

eGrant Management System

Printed Copy of Application

Applicant: RIVER TRAILS SD 26

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: RIVER TRAILS SD 26

Date Generated: 4/6/2026 4:00:05 PM

Generated By: kseifert26

Overview

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

PROGRAM:

Consolidated District Plan

PURPOSE:

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

BOARD GOALS:

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

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

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

FY 2027

Included

Programs:

Title I, Part A - Improving Basic Programs

Title I, Part A - School Improvement Part 1003

Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

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

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

EL - Bilingual Service Plan (BSP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

IDEA, Part B - Flow-Through

IDEA, Part B - Preschool

Foster Care Transportation Plan

LEGISLATION:

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

[Individuals with Disabilities Education Act](#)

[Rehabilitation Act](#)

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

[Workforce Innovation and Opportunity Act](#)

[Head Start Act](#)

[McKinney-Vento Homeless Assistance Act](#)

[Adult Education and Family Literacy Act](#)

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

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

DUE DATE:

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

Submission by April 1 is recommended.

DURATION:

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

AMENDMENTS:

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

INSTRUCTIONS:

Instructions in PDF format

COMMON ABBREVIATIONS:

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

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
<input type="text" value="Seifert"/>	<input type="text" value="Kristine"/>	<input type="text" value="L"/>
Phone*	Extension	Email*
<input type="text" value="224"/> <input type="text" value="612"/> <input type="text" value="7303"/>	<input type="text"/>	<input type="text" value="kseifert@rtsd26.org"/>

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

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

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

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

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

([count] of 2500 maximum characters used)

focused on academic growth and social-emotional well-being. The central strategy involves providing job-embedded professional development to equip teachers with differentiation tools, allowing them to tailor instruction by understanding each student's background, cultural values, language levels, and family situation. Common formative assessments drive instruction and intervention, supporting a student-centered model that embeds inquiry and exploration. Social-emotional supports include morning meetings across all schools, and additional staff (interventionist and social worker) are allocated to Euclid Elementary to address the impacts of trauma and poverty. Specific federal programs ensure targeted support. For students with disabilities, IDEA funds provide additional adult support, specialized materials, IEP management platforms like IEP Embrace, and professional development in collaboration with NSSEO. This PD focuses on social-emotional learning, trauma care, and consistent support to maintain the Least Restrictive Environment (LRE). The district is reviewing its self-contained programming to meet intense functional needs, including adding a self-contained early childhood section, and reinforces parent involvement through the Facilitated IEP process. For Multilingual Learners (ML), Title III funds targeted instruction by certified ML teachers, customized based on ACCESS proficiency data. The district provides Extended School Year (ESY) for moderate/high-need ML students, uses the Ellevation data system, and offers PD focused on co-teaching and culturally responsive practices for the growing newcomer population. Immigrant students are guaranteed equal access to all programs, and parents are supported through educational seminars and the Bilingual Parent Advisory Committee (BPAC).

3. Bilingual Director (Administrator overseeing EL Services) Assurance

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

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

4. District Migrant Education Program Liaison

Last Name	First Name	Middle Initial
<input type="text" value="Hudson"/>	<input type="text" value="Natalie"/>	<input type="text"/>
Phone	Extension	Email
<input type="text" value="224"/> <input type="text" value="612"/> <input type="text" value="7801"/>	<input type="text"/>	<input type="text" value="nhudson@rtsd26.org"/>

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

5. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

*Required field, applicable for all funding sources

Amendments

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

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

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

*Required field, applicable for all funding sources

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

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

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

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

The Strategic Plan in River Trails School District 26 focuses on two main strategic directions - academic growth and social emotional well-being for students and staff. A primary focus of professional development has been student driven differentiation and equitable practices. In addition, we completed a robust analysis of the standards in English Language Arts. We prioritized standards, identified clear learning targets aligned to standards, and we developed common formative assessments to monitor student progress toward mastery. We worked collaboratively to calibrate our expectations by identifying student exemplars aligned to a common reading response rubric. We have updated all materials in ELA (grades K-8) to support rigorous, evidence based standards of instruction. We continue to use formal structures of collaboration, following the Adaptive Schools Model, to understand the purpose of working together to build collective teacher efficacy. This collaborative work supports our strategic objective of using collaboration to center our interactions and guide decision making. By working to develop our teachers' capacity to truly understand their peers, their students, their backgrounds, cultural values, belief systems and preferences, students will find success. Several administrators and all district coaches have been trained in the Collaborative Coaching model aligned with Adaptive Schools to improve our practices of providing feedback and coaching. 5 additional administrators were trained during the 25-26 school year. The remaining administrators will be formally trained in 26-27. At Euclid Elementary, our Schoolwide Title I school, we have a larger percentage of students from disadvantaged homes. With this comes higher evidence of adverse childhood effects, childhood trauma and impact of poverty. Additional staff are needed to assess need, focus instruction and tailor instruction to meet the needs of all students as referenced by our plan. An extensive focus has been placed on literacy instruction in alignment with the Illinois Literacy Framework. All teachers have been trained in the 7 core components of literacy instruction. This will ground our professional development as we roll-out new materials in grades K-5 during 26-27. Our frequent professional development opportunities and mentoring program, supported by Title II, align with the objective to develop collaborative, competent teams that use data based decision making. Our coaches continue to support student centered coaching to give intentional focus to student growth. Our coaching and administrative team officially launched student centered coaching in 2022-23. In 2023-24 they worked to blend the student centered coaching philosophy with cognitive coaching methods to develop a strong coaching program based to support district culture. In 2024-25 & 2025-26 our coaching team has collaborated with coaches in our local area to strengthen their coaching skills and perspectives. Our second language students, supported by our Title III programming, receive targeted instruction by certified multilingual teachers to support personalized language development. This instruction is tailored to language needs identified on the ACCESS assessment of language proficiency. Multilingual students with moderate to high level needs are offered the opportunity to participate in extended school year to extend their language development opportunities over the summer. Immigrant students will be guaranteed equal access to all programs, services and resources in the district and offered additional support and access to language support services if needed. Parents of Immigrants will also be offered support through access to social workers and counselors. Title IV offers innovative and supportive opportunities for our students by supplying innovative technology and supporting student's social and emotional needs. Title IV offers us the opportunity to experiment with new technological offerings before adopting them into our District Technology Plan. Finally, our IDEA grant will help support our students with special learning needs by providing additional adult support in the classroom, targeted materials geared towards special education instruction, web-based platforms to support Individual Education Plans (IEPs), collaborative Professional Development in the MTSS process and to offset the cost of some student tuition through the cooperative (NSSEO).

Response from the approved prior year Consolidated District Plan.

The Strategic Plan in River Trails School District 26 focuses on two main strategic directions - academic growth and social emotional well-being for students and staff. A primary focus of professional development has been student driven differentiation and equitable practices. In addition, we completed a robust analysis of the standards in English Language Arts. We prioritized standards, identified clear learning targets aligned to standards, and we developed common formative assessments to monitor student progress toward mastery. We worked collaboratively to calibrate our expectations by identifying student exemplars aligned to a common reading response rubric. We continue to use formal structures of collaboration, following the Adaptive Schools Model, to understand the purpose of working together to build collective teacher efficacy. This collaborative work supports our strategic objective of using collaboration to center our interactions and guide decision making. By working to develop our teachers' capacity to truly understand their peers, their students, their backgrounds, cultural values, belief systems and preferences, students will find success. Several administrators and all district coaches have been trained in the Collaborative Coaching model aligned with Adaptive Schools to improve our practices of providing feedback and coaching. At Euclid Elementary, our Schoolwide Title I school, we have a larger percentage of students from disadvantaged homes. This divide has increased due to the impacts of the pandemic. With this comes higher evidence of adverse childhood effects, childhood trauma and impact of poverty. Additional staff are needed to assess need, focus instruction and tailor instruction to meet the needs of all students as referenced by our plan. By auditing both our MTSS and EL programs, and strengthening foundational skills core instruction, we are working to better align our instructional efforts directly to student needs as evidenced by learning data. Our frequent professional development opportunities and mentoring program, supported by Title II, align with the objective to develop collaborative, competent teams that use data based decision making. Our coaches continue to support student centered coaching to give intentional focus to student growth. Our coaching and administrative team officially launched student centered coaching in 2022-23. In 2023-24 they worked to blend the student centered coaching philosophy with cognitive coaching methods to develop a strong coaching program based to support district culture. In 2024-25 our coaching team collaborated with coaches in our local area to strengthen their coaching skills and perspectives. Our second language students, supported by our Title III programming, receive targeted instruction by certified multilingual teachers to support personalized language development. This instruction is tailored to language needs identified on the ACCESS assessment of language proficiency. Multilingual students with moderate to high level needs are offered the opportunity to participate in extended school year to extend their language development opportunities over the summer. Immigrant students will be guaranteed equal access to all programs, services and resources in the district and offered additional support and access to language support services if needed. Parents of Immigrants will also be offered support through access to social workers and counselors. Title IV offers innovative and supportive opportunities for our students by supplying innovative technology and supporting student's social and emotional needs. Title IV offers us the opportunity to experiment with new technological offerings before adopting them into our District Technology Plan. Finally, our IDEA grant will help support our students with special learning needs by providing additional adult support in the classroom, targeted materials geared towards special education instruction, web-based platforms to support Individual Education Plans (IEPs), collaborative Professional Development in the MTSS process and to offset the cost of some student tuition through the cooperative (NSSEO).

