

eGrant Management System

Printed Copy of Application

Applicant: NEW BERLIN CUSD 16

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: NEW BERLIN CUSD 16

Date Generated: 5/20/2026 5:01:36 PM

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Overview

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

PROGRAM:

Consolidated District Plan

PURPOSE:

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

BOARD GOALS:

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

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

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

FY 2027

Included

Programs:

Title I, Part A - Improving Basic Programs

Title I, Part A - School Improvement Part 1003

Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

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

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

EL - Bilingual Service Plan (BSP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

IDEA, Part B - Flow-Through

IDEA, Part B - Preschool

Foster Care Transportation Plan

LEGISLATION:

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

[Individuals with Disabilities Education Act](#)

[Rehabilitation Act](#)

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

[Workforce Innovation and Opportunity Act](#)

[Head Start Act](#)

[McKinney-Vento Homeless Assistance Act](#)

[Adult Education and Family Literacy Act](#)

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

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

DUE DATE:

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

Submission by April 1 is recommended.

DURATION:

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

AMENDMENTS:

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

INSTRUCTIONS:

Instructions in PDF format

COMMON ABBREVIATIONS:

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

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan

1. Contact Information for Person Completing This Form

Last Name*

Larson

Phone*

217 480 2040

Extension

3405

First Name*

Jilinda

Email*

jl Larson@pretzelpride.com

Middle Initial

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)

Equitable access in ESSA programs is provided for students, teachers, and program beneficiaries without regard to gender, race, national origin, color, disability, or age through the selection and needs assessment processes developed by the district. No barriers have been identified at this time, and each ESSA program has been designed to offer services and equitable access to all. A periodic evaluation of the barriers is completed. New Berlin will utilize all available resources to mitigate any barriers to educational opportunities.

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:

9

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

Fleshman

First Name

Amanda

Middle Initial

Phone

217 488 6054

Extension

3415

Email

afleshman@pretzelpride.com

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)

By making systemic changes that braid together services funded from a variety of sources into a comprehensive framework, schools have a better chance of increasing the academic achievement of all students. Despite the flexibilities that schoolwide programs offer LEAs and schools when using Federal funds, we understand that schools participating in a schoolwide program may still only use funds to supplement the amount of funds that would be made available for the school from State and local sources in the absence of Federal funds. (ESEA sections 1114(a)(2)(B), 1118(b)).

Response from the approved prior year Consolidated District Plan.

By making systemic changes that braid together services funded from a variety of sources into a comprehensive framework, schools have a better chance of increasing the academic achievement of all students. Despite the flexibilities that schoolwide programs offer LEAs and schools when using Federal funds, we understand that schools participating in a schoolwide program may still only use funds to supplement the amount of funds that would be made available for the school from State and local sources in the absence of Federal funds. (ESEA sections 1114(a)(2)(B), 1118(b)).

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)

The district uses multiple data sources to identify the needs of both students and staff, including the Title I Needs Assessment, Pre-K Assessment, 5Essentials Survey data, Special Education Least Restrictive Environment (LRE) reports from ISBE, and the ROE #51 Annual Professional Development Survey. Student achievement is monitored through benchmark assessments such as i-Ready, the Illinois Assessment of Readiness (IAR), the ACT, and ongoing classroom formative and summative assessments. The analysis of these data sources supports the implementation of a systematic Multi-Tiered System of Supports (MTSS) framework, ensuring that resources, instructional materials, and staffing are strategically aligned to meet the needs of all student groups. This comprehensive review of teaching and learning practices helps identify strengths, areas for growth, and student populations requiring additional support to achieve academic success. Funding is then targeted to address identified needs and to ensure equitable educational opportunities for all students.

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.

Local stakeholder meetings and surveys have been conducted over multiple school years on topics including curriculum and instruction, culture and climate, governance and management which resulted in work in the following areas: classroom management, technology, high-quality instructional strategies for reading, writing, and math, and differentiation. The need to support new teachers and lead mentors is crucial in retaining teachers. Survey data, sign-in sheets, agendas, building leadership team meetings are on file with each building administrator.

