also discussed programs and professional development needs that arose as a result of the discussions. The teachers have great insight into the needs of the district as data review is a key component of the meetings. A great deal of the information was used in creating the Consolidated District Plan.

Response from the prior year Consolidated District Plan.

The LEA met on several occasions with grade level teachers, special education teachers, principals, MTSS teachers, and the instructional coach to discuss the consolidated district plan. In addition, the administration meets regularly to discuss needs and to develop a plan. The meetings discussed programs used for assessing, identifying and monitoring students who are at-risk. iReady assessment is used 3 times throughout the year to provide data on the growth and development of the students. Goals and intervention plans are adjusted often as a result of the assessments. The principal holds monthly data meetings and provides ideas and plans for students, which helped in early identification and intervention strategies for students. We also discussed programs and professional development needs that arose as a result of the discussions. The teachers have great insight into the needs of the district as data review is a key component of the meetings. A great deal of the information was used in creating the Consolidated District Plan.

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

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

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.

(879 of 7500 maximum characters used)

The district encourages parents and family members to be a part of the development of the LEA plans. The first step is allowing parents to feel comfortable and welcome, so we provide many opportunities for the parent to come in and become engaged, whether it be to meet in person, interact through the Class Tag communication app or participating via Google Meets. We offer support to the families and encourage them to ask us questions if they have any so they can participate in the development of the LEA plan. The teacher, special education coordinator, social worker and mental health specialist all work hard to get to know the parents and allow them to feel part of the plan. We discuss the plan at meetings with parents in order for them to better understand the plan. We engage EL learners through translation services utilizing staff and technology for all activities.

Response from the prior year Consolidated District Plan.

The district encourages parents and family members to be a part of the development of the LEA plans. The first step is allowing parents to feel comfortable and welcome, so we provide many opportunities for the parent to come in and become engaged, whether it be to meet in person, interact through the Class Tag communication app or participating via Google Meets. We offer support to the families and encourage them to ask us questions if they have any so they can participate in the development of the LEA plan. The teacher, special education coordinator, social worker and mental health specialist all work hard to get to know the parents and allow them to feel part of the plan. We discuss the plan at meetings with parents in order for them to better understand the plan. We engage EL learners through translation services utilizing staff and technology for all activities.

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.

(541 of 7500 maximum characters used)

Class open houses are held prior to the start of school so the student and parent can get to know the teacher and the expectations for the year. Parents are encouraged to register on the Class Tag App so the teacher can communicate daily. Also, Google classroom is shown to the parents so they know what assignments are assigned and due. We will also hold parent nights throughout the year and encourage parents to come into the school. We engage EL learners through translation services utilizing staff and technology for all activities.

Response from the prior year Consolidated District Plan.

Class meetings are held prior to the start of school so the student and parent can get to know the teacher and the expectations for the year. Parents are encouraged to register on the Class Tag App so the teacher can communicate daily. Also, Google classroom is shown to the parents so they know what assignments are assigned and due. We will also hold parent nights throughout the year and encourage parents to come into the school. We engage EL learners through translation services utilizing staff and technology for all activities.

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 er 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)

Save Page

*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

Consolidated District Plan

Applicant: CENTRAL SD 104

County: Saint Clair

Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 27-CDP-00-50-082-1040-02

Overview	Contact Information	Amendments	Needs Assessment and Programs				Plan Specifics	Assurance Pages	Submit
Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specifics

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 plan to be incorporated into the LEA's Consolidated District Plan, establish the LEA's expectations and objectives for meaningful parent and family involvement, and describe how the LEA will:

- (A) Involve parents and family members in jointly developing the LEA Consolidated District Plan, and the development of support and improvement plans.
- (B) Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing strategies to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations to engage 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 parent and family members to assist with the learning of their children; and, strategies to support successful school and family interactions.
- (E) Use the findings of the evaluation (D) to design evidence-based strategies for more effective (E) parental involvement, and to revise, if necessary the parent and family engagement policy.
- (F) Involve parents in the activities of the Title I schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents to represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

By checking this box, the applicant hereby certifies that they have read, understood, and will comply with the parent and family engagement policy requirements.

Resources:

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

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

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

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

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

How To Upload A File

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

Choose File Upload

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 uploaded document will be permanently saved.

[Parent & Family Engagement.pdf](#)

Delete Selected Files

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

Save Page

*Required field

Consolidated District Plan

Applicant: CENTRAL SD 104
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 27-CDP-00-50-082-1040-02

County: Saint Clair

Consolidated District Plan ▾

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

Overview	Contact Information	Amendments	Needs Assessment and Programs			Plan Specifics	Assurance Pages	Submit
Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment
								Title I Specifics

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

Consultation Requirements:

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

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

Will Private Schools participate in the Program?

Yes No

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

Yes No N/A

[Nonpublic School Consultation Form](#)

[Nonpublic School Participation List Form](#)

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

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

Comments:

[Create Additional Entries](#)

[Save](#)

Consolidated District Plan

Applicant: CENTRAL SD 104

County: Saint Clair

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 27-CDP-00-50-082-1040-02

Overview	Contact Information	Amendments	Needs Assessment and Programs				Plan Specifics	Assurance Pages	Submit
Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specifics

Preschool Coordination

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acad child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to p their needs.

District Goal(s):

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

25

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

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

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

No Preschool Programs

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

(891 of 7500 maximum characters used)

We offer various family engagement activities so the parents come to the school to become involved, to get to know the teacher, program and the school. We have held Pare Jesse Jackson, III. We have also held Parent University to update parents on various topics. The parents are also encouraged to spend time in the schools as a volunteer, agai encourage our preschool students to visit the kindergarten classrooms so the students become familiar with what an elementary school program looks like. When going on to schedule a visit or attend a parent meeting or open house, so they can get to know the teacher and see the classroom and the school. Our PTO has regular monthly meeting:

Response from the approved prior year Consolidated District Plan.

We offer various family engagement activities so the parents come to the school to become involved, to get to know the teacher, program and the school. The parents are als volunteer, again to get to know the teacher, program and school. We encourage our preschool students to visit the kindergarten classrooms so the students become familiar When going on to the elementary school, we encourage the parents to schedule a visit or attend a parent meeting or open house, so they can get to know the teacher and se

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

Save Page

*Required field for Title I and/or IDEA Preschool

Applicant: CENTRAL SD 104
 Application: 2026-2027 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 27-CDP-00-50-082-1040-02

County: Saint Clair

Overview	Contact Information	Amendments	Needs Assessment and Programs				Plan Specifics	Assurance Pages	Submit
Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific

Student Achievement and Timely Graduation

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acad child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to their needs.

District Goal(s):

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

27

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

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan r DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

(649 of 7500 maximum characters used)

Students in grade K-8 receive weekly reading instruction from a variety of sources based on their instructional reading level. The material iss differentiated so all students can instruction based on the science of reading is used in a lot of the classrooms. In addition, many skill based/leveled centers are used by the teachers in grades K-8. The teach and resources to enhance the reading and language skills of the students. Teachers are encouraged to attend professional learning opportunities which enhance their teaching

Response from the prior year Consolidated District Plan.

Students in grade K-8 will receive weekly reading instruction from a variety of sources based on their instructional reading level. The material will be differentiated so all stud group instruction based on the science of reading is used in a lot of the classrooms. In addition, many skill based/leveled centers are used by the teachers in grades K-8. The programs and resources to enhance the reading and language skills of the students. Teachers are encouraged to attend professional learning opportunities which enhance the

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, l applicable to the district. [2]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan r DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

(888 of 7500 maximum characters used)

The teachers administer the iReady Assessments three times a year to assess the reading and math level of the students. We will also use ESGI this year to assess the kinde data identifies the students who are at-risk. The data is reviewed by the principal, special education coordinator, MTSS teachers and teachers to see who meets the criteria f instruction. Since the data is reviewed at least quarterly, changes are often made to the intervention if the students is not making progress. After at least 6 weeks of interve team determines if a special education referral needs to take place for the student or if the intervention needs changed. We use the States guidelines in identifying low-incon

Response from the prior year Consolidated District Plan.

The teachers administer the iReady Assessments three times a year to assess the reading and math level of the students. We will also use ESGI this year to assess the kinde data identifies the students who are at-risk. The data is reviewed by the principal, special education coordinator, MTSS teachers and teachers to see who meets the criteria f instruction. Since the data is reviewed at least quarterly, changes are often made to the intervention if the students is not making progress. After at least 6 weeks of interve team determines if a special education referral needs to take place for the student. We use the States guidelines in identifying low-income students and EL learners.

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

(326 of 7500 maximum characters used)

Instruction is differentiated which is helpful to students. MTSS reading push in services are offered 4 times a week for students during Power Hour. In addition, our MTSS uses our MTSS (multi-tiered support system) time, which provides additional support and resources.

Response from the prior year Consolidated District Plan.

Instruction is differentiated which is helpful to students. MTSS reading push in services are offered 4 times a week for students during Power Hour. In addition, our MTSS uses our MTSS (multi-tiered support system) time, which provides additional support and resources.

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

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

(469 of 7500 maximum characters used)

The district has many supplemental programs such as iReady Reading and Math, No Red Ink, which enhance the reading and math skills of the students. The use of these supplements is reported to the principals through usage reports. Each teacher will be held accountable for their students' weekly use of the programs. In addition, teachers will be encouraged to use these programs engaged in the lessons.

Response from the prior year Consolidated District Plan.

The district has many supplemental programs such as iReady Reading and Math, No Red Ink, which enhance the reading and math skills of the students. The use of these supplements is reported to the principals through usage reports. Each teacher will be held accountable for their students' weekly use of the programs. In addition, teachers will be encouraged to use these programs engaged in the lessons.

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 high schools by inexperienced, or out-of-field teachers. [5]**

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

(393 of 7500 maximum characters used)

Our staff will be provided some focused training on dealing with low income, trauma and minority students. We will expect teachers to use techniques and methods learned, in dealing with low income and minority students. We will offer additional PD to the staff on being culturally responsive and have employed a mental health specialist to cover both buildings.

Response from the prior year Consolidated District Plan.

Our staff will be provided some focused training on dealing with low income, trauma and minority students. We will expect teachers to use techniques and methods learned, in dealing with low income and minority students. We will offer additional PD to the staff on being culturally responsive and have employed a mental health specialist to cover both buildings.

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

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

(529 of 7500 maximum characters used)

The district recruited a librarian this past year to service both schools with library and media services. Both school locations have highly stocked libraries with varying interest utilize the librarian to push into classrooms besides holding whole group to align book talks with classroom learning utilizing digital literacy skills first prior to checking out ma student achievement by following state standards.

Response from the prior year Consolidated District Plan.

The district recruited a librarian this past year to service both schools with library and media services. Both school locations have highly stocked libraries with varying interest utilize the librarian to push into classrooms besides holding whole group to align book talks with classroom learning utilizing digital literacy skills first prior to checking out ma student achievement by following state standards.

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

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan r DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

(219 of 7500 maximum characters used)

Through the use of differentiated and guided instruction during power hour, gifted and talented students are given opportunities to thrive. Assignments are differentiated to a

Response from the prior year Consolidated District Plan.

Through the use of differentiated and guided instruction during power hour, gifted and talented students are given opportunities to thrive. Assignments are differentiated to a

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)

Save Page

*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

Consolidated District Plan

Applicant: CENTRAL SD 104

County: Saint Clair

Application: 2026-2027 Consolidated District Plan - 00
 Cycle: Original Application

Project Number: 27-CDP-00-50-082-1040-02

Overview	Contact Information	Amendments	Needs Assessment and Programs				Plan Specifics	Assurance Pages	Submit
Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific

College and Career Readiness

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful career and higher education, while 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 cultural needs of all students.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to improve student learning.

District Goal(s):

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

31

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

- i. Coordination with institutions of higher education, employers, and other local partners;* and**
- ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests or**

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. *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.*

(535 of 7500 maximum characters used)

In order to make the transition from middle school to the high school easier, we implement programs and policies at our middle school that the students will see at the high school and administrators from other middle schools and the high school to look at our curriculum so it aligns with the expectations of the high school. Our curriculum prepares them what they need to know to be successful by adding in honors courses in ELA and Math.

Response from the approved prior year Consolidated District Plan.

In order to make the transition from middle school to the high school easier, we implement programs and policies at our middle school that the students will see at the high school and administrators from other middle schools and the high school to look at our curriculum so it aligns with the expectations of the high school. Our curriculum prepares them what they need to know to be successful.

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

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities in demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry professionals

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

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

(922 of 7500 maximum characters used)

Several of the elementary school classes teach units on occupations, trades and community jobs. They walk around the school meeting people who have different jobs and careers (e.g., cafeteria worker, etc.). They do reports on different jobs and trades. They also have guest speakers such as dentists and veterinarians who come and visit or they take a trip to learn about different occupations. Our middle school students participate in a Career Fair in which there are hundreds of business professionals, technical workers and trades professionals. In addition, our 8th graders participated in Future Fridays, which was a series that took place several Fridays each month where professional speakers and speakers with trades questions about their field.

Response from the approved prior year Consolidated District Plan.

Several of the elementary school classes teach units on occupations, trades and community jobs. They walk around the school meeting people who have different jobs (a cafeteria worker, etc.). They do reports on different jobs and trades. They also have guest speakers such as dentists and veterinarians who come and visit or they take a trip to learn about different occupations. Our middle school students participate in a Career Fair in which there are hundreds of business professionals, technical workers and trades professionals. In addition, our 8th graders participated in Future Fridays, which was a series that took place several Fridays each month where professional speakers and speakers with trades backgrounds answered questions about their field.

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)

Save Page

*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

Consolidated District Plan

Applicant: CENTRAL SD 104
 Application: 2026-2027 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 27-CDP-00-50-082-1040-02

County: Saint Clair

Overview	Contact Information	Amendments	Needs Assessment and Programs				Plan Specifics	Assurance Pages	Submit
Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specifics

Professional Development - Highly Prepared and Effective Teachers and School Leaders

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

ISBE Goals:

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

District Goal(s):

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

33

For each program for which funding is anticipated for the 2026-2027 school year, provide a brief description of professional development activities to be funded by
 NOTE: - If Professional Development will not be provided for a funded program below, enter **NOT PROVIDING**.

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

Program and Description

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

Consulting services by Dr. Jesse Jackson, III on student behavior and culture and climate and Donna Whyte on literacy and the science of reading will be employed t component.
- B. Title I, Part A - School Improvement Part 1003
- C. Title I, Part D - Delinquent
- D. Title I, Part D - Neglected
- E. Title I, Part D - State Neglected/Delinquent
- F. Title II, Part A - Preparing, Training, and Recruiting

While most of Title II will be braided with Title I, a focus on teacher wellness, student behavior, and literacy will be provided by district consultants to provide ongoin
- G. Title III - LIEP
- H. Title III - ISEP
- I. Title IV, Part A - Student Support and Academic Enrichment

While most of Title IV will be braided with Title I, a focus on teacher wellness, student behavior, and literacy will be provided by district consultants to provide ongoin
- J. Title V, Part B - Rural and Low Income Schools
- K. IDEA, Part B - Flow-Through [2]

Professional development is provided by our special education cooperative, BASSC.
- L. IDEA, Part B - Preschool

Professional development is provided by our special education cooperative, BASSC.

Legislative Requirement:

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

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

[Save Page](#)

*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

Consolidated District Plan

Applicant: CENTRAL SD 104
 Application: 2026-2027 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 27-CDP-00-50-082-1040-02

County: Saint Clair

Overview	Contact Information	Amendments	Needs Assessment and Programs				Plan Specifics	Assurance Pages	Submit
Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific

Safe and Healthy Learning Environment

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acad child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to j their needs.

District Goal(s):

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

35

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

- i. reduce incidences of bullying and harassment;**
- ii. reduce the overuse of discipline practices that remove students from the classroom [1];**
- iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below**
 - a. each major racial and ethnic group;
 - b. economically disadvantaged students as compared to students who are not economically disadvantaged;
 - c. children with disabilities as compared to children without disabilities;
 - d. English proficiency status;
 - e. gender; and
 - f. migrant status.