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

Braiding of Funds

Yes No

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

Transfer of Funds

Yes No

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

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

([count] of 7500 maximum characters used)

River Trails School District conducted a comprehensive needs assessment to identify and prioritize areas of greatest need in preparation for the 2026-27 school year. This evaluation was grounded in stakeholder input and designed to inform decisions related to grant funding and strategic planning. The process included the following key steps: 1) Stakeholder Engagement: The district engaged a broad range of stakeholders-teachers, administrators, instructional coaches, parents, and community members-to ensure diverse perspectives were considered. 2) Data Collection: Multiple data sources were utilized, including surveys, interviews, focus groups, and classroom observations, to gather insights on the district's strengths, challenges, and areas for growth. We are also in a strategic planning year, so data from strategic planning surveys and focus groups was taken into consideration. 3) Data Analysis: Collected data were analyzed to identify common themes and trends. Particular attention was paid to patterns that revealed systemic needs, equity gaps, and opportunities to enhance student outcomes. 4) Needs Prioritization: District leaders collaboratively reviewed the findings and prioritized needs based on urgency, potential impact on student learning, alignment with district goals, and equity considerations. 5) Action Planning: For each high-priority need, targeted action plans were developed. These include defined strategies, resource allocations, timelines, and clearly assigned responsibilities to support implementation in 2026-27. 6) Grant Alignment: Once the Consolidated District Plan is approved, identified priorities and corresponding action steps will be strategically aligned to leverage available grant funding.

Legislative References:

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

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

*Required field, applicable for all funding sources

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

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

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

Strategic Planning Survey Data, Strategic Planning Focus Group Data

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

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

A. Title I, Part A - Improving Basic Programs

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

Stakeholders from District 26 are regularly engaged in the Title I planning and evaluation process. Regular check-in meetings with the building administration are scheduled to monitor effectiveness of the support plan. Stakeholders iterated that support is still needed to continue to close the learning gap amongst students by intentionally structuring learning plans that take into account cultural background, language of origin and specific learning needs. Reengaging the parent community post covid has continued to be challenging. 2 evening events were held during 25-26 to bring parents into the building with their children. Additional outreach activities will continue into 26-27.

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

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

A Needs Assessment was completed in consultation with building administration, building coaches, district administration, the mentor coordinator, classroom teachers and parents. 30 and 90 day Success Interviews of 1st year teachers were given and generalized results were shared with district and building administration. The assessment highlighted the need to support teachers in developing understanding of the systems across the district and specific curriculum expectations. New support staff indicated satisfaction with the current support plan. As new curriculum materials are woven into the larger curricular plan, staff require continuous, scaffolded professional development to support successful implementation.

G. Title III - LIEP

A Needs Assessment was completed in consultation with building administration, building coaches, district administration, classroom teachers, multilingual team leaders, multilingual teachers and BPAC members. Continued goals will focus on building an awareness of societal needs in relation to breaking down bias, understanding perspective, creating equity and fostering a love for learning. In addition, we are working to support teachers with providing differentiated instruction to our multilingual students to support language growth. Multilingual teachers have been trained to use data systems to identify student needs, set goals, and monitor progress toward goals. This data management system, Ellevation, is funded by the Title III grant. We will expand our use of this system by adding the benchmark assessment component for 26-27. Our district piloted this tool for Ellevation during the 25-26 school year as they worked to prepare for its deployment. This data will better allow us to evaluate student needs in order to differentiate instruction. Finally, support will continue to be given to the bilingual community to increase and respect the school/family partnership. Significant growth has been made over the past two school years. We will continue to engage the bilingual community through the BPAC to determine ways to support families.

H. Title III - ISEP

A Needs Assessment was completed in consultation with building administration, building coaches, district administration, classroom teachers, language teachers and parents. Support will continue to be given to EL learners/immigrants over summer months to address summer regression. Finally, support will be given to the bilingual and immigrant community to increase and respect the school/family partnership.

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

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

The district's comprehensive needs assessment was conducted in collaboration with building administrators, instructional coaches, classroom teachers, district leadership, social-emotional learning staff, health educators, technology committee members, technology support staff, and parents. Based on identified priorities, the following Title IV-A funded programs and activities are planned for the 2026-27 school year: Effective Use of Technology: Our district has done extensive outreach on the topic of screen time and its effect on children during the 25-26 school year. Our work in 26-27 will be centered around maximizing the use of high level technology tools while educating our parents on putting effective processes in place at home to maintain a healthy screentime balance. Safe and Healthy Students: The district will allocate funds to provide students and staff with access to materials and resources that promote social-emotional well-being and healthy lifestyles. This includes classroom support, SEL materials, and tools aligned with the district's health and wellness initiatives. Well-Rounded Education and Family Engagement: Title IV-A funds will also support family engagement through parent education sessions. Topics will be informed by parent input and may include digital impact on mental health and fostering resilience at home.

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

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

In partnership with Northwest Suburban Special Education Organization (NSSEO), district administration and NSSEO administration meet to discuss district professional learning needs. Additional plans are discussed through monthly job alike meetings with district related service staff, district administration, and LEA meetings. Goals will focus on social emotional learning, aligning special education services to core standards as well as increasing opportunities for students to participate in general education to ensure all students are head and heart ready in alignment with the District Strategic Plan. For privately placed students, a Timely and Meaningful Consultation (TMC) meeting takes place annually for the purpose of agreement to expend proportionate share dollars for students with IEPs.

L. IDEA, Part B - Preschool

Goals will focus on closing the gap relative to the Early Learning Standards through the use of assessments such as DRDP and with the support of STARNET and NSSEO coaching as well as supporting the increasing needs of our youngest learners through professional development and job alike meetings to collaborate and learn from each other.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

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

District Goal(s):

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

Provide engaging and purposeful pathways to personalized academic growth for students by equipping staff with the requisite skills, knowledge and understanding necessary to provide high-quality, differentiated instruction that will prepare students to be successful to be 'Life (head) Ready'. Cultivate resourceful, resilient citizens by supporting social emotional development and learning in a healthy environment that will prepare students to be 'Life (heart) Ready'.

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

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

Program Footnotes:

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

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

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

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

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

([count] of 7500 maximum characters used)

Stakeholders from District 26 developed the current strategic plan that guides all decision making. Teachers, principals, support staff, parents, students, and community members provided insight and collaboratively developed a strategic plan to support the district mission and vision. All stakeholder feedback was incorporated in the plan to ensure that all voices were captured and contributed towards the goal of meeting the needs of all children. Since the initiation of the plan, stakeholders are regularly engaged in conversation related to student learning and growth to monitor progress toward goals. Stakeholders feel that support is needed to continue to close the learning gap amongst students by intentionally structuring learning plans that take into account cultural background, language of origin and specific learning needs. Staff need training on interpreting assessment results and differentiating instruction based on results. Specially trained staff, carefully chosen materials, and targeted professional development remain imperative to the success of the students.

Response from the prior year Consolidated District Plan.

Stakeholders from District 26 developed the current strategic plan that guides all decision making. Teachers, principals, support staff, parents, students, and community members provided insight and collaboratively developed a strategic plan to support the district mission and vision. All stakeholder feedback was incorporated in the plan to ensure that all voices were captured and contributed towards the goal of meeting the needs of all children. Since the initiation of the plan, stakeholders are regularly engaged in conversation related to student learning and growth to monitor progress toward goals. Stakeholders feel that support is needed to continue to close the learning gap amongst students by intentionally structuring learning plans that take into account cultural background, language of origin and specific learning needs. Staff need training on interpreting assessment results and differentiating instruction based on results. Specially trained staff, carefully chosen materials, and targeted professional development remain imperative to the success of the students.

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

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

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

([count] of 7500 maximum characters used)

The district maintains programs, activities and procedures for the parents/guardians of students receiving services in our district. These programs, activities and procedures are described in District-level and School-level compacts. District-Level Parental Involvement Compact The superintendent or designee shall develop a District-Level Parental Involvement Compact according to Title 1 requirements. The District-Level Parental Involvement Compact shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services or enrolled in programs under Title 1. This is housed in our District Handbook that is given to parents on an annual basis. Through the development of an extensive communication plan, the district is working to find successful avenues for 2-way communication with parents. This is being done over social media, face to face meetings, open forum sessions with board members and the superintendent, and community gatherings/outings. Administrators and board members are present at nearly all building activities. Hosted school events are staffed with bilingual teachers serving our most common 2nd languages (Polish/Spanish/Malayalam). District invitations to collaboration events are being translated into native languages of our students through our new mass communication tool, Bright Arrow. Our website uses a dynamic translation tool. Teachers stipend positions have been created and filled by bilingual teachers as community outreach agents. These individuals are responsible for reaching out to our bilingual community to invite them into the schools on a regular basis.

Response from the prior year Consolidated District Plan.