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)

New Berlin Elementary School's needs assessment revealed a need for increased support in the following areas: instructional strategies, differentiation, special education, classroom/behavior management, ELA/Literacy, and math/numeracy, ELL supports, and technology integration. The 2024 Multi-Tiered System of Supports (MTSS) Plan continues to be reviewed annually. This plan guides instruction, intervention, and resource allocation. All K - 5 students participate in universal screening three times a year, with the data used to determine the next steps for tiered placement and instruction. The daily schedule includes a 30-minute intervention block, where students receive targeted, small-group instruction aligned to individual learning goals. Teachers work collaboratively with the intervention and administrative team to review data and determine appropriate supports, ensuring that academic decisions are student-centered and data driven. To address reading and math gaps, the MTSS framework incorporates evidence-based resources, including UFLI Foundations, Foundations, I-Ready tools for instruction, HMH Into Reading, SAVAAS MyView. The math interventions are aligned to the SAVAAS curriculum in which teachers continue to be trained on instructional practices within MTSS that include reteaching, explicit small-group instructional, and technology integration to reinforce necessary skills. Professional development support MTSS implementation through ongoing training in literacy frameworks, I-Ready, classroom systems for behavior management, and observations of good math instruction. Teachers identified the need for more instructional strategies, diving deeper into literacy and numeracy, and behavior system supports.

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).

New Berlin Elementary conducted a recent needs assessment, which identified instructional strategies and supports for literacy and numeracy as the most pressing areas for improvement. Staff responses emphasized inconsistent Tier 1 instruction, gaps in foundational skills, and a need for greater vertical alignment to include shared reading and comprehension-focused strategies, small group instruction in reading and math targeting specific skills, and explicit writing instruction with modeling and scaffolded supports. As a result, professional development will be aligned to address these areas. Key training opportunities will include district-led sessions focused on implementing horizontal and vertical alignment, with an emphasis on integrating systematic and explicit instructional strategies.

G. Title III - LIEP

H. Title III - ISEP

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

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

New Berlin Elementary uses Title IV, Part A funds to enhance academic achievement utilizing electronic resources, thus New Berlin Elementary must utilize Crisis Go to immediately alert students, staff, and the community when any threats occur.

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

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

The district's Needs Assessment, the SASED Professional Development Survey, and the ROE 51 Professional Development Survey are used to identify and prioritize professional learning needs for staff, parents, and administrators. These assessments guide expenditures for staff development activities, in-service training, and capacity-building initiatives that support student achievement and continuous improvement. SASED provides professional development focused on evidence-based instructional practices, behavioral interventions, and data-driven progress monitoring aligned with the Multi-Tiered System of Supports (MTSS) framework. These opportunities equip educators with the skills and resources necessary to meet the diverse academic and behavioral needs of students. Additionally, ROE 51 conducts an annual professional development survey to identify regional training priorities. Survey results help determine professional learning opportunities related to effective literacy and numeracy instruction, as well as social-emotional learning practices that support positive school climates and student well-being. Together, these data sources ensure that professional development resources are strategically aligned to district and regional needs, ultimately enhancing educational outcomes for all students.

L. IDEA, Part B - Preschool

The district's Needs Assessment and the SASED Professional Development Survey guide the planning and allocation of resources for professional development and training opportunities for staff, parents, and administrators. These assessments identify areas of need and help prioritize expenditures that support continuous improvement in teaching, learning, and student outcomes. Through its partnership with SASED, the district receives professional development focused on evidence-based instructional practices, behavioral interventions, and data-driven progress monitoring. These training opportunities strengthen staff capacity to effectively implement the Multi-Tiered System of Supports (MTSS) framework and ensure that all students receive the academic and behavioral supports necessary for success.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

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

District Goal(s):

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

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

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

Program Footnotes:

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

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

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

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

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

[[count] of 7500 maximum characters used)

Agendas, sign-in sheets, and all other documentation have been filed for reference. Stakeholder and community member input took place in the following ways: at monthly faculty meetings; during whole-staff SIP release time; during academic and behavior problem solving meetings held approximately every 6-8 weeks over the school year; in curriculum team/grade level meetings, with the Transition Advisory Board formed in collaboration with the Preschool for All program; through surveys offered to staff and parents as appropriate for the topic; and through district administrative meetings. Stakeholders involved in the review and updating of the schoolwide plan included: building administrator, classroom teachers, parents, reading specialist, local school board members, and superintendent.