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. *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.*
 (691 of 7500 maximum characters used)

We have a bullying policy that is revisited often and enforced at both schools. There is a bully bench on the playground for students to go sit if they need a friend. An SEI implementing practices to boost the social-emotional skills of the students. Restorative practices are used by the administration for discipline. In addition, staff members reasons behind its use. We avoid punitive discipline practices whenever possible. By training staff on restorative practices, we are hoping to avoid any aversive behavior informed trained.

Response from the prior year Consolidated District Plan.

We have a bullying policy that is revisited often and enforced at both schools. There is a bully bench on the playground for students to go sit if they need a friend. An SEI implementing practices to boost the social-emotional skills of the students. Restorative practices are used by the administration for discipline. In addition, staff members reasons behind its use. We avoid punitive discipline practices whenever possible. By training staff on restorative practices, we are hoping to avoid any aversive behavior informed trained.

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

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

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. *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.*
 (256 of 7500 maximum characters used)

Homeless children are immediately registered for school. We provide school supplies and backpacks to these students as well as provide free lunch and the waiving of reg transportation to and from school.

Response from the prior year Consolidated District Plan.

Homeless children are immediately registered for school. We provide school supplies and backpacks to these students as well as provide free lunch and the waiving of reg transportation to and from school.

Title I Requirement:

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

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)

Save Page

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

Consolidated District Plan

19:58

Applicant: CENTRAL SD 104

County: Saint Clair

Consolidated District Plan ▼

Application: 2026-2027 Consolidated District Plan - 00
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[Printer-Friendly](#)
[Click to Return to Application Select](#)

Project Number: 27-CDP-00-50-082-1040-02

Overview	Contact Information	Amendments	Needs Assessment and Programs				Plan Specifics	Assurance Pages	Submit
Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
Title I Specific - Part One							Title I Specific		

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1001 - Joseph Arthur Middle School	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	03/03/2026
2001 - DAWN ELSER ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	03/03/2026

Describe anticipated Reorganizations: 3rd grade students will be moving to Joseph Arthur Middle School, reorganizing that building to a 3-8 school, and Dawn Elser Elementary a Preschool-2 school.

[Save](#)

Consolidated District Plan

Applicant: CENTRAL SD 104

County: Saint Clair

Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 27-CDP-00-50-082-1040-02

Overview	Contact Information	Amendments	Needs Assessment and Programs				Plan Specifics	Assurance Pages	Submit
Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
Title I Specific - Part One									

Title I Specific Requirements - Part Two

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 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 is required.

ISBE Goals:

- Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful career path while addressing historic inequities.
- Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic needs of 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 meet the needs of all students.

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 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 for the current 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. If the district does not have any schools identified as comprehensive or targeted, enter*

No schools identified under this part

(323 of 7500 maximum characters used)

Joseph Arthur Middle School has successfully transitioned from a targeted to commendable school. Students were identified, especially the growing Hispanic population and students who needed additional support. We provided supplemental instruction and resources to those students.

Response from the approved prior year Consolidated District Plan.

Joseph Arthur Middle School has successfully transitioned from a targeted to commendable school. Students were identified, especially the growing Hispanic population, who needed additional support. We provided supplemental instruction and resources to those students.

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?

- 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 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.

Save Page

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 educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (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. 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.

(365 of 7500 maximum characters used)

We operate a Title I/MTSS program that is push in and pullout school-wide program for grades K-8 and a push-in and pullout program. We serve the students who are in the time. These students are at-risk, so they receive daily, small group, supplemental instruction. Our goal is for all students to make progress.

Response from the approved prior year Consolidated District Plan.

We operate a Title I/MTSS program that is push in and pullout school-wide program for grades K-8 and a push-in and pullout program. We serve the students who are in the time. These students are at-risk, so they receive daily, small group, supplemental instruction. Our goal is for all students to make progress.

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND 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. 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**

(487 of 7500 maximum characters used)

The staff at Central District #104 uses ESGI and iReady data, along with the state mandated English screeners (based on home language surveys) to identify the non-English performing in the lower 10% of the population. The administration, teachers and paraprofessionals also review IAR scores to see who scores below grade level. The teacher intervention plan to offer instructional support.

Response from the approved prior year Consolidated District Plan.

The staff at Central District #104 uses Fastbridge and iReady data to identify the non-English speaking students who are at-risk or who are performing in the lower 10% of the population. The administration, teachers and paraprofessionals also review IAR scores to see who scores below grade level. The teachers share the data with the parents and establish an intervention plan to offer instructional support.

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 who do not.

Save Page

*Required field

Consolidated District Plan

Applicant: CENTRAL SD 104
 Application: 2026-2027 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 27-CDP-00-50-082-1040-02

County: Saint Clair

Overview	Contact Information	Amendments	Needs Assessment and Programs				Plan Specifics	Assurance Pages	Submit
Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific

IDEA Specific Requirements

If IDEA funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funding, go 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 career and address historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic needs of each child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to meet the needs of their students.

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

1. How was the comprehensive needs assessment information used for planning grant activities?* This section should include the comprehensive needs identified 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.
 (1008 of 7500 maximum characters used)

Our special education students are making some progress, so we will continue to monitor their progress. We have self contained special education classrooms, and co-taught as regular education students. The academic progress of these students is monitored every week with the ESGI Assessment. Additional resources are purchased such as i-Ready skills of the special education students. If the needs of the students are not met through the co-taught classroom or self-contained classroom, sometimes the funds are used to better meet their needs. Professional development is given to teachers on administering all assessments and using the data to develop instruction and intervention strategies. Instruction and co-teaching skills to provide instruction that helps each student meet their goals.

Response from the approved prior year Consolidated District Plan.

Our special education students are making some progress, so we will continue to monitor their progress. We have self contained special education classrooms, and co-taught as regular education students. The academic progress of these students is monitored every week with the ESGI Assessment. Additional resources are purchased such as i-Ready skills of the special education students. If the needs of the students are not met through the co-taught classroom or self-contained classroom, sometimes the funds are used to better meet their needs. Professional development is given to teachers on administering the FastBridge Assessment and using the data to develop instruction and intervention strategies. Differentiating instruction and co-teaching skills to provide instruction that helps each student meet their goals.

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.
 (163 of 7500 maximum characters used)

An SEL team was formed and together they were trained on improving the social emotional skills of the students. They will lead the SEL PD for other staff members.

Response from the approved prior year Consolidated District Plan.

An SEL team was formed and together they were trained on improving the social emotional skills of the students. They will lead the SEL PD for other staff members.

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.

(203 of 7500 maximum characters used)

More emphasis will be put on addressing the social emotional skills of the students. We will expect every teacher to be addressing SEL daily through mindful minutes, somat

Response from the approved prior year Consolidated District Plan.

More emphasis will be put on addressing the social emotional skills of the students. We will expect every teacher to be addressing SEL daily.

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4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator. For 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.

(304 of 7500 maximum characters used)

Indicator 4- Suspension/Expulsion; 5&6- Educational Environment; 8- Parent Involvement are being supported with funds by providing professional development to address ; aligned curriculum and intervention, and increasing parental support in schools.

Save Page

*Required field

Consolidated District Plan

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

Overview

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

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

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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 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 a

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 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 Code) on the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:
https://www.isbe.net/Documents/school_vehicle_guidance.pdf
https://www.isbe.net/Documents/vehicle_use_summary.pdf
<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

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

REQUIREMENTS

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

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

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

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

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than parents 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 PERMIT 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

Have questions or need help? Contact our Call Center (217)558-3600 between 7:00am - 5:00pm CST, Monday - Friday or [Click Here](#)
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Consolidated District Plan

Applicant: CENTRAL SD 104

County: Saint Clair

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 27-CDP-00-50-082-1040-02

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Hall"/>	<input type="text" value="Mary"/>	<input type="text" value="Social Worker"/>	<input type="text" value="mhall@central:"/>
Phone*			
<input type="text" value="618"/> <input type="text" value="632"/> <input type="text" value="6336"/>			

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

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Rodriguez"/>	<input type="text" value="Gabrielle"/>	<input type="text" value="Superintendent"/>	<input type="text" value="grodriguez@ce"/>
Phone*			
<input type="text" value="618"/> <input type="text" value="632"/> <input type="text" value="6336"/>			

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

[Save Page](#)

*Required field

Response from the approved prior year Consolidated District Plan.

We provide door to door transportation for students in our district who qualify under IDEA and the students with disabilities. We also set up the transportation and ensure it is pro district.

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.

We have the students tested who may qualify as ELL. If they qualify will offer ELL services and support in the classroom to these students.

Response from the approved prior year Consolidated District Plan.

We have the students tested who may qualify as ELL. If they qualify will offer ELL services and support in the classroom to these students.

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

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 fi

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

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

If a dispute arises the parents and maybe an advocate meet with the special education coordinator and the superintendent. If the dispute is not resolved the parents may request cooperative. If the resolution cannot be resolved DCFS get involved and has the final say in the best interest determination.

Response from the approved prior year Consolidated District Plan.

If a dispute arises the parents and maybe an advocate meet with the special education coordinator and the superintendent. If the dispute is not resolved the parents may request cooperative. If the resolution cannot be resolved DCFS get involved and has the final say in the best interest determination.

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

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

The district shares appropriate information in staffings where necessary.

Save Page

*Required field

Consolidated District Plan

Applicant: CENTRAL SD 104

County: Saint Clair

Application: 2026-2027 Consolidated District Plan - 00
 Cycle: Original Application

Project Number: 27-CDP-00-50-082-1040-02

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

Youth in Care Stability Plan Development

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

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

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

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

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

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

The district always acts in the best interest of the child when determining transportation for the students in foster care. The special education case manager, transportation department look at the location of the Foster child in relationship to the school, the special needs of the child and the social emotional needs of the child in determining transport without an aide for transportation or provide mileage reimbursement for the parent to transport. All factors are considered for each individual child. The administrative team uses location of the home, disabilities/ needs of the child when determining transportation procedures. The transportation coordinator looks at the start and end time of school to determine in the morning and at the end of the day.

Response from the approved prior year Consolidated District Plan.

The district always acts in the best interest of the child when determining transportation for the students in foster care. The special education coordinator, who is also the transportation social worker look at the location of the Foster child in relationship to the school, the special needs of the child and the social emotional needs of the child in determining transport with or without an aide for transportation or provide mileage reimbursement for the parent to transport. All factors are considered for each individual child. The administrative team uses the location of the home, disabilities/ needs of the child when determining transportation procedures. The transportation coordinator looks at the start and end time of school to determine up in the morning and at the end of the day.

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 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.

Funding is selected based on the students needs. If they have a disability it would fall under IDEA Flow Through. If they have regular transportation, such as riding the school bus funds. The cost could also be shared with another district if the student moves out of the district, but we choose the student to remain in our school. The district may use the school transportation or provide a gas card for the parent to transport.

Response from the approved prior year Consolidated District Plan.

Funding is selected based on the students needs. If they have a disability it would fall under IDEA Flow Through. If they have regular transportation, such as riding the school bus funds. The cost could also be shared with another district if the student moves out of the district, but we choose the student to remain in our school. The district may use the school transportation or provide a gas card for the parent to transport.

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

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

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

If there is difficulty coming to an agreement the superintendent will get involved. A meeting will be held with the special education coordinator, social worker and DCFS to come u the student. The district is responsible for getting the transportation arranged so it will work to come to an agreement with DCFS.

Response from the approved prior year Consolidated District Plan.

If there is difficulty coming to an agreement the superintendent will get involved. A meeting will be held with the special education coordinator, social worker and DCFS to come u the student. The district is responsible for getting the transportation arranged so it will work to come to an agreement with DCFS.

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

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 special education coordinator arranges all transportation. She will consider the needs of the students when arranging for transportation. She will communicate with the parer school to arrange for adequate transportation for each child based on their disability, location and social emotional needs. The school of origin is responsible for the transportation

Response from the approved prior year Consolidated District Plan.

The special education coordinator arranges all transportation. She will consider the needs of the students when arranging for transportation. She will communicate with the parer school to arrange for adequate transportation for each child based on their disability, location and social emotional needs. The school of origin is responsible for the transportation

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 a 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.

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At the beginning of the year, the special education coordinator and the social worker communicate the transportation plan of the students with the teacher, the program assistants with the student and the process of who to notify if they become aware of a student who may need transportation services. The staff understands they can contact the social worl when they become aware of a student who may need transportation services, who then start the process of securing transportation. The social worker communicates with the spe arranges transportation immediately upon receiving word that we have an eligible student.

Response from the approved prior year Consolidated District Plan.

At the beginning of the year, the special education coordinator and the social worker communicate the transportation plan of the students with the teacher, the program assistants with the student and the process of who to notify if they become aware of a student who may need transportation services. The staff understands they can contact the social worl when they become aware of a student who may need transportation services, who then start the process of securing transportation. The social worker communicates with the spe arranges transportation immediately upon receiving word that we have an eligible student.

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*Required field

Consolidated District Plan

Applicant: CENTRAL SD 104

County: Saint Clair

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 27-CDP-00-50-082-1040-02

Overview	Contact Information	Amendments	Needs Assessment and Programs				Plan Specifics	Assurance Pages	Submit
Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
BSP Overview								BSP Plan Specifics	

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 12.5, Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for challenging academic standards as all children are expected to meet in Illinois.
Rules:	23 Ill. Admin. Code, Part 228.50
Contact:	Multilingual Department at 312-814-3850 multilingual@isbe.net

Consolidated District Plan

Applicant: CENTRAL SD 104
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 27-CDP-00-50-082-1040-02

County: Saint Clair

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

BSP Contact Information

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*

Email*

Middle Initial
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EL Program Director Requirements:

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

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*Required field

Consolidated District Plan

Applicant: CENTRAL SD 104

County: Saint Clair

Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 27-CDP-00-50-082-1040-02

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

Attendance Center Enrollment Information

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

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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.

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Consolidated District Plan

Applicant: CENTRAL SD 104
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 27-CDP-00-50-082-1040-02

County: Saint Clair

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

BSP Professional Development

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

PROFESSIONAL DEVELOPMENT ACTIVITIES

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

*The required professional development will be provided.

- Yes
- No

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

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*Required field

Consolidated District Plan

Applicant: CENTRAL SD 104

County: Saint Clair

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 27-CDP-00-50-082-1040-02

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

BSP TBE Requirements

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

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes No

*Required field

Consolidated District Plan

Applicant: CENTRAL SD 104

County: Saint Clair

Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 27-CDP-00-50-082-1040-02

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

TBE Parent Advisory Committee

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

Does your district offer a TBE program?

- Yes
- No

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Consolidated District Plan

Applicant: CENTRAL SD 104

County: Saint Clair

Consolidated District Plan

Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application

[Printer-Friendly](#)

[Click to Return to Application Select](#)

Project Number: 27-CDP-00-50-082-1040-02

Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Plan Assurances		State Assurances		Debarment	Lobbying	GEP4 442	Assurances		

Board Approval, Certification, and Assurances

[Instructions](#)

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

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

[03/03/2026](#)

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

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- 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;
- 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;
- 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));
- 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;
- Collaborate with the State or local child welfare agency to—
 - 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
 - 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—
 - 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))
 - 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—
 - The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - The local educational agency agrees to pay for the cost of such transportation; or
 - The local educational agency and the local child welfare agency agree to share the cost of such transportation; and
- 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
- 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)).
- 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.

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Consolidated District Plan

Applicant: CENTRAL SD 104

County: Saint Clair

Consolidated District Plan

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

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

Project Number: 27-CDP-00-50-082-1040-02

Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances				

Grant Application Certifications and Assurances

[Instructions](#)

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

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

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

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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).

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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 Education's employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).

24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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.

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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 grantee's or contractor's 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 grantee's or contractor's 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.

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Consolidated District Plan

Applicant: CENTRAL SD 104
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 27-CDP-00-50-082-1040-02

County: Saint Clair

Consolidated District Plan

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Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion

[Instructions](#)

Lower Tier Covered Transactions

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:

- 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;
- 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;
- 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;
- 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
- The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

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Instructions for Certification

- By checking the box above and saving this page, the prospective lower tier participant is providing the certifications set out herein.
- 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.
- 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.
- 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.
- 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
- Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

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Consolidated District Plan

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Certification Regarding Lobbying

[Instructions](#)

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

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

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement. 73
- (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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Consolidated District Plan

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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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Have questions or need help? Contact our Call Center (217)558-3600 between 7:00am - 5:00pm CST, Monday - Friday or [Click here to Contact Us](#)

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Consolidated District Plan

Applicant: CENTRAL SD 104

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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

v.02.17.2026

GABRIELLE RODRIGUEZ Signature of School District Superintendent / Agency Administrator Agreed to on this Date: 03/03/2026

Signature of Board-Certified Delegated Authority for the School District Superintendent RCDT when agreed to: 50-082-1040-02

Consolidated District Plan

Applicant: CENTRAL SD 104

County: Saint Clair

Consolidated District Plan

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Submit

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Attention!