The district maintains programs, activities and procedures for the parents/guardians of students receiving services in our district. These programs, activities and procedures are described in District-level and School-level compacts. District-Level Parental Involvement Compact The superintendent or designee shall develop a District-Level Parental Involvement Compact according to Title 1 requirements. The District-Level Parental Involvement Compact shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services or enrolled in programs under Title 1. This is housed in our District Handbook that is given to parents on an annual basis. Through the development of an extensive communication plan, the district is working to find successful avenues for 2-way communication with parents. This is being done over social media, face to face meetings, open forum sessions with board members and the superintendent, and community gatherings/outings. Administrators and board members are present at nearly all building activities. Hosted school events are staffed with bilingual teachers serving our most common 2nd languages (Polish/Spanish/Malayalam). District invitations to collaboration events are being translated into native languages of our students through our new mass communication tool, Bright Arrow. Our website uses a dynamic translation tool. Teachers stipend positions have been created and filled by bilingual teachers as community outreach agents. These individuals are responsible for reaching out to our bilingual community to invite them into the schools on a regular basis.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. Include Title I parent and family engagement required meetings and activities. Also include a description of any activities/strategies that will be implemented for effective English learner and

immigrant parent family engagement, as applicable. ** [3]

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([count] of 7500 maximum characters used)

Family engagement is a goal of the Board of Education. The board has a community engagement committee dedicated to engagement. They have developed various ways to seek community input and engage the community in topics of high interest. In our buildings, we will offer a variety of methods for families to engage in learning. At our Title 1 School, we will continue to support a program called Watchdogs. The purpose of this program is to bring adult role models into the school. The coordinator reaches out to families to build positive relationships by developing trust and offering a variety of pathways into the school to support their students, other students, and the learning environment. Secondly, the Communication's Specialist continues to study the existing forms of outreach to the community to ensure that all facets of the community are provided opportunities to engage in 2-way communication with district administration, building administration, and teaching staff. Finally, our communication specialist engages the community through social media, monthly newsletters, and surveys in order to keep a regular pulse on community interest. Our district BPAC is focused on supporting multilingual families in locating community resources to enhance their connection and networks to the larger community. BPAC meetings are held at each of the district buildings to encourage a variety of different levels of participation. Virtual access is also made available. Our Board President and Superintendent hold quarterly coffee-talks with the community. Locations are chosen strategically to gather a variety of voices. One was held at the local retirement community while another was held at the public library.

Response from the prior year Consolidated District Plan.

Family engagement is a goal of the Board of Education. The board has a community engagement committee dedicated to engagement. They have developed various ways to seek community input and engage the community in topics of high interest. In our buildings, we will offer a variety of methods for families to engage in learning. At our Title 1 School, we will continue to support a program called Watchdogs. The purpose of this program is to bring adult role models into the school. The coordinator reaches out to families to build positive relationships by developing trust and offering a variety of pathways into the school to support their students, other students, and the learning environment. Secondly, the Communication's Specialist continues to study the existing forms of outreach to the community to ensure that all facets of the community are provided opportunities to engage in 2-way communication with district administration, building administration, and teaching staff. Finally, our communication's specialist engages the community through social media, monthly newsletters, and surveys in order to keep a regular pulse on community interest. Our district BPAC is focused on supporting multilingual families in locating community resources to enhance their connection and networks to the larger community.

Title I Requirement:

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

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

Title III Requirement:

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

Legislative References:

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

*Required field

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



Parent and Family Engagement

ESEA Section 1116(a)(2)

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

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

Resources:

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

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

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

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

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

How To Upload A FILE

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

Choose File No file chosen

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

pfepolicy.pdf

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

*Required field

Private School Participation

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

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

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

Will Private Schools participate in the Program?

- Yes No

Private School Name	School Closing	Title I <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	Title II <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Title IV <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Nonpublic Consultation Form
Willows Academy	<input type="checkbox"/>	231	231	231	Choose File No file chosen Response - ISBE Form Willows Academy.pdf
St Theresa School	<input type="checkbox"/>		0	0	Choose File No file chosen Response - St. Theresa.pdf
St Raymond School	<input type="checkbox"/>	450	450	450	Choose File No file chosen Response - ISBE Form St. Raymond's.pdf
St Peter Lutheran School	<input type="checkbox"/>	181	181	181	Choose File No file chosen Response - ISBE Form St. Peter Lutheran School.pdf
St Paul Lutheran School	<input type="checkbox"/>	291	291	291	Choose File No file chosen Response - ISBE Form St. Paul Lutheran.pdf
Science and Arts Academy	<input type="checkbox"/>	237	237	237	Choose File No file chosen Response - ISBE Form Science Art Academy.pdf
Schaumburg Christian Scho	<input type="checkbox"/>	826	826	826	Choose File No file chosen Response - ISBE Form Schaumburg Christian School.pdf
Riverwoods Montessori Scho	<input type="checkbox"/>	0	0	0	Choose File No file chosen Response - Riverwoods Montessori.pdf
Hellenic American Academy	<input type="checkbox"/>	130	130	130	Choose File No file chosen Response - ISBE Form Hellenic.pdf
Aristotle St Haralambos Day	<input type="checkbox"/>	53	53	53	Choose File No file chosen Response - ISBE Form Aristotle.pdf
St Emily School	<input type="checkbox"/>	300	300	300	Choose File No file chosen St. Emily Participation Form Title III 26.27 (1).pdf

Comments:

Christian Heritage Academy, Glenview New Church School, Plato Academy, Quest Academy, St. James School, St. Peter Lutheran School were listed as schools with possible students in our attendance area. Consultation notices were sent 3 times (1/21/26, 2/20/26, 3/12/26) with no response.

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

ISBE Goals:

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

District Goal(s):

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

Provide engaging and purposeful pathways to personalized academic growth for students by equipping staff with the requisite skills, knowledge and understanding necessary to provide high-quality, differentiated instruction that will prepare students to be successful to be 'Life (head) Ready'. Cultivate resourceful, resilient citizens by supporting social emotional development and learning in a healthy environment that will prepare students to be 'Life (heart) Ready'.

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

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

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

No Preschool Programs

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([count] of 7500 maximum characters used)

The district houses blended preschool classes and will add a self contained section to provide special education supports for students with more complex needs. In the blended model, all related services are integrated into the classroom setting (Speech, OT, PT, and social work services). Services are coordinated through the local Early Intervention agency; Child and Family Connections. Screenings are held monthly to meet the requirements of Child Find and to determine best placement options. Some students are supported through itinerant speech and language therapy. During the 24-25 school year, the early childhood program shifted services to ensure all preschool classrooms were blended rather than keeping one section fully made up of students with disabilities. The rationale for this programming shift was to ensure access to typical peers for all preschool sections. Our early childhood program is within the same building that houses Kindergarten so all students are under the same roof, allowing for close articulation of teams for Kindergarten transition. Due to the intense and complex needs of some of our current preschool students as well as those transitioning from early intervention, we project having one section of self contained in order to provide targeted direct special education support. In terms of supporting this goal, early childhood teachers will continue to have common plan time in the morning and on Thursdays to work on their units of study as well as embedded professional development. Additionally, they will receive support and guidance from best practice literature, administration, and coaching from NSSEO to support this work. Vertical alignment with Kindergarten will be a part of the process as well.

Response from the approved prior year Consolidated District Plan.

The district houses blended preschool classes and Bilingual PK classes for district students. In the blended model, all related services are integrated into the classroom setting (Speech, OT, PT, and social work services). Services are coordinated through the local Early Intervention agency; Child and Family Connections. Screenings are held monthly to meet the requirements of Child Find and to determine best placement options. Some students are supported through itinerant speech and language therapy. During the 24-25 school year, the early childhood program shifted services to ensure all preschool classrooms were blended rather than keeping one section fully made up of students with disabilities. The rationale for this programming shift was to ensure access to typical peers for all preschool sections. Our early childhood program is within the same building that houses Kindergarten so all students are under the same roof, allowing for close articulation of teams for Kindergarten transition. Some students will have the same therapy providers in Kindergarten. During the 23-24 school year, based on increased student needs, a self contained special education kindergarten classroom was added to this building to build their continuum of services in order to support all students receiving special education at the early childhood and kindergarten level in their home school. In terms of supporting this goal, early childhood teachers will continue to have common plan time in the morning and on Thursdays to work on their units of study as well as embedded professional development. Additionally, they will receive support and guidance from best practice literature, administration, and coaching from NSSEO to support this work. Vertical alignment with Kindergarten will be a part of the process as well.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

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

District Goal(s):

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

Provide engaging and purposeful pathways to personalized academic growth for students by equipping staff with the requisite skills, knowledge and understanding necessary to provide high-quality, differentiated instruction that will prepare students to be successful to be 'Life (head) Ready'. Cultivate resourceful, resilient citizens by supporting social emotional development and learning in a healthy environment that will prepare students to be 'Life (heart) Ready'.