Response from the prior year Consolidated District Plan.

Agendas, sign-in sheets, and all other documentation have been filed for reference. Stakeholder and community member input took place in the following ways: at monthly faculty meetings; during whole-staff SIP release time; during academic and behavior problem solving meetings held approximately every 6-8 weeks over the school year; in curriculum team meetings held each term; with the Transition Advisory Board formed in collaboration with the Preschool for All program; through surveys offered to staff and parents as appropriate for the topic; and through district administrative meetings. Stakeholders involved in the review and updating of the schoolwide plan included: principal, classroom teachers, reading specialists, behavior specialist and social worker, parents, PreK and prevention initiative coordinators, early intervention program chief, early intervention parent educator; SLP, local School Board members, superintendent.

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)

Based on feedback gathered through the recent parent and community needs assessment, the district will implement a proactive communication plan designed to strengthen family engagement and reduce barriers to participation. Survey results identified work schedules, limited communication, and inconsistent information sharing as common challenges for families. To address these concerns, the district will utilize multiple communication channels-including email, phone messages, text alerts, district newsletters, and the district website-to ensure families receive timely and consistent information. By providing updates through a variety of platforms rather than relying on a single communication method, the district aims to improve accessibility, increase family involvement, and foster stronger partnerships between home and school.

Response from the prior year Consolidated District Plan.

Based on feedback from the recent parent and community needs assessment, the district will take a proactive approach to improving communication and reducing barriers to participation. Common barriers identified by parents include work schedules, lack of communication, and inconsistent information sharing. To address these challenges, the district will ensure that important updates are communicated through multiple platforms, such as email, phone, and district newsletters, rather than relying solely on Facebook or single-item emails.

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

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

District Plan needs.

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

[[count]] of 7500 maximum characters used

The district is committed to fostering meaningful parent and family engagement through consistent communication, flexible participation opportunities, and inclusive practices that support all families, including English Learners (ELs). Recognizing that strong partnerships between home and school are essential to student success, the district will provide timely and relevant information through multiple communication channels, including email, phone calls, text messaging, district newsletters, and the district website. In response to parent feedback, the district will offer a variety of engagement opportunities designed to accommodate diverse family schedules and commitments. These opportunities may include virtual meetings, flexible conference times, recorded informational sessions, and family events offered at varying times throughout the year to maximize participation. To ensure equitable access and involvement, the district will provide targeted outreach and support for EL students and their families, including translated communications, interpretation services when needed, and personalized engagement efforts. Families will be encouraged to participate in academic intervention programs, enrichment opportunities, and school decision-making processes. Through these efforts, the district seeks to strengthen family-school partnerships, remove barriers to participation, and create a welcoming environment where all families feel valued, informed, and empowered to support their children's academic, social, and emotional growth.

Response from the prior year Consolidated District Plan.

The district is committed to improving parent and family engagement through communication, flexible involvement opportunities, and inclusive strategies for all families, including English Learners (EL) and families. Based on parent feedback, the district will provide regular updates via email, phone, and newsletters. To address time conflicts, virtual meetings and other options catered to parents' specific schedules will be offered. For EL students and their families, the district will provide specific outreach efforts, if necessary, to focus on engaging these families in academic interventions and enrichment programs, supporting both their children's learning and their overall school involvement.

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.

New Berlin CUSD #16 District-WIDE PARENT & FAMILY ENGAGEMENT POLICYFORBOARDAPPROVAL.pdf

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

*Required field

Private School Participation

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

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

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

Will Private Schools participate in the Program?