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 and 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 the 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. By hitting "Submit" on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

[Lock Application](#)

[Unlock Application](#)

Application was created on: 3/3/2026

Assurances were agreed to on: 3/3/2026

Consistency Check was run on: 3/3/2026

District Administrator

[Submit to ISBE](#)

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

Ten-Year Safety Survey Report:

**Joseph Arthur Middle School
O'Fallon, Illinois**



**Central School District No. 104
O'Fallon, Illinois**

Date of Report:

March 10, 2026

Cordogan Clark Project Number: 200605.25



3001 Locust Street
Floor 2
St. Louis, MO 63103
(314) 421-3542
Illinois Certificate of Registration No. 001.019622

10 YEAR SAFETY SURVEY REPORT

JOSEPH ARTHUR SCHOOL
CENTRAL SCHOOL DISTRICT #104
O'FALLON, ILLINOIS

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SECTION 1

APPLICATION FOR APPROVAL OF TEN- YEAR SAFETY SURVEY REPORT:

**APPLICATION FOR APPROVAL OF
TEN-YEAR SAFETY SURVEY REPORT**

(23 IL. Adm. Code Part 180, Sections. 180.310, 180.320, 180.330, 180.340)

<i>NAME OF SCHOOL BUILDING</i> Joseph Arthur Middle School	<i>SURVEY YEAR</i> 2026
<i>NAME AND NUMBER OF SCHOOL DISTRICT</i> Central SD 104, 1040	<i>COUNTY</i> Saint Clair
<i>ARCHITECT NAME</i> Stephen Raskin	<i>FIRM</i> CORDOGAN, CLARK & ASSOCIATES
<i>FIRM ADDRESS</i> 3001 Locust Street, Floor 2, St. Louis, MO 63103	<i>TELEPHONE NUMBER</i> (314) 421-3542

I certify that the survey referred to herein was prepared by me and to the best of my knowledge is a true and accurate.

- Building in Full Compliance.
- Building Not in Compliance

11/13/2025 Stephen Raskin
Date *Printed Name Architect/Engineer*

Date *President of Board of Education*

Date *Secretary of Board of Education*

11/30/2026 001-019622
Expiration Date *License Number*



Failure to submit accurate and complete safety survey reports as required shall subject a school district to the recognition provisions of 23 Illinois Administrative Code 180.

SECTION 2

DESCRIPTION OF EXISTING CONDITIONS:

JOSEPH ARTHUR MIDDLE SCHOOL
CENTRAL SCHOOL DISTRICT #104
O'FALLON, ILLINOIS

10 YEAR SAFETY SURVEY REPORT

DESCRIPTION OF EXISTING CONDITIONS

I. GENERAL

ENROLLMENT:	290 students in Grades 5th through 8 th . Status of enrollment: Increasing.
CONSTRUCTION:	Type II - Noncombustible, Plan A – Single Story, enclosed interior, fully sprinklered.
MEANS OF EGRESS:	Adequate in arrangement, size and protection.
LOCAL FIRE ALARM SYSTEM:	Automatic and manual detection with automatic dialer.
NEAREST FIRE STATION:	Volunteer Fire Department in the City of O'Fallon, 2.4 miles from the school.
CITY WATER:	6" fire service and 4" water service enters the mechanical room.

II. CONSTRUCTION DETAILS

YEAR BUILT:	Original Building – 2008. Additions – 2023.
HEIGHT:	Single story throughout.
GROUND FLOOR AREA:	61,450 sq. ft.
EXTERIOR WALL CONSTRUCTION:	4" face brick and concrete block masonry cavity walls.
FLOOR CONSTRUCTION:	Ground Floor: Concrete slab on grade.
ROOF CONSTRUCTION:	60 mil TPO membrane roofing system over metal deck with steel joists.
INTERIOR WALL CONSTRUCTION:	Concrete block partitions consisting of 6" and 8" concrete masonry units and gypsum board and metal stud partitions.

INTERIOR FINISH: Noncombustible.

TRANSOMS AND CEILING-LEVEL GLASS: None.

III. EGRESS FACILITIES

GRADE EXITS: Adequate and well arranged for occupancy. Exit devices at doors.

CORRIDORS: Adequate in width, height and protection for occupancy.

STAIRWAYS: None.

WINDOWS: Aluminum windows with fixed and operable sashes.

FIRE ESCAPES: None.

EXIT SIGNS: Illuminated exit signs at exits. Refer to the Safety Reference plans for locations.

EMERGENCY LIGHTING: Automatically charged battery ballasts located throughout the building. Refer to the Safety Reference plans for locations.

IV. SPECIAL OCCUPANCIES

MULTI-PURPOSE ROOM: None.

GYMNASIUM: Separated from remainder of building with masonry walls and “B” label fire resistance rated solid core wood doors.

BOILER ROOM: Separated from adjacent rooms by noncombustible wall construction.

MECHANICAL EQUIPMENT & STORAGE ROOMS: Separated from adjacent rooms by noncombustible wall construction.

V. UTILITIES

HEATING PLANT: Two, 1,260mBH hot water boilers located in the mechanical room.

HEAT DISTRIBUTION: Circulation pumps circulate heating hot water to the VAV boxes and cabinet unit heaters located in each classroom and throughout the building.

VENTILATION:	Ventilation adequate for all classrooms. Exhaust systems provided for the restrooms and janitors closets.
AIR CONDITIONING:	DX Air conditioning is provided by roof top units that server the classrooms, administration area and gymnasium.
WATER HEATER:	Hot water is provided by a 130 gallon gas fired water heater and a 400 gallon storage tank.
INCINERATOR:	None.
GAS SERVICE:	4" Natural gas service extends up above roof outside the mechanical room.
ELECTRICAL SYSTEM:	Electrical service is rated 277/480 volts, 3 phase. The main service has a maximum rating of 2000 amperes.
PLUMBING:	There are adequate numbers of plumbing fixtures in this facility. Water service enters the building at the mechanical room. Sewage disposal accomplished through sanitary sewer lines connected to the municipal sanitary sewer system.
VI. <u>PRIVATE PROTECTION</u>	
FIRE ALARM SYSTEM:	EST QuickStart Fire alarm control panel in Mech/Elec room. Fire alarm system with fire alarm pull stations and horns/strobes located throughout the building corridors. Notification is located throughout the building.
AUTOMATIC SPRINKLER SYSTEM:	The building is fully sprinkled.
AUTOMATIC HEAT DETECTION:	Heat and smoke detectors located throughout building corridors and mechanical rooms.
STANDPIPE HOSE LINES:	None.
FIRE EXTINGUISHERS:	There are adequate numbers of approved fire extinguishers throughout the building.
VII. <u>SECURITY SYSTEM</u>	Pelco CCTV System.
VIII. <u>ENERGY CONSERVATION</u>	Occupancy sensors are used throughout. Heat recovery is utilized in the gymnasium roof top units.

IX. ASBESTOS ABATEMENT

To our knowledge, there are no asbestos containing building materials present in the building.

X. LEAD-BASED PAINT

To our knowledge, there are no lead-based paints present in the building.

XI. PAVING

Drives, parking lots, and sidewalks are in good condition.

SECTION 3

VIOLATION AND RECOMMENDATION SCHEDULE:

VIOLATION AND RECOMMENDATION SCHEDULE

(23 IL Adm. Code 180, Sections 180.320)

1. COUNTY CODE 082, Saint Clair			2. DISTRICT CODE/NAME 1040, Central SD 104			3. FACILITY CODE/NAME Joseph Arthur Middle School		
4. Item ID	5. Location(s) (Room No)	6. Priority Code	7. Rule Violated	8. Description of the violation	9. Recommendation to correct violation			
1	Mechanical 110	b.	IPMC 603.1	Boilers were installed in 2008 and are beyond their useful life.	Provide new boilers.			
2	Roof Areas - 2008 Building	b.	PM-103.1, 1993 BOCA Nat. Prop. Maint. Code	Roof has extended useful life and is presenting failures including soft spots in the roof substrate and deteriorated membrane resulting in leaks.	Remove roof assembly to deck, provide new insulation, coverboard, and single ply roofing.			

Form 35-84 (7/07) (Prescribed by ISBE for local board use)

SECTION 4

SCHEDULE OF WORK ITEMS AND ESTIMATED COSTS:

SCHEDULE OF RECOMMENDED WORK ITEMS AND ESTIMATED COSTS

1. COUNTY CODE 082, Saint Clair			2. DISTRICT CODE/NAME 1040, Central SD 104				3. FACILITY CODE/NAME Joseph Arthur Middle School				
4. Item I.D.	5. Action I.D.	6. Priority Code	7. Specification(s)	8. Units Of Measure	9. Quantity	10. Labor Code	11. Estimated Cost (Architect / Engineer)	12. ROE Adjustment	13. ISBE Adjustment	14. Estimated Completion Date	15. Funding Type
1	f	b.	Provide new boilers.	ea.	2	2	\$190,000.00			3/10/2031	F
2	f	b.	Remove roof assembly to deck, provide new insulation, coverboard, and single ply roofing.	SF	37060	2	\$852,380.00			3/10/2031	F

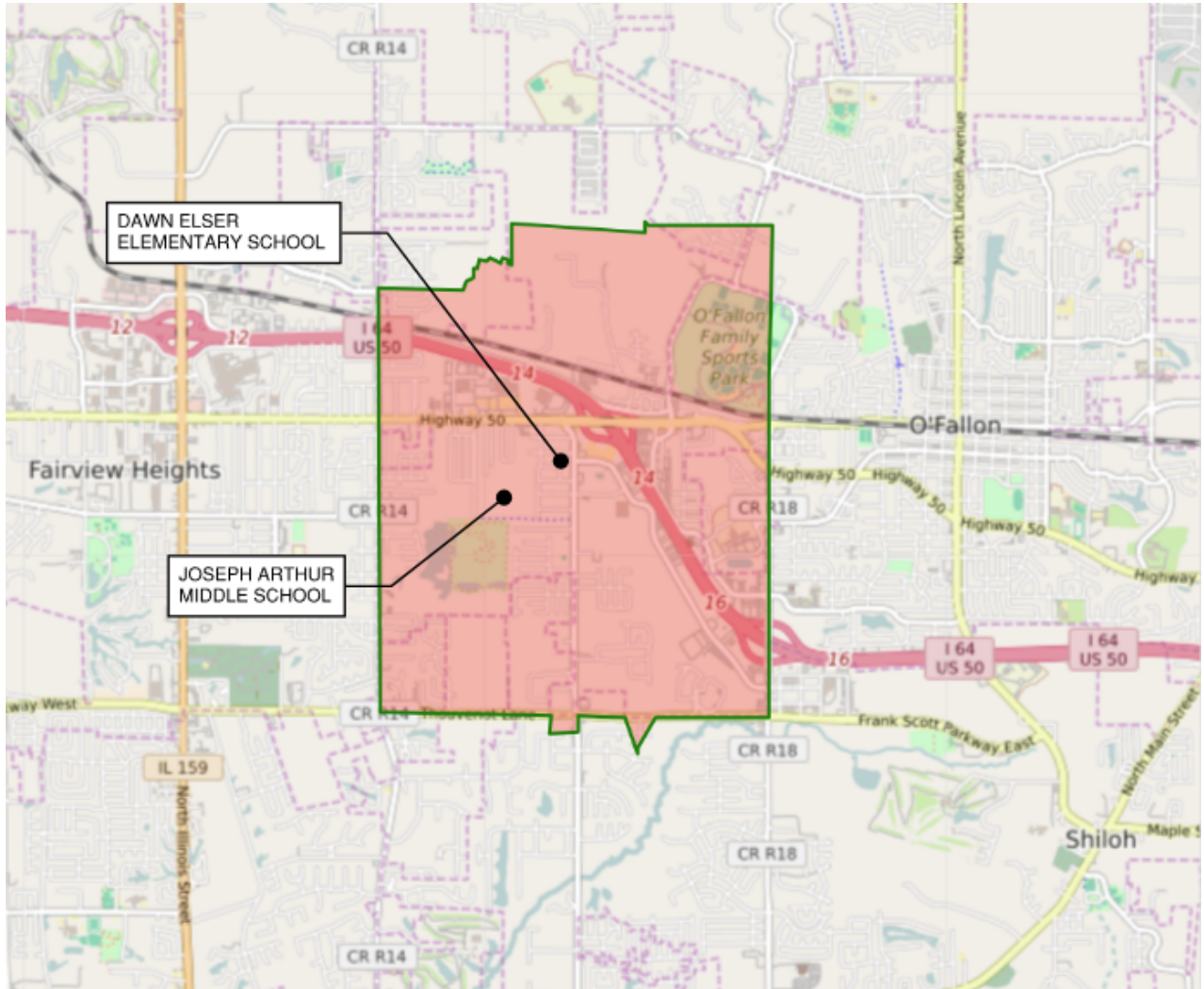
							Original Subtotal	\$1,042,380.00	Adjusted Subtotal	\$1,042,380.00	
							Original 10.00% Contingency	\$104,238.00	Adjusted 10.00% Contingency	\$104,238.00	
							Original 10.00% A/E Fees	\$104,238.00	Adjusted 10.00% A/E Fees	\$104,238.00	
							Original Grand Total	\$1,250,856.00	Adjusted Grand Total	\$1,250,856.00	

Items with a Funding Type of 'O' are not included in the cost calculation.
35-48 (7/07) (Prescribed by ISBE for Local Board Use)

SECTION 5

SCHOOL DISTRICT BOUNDARY MAP:

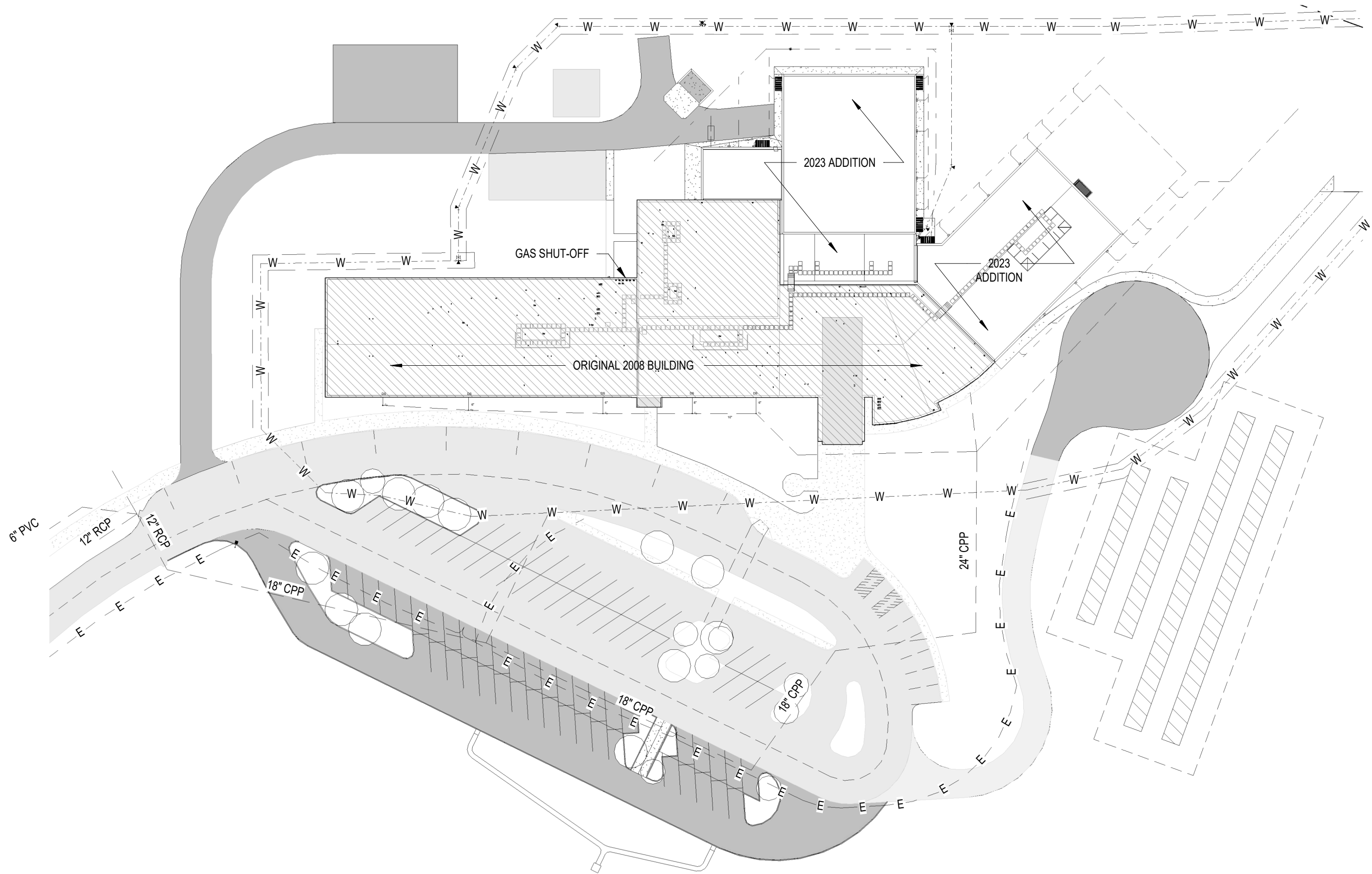
Central School District No. 104 O'Fallon, Illinois