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

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(count) of 7500 maximum characters used)

River Trails School District 26 provides every child with a common core aligned curriculum in Math and English/Language Arts. All board adopted curricular materials in River Trails School District 26 aim to provide children with strong foundation skills to support student problem solving. Our professional development plan is directly aligned to the district's strategic plan focusing on instructional strategies to support student-centered, differentiated learning environments supportive of the unique and individual needs of each student. During the 18-19 school year, a targeted ELA committee made up of a representative staff of elementary teachers reviewed Best Practices in teaching ELA. The committee used this learning to reflect on our teaching practices in ELA and make adjustments. We implemented a Reader's Workshop Model of instruction to better differentiate our teaching to meet the needs of all learners in a process of continuous improvement to support student growth in the areas of comprehension and metacognition. Reading workshop has provided the structure for teaching literacy. Additional support to teachers has been given in developing a Foundational Skills programming based on the science of reading research. During the 2023-24 school year a staff collaborated to create and implement a series of common assessments to monitor student progress in all areas of reading and writing development. This work has expanded in 2024-25 as we have developed consistent student data portfolios to monitor individual student progress over time. With the release of the IL Literacy Framework, we launched a professional learning team consisting of 45 elementary educators of reading. The team created a rubric to audit our current materials which led to an adoption cycle. The committee is recommending the Board of Education adopt HMH Into Reading version 3 for launch in 2026-27 finding these materials better able to meet the demands of literacy instruction aligned to the IL Framework. We feel the comprehensive nature of the materials will better support our teachers as teachers of literacy. Our Middle School adopted Collections from Houghton Mifflin/Harcourt in 2018-19. Collections proved effective at creating thoughtful, passionate readers in the classroom. Collections presented materials and activities in a variety of ways, allowing students to interact with different types of content and material. The 2022-23 school year allowed teachers time to align their instruction to the district identified priority standards in reading, writing, speaking, and listening. A thorough data review was completed in 2023-24, and while we found students to be highly engaged in reading, individual student growth has been lower than expected. This year we completed an audit of our middle school programming and recommended the adoption of Houghton Mifflin Harcourt's Into Literature. The adoption team felt these materials were more responsive to individual student needs and in better alignment with the recommendations from the Illinois Literacy Plan. 2025-26 served as our implementation year. We continue to make revisions to our scope and sequence as we review student data. To support students who are reading below grade level, the team of multilingual teachers and interventionists carefully plan targeted, need based interventions. These interventions include daily small group work. This is supplemented by computer interventions such as Read Live, Lexia, and Waterford. All interventions are carefully monitored for effectiveness. In the Middle School, students in need of additional support are provided an additional support block to address reading and writing needs. This support block is in addition to their daily literacy block. Progress is monitored with the goal of reducing support over time. Since the 2024-25 school year, the MTSS at the middle school has become more systematic allowing all students to have equal access to necessary support. During the 2021-22 school year, the elementary math committee reviewed district math data, studied best practice math instruction, and reviewed the common core math standards. Using that knowledge, they completed a thorough pilot program of two math curriculums during the 2022-23 school year and came to consensus on an elementary math adoption which was launched in 2023-24. Staff participated in multiple professional learning sessions focused on implementation and fidelity of instruction. During the 2024-25 school year, the elementary coaches and admin participated in classroom walk-throughs to monitor progress on creating language rich math classrooms centered around student dialogue and discussion. This work continued in 2025-26. During the 2024-25 school year the middle school adopted new mathematics materials - Illustrative Mathematics. Teachers met regularly with their grade/level peers to discuss pacing, scope and sequence, and student response to assessments. This work continued in 2025-26. In 2026-27 we will work on mapping out priority standards across grade levels. Social Studies provides students with a standards aligned experience through text and hands-on activities. Students work to understand how communities, the United States and Global perspective interact together to make our society. Children read, act, use technology and write about history and how these events relate to modern day times. During 25-26 the district audited the middle school social studies materials and piloted new materials. The committee recommended the purchase of TCI History Alive! to the Board of Education for implementation in 2026-27. These materials better support the inquiry standards embedded in the IL Learning Standards. Next Generation science standards are taught through experiments and problem-based learning modules as a means to engage children. Using an NGSS aligned program called STEMscopes in elementary and OpenSciEd in middle school, support teachers in creating learning experiences that engage students in the scientific method, cross-cutting concepts and exciting engineering practices with every lesson. Students use math, science, engineering, and technology along with rich content-based informational text for the building of background knowledge. Problem-based learning and raw materials that students use to explore the natural world further compliment this learning. Every student participates in full art, music and physical education classes. These special classes take place either every day or multiple times each week to further expand the learning experiences of students. A well-rounded education is secured with these content areas to allow for student expression, voice, visual representation and kinesthetic learning. The final program of impact is the District's focus on social and emotional learning. The SEL team completed a two year audit in 2024. A new curriculum was launched during the 2024-25 school year. Continued follow-up and PD was provided in 2025-26 and will continue in 2026-27.

Response from the prior year Consolidated District Plan.

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more systematic allowing all students to have equal access necessary supports. During the 2021-22 school year, the elementary math committee reviewed district math data, studied best practice math instruction, and reviewed the common core math standards. Using that knowledge, they completed a thorough pilot program of two math curriculums during the 2022-23 school year and came to consensus on an elementary math adoption which was launched in 2023-24. Staff participated in multiple professional learning sessions focused on implementation and fidelity of instruction. During the 2024-25 school year, the elementary coaches and admin participated in classroom walk-throughs to monitor progress on creating language rich math classrooms centered around student dialogue and discussion. This work will continue in 2025-26. During the 2024-25 school year the middle school adopted new mathematics materials - Illustrative Mathematics. Teachers met regularly with their grade/level peers to discuss pacing, scope and sequence, and student response to assessments. This work will continue to be refined as we move into the 2025-26 school year. Social Studies provides students with a standards aligned experience through text and hands-on activities. Students work to understand how communities, the United States and Global perspective interact together to make our society. Children read, act, use technology and write about history and how these events relate to modern day times. Next Generation science standards are taught through experiments and problem-based learning modules as a means to engage children. Using an NGSS aligned program called STEMscopes in elementary and OpenSciEd in middle school, support teachers in creating learning experiences that engage students in the scientific method, cross-cutting concepts and exciting engineering practices with every lesson. Students use math, science, engineering, and technology along with rich content-based informational text for the building of background knowledge. Problem-based learning and raw materials that students use to explore the natural world further complement this learning. Every student participates in full art, music and physical education classes. These special classes take place either every day or multiple times each week to further expand the learning experiences of students. A well-rounded education is secured with these content areas to allow for student expression, voice, visual representation and kinesthetic learning. The final program of impact is the District's focus on social and emotional learning. The SEL team completed a two year audit in 2024. New curriculum was launched during the 2024-25 school year. 2025-26 will continue to focus on consistent implementation.

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

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([count] of 7500 maximum characters used)

All K-1 students participate in AIMSweb. All 2-8 students participate in NWEA. These benchmark/general outcome measures are tested multiple times each year. The data is analyzed for the purpose of providing a starting point for tiered intervention services based on specific results from the assessments. Teacher recommendations and outcomes of common, classroom based assessments are also collected to try and balance the standardized testing with classroom performance. A matrix and system are built to specifically identify children performing first the 1-9% for Tier II or III services, depending on recent history of interventions. The matrix is used by intervention teams to analyze data and look to match performance levels with intervention services. The building-wide intervention team schedules and works with general education and intervention teachers to schedule and provide services to children. This process is repeated at each benchmark cycle to ensure that children are making anticipated growth and have adequate achievement scores on benchmark tests. The next grouping of children are from the 10-24% performance levels which may then align with Tier II services. So between AIMSweb and NWEA, children in the 1-24% are identified for services which are then customized based on the assessments such as phonemic awareness, fluency, comprehension, etc. Children are then progress monitored in their intervention groups for growth and movement towards grade level performance. Children in the 25-75% are provided services from classroom/homeroom teachers in the form of small groups, differentiated assignments and curriculum, as well as other options. Children in the 25-75% performance level may also participate in push-in intervention services. Students in the 76%-99% are considered for further differentiation or even a content-based gifted program or acceleration. This is again based on the areas of strength matched with the type of services for advanced learners. For multilingual learners, the district implements a tiered service model based on language proficiency levels-low, moderate, and high-within each grade cluster (K, 1-5, and 6-8). These levels guide the intensity and type of support provided. Identification is based on WIDA ACCESS scores, teacher input, classroom performance, and other relevant data. Students' responses to services are reviewed regularly to ensure instruction remains responsive and effective.

Response from the prior year Consolidated District Plan.