- Yes No

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
Sacred Heart/Griffin High Sc	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Choose File No file chosen SHGNOREPONSETOTITLE PAPERWORK26.pdf
Lutheran High School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Choose File No file chosen LUHIGHNORESPONSETOTITLEPAPERWORK26.pdf
Montessori Children's House	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Choose File No file chosen MONTESSORICHILDNORESPONSETOTITLEPAPERWORK26.pdf
Little Flower School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Choose File No file chosen LITTLEFLOWERNORESPONSETOTITLE26.pdf
Our Saviors School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Choose File No file chosen
St. Agnes School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Choose File No file chosen STAGNESSTITLEPAPERWORK26.pdf
Springfield Christian School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Choose File No file chosen SPRINGFIELDCHRISTIANSCHOOLTITLEPAPERWORK26.pdf
Our Saviors Lutheran School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Choose File No file chosen OURSAVIORSLUTHERANSCHOOLTITLEPAPERWORK26.pdf
Christ the King	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Choose File No file chosen CHRISTTHE KINGTITLEPAPERWORK26.pdf
Calvary Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Choose File No file chosen CALVARYACADEMYTITLEPAPERWORK26.pdf
Blessed Sacrament	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Choose File No file chosen BLESSEDSACRAMENTTITLEPAPERWORK26.pdf

Comments:

Christ the King and Our Saviours Lutheran marked Title II and Title IV funding, however, neither private school is in the district boundaries.

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

No Preschool Programs

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

([count] of 7500 maximum characters used)

Our pre-K program is housed in the same building as our K-5. Therefore, students are included in all routines of the school, as appropriate for their day. In the early spring, we host an evening event to "Get Ready for Kindergarten!" All families are invited to attend, and information about the event is distributed through email, the local newspaper, on social media, and through paper flyers sent to local childcare providers for distribution. Students and their families are able to see the kindergarten classrooms, meet current kindergarten teachers, and begin the registration paperwork. The district meets with the Birth to 3 coordinator once a year to provide updates to the district as well as providing relevant information in the K Night folders for all incoming kindergartners. All students exiting our pre-K program are given an informal entrance/exit screening where teachers note acquisition of kindergarten readiness skills. In the spring, we schedule all students who are new to our building to be screened with the same instrument. The information gathered will assist in developing balanced class lists for kindergarten. Also based on the screening information, parents will be given a short list of specific activities they can do with their children to prepare for the start of kindergarten.

Response from the approved prior year Consolidated District Plan.

Our pre-K program is housed in the same building as our K-5. Therefore, students are included in all routines of the school, as appropriate for their day. In the early spring, we host an evening event to "Get Ready for Kindergarten!" All families are invited to attend, and information about the event is distributed through email, the local newspaper, on social media, and through paper flyers sent to local childcare providers for distribution. Students and their families are able to see the kindergarten classrooms, meet current kindergarten teachers, and begin the registration paperwork. The district meets with the Birth to 3 coordinator once a year to provide updates to the district as well as providing relevant information in the K Night folders for all incoming kindergartners. All students exiting our pre-K program are given an informal entrance/exit screening where teachers note acquisition of kindergarten readiness skills. In the spring, we schedule all students who are new to our building to be screened with the same instrument. The information gathered will assist in developing balanced class lists for kindergarten. Also based on the screening information, parents will be given a short list of specific activities they can do with their children to prepare for the start of kindergarten.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

[[count] of 7500 maximum characters used]

The district's instructional programs aim to meet the academic and language needs of all students through a robust Multi-Tiered System of Supports (MTSS). Tier 1 includes high-quality, differentiated core instruction for all students, supported by universal screening data collected via the i-Ready Benchmarking System. For students not making adequate progress with Tier 1 instruction, Tier 2A offers small group supplemental instruction, while Tier 2B and Tier 3 provide more intensive interventions for those with greater academic needs. These interventions are data-driven and aimed at supporting both academic skills and language proficiency, particularly for English Learners (ELs). The district will also use differentiated reading programs, i-Ready Tools for Instruction, HMH Into Reading intervention resources, SAVVAS myView resources, SAVVAS Successmaker, University of Florida Literacy Institute (UFLI) Foundations program and Foundations (Wilson Language Training Corporation).

Response from the prior year Consolidated District Plan.