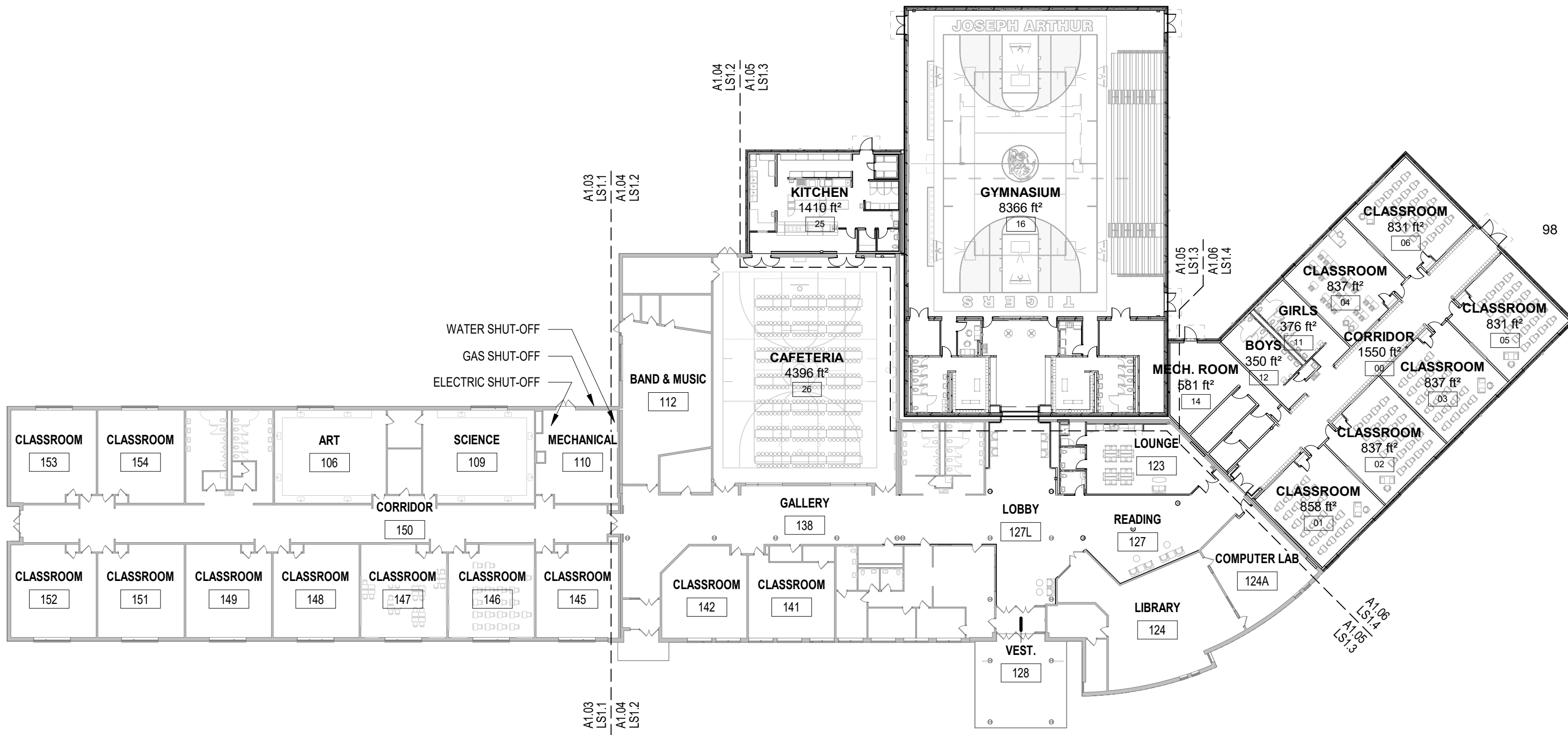


District Map

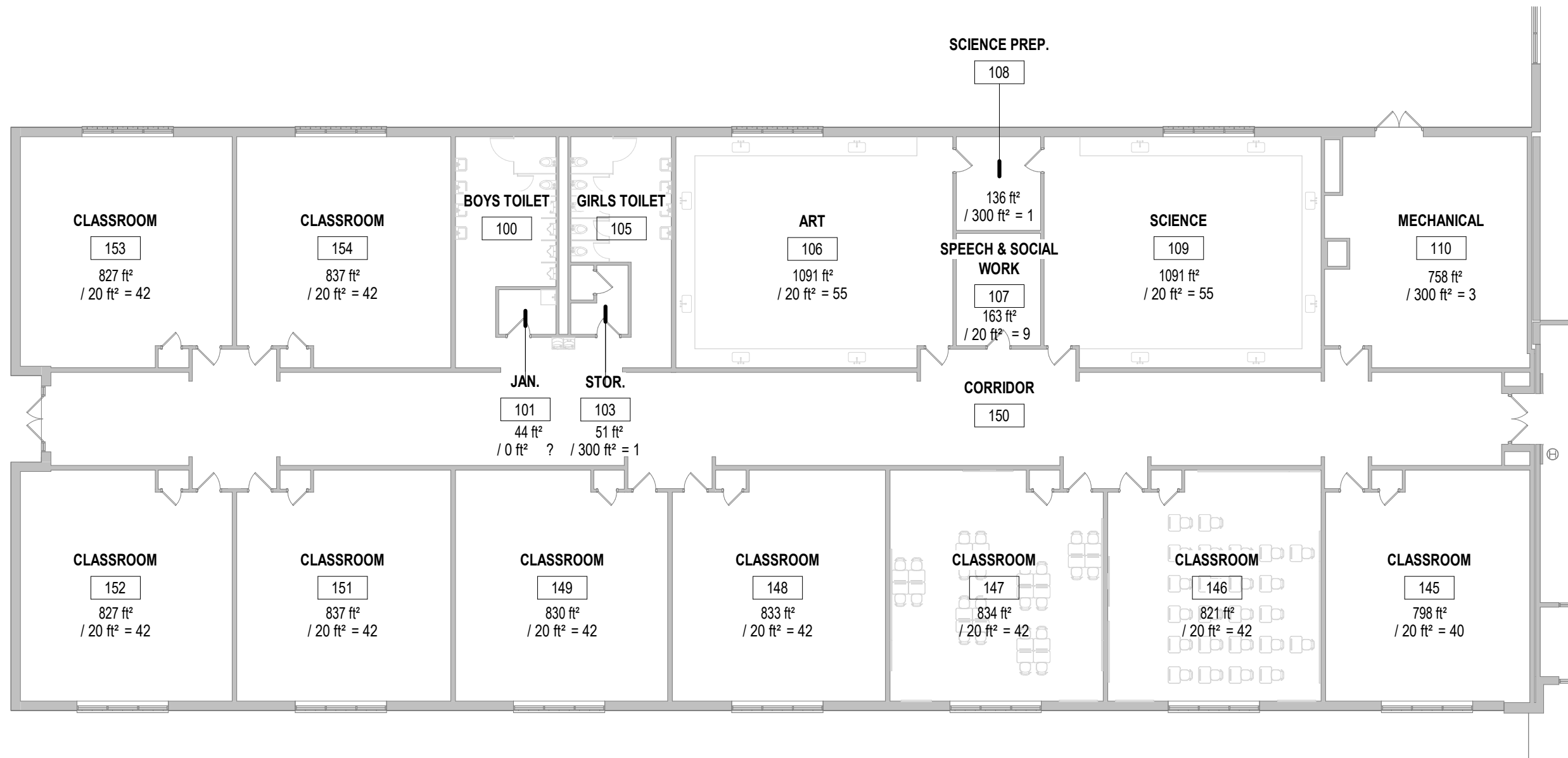
SECTION 6

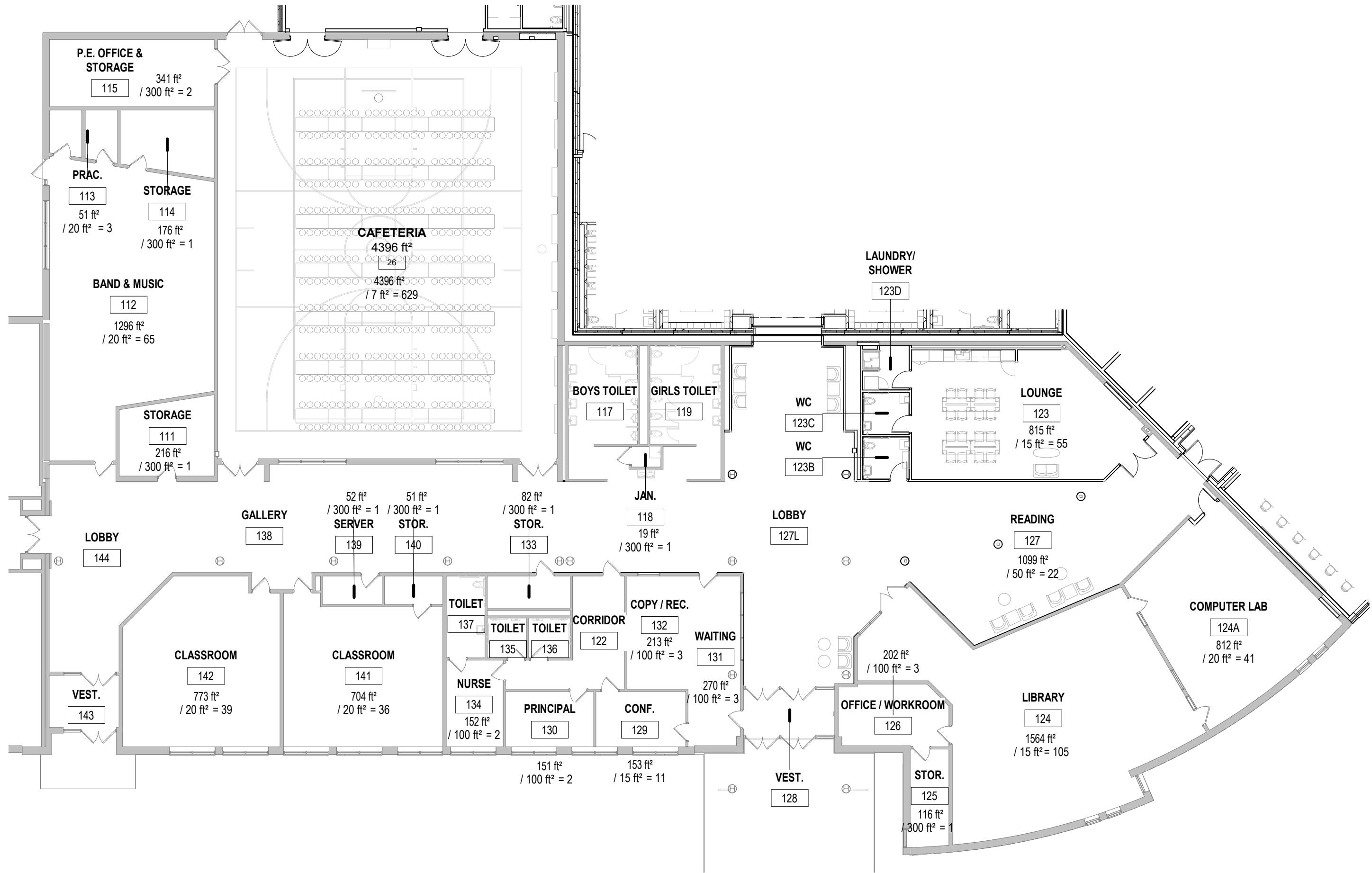
SAFETY REFERENCE PLANS:

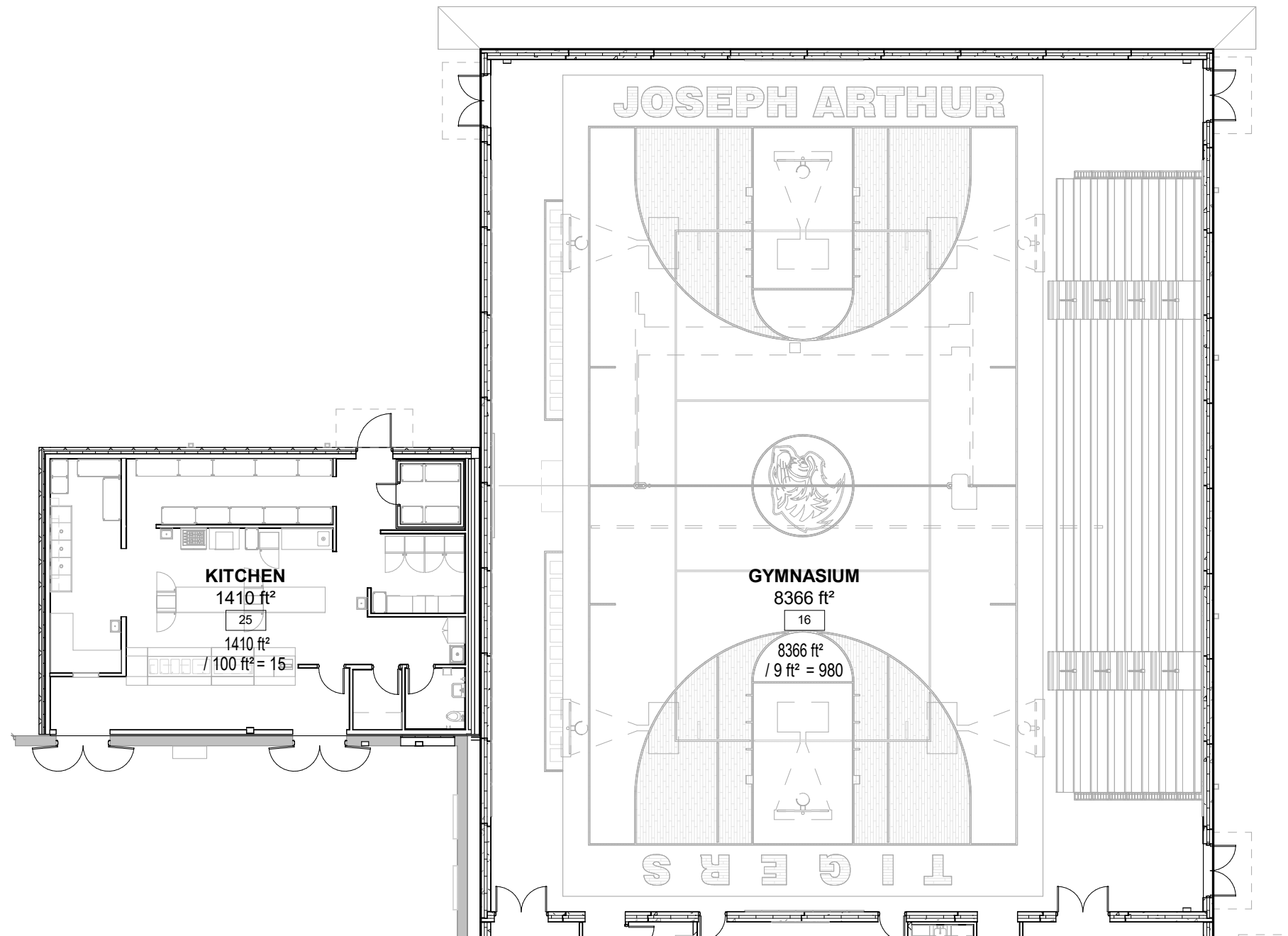


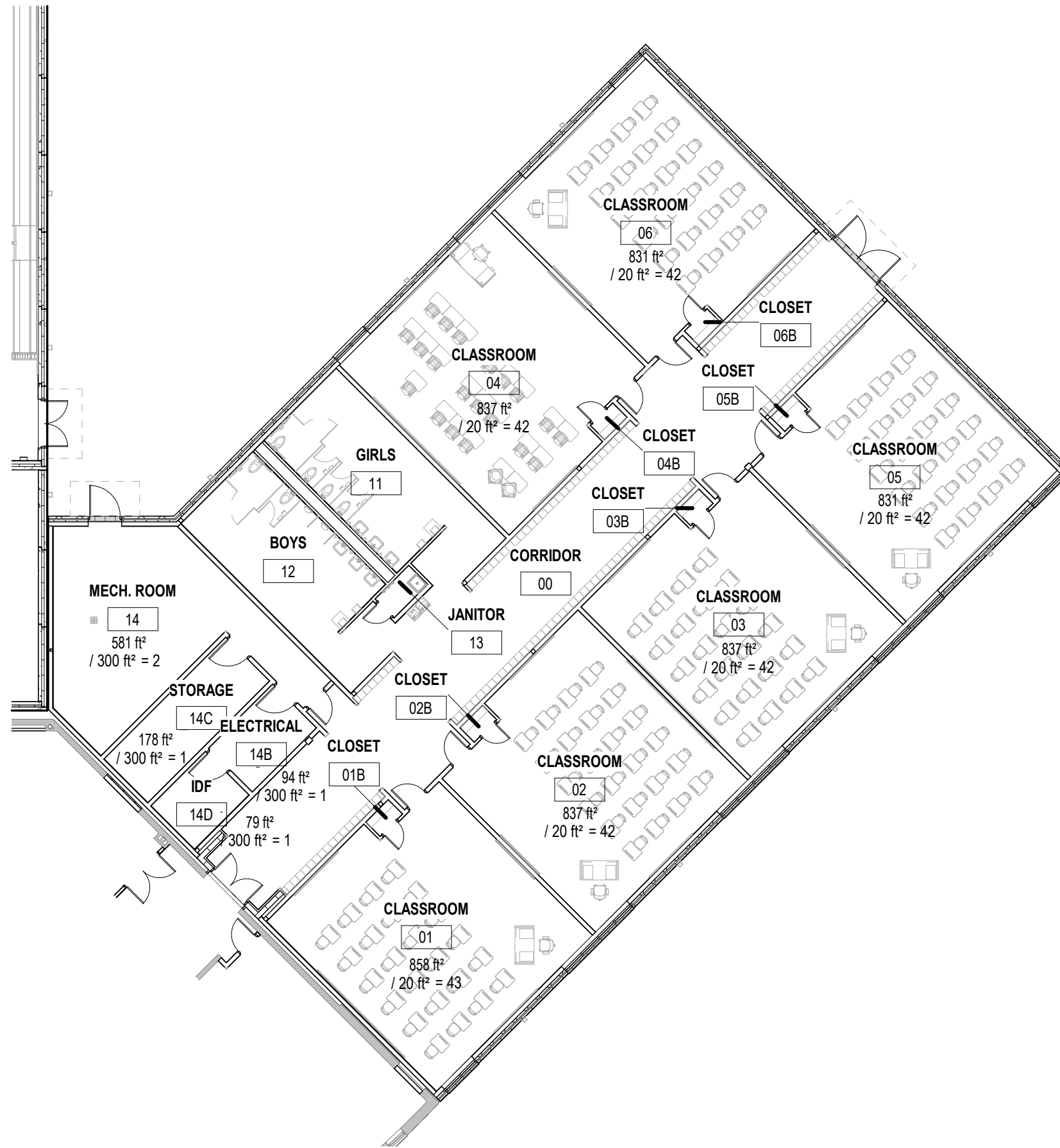


OVERALL FLOOR PLAN



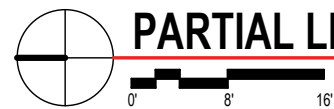
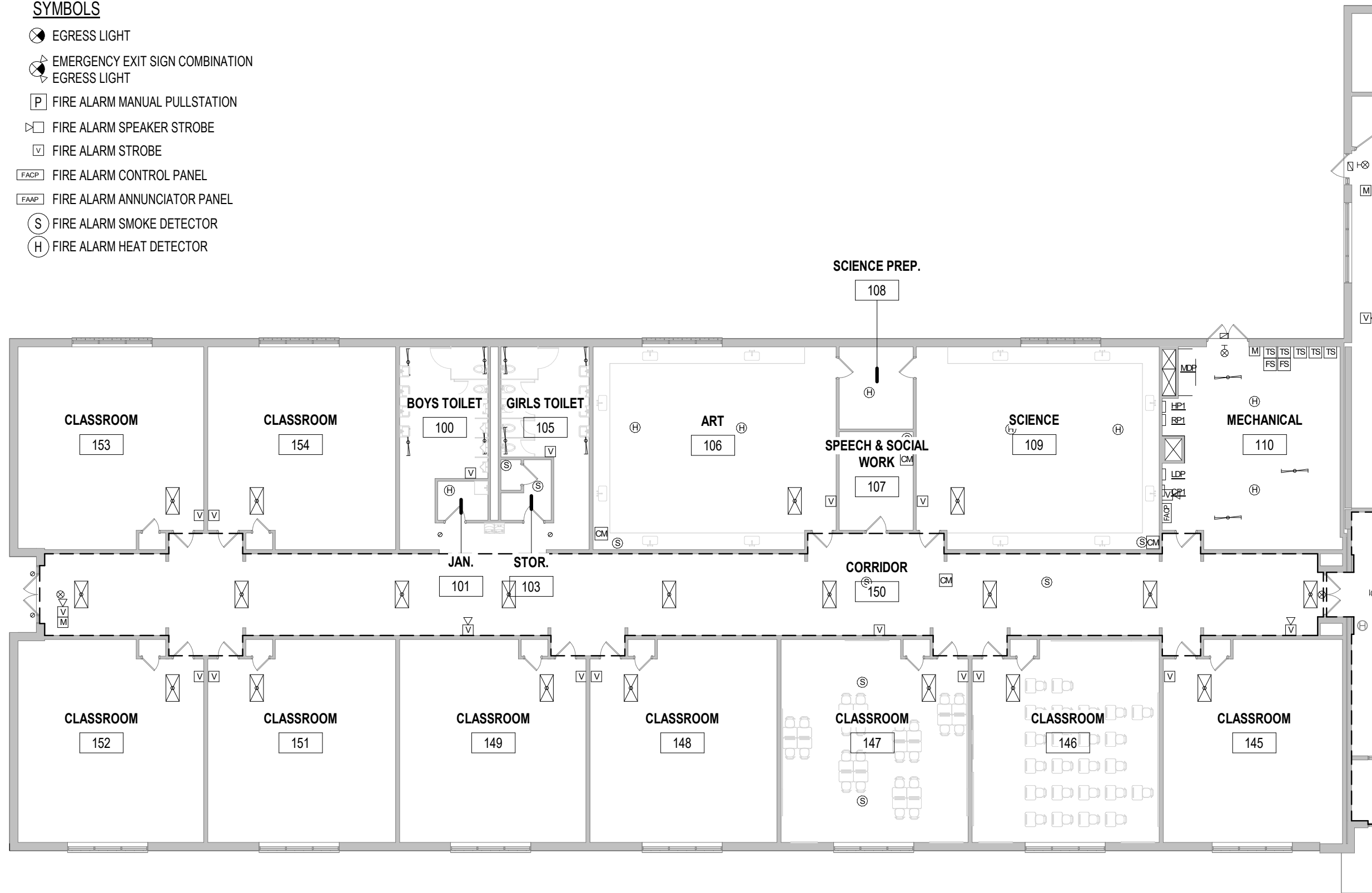




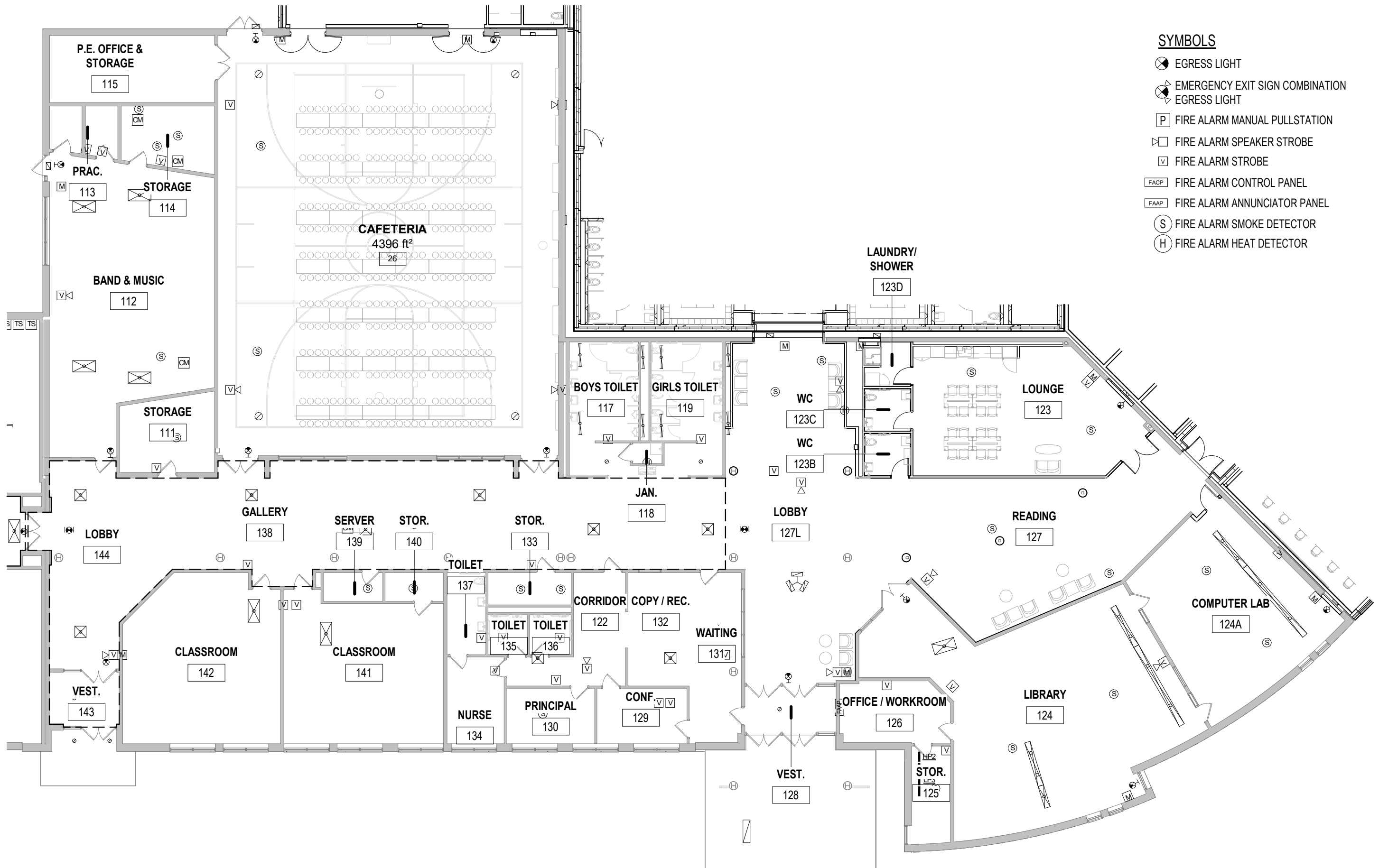


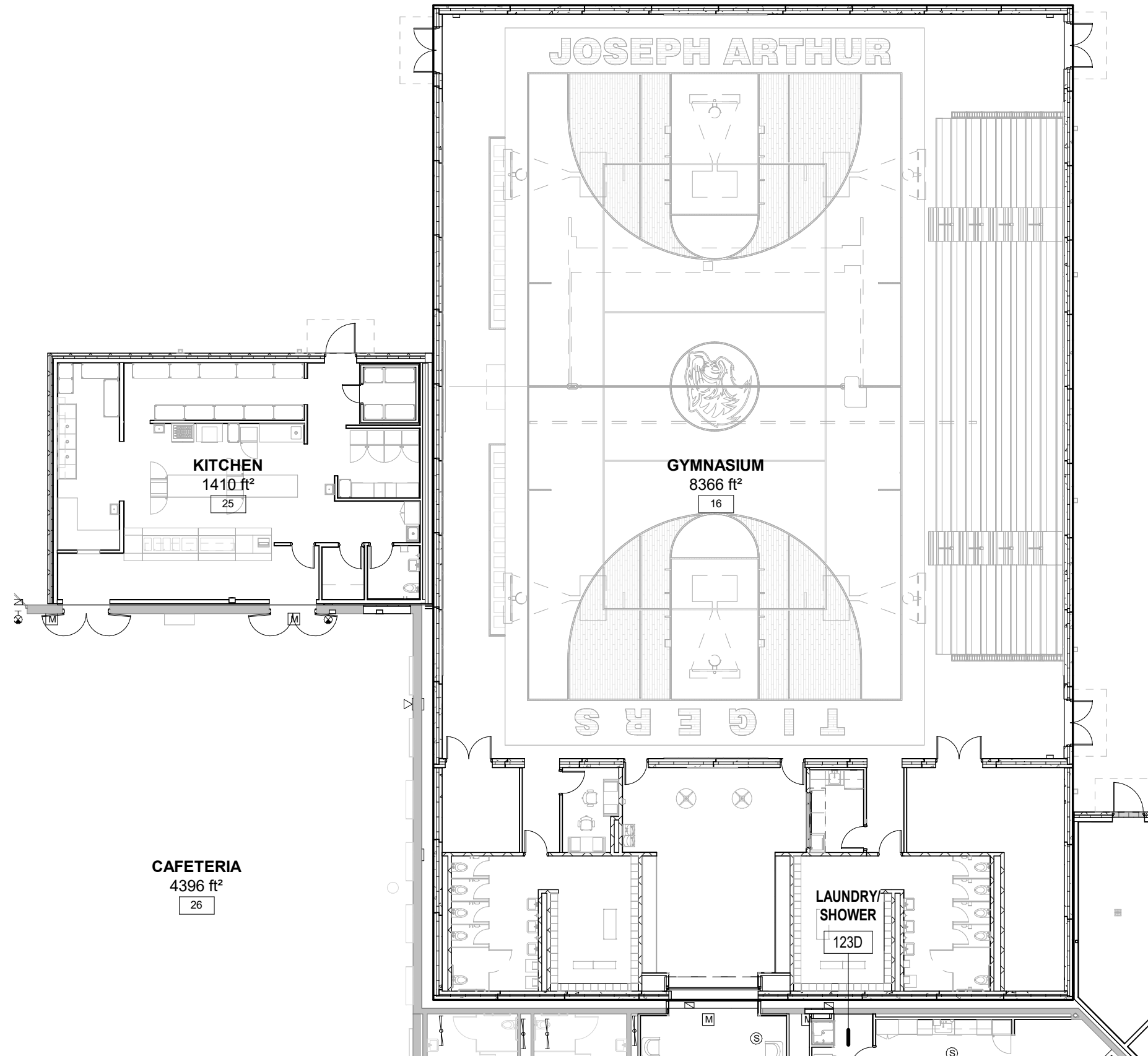
SYMBOLS

- ⊗ EGRESS LIGHT
- ⊗ EMERGENCY EXIT SIGN COMBINATION
EGRESS LIGHT
- Ⓟ FIRE ALARM MANUAL PULLSTATION
- Ⓛ FIRE ALARM SPEAKER STROBE
- Ⓜ FIRE ALARM STROBE
- Ⓜ FACP FIRE ALARM CONTROL PANEL
- Ⓜ FAAP FIRE ALARM ANNUNCIATOR PANEL
- Ⓢ FIRE ALARM SMOKE DETECTOR
- Ⓜ FIRE ALARM HEAT DETECTOR