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

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([count] of 7500 maximum characters used)

Systems will remain consistent in this area from subsequent years as our MTSS system of intervention is serving students well. A new system of delivering intervention services at the middle school launched successfully in 2022-23 and refined in 2023-24 and 2024-25. We have clear entry and exit criteria to support the fluid movement of students both into and out of intervention services. In addition to a formal intervention program being offered, the middle school shifted to a block schedule in 2022-23 allowing more time in class for differentiated instruction to occur. We continue to focus on the implementation of instructional strategies to maintain student engagement over a longer instructional block of time. In 2025-26 the middle school will explore options to manipulate the schedule to support daily intervention services for shorter blocks of time. Through our extensive MTSS process, students are offered a range of additional educational assistance should they require additional support to meet the standards. These supports span from Tier I classroom instruction, to tiered intervention support, to Special Education services. Support of students in need of additional support begins in the general education classroom. Assessments are completed using multiple measures in the fall, winter, and spring - across all grade levels. This data is triangulated and reviewed with classroom teachers at Data Review Meetings for the initial identification of students who may be at risk for not meeting state standards. Teachers use this information to plan for differentiated instruction in the classroom, which includes small-group guided reading and guided math instruction. Grade-level teachers meet on a weekly basis to collaborate and discuss and plan for students who are struggling to meet benchmarks. Furthermore, grade-level RTI team meetings are held with the school principal, school psychologist and interventionists twice regularly to review students' progress and modify instruction and support as needed. The Data Review Meetings are also a cornerstone of our Response to Intervention (MTSS) framework. This year District 26 created a District MTSS committee to review decision rules, build calendars, and support the development of equitable programming across schools. At each Data Review Meeting students falling below set criteria are placed into Tier 2 or Tier 3 intervention groups depending on their level of need and prior intervention history. At a minimum, intervention groups meet 3 times per week for 30 minutes per session, although most intervention groups meet 5 days per week. In order to ensure that interventions are implemented with integrity and to maintain a high degree of student-teacher interaction Tier 2 groups are limited to a maximum of 6 students and Tier 3 groups are limited to a maximum of 4 students. In addition to interventions provided by classroom teachers, academic interventionists provide intervention support. All of our interventionists have either a Master's degree in Reading or Special Education. Intervention cycles range from 6-10 weeks in length, for a total of 4 intervention cycles per school year. Students who participate in interventions are monitored on a weekly basis. Interventionists review students' progress and make adjustments to interventions at the midpoint of each intervention cycle. At the end of each intervention cycle the school MTSS Team holds an End of Cycle Review Meeting, where each student's progress monitoring data and any new benchmarking data are reviewed to determine if students have made adequate progress in response to intervention supports, if intervention supports can be reduced, or if intervention supports need to be intensified. Students who are not making adequate progress in response to Tier 2 are considered for Tier 3 support and are referred to our Tier 2 Building-level Problem Solving Team for the development of an individualized support plan. Outside of the MTSS process, teachers can refer a student to the Building-level MTSS team at any time. Finally, students who are not making adequate progress in response to Tier 3 intervention support are referred for a Special Education evaluation. Students found eligible for special education receive comprehensive instruction and support as needed in small-group settings and in general education classrooms with Special Education Teachers pushing in to provide support. During the 2021-22 school year an audit of the multilingual programs was performed, and a revised service spectrum was redefined. Services delivered to students are based on language proficiency levels. Students are

categorized into groups based on the level of support needed to be successful in the classroom (low level of need, moderate level of need, high level of need, newcomer). Support services vary and fluctuate as students become more language proficient. For example, students with high needs will be placed in co-taught classrooms with ML and general education teachers. Newcomers receive additional blocks of instruction on a daily basis to provide support for early language acquisition as will immigrant students. This service delivery model is flexible and responsive to student needs. Finally, District 26 offers academic support to students during the summer. Summer school is also available for students at risk of not meeting academic standards. The three/four-week summer school session also offers instruction that focuses on moderate to high need ML students, special education students, and students who are considered at-risk learners.

Response from the prior year Consolidated District Plan.

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This service delivery model is flexible and responsive to student needs. Finally, District 26 offers academic support to students during the summer. Summer school is also available for students at risk of not meeting academic standards. The three/four-week summer school session also offers instruction that focuses on moderate to high need ML students, special education students, and students who are considered at-risk learners.

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

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We strive to continually review and improve upon the instruction, strategies, and programs that support our students' learning and development. This begins with ongoing professional development. Every Thursday morning teachers participate in a one hour professional development session focusing on embedding research-based educational strategies into instruction to improve teaching and learning. Throughout the school year teachers also participate in inservice training and professional development. District coaches are assigned to each building to support coaching cycles. Through collaborative practice, coaches have supported teachers in setting student-centered learning goals, aligning instruction to standards, and studying progress toward goals through a learning cycle. Finally, District 26 encourages and supports teachers seeking out professional development opportunities outside the district. When providing differentiated and intervention support we always attempt to use strategies, materials, and curricular programs that are a close fit with students' individual instructional needs. For example, many of our reading intervention groups target a specific aspect of reading such as decoding, fluency, or comprehension. To teach these skills we use a range of research based instructional programs. In addition, we utilize web-based instructional tools to individualize learning paths. Specific instructional strategies and supports are provided to support our ML students, which account for a large portion of our student population. Our students are supported by ML endorsed teachers who provide targeted support utilizing best practice strategies. Most instruction is provided by means of a collaborative teaching model, while some small-group instruction in targeted skill areas is provided outside of the general education classroom. All instruction targets the domains of speaking, listening, reading, and writing. Our service delivery model is flexible and responsive to student needs. We have a variety of curriculum materials that are correlated to language standards to provide additional support to students. Curriculum materials are chosen by trained staff based on the area of need identified. Technology is also a powerful tool that we use to augment and expand upon our student's learning. We use a variety of web-based tools that students are able to access at both school and home. We have added many technology tools to our catalog this school year focusing on intentional use of technology to drive learning forward enhancing the creation and creative aspect of integrating technology into learning. We continue to experiment with different forms of student facing AI technology to teacher students the appropriate use of AI in an academic environment.

Response from the prior year Consolidated District Plan.

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

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All hires in River Trails District 26 meet and exceed criteria for highly qualified and Illinois certification requirements. On an annual basis, current staffing assignments are reviewed to ensure that all children receive highly effective teachers with experience. If a case arises where a classroom is being impacted by teaching practices, changes will be made in the staffing plan. Moreover, the District is committed to providing reimbursement options for staff seeking to increase credentials and coursework in order to better support student learning. The highest rate of new endorsements for certified staff continues to be ESL/Bilingual endorsement. Targeted professional development is also designed to address this potential situation by ensuring that the District provides in-house or external growth opportunities for all staff in the areas of working with children from low-socioeconomic status or second language learning. All hires in River Trails District 26 meet and exceed criteria for highly qualified and Illinois certification requirements. On an annual basis, staffing assignments are reviewed to ensure that all children receive instruction from highly effective and prepared teachers. If a case arises where a classroom is being impacted by teaching practices, changes will be made in the staffing plan. Building leaders set high expectations for teachers and closely monitor teacher performance through our formal evaluation model. Targeted professional development, supportive mentoring, and coaching opportunities are available to teachers. Success interviews with new staff members are performed throughout the year to gather and address any concerns from staff in order to quickly remediate any issues, provide necessary professional development, or supply necessary materials to keep staff feeling supported and engaged. This supports retention and building a high-quality, highly-effective staff.

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

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Building librarians and media specialists are utilized to help support students. Their role is a multifaceted role that has taken on several revisions in recent years. They are currently responsible for addressing the ISAIL standards in addition to the ISTE standards related to Digital Citizenship. A comprehensive audit of the elementary library program was completed in the 2023-24 school year with a middle school audit in 2024-25. All library media specialists are held to a high standard as defined by Charlotte Danielson in her rubric for success as they are maintaining and researching high quality resources for our students reading at all ability levels. This team meets regularly on a rotating schedule with students in grades K-5 to focus on innovation (critical thinking, problem solving, collaboration, communication and creativity). We are continually adding resources to their classrooms that foster investigation and innovation such as coding robots, unplugged resources and the like. In middle school, the library media specialist supports teachers of all content areas providing materials, instruction, and support when needed.

Response from the prior year Consolidated District Plan.

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

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During the 18-19 school year, a team of teachers, administrators and practitioners developed a District Acceleration Policy in coordination with the new state policy for grades K-8. The policy addresses 3 major components 1) Early Entry to School 2) Single Subject Acceleration 3) Whole Grade Acceleration. Criteria have been identified to gauge readiness for acceleration. Additionally, the district has focused professional development for all teachers on differentiation. Minor revisions were necessary in spring of 2020 due to the COVID-19 crisis. Additional revision was made to plan for the 21-22 school year due to lacking data. Accelerated course work is provided to students in reading and math with a formal accelerated program beginning in 4th grade. The district audited the accelerated program during the 21-22 school year. The results of this audit indicated a need to better define our instructional goals of our accelerated program. In addition, it revealed a need for better consistency in identification criteria between the elementary schools and middle school. These revisions were put in place during the 22-23 school year. A focus for 2024-25/2025-26 was to be in better alignment with high school programs by creating more onramps for students to move into accelerated programs. In 2026-27 we will work to align our priority standards in ELA to the standards of the high school similar to the work completed in math in 2025-26.

Response from the prior year Consolidated District Plan.

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Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

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

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

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

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

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

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

**Required field for only Title I, Part A

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

ISBE Goals:

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

District Goal(s):

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

Provide engaging and purposeful pathways to personalized academic growth for students by equipping staff with the requisite skills, knowledge and understanding necessary to provide high-quality, differentiated instruction that will prepare students to be successful to be 'Life (head) Ready'. Cultivate resourceful, resilient citizens by supporting social emotional development and learning in a healthy environment that will prepare students to be 'Life (heart) Ready'.

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

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

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

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Our K-8 District transition plan includes multiple staff and program extensions to ensure that all students successfully matriculate from 8th to 9th grade. Quantitative data is used in terms of student grades, assessment scores and placement exams to help match student needs with course options in high school. Qualitative measures are used in terms of teacher recommendations, past student involvement in MTSS, special education, or ML programming along with social/emotional factors. Students with special needs have comprehensive transition meetings to ensure that all programming requirements for the students are planned and prepared ahead of new school years. When applicable and appropriate, arrangements are also made to allow middle school students access to high school coursework or advanced placement options. Middle School teams meet by department with the high school to review expectations, teaching objectives and student needs. Administration between districts have formal collaboration sessions quarterly to improve communication regarding transition planning.