The district's instructional programs aim to meet the academic and language needs of all students through a robust Multi-Tiered System of Supports (MTSS). Tier 1 includes high-quality, differentiated core instruction for all students, supported by universal screening data collected via the i-Ready Benchmarking System. For students not making adequate progress with Tier 1 instruction, Tier 2A offers small group supplemental instruction, while Tier 2B and Tier 3 provide more intensive interventions for those with greater academic needs. These interventions are data-driven and aimed at supporting both academic skills and language proficiency, particularly for English Learners (ELs). The district will also use differentiated reading programs, including HMH, Tara West, and Savvas, aligned to students' needs.

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

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

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

[[count] of 7500 maximum characters used]

The district uses a variety of criteria to identify students at risk of failure, including academic performance data from i-Ready screenings and teacher assessments. Specific criteria include low-income status, EL designation, and special education needs. Students showing performance gaps compared to their peers are considered for targeted interventions, starting with Tier 2A and progressing to Tier 2B or Tier 3 if necessary. The district uses benchmark data, progress monitoring, and teacher documentation to inform decisions. The Student Success Team (SST) collaborates to ensure appropriate interventions are designed for each student, with regular progress checks to ensure effectiveness.

Response from the prior year Consolidated District Plan.

The district uses a variety of criteria to identify students at risk of failure, including academic performance data from i-Ready screenings and teacher assessments. Specific criteria include low-income status, EL designation, and special education needs. Students showing performance gaps compared to their peers are considered for targeted interventions, starting with Tier 2A and progressing to Tier 2B or Tier 3 if necessary. The district uses benchmark data, progress monitoring, and teacher documentation to inform decisions. The Student Success Team (SST) collaborates to ensure appropriate interventions are designed for each student, with regular progress checks to ensure effectiveness.

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

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

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]

To support students in meeting state academic and language standards, the district offers additional instructional assistance in the form of small group interventions, with focused support for ELs and immigrant students. These students will receive language development support through supplemental materials and targeted instructional strategies. Tier 2 and 3 interventions involve individualized, intensive instruction designed to address specific gaps in knowledge and skills. Additional supports, such as after-school programs and academic clubs, will also be used to help students gain extra practice and enrichment.

Response from the prior year Consolidated District Plan.

To support students in meeting state academic and language standards, the district offers additional instructional assistance in the form of small group interventions, with focused support for ELs and immigrant students. These students will receive language development support through supplemental materials and targeted instructional strategies. Tier 2 and 3 interventions involve individualized, intensive instruction designed to address specific gaps in knowledge and skills. Additional supports, such as after-school programs and academic clubs, will also be used to help students gain extra practice and enrichment.

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]

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 strengthens academic and language programs by implementing data-informed interventions and strategies across all tiers of support. For EL students, this includes language development resources and tailored small group

instruction. The district also emphasizes social-emotional learning and behavioral interventions to foster a positive learning environment. Regular teacher collaboration ensures that strategies are aligned and tailored to meet students' diverse needs. Teacher professional development will also focus on best practices for working with ELs and other at-risk populations.

Response from the prior year Consolidated District Plan.

The district strengthens academic and language programs by implementing data-informed interventions and strategies across all tiers of support. For EL students, this includes language development resources and tailored small group instruction. The district also emphasizes social-emotional learning and behavioral interventions to foster a positive learning environment. Regular teacher collaboration ensures that strategies are aligned and tailored to meet students' diverse needs. Teacher professional development will also focus on best practices for working with ELs and other at-risk populations.

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]**

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)

To address disparities where low-income and minority students may be taught by ineffective or inexperienced teachers, the district will use data from teacher evaluations and student performance to identify and address areas of need. Professional development opportunities will target areas where there are gaps in teacher effectiveness, and the district will prioritize high-quality mentorship and support for new and struggling teachers. Monitoring and addressing teacher turnover is part of the broader goal to ensure equitable access to effective instruction for all students.

Response from the prior year Consolidated District Plan.

To address disparities where low-income and minority students may be taught by ineffective or inexperienced teachers, the district will use data from teacher evaluations and student performance to identify and address areas of need. Professional development opportunities will target areas where there are gaps in teacher effectiveness, and the district will prioritize high-quality mentorship and support for new and struggling teachers. Monitoring and addressing teacher turnover is part of the broader goal to ensure equitable access to effective instruction for all students.