PARTIAL LIFE SAFETY PLAN - NORTH





SYMBOLS

- ⊗ EGRESS LIGHT
- ⊗ EMERGENCY EXIT SIGN COMBINATION
EGRESS LIGHT
- FIRE ALARM MANUAL PULLSTATION
- ▷□ FIRE ALARM SPEAKER STROBE
- ▣ FIRE ALARM STROBE
- FACP FIRE ALARM CONTROL PANEL
- FAAP FIRE ALARM ANNUNCIATOR PANEL
- ⊙ S FIRE ALARM SMOKE DETECTOR
- ⊙ H FIRE ALARM HEAT DETECTOR



SYMBOLS

- ⊗ EGRESS LIGHT
- ⊗ EMERGENCY EXIT SIGN COMBINATION
EGRESS LIGHT
- FIRE ALARM MANUAL PULLSTATION
- ▷□ FIRE ALARM SPEAKER STROBE
- ▽ FIRE ALARM STROBE
- ▭ FACP FIRE ALARM CONTROL PANEL
- ▭ FAAP FIRE ALARM ANNUNCIATOR PANEL
- (S) FIRE ALARM SMOKE DETECTOR
- (H) FIRE ALARM HEAT DETECTOR

Ten-Year Safety Survey Report:

Dawn Elser Elementary School O'Fallon, Illinois



Central School District No. 104 O'Fallon, Illinois

Date of Report:

March 10, 2026

Cordogan Clark Project Number: 200605.25



3001 Locust Street
Floor 2
St. Louis, MO 63103
(314) 421-3542
Illinois Certificate of Registration No. 001.019622

10 YEAR SAFETY SURVEY REPORT

DAWN ELSER ELEMENTARY SCHOOL
CENTRAL SCHOOL DISTRICT #104
O'FALLON, ILLINOIS

TABLE OF CONTENTS

SECTION 1	APPLICATION FOR APPROVAL OF TEN- YEAR SAFETY SURVEY REPORT
SECTION 2	DESCRIPTION OF EXISTING CONDITIONS
SECTION 3	VIOLATION AND RECOMMENDATION SCHEDULE
SECTION 4	SCHEDULE OF WORK ITEMS AND ESTIMATED COSTS
SECTION 5	SCHOOL DISTRICT BOUNDARY MAP
SECTION 6	SAFETY REFERENCE PLANS

SECTION 1

APPLICATION FOR APPROVAL OF TEN- YEAR SAFETY SURVEY REPORT:

**APPLICATION FOR APPROVAL OF
TEN-YEAR SAFETY SURVEY REPORT**

(23 IL. Adm. Code Part 180, Sections. 180.310, 180.320, 180.330, 180.340)

<i>NAME OF SCHOOL BUILDING</i> Dawn Elser Elementary School	<i>SURVEY YEAR</i> 2026
<i>NAME AND NUMBER OF SCHOOL DISTRICT</i> Central SD 104, 1040	<i>COUNTY</i> Saint Clair
<i>ARCHITECT NAME</i> Stephen Raskin	<i>FIRM</i> CORDOGAN, CLARK & ASSOCIATES
<i>FIRM ADDRESS</i> 3001 Locust Street, Floor 2, St. Louis, MO 63103	<i>TELEPHONE NUMBER</i> (314) 421-3542

I certify that the survey referred to herein was prepared by me and to the best of my knowledge is a true and accurate.

- Building in Full Compliance.
- Building Not in Compliance

11/13/2025 Stephen Raskin
Date *Printed Name Architect/Engineer*

Date *President of Board of Education*

Date *Secretary of Board of Education*

11/30/2026 001-019622
Expiration Date *License Number*



Failure to submit accurate and complete safety survey reports as required shall subject a school district to the recognition provisions of 23 Illinois Administrative Code 180.

SECTION 2

DESCRIPTION OF EXISTING CONDITIONS:

DAWN ELSER ELEMENTARY SCHOOL
CENTRAL SCHOOL DISTRICT #104
O'FALLON, ILLINOIS

10 YEAR SAFETY SURVEY REPORT

DESCRIPTION OF EXISTING CONDITIONS

I. GENERAL

ENROLLMENT:	322 students in Grades K through 4 th . Status of enrollment: Increasing.
CONSTRUCTION:	Type IIB - Ordinary, Plan A – Single Story, enclosed interior. Additions built in 1994 and 1996 are sprinklered. Additions built in 1957 and 1966 along with Renovated areas in 2011 are sprinklered.
MEANS OF EGRESS:	Adequate in arrangement, size and protection throughout building.
LOCAL FIRE ALARM SYSTEM:	Automatic and manual detection with automatic dialer.
NEAREST FIRE STATION:	Volunteer Fire Department in the City of O'Fallon, 2.4 miles from the school.
CITY WATER:	6" fire service and 3" water service enters Janitor's/Storage Room 520. Nearest fire hydrant on property at intersection of School Street and Central Avenue.

II. CONSTRUCTION DETAILS

YEAR BUILT:	The original 1927 building and 1950 addition were demolished to allow for the 1996 addition. The 1957 and 1967 additions still remain. Other additions were built in 1994, 1996 and 2011. See Site Plan for extent of additions.
HEIGHT:	Single story.
GROUND FLOOR AREA:	61,103 square feet.
EXTERIOR WALL CONSTRUCTION:	1996 and 1994 Additions - Decorative concrete block veneer and concrete block masonry cavity walls. 1967 and 1957 Additions – Brick veneer with concrete block

FLOOR CONSTRUCTION:	back-up and 12" concrete block with 2" EIFS on exterior.
ROOF CONSTRUCTION:	Concrete slab on grade.
INTERIOR WALL CONSTRUCTION:	Adhered membrane roof over insulation, gypsum deck, ¾" insulation, and steel bar joists throughout most of building. 1967 Addition has glulam beams and tectum deck at roof structure.
INTERIOR FINISHES:	Masonry block partitions and gypsum board and metal stud partitions.
TRANSOMS AND CEILING-LEVEL GLASS:	Painted walls.
	None.

III. EGRESS FACILITIES

GRADE EXITS:	Adequate and well arranged for occupancy. Exit devices at doors.
CORRIDORS:	Adequate in width, height and protection for occupancy.
STAIRWAYS:	None.
WINDOWS:	Aluminum windows with fixed and operable sashes.
FIRE ESCAPES:	None.
EXIT SIGNS:	Illuminated exit signs at most exits. See Violation and Recommendation Schedule for locations requiring exit signs and inoperable exit signs.
EMERGENCY LIGHTING:	Automatically charged battery units located throughout the building. See Violation and Recommendation Schedule for locations requiring emergency lighting and inoperative emergency lighting.

IV. SPECIAL OCCUPANCIES

GYMNASIUM:	Gymnasium is a Class B Assembly Occupancy. Exits are adequate in quantity and distance.
MULTI-PURPOSE ROOM:	The room serves as a cafeteria and is enclosed in masonry walls. Exits are adequate in quantity and distance.

**MECHANICAL EQUIPMENT &
STORAGE ROOMS:**

Storage spaces are separated from adjacent rooms by concrete block masonry walls, plaster ceilings, and gypsum board and metal stud partitions.

V. UTILITIES

HEATING PLANT:

There is no central heating plant for this school.

HEAT DISTRIBUTION:

Furnaces with gas heat and direct expansion cooling are provided in each classroom and the Gymnasium. Roof top units are also provided for the Band Room and Computer Room.

VENTILATION:

Ventilation is adequate for all classrooms. Exhaust systems are provided for the restrooms.

AIR CONDITIONING:

Air conditioning is provided by air cooled condensing units for the furnaces and roof top units.

WATER HEATERS:

Hot water is provided by a 30 gal. and a 40 gal. natural gas fired water heater and a 30 gal. electric water heater.

INCINERATOR:

None.

GAS SERVICE:

3" natural gas service extends up above roof on the west side of the Cafeteria.

ELECTRICAL SYSTEM:

Electric service is rated 120/208 volts, 3 phase. The main service has a maximum rating of 1600 amperes.

PLUMBING:

There are adequate numbers of plumbing fixtures in this facility. Water service enters the building at Janitor's/Storage Room 520. Sewage disposal is accomplished through sanitary sewer lines connected to the municipal sanitary sewer system.

VI. PRIVATE PROTECTION

FIRE ALARM SYSTEM:

Simplex 4010 Fire Alarm Control Panel located in Storage 062. Fire alarm system with fire alarm pull stations and horns/strobes located throughout the building corridors. Notification is located within most classrooms.

AUTOMATIC SPRINKLER SYSTEM:

Portions of the building are protected with an automatic sprinkler system.

AUTOMATIC HEAT DETECTION:	Heat and smoke detectors are located throughout building corridors and mechanical room.
STANDPIPE HOSE LINES:	None.
FIRE EXTINGUISHERS:	Portable fire extinguishers are located as indicated on the drawings.
VII. <u>SECURITY SYSTEM</u>	First Alert Professional.
VIII. <u>ENERGY CONSERVATION</u>	No apparent energy conservation is in use.
IX. <u>ASBESTOS ABATEMENT</u>	The building is currently in compliance with the school district's asbestos management plan.
X. <u>LEAD-BASED PAINT</u>	To the best of our knowledge, there are no lead-based paints present.
XI. <u>PAVING</u>	Asphalt paved drives and parking lots are in good condition. Concrete paved sidewalks are in good condition.

SECTION 3

VIOLATION AND RECOMMENDATION SCHEDULE:

VIOLATION AND RECOMMENDATION SCHEDULE

(23 IL Adm. Code 180, Sections 180.320)

1. COUNTY CODE 082, Saint Clair		2. DISTRICT CODE/NAME 1040, Central SD 104			3. FACILITY CODE/NAME Dawn Elser Elementary School	
4. Item ID	5. Location(s) (Room No)	6. Priority Code	7. Rule Violated	8. Description of the violation	9. Recommendation to correct violation	
1	Windows Throughout Building	b.	PM-103.1, 1993 BOCA Nat. Prop. Maint. Code	Windows are beyond their useful life with broken seals causing leaks and air infiltration.	Remove existing windows and provide new aluminum window assemblies.	
2	Exterior Doors Throughout Building	b.	PM-103.1, 1993 BOCA Nat. Prop. Maint. Code	Exterior Doors are beyond their useful life with broken closers, seals and hardware causing faulty operation and leaks and air infiltration.	Remove existing doors and provide new exterior door assemblies.	
3	PE E065	b.	AHERA/IDPH	Flooring in PE is asbestos containing.	Abate and replace flooring.	
4	Teacher's Work Room 078	b.	NEC 110	Electric Panel is beyond its useful life.	Provide new electric panel.	

Form 35-84 (7/07) (Prescribed by ISBE for local board use)

SECTION 4

SCHEDULE OF WORK ITEMS AND ESTIMATED COSTS:

SCHEDULE OF RECOMMENDED WORK ITEMS AND ESTIMATED COSTS

1. COUNTY CODE **082, Saint Clair** 2. DISTRICT CODE/NAME **1040, Central SD 104** 3. FACILITY CODE/NAME **Dawn Elser Elementary School**

4. Item I.D.	5. Action I.D.	6. Priority Code	7. Specification(s)	8. Units Of Measure	9. Quantity	10. Labor Code	11. Estimated Cost (Architect / Engineer)	12. ROE Adjustment	13. ISBE Adjustment	14. Estimated Completion Date	15. Funding Type
1	f	b.	Remove existing windows and provide new aluminum window assemblies.	ea.	41	2	\$380,000.00			3/10/2031	F
2	f	b.	Remove existing doors and provide new exterior door assemblies.	ea.	12	2	\$126,000.00			3/10/2031	F
3	f	b.	Abate and replace flooring.	SF	3322	2	\$83,000.00			3/10/2031	F
4	f	b.	Provide new electric panel.	ea.	1	2	\$15,000.00			3/10/2031	F

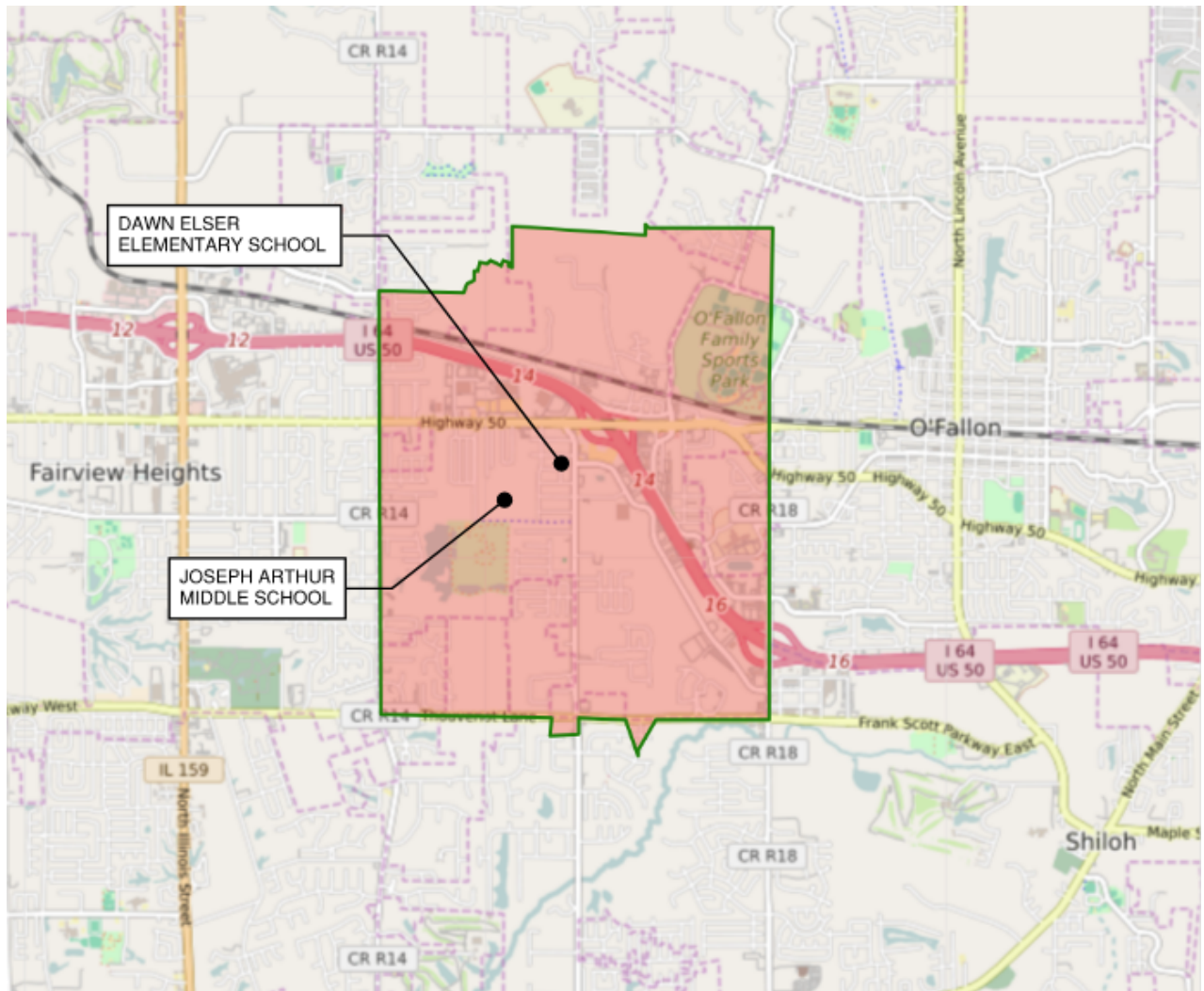
	Original Subtotal	\$604,000.00	Adjusted Subtotal	\$604,000.00
	Original 10.00% Contingency	\$60,400.00	Adjusted 10.00% Contingency	\$60,400.00
	Original 10.00% A/E Fees	\$60,400.00	Adjusted 10.00% A/E Fees	\$60,400.00
	Original Grand Total	\$724,800.00	Adjusted Grand Total	\$724,800.00

Items with a Funding Type of 'O' are not included in the cost calculation.
35-48 (7/07) (Prescribed by ISBE for Local Board Use)