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

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

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

([count] of 7500 maximum characters used)

We are a K-8 program so this section is not applicable.

Response from the approved prior year Consolidated District Plan.

We are a K-8 program so this section is not applicable.

Legislative References:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Our district professional development plan is directly tied to our Strategic Plan - Head Ready, Heart Ready, Life Ready. We realize that in order to effectively serve all students, we need to work collaboratively as adults. During the 20-21 school year, we trained all administrators and coaches in the Adaptive Schools Collaborative Leadership Model and Cognitive Coaching. During the 21-22 school year we expanded this training to members of the building leadership team. Administrators and coaches received level 2 training. 22-23 was our first full implementation year. Building Leadership Team members were tasked with using the collaborative strategies in team meetings to build collective capacity. This work continued in 23-24 as we learned to use consistent data to guide collaborative conversations tied to student learning. In 2024-25 our goal was to institutionalize these strategies in the work that we do. The goal of Adaptive Schools is to develop the collective identity and capacity of organization members as collaborators and inquirers and leaders. Human organizations and individuals can be adapted to a specific niche or can become adaptive, flexing to meet the challenges of a changing world. This work continued in 25-26 and will continue to live and be sustained in our new strategic plan.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Our district values the mentor partnership to develop new staff. All new teachers will be given a mentor to support their first year of teaching. This mentor will observe the teacher a minimum of 3 times to provide feedback and recommendations for improvement. The mentee will also observe the mentor. Second year staff will be offered levels of mentoring 1) Formal Mentoring for Year 2 2) Mandatory Coaching Cycles. This differentiated level of support will help all staff feel connected and supported in their discipline -leading to retention and classroom success. Finally, a formal mentor position has been created at all buildings to support the needs of new support staff. Job specific support and professional development will be the two main functions of this mentor. Staff turnover is reducing, and we are seeing the number of new teachers reduce which means we are doing well retaining our newer staff.

G. Title III - LIEP

Professional development will focus on building our capacity to be co-teachers in a co-taught classroom to support high and moderate need ML students. Our newcomer population has stabilized requiring less of a focus moving into 2026-26, however, the number of multilingual students at the middle school has increased exponentially. We will continue to work on developing our teachers' skills to differentiate in content, process, and product focusing on essential learner outcomes.

H. Title III - ISEP

Professional development will continue to focus on equipping educators with strategies to support immigrant students who are new to the country.

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

Title IV funds are intended to support the improvement of students' academic achievement by increasing capacity, providing access to well-rounded education, improving school conditions, and using technology and digital literacy. Professional development in Title IV will be aimed at supporting parents in supporting their students to be good digital citizens.

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

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

Our partnership with NSSEO allows for professional development opportunities, collaborative coaching and supportive mentoring in a number of our focus areas. During the 25-26 school year, we provided bimonthly professional development focused on supporting all learners for all building staff. Through district and building level meetings with NSSEO coaches, we were able to tailor the topics covered to those pertinent to each building, providing general education and special education staff with the same tools and language to support the needs of all learners. We will continue to utilize coaching for learning and understanding specific needs, such as structuring learning environments, supporting students with Autism and disruptive behavior in elementary students, as well as providing training to support executive functioning skills. Professional development

opportunities will help support our staff in equity and social justice, and other specific topics and fostering resilient learners in trauma sensitive environments.

L. IDEA, Part B - Preschool

We utilize our partnership with NSSEO for coaching and professional development related to improving language development for our young learners, structured learning environments and facilitating collaborative team meetings and data based decision making. Paraprofessionals and staff also participate in training on play based approaches to increase language and engagement.

Legislative Requirement:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

Cultivate resourceful, resilient citizens by supporting social emotional development and learning in a healthy environment that will prepare students to be 'Life (heart) Ready'.

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

i. reduce incidences of bullying and harassment;

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

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

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

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

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

[[count] of 7500 maximum characters used]

All staff and students receive anti-bullying training/bullying prevention training in the beginning of the school year. Bullying/harassment is considered a major disciplinary offense in our district and incidents are investigated thoroughly. In addition to discipline referrals, the district will use the data from the social emotional universal screener to help each building administration team identify areas of additional focus. Each school has a weekly or biweekly social emotional team meeting comprised of social workers, building administrators, and a school psychologist to analyze data and discuss and implement appropriate interventions. Interventions can range from a scheduled check in to an entire team approach to support a student. For a student referred for bullying/harassment or for students who have expressed that they have been bullied, specific interventions would be put in place that would be specific and appropriate for that student. Universal Systems of Support and Comprehensive curriculum materials support teachers in creating a safe and welcoming school environment differentiated to meet the needs of the students within the walls of the classroom. Elementary schools implement morning meeting time, specific to creating a welcoming community and environment. Middle schools have advisory time to meet this same objective. During these times, Tier I instruction, such as Second Step or other social emotional focused lessons are implemented with all students. With appropriate tools, students will be able to respond to incidents of bullying and report when necessary. Finally, each school has a school specific social emotional goal related to supporting healthy emotional development and creating a healthy learning environment. School Improvement Teams meet monthly to create action plans and monitor progress of these goals. Administrators in inclusive disciplinary practices, which must be tried before moving to exclusionary practices. Training will continue in this area for all staff.

Response from the prior year Consolidated District Plan.

All staff and students receive anti-bullying training/bullying prevention training in the beginning of the school year. Bullying/harassment is considered a major disciplinary offense in our district and incidents are investigated thoroughly. In addition to discipline referrals, the district will use the data from the social emotional universal screener to help each building administration team identify areas of additional focus. Each school has a weekly or biweekly social emotional team meeting comprised of social workers, building administrators, and a school psychologist to analyze data and discuss and implement appropriate interventions. Interventions can range from a scheduled check in to an entire team approach to support a student. For a student referred for bullying/harassment or for students who have expressed that they have been bullied, specific interventions would be put in place that would be specific and appropriate for that student. Universal Systems of Support and Comprehensive curriculum materials support teachers in creating a safe and welcoming school environment differentiated to meet the needs of the students within the walls of the classroom. Elementary schools implement morning meeting time, specific to creating a welcoming community and environment. Middle schools have advisory time to meet this same objective. During these times, Tier I instruction, such as Second Step or other social emotional focused lessons are implemented with all students. With appropriate tools, students will be able to respond to incidents of bullying and report when necessary. Finally, each school has a school specific social emotional goal related to supporting healthy emotional development and creating a healthy learning environment. School Improvement Teams meet monthly to create action plans and monitor progress of these goals. Administrators in inclusive disciplinary practices, which must be tried before moving to exclusionary practices. Training will continue in this area for all staff.

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

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

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[[count] of 7500 maximum characters used]

Children and families identified as homeless receive transportation free of charge from nightly residence to school and back. Additional resources provided include: free breakfast and lunch, field trip fees as applicable, instructional materials, clothing, uniforms, social agency referrals and/or services, coordination with local caseworkers or regional liaison. Additional supports may be needed, gift cards for food, gas cards, hot spots for internet access and others. The school team works with each family to learn about their unique circumstance and provide support. This summer, we are also partnering with the Mt. Prospect Park District to offer scholarships for day camp and swimming lessons. We also offered a free immunization clinic in August, 2025 and free dental care through Miles of Smiles.

Response from the prior year Consolidated District Plan.

Children and families identified as homeless receive transportation free of charge from nightly residence to school and back. Additional resources provided include: free breakfast and lunch, field trip fees as applicable, instructional materials, clothing, uniforms, social agency referrals and/or services, coordination with local caseworkers or regional liaison. Additional supports may be needed, such as before and after school care, gas cards, hot spots for internet

access and others. The school team works with each family to learn about their unique circumstance and provide support. This summer, we are also partnering with the Mt. Prospect Park District to offer scholarships for day camp and swimming lessons.

Title I Requirement:

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

Legislative Requirements:

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

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

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

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

Attendance Center Designation[Instructions](#)**Attendance Center Designation**

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1006 - RIVER TRAILS MIDDLE SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2001 - EUCLID ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6/30/2022
2003 - INDIAN GROVE ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2004 - PRAIRIE TRAILS SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations: _____

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

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

ISBE Goals:

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

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

- Provide engaging and purposeful pathways to personalized academic growth for students by equipping staff with the requisite skills, knowledge and understanding necessary to provide high-quality, differentiated instruction that will prepare students to be successful to be 'Life (head) Ready'. Cultivate resourceful, resilient citizens by supporting social emotional development and learning in a healthy environment that will prepare students to be 'Life (heart) Ready'.

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

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

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

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

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

No schools identified under this part

([count] of 7500 maximum characters used)

No schools identified under this part.

Response from the approved prior year Consolidated District Plan.

No schools identified under this part.

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

- Yes
- No

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

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

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

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

[Section 1114 and 1115](#)

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

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

([count] of 7500 maximum characters used)

Schoolwide programming in District 26 is approached within a differentiated instructional model designed to meet the needs of all learners. Universal screenings include AIMSweb, NWEA MAP testing and common standards-based assessments. Teachers are provided with weekly common planning time for the purpose of analyzing data and planning instruction with support from the building administration, coach, and intervention team. Formative assessments are conducted and analyzed depending on need and directly aligned to district priority standards. The district provides a comprehensive scope of services to students: co-taught classrooms, small group in-class reading and math instruction, pull-out small group reading and math instruction, as well as differentiated instructional groups for math and reading which is supported by a team of teacher and instructional assistants utilizing research-based materials.