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]**

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 will support school libraries by providing resources that promote digital literacy and improve academic achievement. This will include investment in technology resources, e-books, and online learning platforms. Library staff will be trained in strategies to integrate digital literacy skills into the curriculum, helping students access academic content and improving their ability to use technology effectively in their learning.

Response from the prior year Consolidated District Plan.

The district will support school libraries by providing resources that promote digital literacy and improve academic achievement. This will include investment in technology resources, e-books, and online learning platforms. Library staff will be trained in strategies to integrate digital literacy skills into the curriculum, helping students access academic content and improving their ability to use technology effectively in their learning.

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

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

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

([count] of 7500 maximum characters used)

To identify and serve gifted and talented students, the district will use objective criteria such as standardized test scores, teacher recommendations, and performance data. Students who meet the criteria will be provided with differentiated enrichment activities and opportunities for accelerated learning. Additionally, the district will ensure that teachers are trained in recognizing and supporting the needs of gifted students.

Response from the prior year Consolidated District Plan.

To identify and serve gifted and talented students, the district will use objective criteria such as standardized test scores, teacher recommendations, and performance data. Students who meet the criteria will be provided with differentiated enrichment activities and opportunities for accelerated learning. Additionally, the district will ensure that teachers are trained in recognizing and supporting the needs of gifted students.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

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

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

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

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

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

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

**Required field for only Title I, Part A

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

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]

New Berlin Elementary serves the district population through grade 5. We have worked to facilitate a smooth transition from 5th grade at the elementary to 6th grade at New Berlin Junior High. We will continue to improve this transition through common professional development opportunities and time for staff at both buildings to collaborate and identify areas of struggle and find ways to address these. A Pretzel Success Day for students to transition from 5th to 6th grade as well as 8th to 9th grade will occur the first week of school in order for all students to participate.

Response from the approved prior year Consolidated District Plan.

New Berlin Elementary serves the district population through grade 5. We have worked to facilitate a smooth transition from 5th grade at the elementary to 6th grade at New Berlin Junior High. We will continue to improve this transition through common professional development opportunities and time for staff at both buildings to collaborate and identify areas of struggle and plans to address these. A Pretzel Success Day for students to transition from 5th to 6th grade as well as 8th to 9th grade will occur in July/August before school starts.

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

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

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

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

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

[(count) of 7500 maximum characters used]

As an elementary attendance center, we provide students STEM learning opportunities through Makerspace activities that challenge students followed up by careers that utilize science, technology, engineering, and math. We have 1:1 use of Chromebooks district wide. Technical education focuses on the development of basic tech literacy, including keyboarding, navigating an operating system to open, use, and save programs, and using internet search engines and discerning which results offer valid information. Students demonstrate their technology skills on a daily basis as assignments are completed. In addition, elementary students attend grade level field trips that expose them to additional STEAM activities. Once a year, New Berlin Elementary hosts a career day with career speakers. The junior high school provides career and technical education content through the following electives: Grade 6 - 8 - Technology, Digital Citizenship; Grade 7/8 - Makers I/II, STEM content embedded throughout the 6-8 Science Curriculum. Monthly career opportunities are provided to students called "Pretzels with a Professional" where guest speakers talk about their careers relating back to the importance of school as well as how the core subjects as well as electives are used on the job. The 8th graders tour Capital Area Career Center and Lincoln Land Community College. The JH staff continues to develop and revise the PACE framework to ensure educational opportunities are available to all students. The high school provides career and technical education content through CTE courses in Agriculture, Project Lead the Way (Introduction to Engineering and Design and Principles of Engineering), Family and Consumer Science Courses, and Business Education. We co-op with Capital Area Career Center and students in Grades 11-12 have the opportunity to attend the vocation program of their choice in the afternoon. All students will utilize an online career platform that is connected to the PACE Framework. "Pretzel with a Purpose" days are scheduled throughout the year to complete the CCR requirements. The Director of Student Services arranges college visits weekly, students 6-12 participate in Career Fairs, District Career Day, and College Fairs.

Response from the approved prior year Consolidated District Plan.