SECTION 5

SCHOOL DISTRICT BOUNDARY MAP:

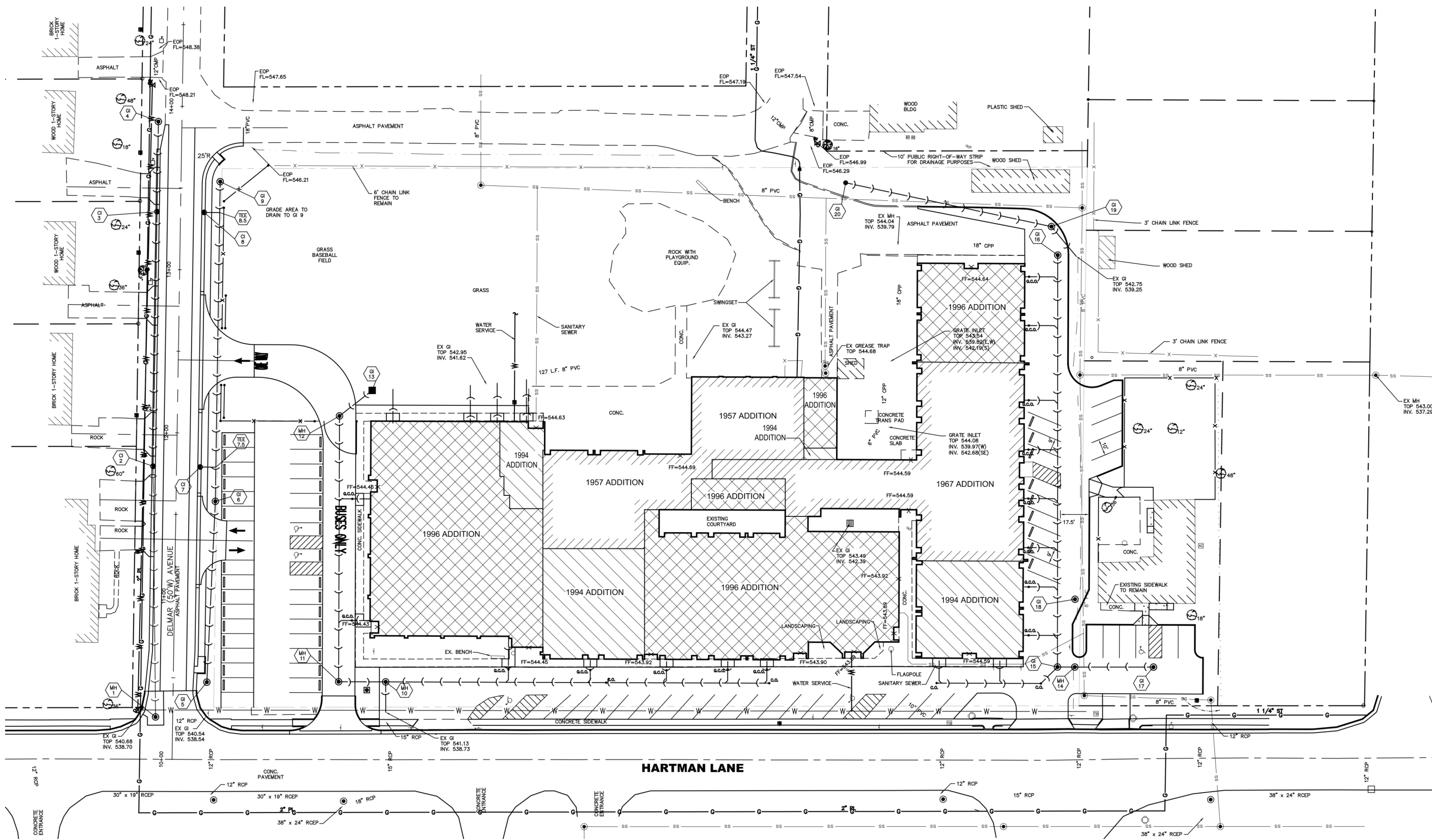
Central School District No. 104 O'Fallon, Illinois