Response from the approved prior year Consolidated District Plan.

Schoolwide programming in District 26 is approached within a differentiated instructional model designed to meet the needs of all learners. Universal screenings include AIMSweb, NWEA MAP testing and common standards-based assessments. Teachers are provided with weekly common planning time for the purpose of analyzing data and planning instruction with support from the building administration, coach, and intervention team. Formative assessments are conducted and analyzed depending on need and directly aligned to district priority standards. The district provides a comprehensive scope of services to students: co-taught classrooms, small group in-class reading and math

instruction, pull-out small group reading and math instruction, as well as differentiated instructional groups for math and reading which is supported by a team of teacher and instructional assistants utilizing research-based materials.

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

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

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

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

([count] of 7500 maximum characters used)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

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

*Required field

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

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

ISBE Goals:

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

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

- Provide engaging and purposeful pathways to personalized academic growth for students by equipping staff with the requisite skills, knowledge and understanding necessary to provide high-quality, differentiated instruction that will prepare students to be successful to be 'Life (head) Ready'. Cultivate resourceful, resilient citizens by supporting social emotional development and learning in a healthy environment that will prepare students to be 'Life (heart) Ready'.

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

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

([count] of 7500 maximum characters used)

In spring of each school year, I meet with NSSEO's professional development team and to consider activities that would support goals already identified by our district and activities that would be sustainable throughout the next school year and beyond. Specific needs identified by our district team included a continued focus on social emotional learning including restorative practices and trauma informed care, as well as continued planning for consistency between buildings across the district. We are continuing to support students entering the district with more intense needs so we are doing a program review of our self contained programming to ensure our continuum of services is meeting the needs of our student population. This review has started this year and will continue into next year in partnership with NSSEO coaches and consultants.

Response from the approved prior year Consolidated District Plan.

The comprehensive needs assessment information was utilized to plan grant activities that fit a number of criteria. We met with NSSEO's professional development team and considered activities that would fit into the scope of our current school day and school year, activities that would support goals already identified by our district and activities that would be sustainable throughout the school year and beyond. Specific needs identified by our district team included a continued focus on social emotional learning including implementation of new SEL curricula across the district, as well as implementation of consistent MTSS systems across the district, inclusive of the SEL strand and planning between buildings and programs. We will continue our work on Facilitated IEPs in terms of implementation and running fidelity checks and collecting parent feedback as well as team reflections. For the 25-26 school year, the focus will be to continue to support all learners consistently across all learning environments.

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

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

([count] of 7500 maximum characters used)

Professional development opportunities and coaching support from our cooperative, NSSEO, as continued coaching cycles focused on our goal IEP writing and case management as well as data driven decisions and ensuring meaningful parent participation. Other programmatic options will be licenses for social emotional screening, IEP Embrace system, and supplemental and replacement curricular options. During the 25-26 school year, we used a portion of these funds to expand middle school interventions as well as to increase curricular options for students needing resource and replacement instruction aligned to grade level standards. In order to support our most intense functional and life skills needs, we expanded the self contained program at our middle school with a focus on academic, social emotional, and functional needs of each individual student.

Response from the approved prior year Consolidated District Plan.

Specific activities, programs and supports that will be funded include a variety of options. Professional development opportunities and coaching support from our cooperative, NSSEO, as well as informational webinars and in person sessions to focus on our goal IEP writing and case management, facilitated IEP training, ADOS training and FBA/BIP training. Other programmatic options will be licenses for social emotional screening, IEP Embrace system, AEPs and other curricular items. During the 24-25 school year, we used a portion of these funds to expand middle school interventions as well as to increase curricular options for students needing resource and replacement instruction aligned to grade level standards. In order to support our most intense functional and life skills needs, we added a self contained program to our middle school that focuses on academic, social emotional, and functional needs of each individual student.

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

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

([count] of 7500 maximum characters used)

We determine our early childhood placement options based on the needs of our students. Previously, we were able to shift to a blended model, however, we have had an increase in the number of students with intense communication and functional needs. In order to keep our students in district, we will be offering a self contained section of early childhood programming to provide a high level of direct special education services and related services to our youngest learners. Although our numbers of students in our self contained program continue to grow, we have maintained two elementary self contained programs and our middle school self contained classroom will have double the number of students during the 25-26 school year compared to the 24-25 school year. This accounts for the students transitioning from our elementary self contained program up to our middle school program as well as students returning to district from outplacements. Our goal is always to bring our students back to their home schools once we are confident the supports we have to offer will meet their needs.

Response from the approved prior year Consolidated District Plan.

Based on increased needs of our youngest learners, we have blended all our early childhood classrooms to increase the number of typical students and provide push in related service support to all classrooms. We have maintained two elementary self contained programs and added a self contained program to the middle school during the 24-25 school year to support students with more intense functional and life skill needs within their home school.

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

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

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

[[count] of 7500 maximum characters used)

Funds are used to support performance on Statewide Assessments by providing support for MTSS interventions as well as curricular materials for instruction on individualized IEP goal areas as well as grade level standards. We have no instances of suspensions of students over ten days during the 24-25 school year. Funding is used to support the educational environment by providing consistent support and coaching to ensure teams are doing all they can to maintain least restrictive environments for students with IEPs. Prior to considering outplacement, teams partner with building and district administration as well as NSSEO coaches to update and revise behavior plans and supports to exhaust all district options. Funding will support Early Childhood Outcomes through training to increase the structure of the educational environment with individualized schedules and visuals for our youngest learners to improve their emergent academic, communication, and social emotional skills. Parent Involvement is an area of focus through our Facilitated IEP process in which parents are valued team members at all IEP meetings and such meetings are run with a strength based philosophy across the district. Equity and cultural awareness are focus areas to reduce the chances of disproportionality through evaluation of curricular materials, providing MTSS interventions, and consistent discipline processes as well as instruction on social emotional skills from early childhood through middle school. Evaluation timelines and compliance are monitored and adhered to across the district. We have a process for Early Childhood transitions and account for students entering our early childhood programs through Early Intervention by their third birthday. Those tuition free spots are reserved for this transition.

*Required field

Overview

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

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

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

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

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

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

Contact Information

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
Cohen	Carie	Assistant Superintendent	ccohen@rtsd26.org
Phone*			
224	612	7304	

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*
Plizga	Melinda	Transportation Coordinator	mplizga@rtsd26.org
Phone*			
847	297	4120	

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

*Required field

Best Interest Determination as it relates to School Stability

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

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

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

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

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

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

If a child is identified as being in foster care, determining whether to remain in the child's school of origin is a collaborative process. Consideration factors include both academic and social functioning of the child. Additionally, the distance and amount of transportation time are considered. In terms of academics, factors include attendance, academic functioning, support services or interventions needed or used, growth made in current placement and any special programming that the schools offer. The time of year and grade level are important to look at also, especially if the child is nearing graduation. In terms of social functioning, Carie Cohen (Asst. Supt. Student Services in conjunction with the building administration) would consider what connections the child has made at the school with other students, adults, clubs and activities, the likelihood of these relationships getting built again and emotional supports available to the student in both placements.

Response from the approved prior year Consolidated District Plan.

If a child is identified as being in foster care, determining whether to remain in the child's school of origin should be a collaborative process. Consideration factors should include both academic and social functioning of the child. Additionally, the distance and amount of time transported should also be considered. In terms of academics, factors should include attendance, academic functioning, support services or interventions needed or used, growth made in current placement and any special programming that the schools offer. The time of year and grade level are important to look at also, especially if the child is nearing graduation. In terms of social functioning, Carie Cohen (Asst. Supt. Student Services in conjunction with the building administration) would consider what connections the child has made at the school with other students, adults, clubs and activities, the likelihood of these relationships getting built again and emotional supports available to the student in both placements.

2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.*

See IDEA legislation here See Section 504 here

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

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

If a child in foster care has disabilities under IDEA or Section 504, collaboration would take place between the schools, caregiver and DCFS to determine the best supports for the student. A team effort is essential for creating the best and most effective plan for a student with disabilities.

Response from the approved prior year Consolidated District Plan.

If a child in foster care has disabilities under IDEA or Section 504, collaboration would take place between the schools, caregiver and DCFS to determine the best supports for the student. A team effort is essential for creating the best and most effective plan for a student with disabilities.

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

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

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

In addition to both academic and social functioning of the child, the distance and amount of time transported should also be considered. In terms of academics, factors should include attendance, academic functioning, support services or interventions needed or used, growth made in current placement and any special programming that the schools offer. For English language learners, it is important to consider the amount of time in the country, growth made in language acquisition, programming needed and supports available in both placements. The time of year and grade level are important to look at also, especially if the child is nearing graduation. In terms of social functioning, taking into account what connections the child has made with other students, adults, clubs and activities, the likelihood of maintaining these relationships and emotional supports available to the student in both placements.

Response from the approved prior year Consolidated District Plan.