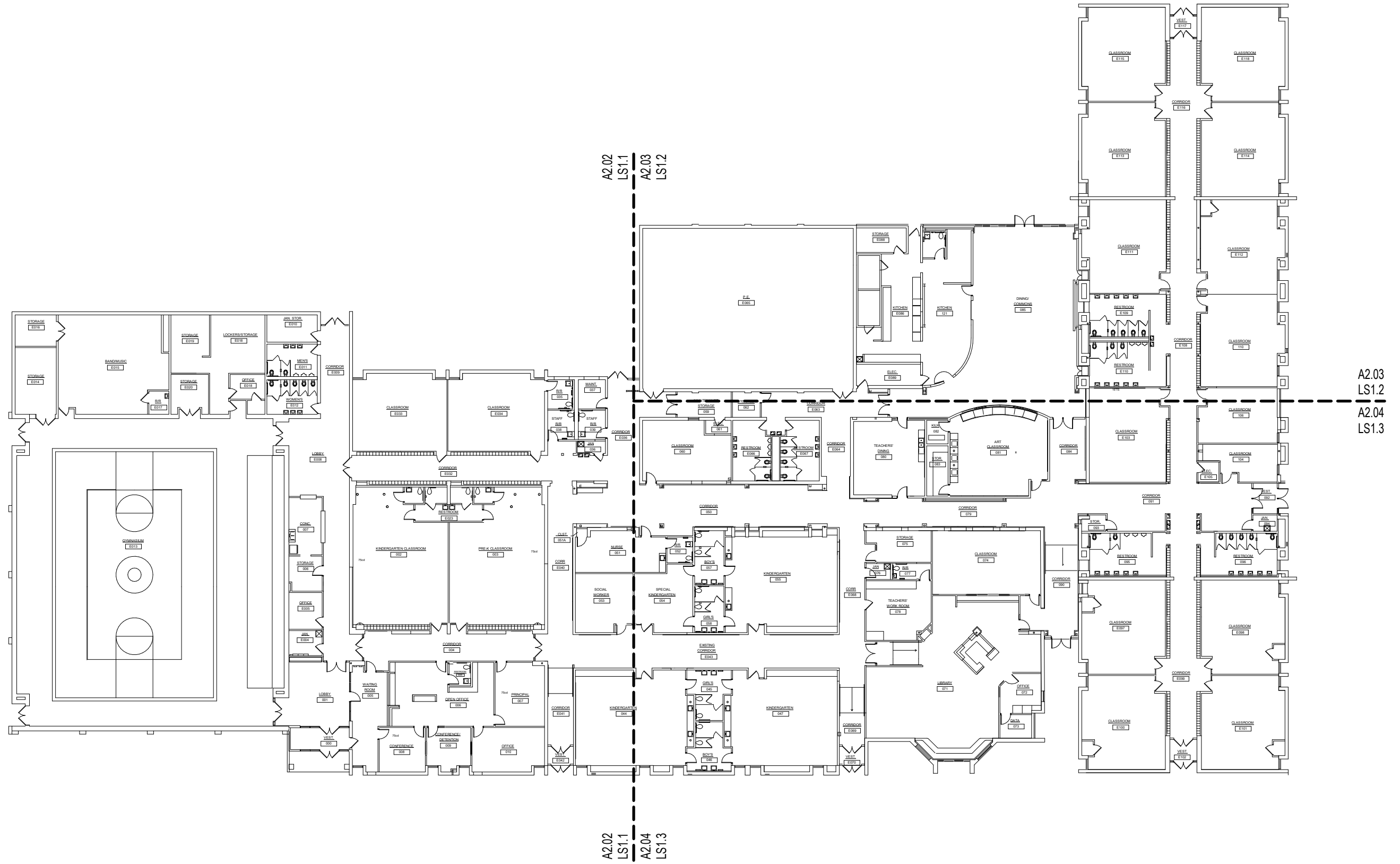


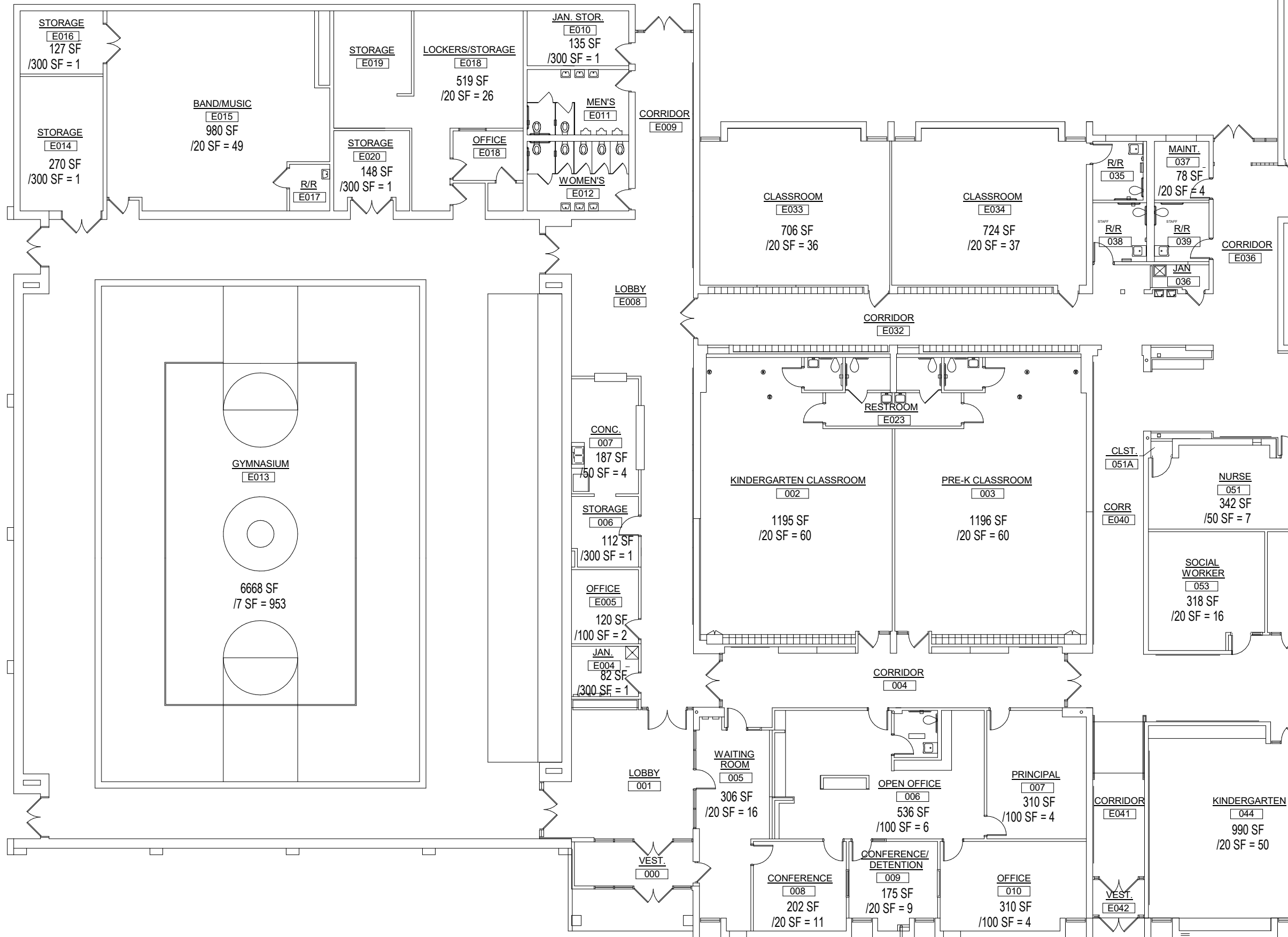
District Map

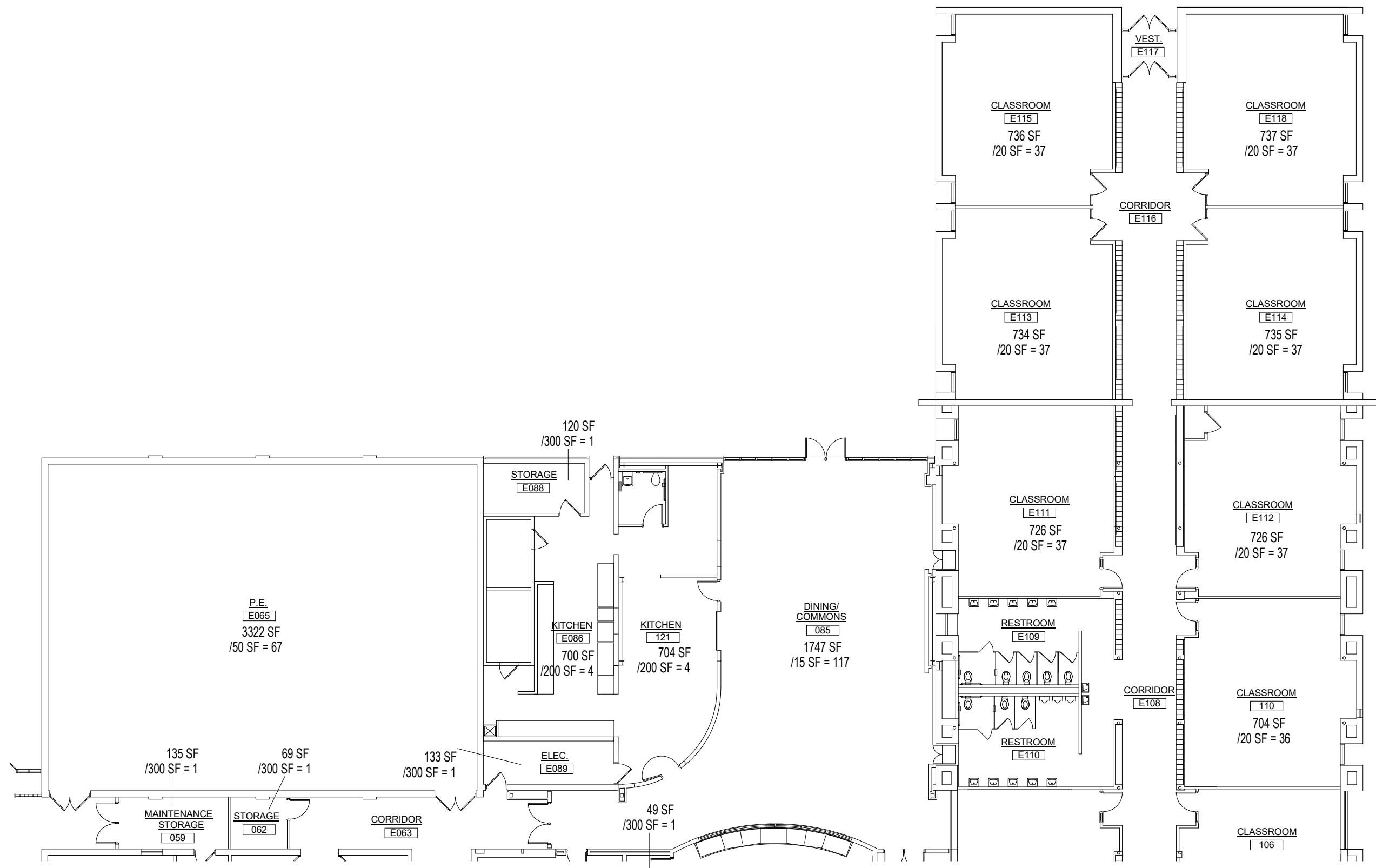
SECTION 6

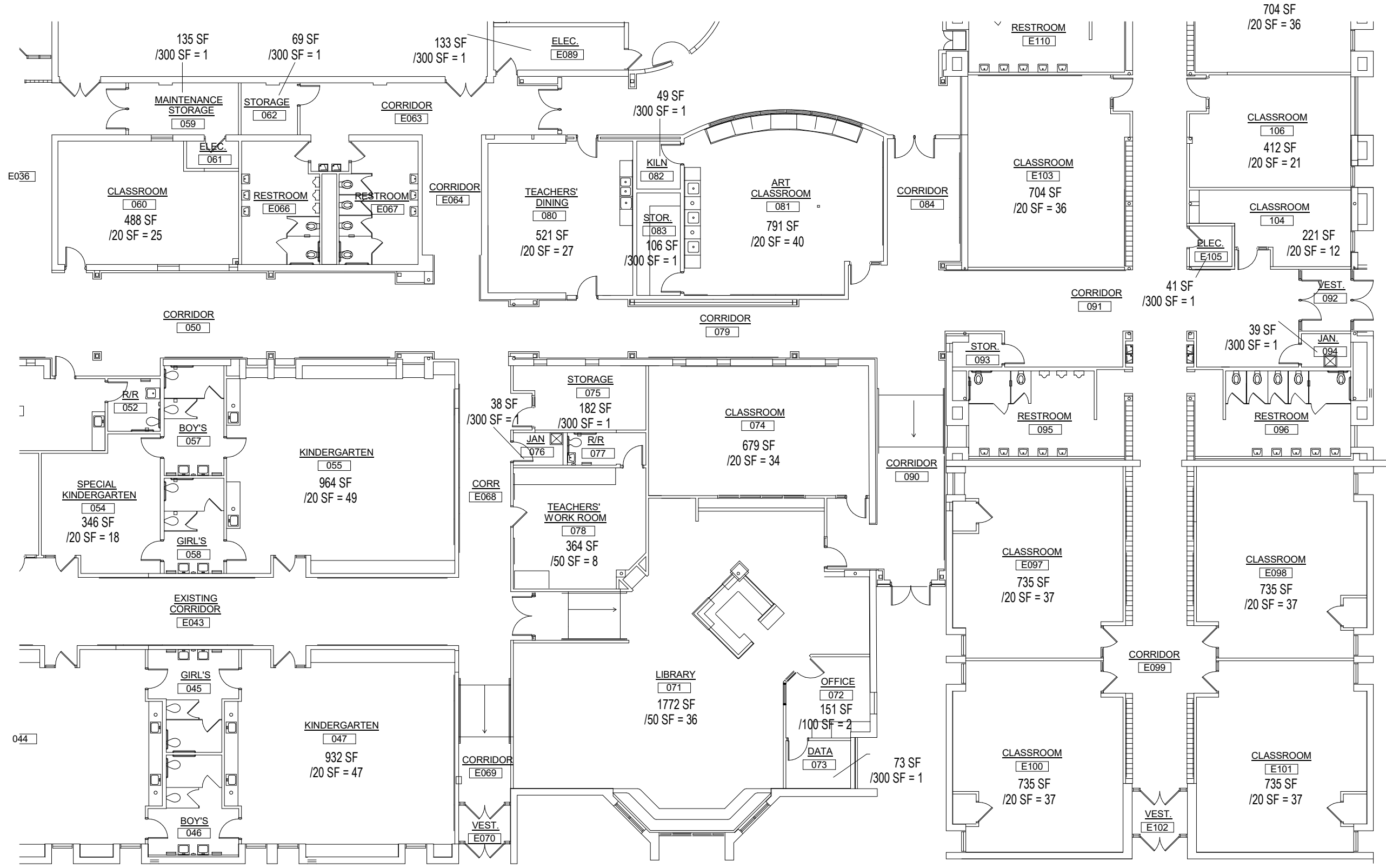
SAFETY REFERENCE PLANS:

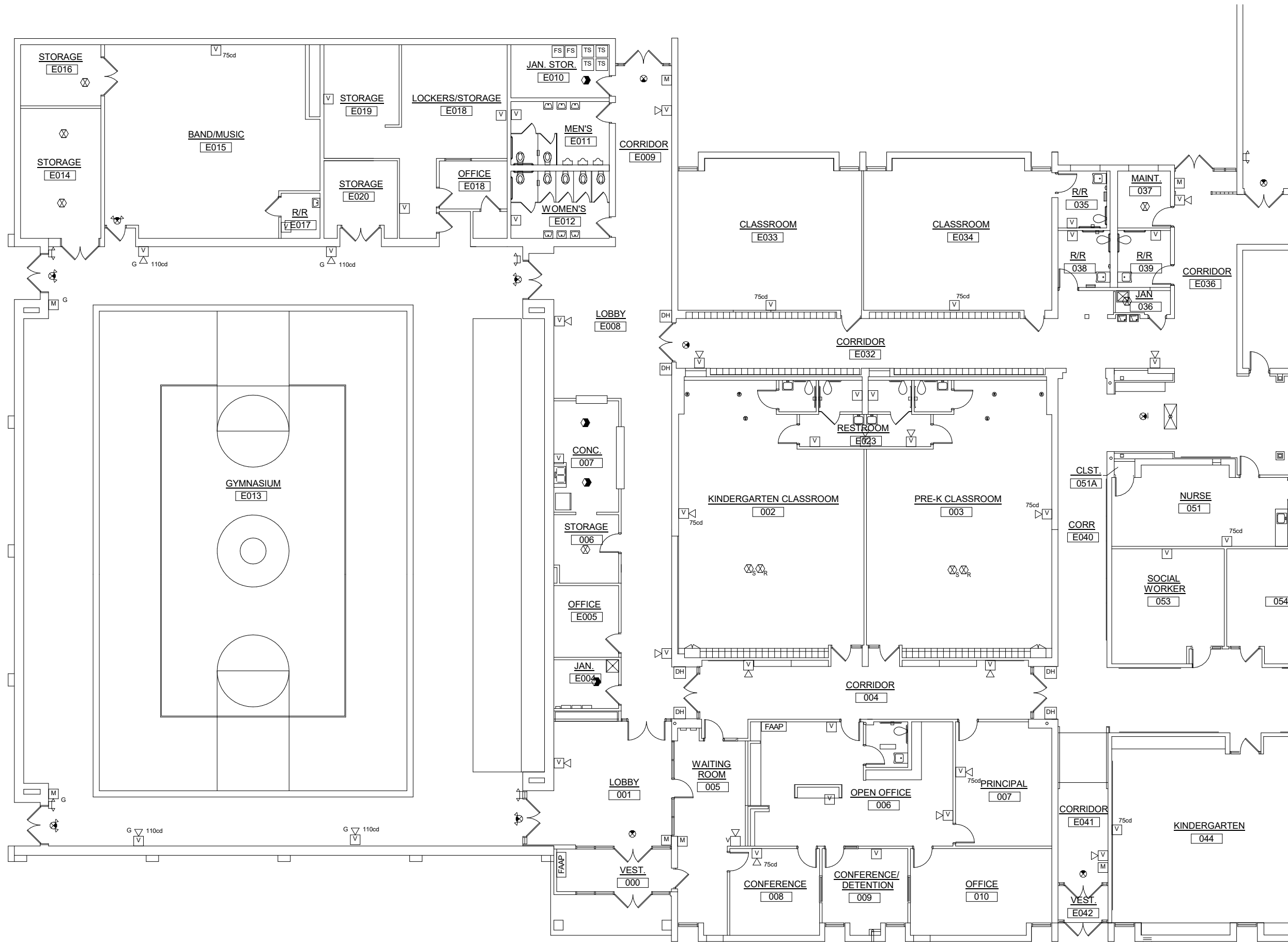








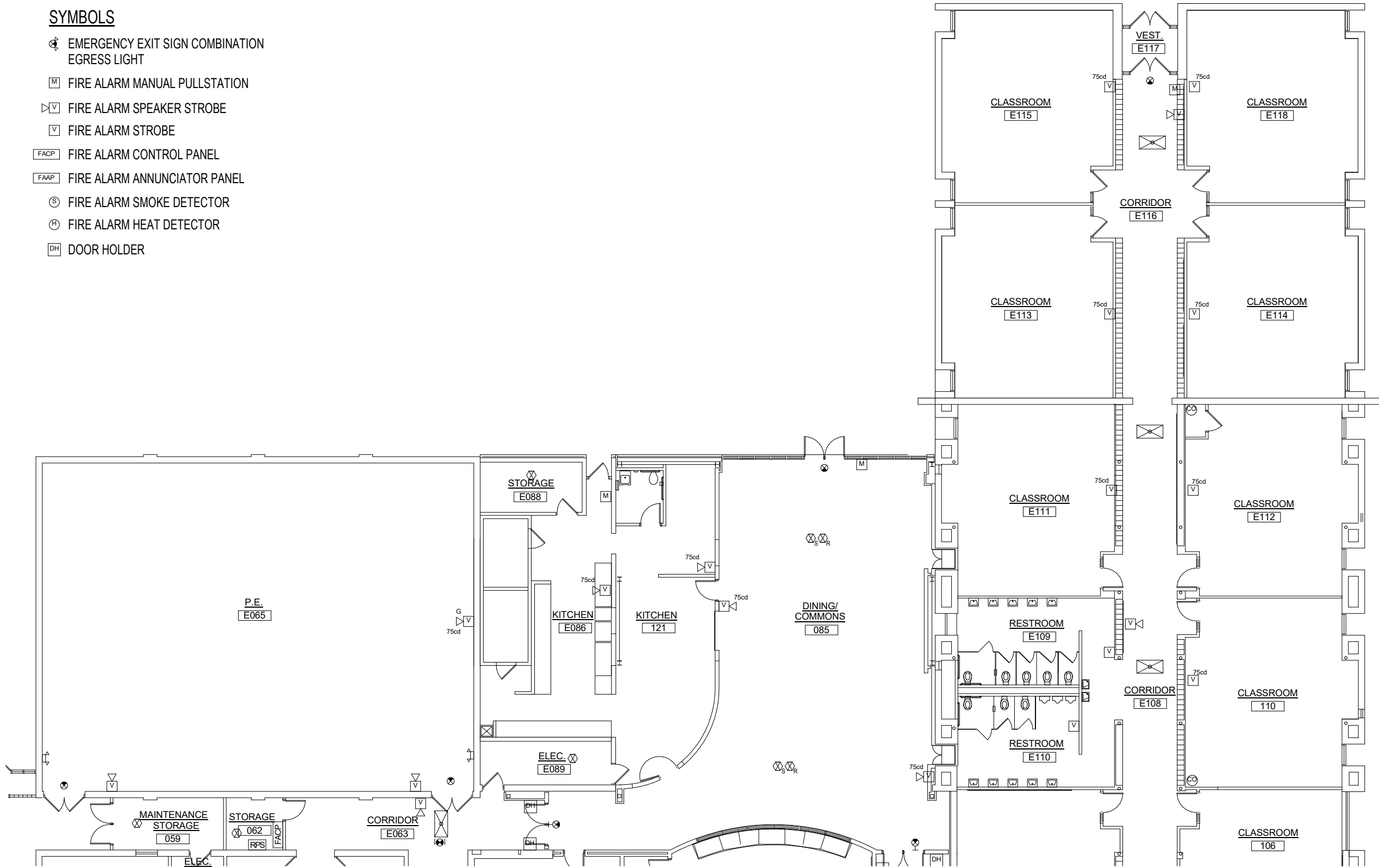


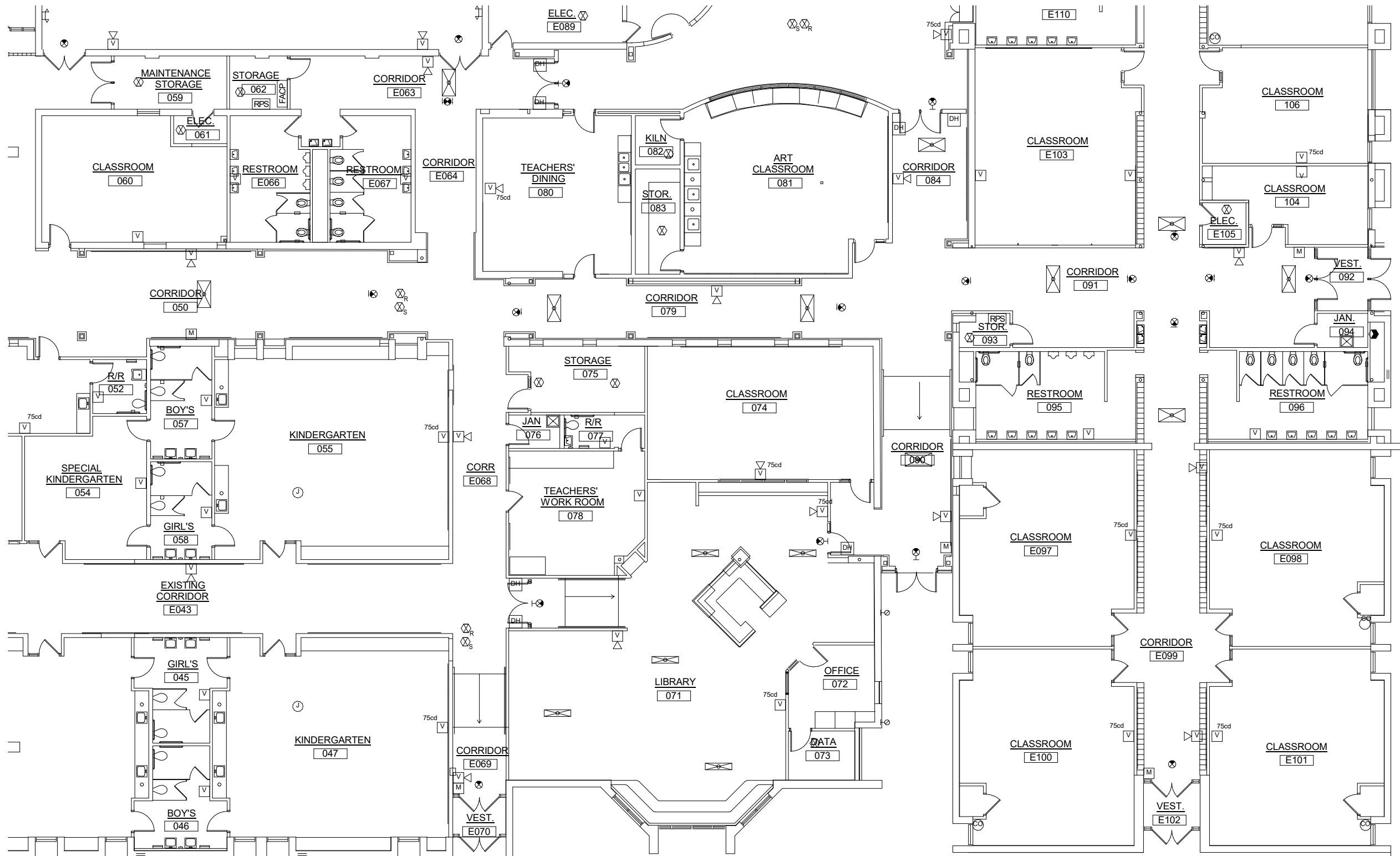


- SYMBOLS**
- ⊗ EMERGENCY EXIT SIGN COMBINATION EGRESS LIGHT
 - Ⓜ FIRE ALARM MANUAL PULLSTATION
 - ⊗V FIRE ALARM SPEAKER STROBE
 - ⓂV FIRE ALARM STROBE
 - ⓂFACP FIRE ALARM CONTROL PANEL
 - ⓂFAAP FIRE ALARM ANNUNCIATOR PANEL
 - ⓂS FIRE ALARM SMOKE DETECTOR
 - ⓂH FIRE ALARM HEAT DETECTOR
 - ⓂDH DOOR HOLDER

SYMBOLS

- ☒ EMERGENCY EXIT SIGN COMBINATION
EGRESS LIGHT
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- ⊕ FIRE ALARM HEAT DETECTOR
- ☐ DH DOOR HOLDER





- SYMBOLS**
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 - FAAP FIRE ALARM ANNUNCIATOR PANEL
 - S FIRE ALARM SMOKE DETECTOR
 - H FIRE ALARM HEAT DETECTOR
 - DH DOOR HOLDER

Schedule of School Board Meetings

**To be held in the Cafeteria at:
Elser Elementary School
309 Hartman Lane
O'Fallon, IL 62269**

<u>Date:</u>	<u>Day:</u>	<u>Time:</u>
July 20, 2026	Monday	7:00 P.M.
August 10, 2026	Monday	7:00 P.M.
September 14, 2026	Monday	7:00 P.M.
October 13, 2026	Tuesday	7:00 P.M.
November 9, 2026	Monday	7:00 P.M.
December 14, 2026	Monday	7:00 P.M.
January 11, 2027	Monday	7:00 P.M.
February 8, 2027	Monday	7:00 P.M.
March 8, 2027	Monday	7:00 P.M.
April 12, 2027	Monday	7:00 P.M.
May 10, 2027	Monday	7:00 P.M.
June 14, 2027	Monday	7:00 P.M.