In addition to both academic and social functioning of the child, the distance and amount of time transported should also be considered. In terms of academics, factors should include attendance, academic functioning, support services or interventions needed or used, growth made in current placement and any special programming that the schools offer. For English language learners, it is important to consider the amount of time in the country, growth made in language acquisition, programming needed and supports available in both placements. The time of year and grade level are important to look at also, especially if the child is nearing graduation. In terms of social functioning, taking into account what connections the child has made with other students, adults, clubs and activities, the likelihood of maintaining these relationships and emotional supports available to the student in both placements.

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

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

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

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

In the event of a dispute the following process should be followed. First, initiation of a dispute must happen. This can be in the form of a letter with all necessary information, including the reason for the dispute within 10 school days of receiving the LEA's placement decision. The letter must be forwarded to the superintendent or designee. From that point, the student remains in the current placement until a final resolution has been met. The Superintendent will arrange a conference with the educational decision maker, the student if appropriate, and a representative from the local child welfare agency. The conference should take place within 10 business days of receipt of dispute letter. Following that meeting, the Superintendent, within 5 business days shall follow up with the educational decision maker which shall be in writing. The educational decision maker can then agree or disagree with the Superintendent. A disagreement shall escalate the dispute to Level II, which shall take place within 5 school days. The educational decision maker must inform the Superintendent of their intent to appeal to Level II. A level II dispute follows a similar pattern and appeals to the State Education Authority (SEA), foster care point of contact. Again, the student shall remain in their school of origin. The SEA will forward their final written decision to the educational decision maker and the school superintendent. The school must implement the SEA's decision in full, immediately. DCFS has the final say if parties cannot come to an agreement.

Response from the approved prior year Consolidated District Plan.

In the event of a dispute the following process should be followed. First, initiation of a dispute must happen. This can be in the form of a letter with all necessary information, including the reason for the dispute within 10 school days of receiving the LEA's placement decision. The letter must be forwarded to the superintendent or designee. From that point, the student remains in the current placement until a final resolution has been met. The Superintendent will arrange a conference with the educational decision maker, the student if appropriate, and a representative from the local child welfare agency. The conference should take place within 10 business days of receipt of dispute letter. Following that meeting, the Superintendent, within 5 business days shall follow up with the educational decision maker which shall be in writing. The educational decision maker can then agree or disagree with the Superintendent. A disagreement shall escalate the dispute to Level II, which shall take place within 5 school days. The educational decision maker must inform the Superintendent of their intent to appeal to Level II. A level II dispute follows a similar pattern and appeals to the State Education Authority (SEA), foster care point of contact. Again, the student shall remain in their school of origin. The SEA will forward their final written decision to the educational decision maker and the school superintendent. The school must implement the SEA's decision in full, immediately. DCFS has the final say if parties cannot come to an agreement.

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

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

The district will ensure that all appropriate school personnel are aware of the educational stability requirements for students identified as Youth in Care through a multi-layered communication and training process, primarily focused on the notification and implementation procedures for services for this student population. The process includes: 1) Initial Training and Notification: Building secretaries are typically the first to receive information and are provided with annual training on how to proceed. 2) Targeted Staff Awareness: The student services team and school social worker are the next layer of staff to receive this information. 3) Reporting and Coordination: All staff are trained to notify the Assistant Superintendent, who in turn notifies the transportation coordinator when they become aware of an eligible student. 4) Information Dissemination: Once a stability plan is developed, it is shared with all necessary parties. This information is made available to all staff during faculty meetings, through district announcements on the district staff web page, and via consistent communication with staff/grade level teams.

*Required field

Youth in Care Stability Plan Development

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

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

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

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

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

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

A child who is identified as being in foster care is entitled to free transportation to and from the foster home and school. Upon registration, the school office notifies the district transportation coordinator who will log the child appropriately in the system. Considerations should be made as to whether or not there is a minimal or no cost option available, such as dropping a student at an existing bus stop, creating a new bus stop or considering any district wide routes that may be available for pick up. If the child is an appropriate age, considerations will be made regarding whether there are other public transportation opportunities available. Other options may include a taxi cab and/or shared service with a student that is already being transported. Considerations of age, functional ability and dependability of transportation should be considered.

Response from the approved prior year Consolidated District Plan.

A child who is identified as being in foster care is entitled to free transportation to and from the foster home and school. Upon registration, the school office notifies the district transportation coordinator who will log the child appropriately in the system. Considerations should be made as to whether or not there is a minimal or no cost option available, such as dropping a student at an existing bus stop, creating a new bus stop or considering any district wide routes that may be available for pick up. If the child is an appropriate age, considerations will be made regarding whether there are other public transportation opportunities available. Other options may include a taxi cab and/or shared service with a student that is already being transported. Considerations of age, functional ability and dependability of transportation should be considered.

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

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

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

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

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

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

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

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

The district will use local funds or title grants depending on need.

Response from the approved prior year Consolidated District Plan.

The district will use local funds or title grants depending on need.

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

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

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

Given the emphasis on shared agency responsibility to ensure educational stability, the local child welfare agency should make every possible effort to reach agreement regarding how transportation should be funded. Transportation is a central component of educational stability and may be needed in order to fulfill the requirements that both LEAs and child welfare agencies ensure educational stability for children in foster care; thus, both agencies must collaborate regarding transportation if it is necessary so that a child in foster care may remain in his or her school of origin. In the event that an LEA and local child welfare agency face difficulties reaching agreement on how to fund any additional costs incurred to provide transportation to the school of origin, the state agency should meet with the school superintendent to review the dispute. The superintendent should work with the state agency on a resolution.

Response from the approved prior year Consolidated District Plan.

Given the emphasis on shared agency responsibility to ensure educational stability, the local child welfare agency should make every possible effort to reach agreement regarding how transportation should be funded. Transportation is a central component of educational stability and may be needed in order to fulfill the requirements that both LEAs and child welfare agencies ensure educational stability for children in foster care; thus, both agencies must collaborate regarding transportation if it is necessary so that a child in foster care may remain in his or her school of origin. In the event that an LEA and local child welfare agency face difficulties reaching agreement on how to fund any additional costs incurred to provide transportation to the school of origin, the state agency should meet with the school superintendent to review the dispute. The superintendent should work with the state agency on a resolution.

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

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

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

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

The school district of origin is responsible and will provide transportation in the form of our local bus service or taxi while the dispute is being resolved.

Response from the approved prior year Consolidated District Plan.

The school district of origin is responsible and will provide transportation in the form of our local bus service or taxi while the dispute is being resolved.

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

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

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

Typically the first people to receive this information are the building secretaries. They receive annual training on how to proceed with this information. The next layer of staff is the student services team, if the student receives any special instruction. If not, then the school social worker may get this information first. All staff are trained to notify the Assistant Superintendent, who will notify the transportation coordinator. Once a plan is developed, it will be shared with all necessary parties. This information will be available to all staff during faculty meetings, district announcements on the district staff web page and through consistent communication with staff/grade level teams.

Response from the approved prior year Consolidated District Plan.

Typically the first people to receive this information are the building secretaries. They receive annual training on how to proceed with this information. The next layer of staff is the student services team, if the student receives any special instruction. If not, then the school social worker may get this information first. All staff are trained to notify the Assistant Superintendent, who will notify the transportation coordinator. Once a plan is developed, it will be shared with all necessary parties. This information will be available to all staff during faculty meetings, district announcements on the district staff web page and through consistent communication with staff/grade level teams.

*Required field

BSP Overview

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

BSP Contact Information

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

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

Last Name*

Phone*

First Name*

Middle
Initial

Email*

EL Program Director Requirements:

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

*Required field

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

Types of Instructional Design Offered in Your District (Mark all that apply.)

- Dual Language One-Way
- Dual Language Two-Way
- Transitional Bilingual Education Program
- Transitional Program of Instruction

Staffing Levels in Your District (Mark all that apply.)

- We have sufficient ESL-certified staff to provide services.
- We have sufficient bilingual-endorsed staff to provide services.
- We do not have sufficient staff and are working to increase the number of bilingual/ESL-endorsed staff to meet district needs.

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

PROFESSIONAL DEVELOPMENT ACTIVITIES

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

*The required professional development will be provided.

Yes

No

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

*Required field

BSP TBE RequirementsInstructions

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

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes No

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

Yes No

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

Yes No

Does your district use Spanish Language Arts Standards?

Yes No

*Required field

TBE Parent Advisory CommitteeInstructions

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

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

The district attests that:

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

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

While we continue to recruit parents for our BPAC, we are still not hitting the majority of TBE parents. We continue to do regular outreach with our TBE and TPI families and are trying many different strategies to boost attendance from our TBE families.

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

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

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

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

v.02.17.2026

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

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

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

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

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

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

NO BINDING OBLIGATION

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

PROJECT

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

FUNDING

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

INVOLUNTARY TERMINATION

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

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

GENERAL CERTIFICATIONS AND ASSURANCES

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

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

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

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

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

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

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Certification Regarding Lobbying

Instructions

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

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

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

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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.

v.02.17.2026

Assurances

Instructions

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

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

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

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

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

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

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Not calling IWAS Web Service

Signature of School District Superintendent / Agency Administrator

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

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

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

Application was created on:

3/3/2026

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator # 1

ISBE Program Administrator # 2

ISBE Program Administrator # 3

ISBE Program Administrator # 4

ISBE Program Administrator # 5

This Application has not been submitted

Expand All

Consolidated District Plan

Page Status

**Open Page
for editing**

[Consolidated District Plan](#)

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

Save