As an elementary attendance center, we provide students STEM learning opportunities through Makerspace activities that challenge students followed up by careers that utilize science, technology, engineering, and math. We have 1:1 use of Chromebooks district wide. Technical education focuses on the development of basic tech literacy, including keyboarding, navigating an operating system to open, use, and save programs, and using internet search engines and discerning which results offer valid information. Students demonstrate their technology skills on a daily basis as assignments are completed. The junior high school provides career and technical education content through the following electives: Grade 6 - 8 - Technology, Digital Citizenship; Grade 7/8 - Makers I/II, STEM content embedded throughout the 6-8 Science Curriculum. Monthly career opportunities are provided to students called "Pretzels with a Professional" where guest speakers talk about their careers relating back to the importance of school as well as how the core subjects as well as electives are used on the job. The 8th graders tour Capital Area Career Center and Lincoln Land Community College. The JH staff continues to develop and revise the PACE framework to ensure educational opportunities are available to all students. The high school provides career and technical education content through CTE courses in Agriculture, Project Lead the Way (Introduction to Engineering and Design and Principles of Engineering), Family and Consumer Science Courses, and Business Education. We co-op with Capital Area Career Center and students in Grades 11-12 have the opportunity to attend the vocation program of their choice in the afternoon. All students will utilize an online career platform that is connected to the PACE Framework. "Pretzel with a Purpose" days are scheduled throughout the year to complete the CCR requirements. The Director of Student Services arranges college visits weekly, students 6-12 participate in Career Fairs, District Career Day, and College Fairs.

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.

All students are supported by highly prepared and effective teachers and school leaders.

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

For the 2026-27 school year, the district plans to use the Title I, Part A funding to provide professional development that aligns with the goals of improving academic outcomes for all students, particularly those from low-income backgrounds. This will include training focused on instructional strategies, differentiated instruction, data-driven decision making, and effective intervention strategies for struggling students. Specific professional development will be provided for the teachers for Tier 1 core instruction to improve the quality of instruction and ensure that all students have access to high-quality, inclusive learning experiences, MTSS implementation and effective use of the i-Ready diagnostic assessments. Additionally the district will provide professional development in social-emotional learning and behavior management strategies.

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

Title II, Part A funding will support professional development activities such as LETRS training aimed at improving teacher effectiveness, students with special needs, and other at-risk populations. This includes specialized training in strategies for differentiated instruction and methods to support language development. Mentorship programs will be enhanced to support new teachers, with a focus on improving instructional practices and reducing teacher turnover. The district will also continue the work in providing training on using data to monitor instructional decisions, particularly MTSS interventions.

G. Title III - LIEP

H. Title III - ISEP

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

To ensure a safe, supportive, and productive learning environment for all students, the district remains committed to addressing the mental, emotional, physical, behavioral, and academic needs of every learner. Staff will continue to emphasize proactive strategies that help students develop self-regulation, self-awareness, and responsible decision-making skills, reducing the need for disciplinary consequences while promoting positive student outcomes. As the district welcomes a new high school counselor and anticipates the addition of a new elementary counselor, ongoing professional learning and support will be essential. Counselors and staff will expand their knowledge and intervention toolkits to better address the diverse needs of students, strengthen social-emotional learning practices, and provide comprehensive supports that foster student well-being and academic success. Through a whole-child approach, the district seeks to create an environment where every student feels safe, connected, supported, and prepared to thrive.

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

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

Professional development is offered through the local cooperative, Sangamon Area Special Education District (SASED). All staff members who work with special populations are trained in safe de-escalation techniques through the Crisis Prevention Institute curriculum. Additional workshopson topics including autism, SEL, speech and language, and content specific interventions are offered.

L. IDEA, Part B - Preschool

Professional development is offered through the local cooperative, Sangamon Area Special Education District (SASED). All staff members who work with special populations are trained in safe de-escalation techniques through the Crisis Prevention Institute curriculum. Additional workshopson topics including autism, SEL, speech and language, and content specific interventions are offered.

Legislative Requirement:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

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

i. reduce incidences of bullying and harassment;

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

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

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

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

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

[[count] of 7500 maximum characters used]

All three attendance centers have adopted a Positive Behavioral Interventions and Supports (PBIS) framework to create safe, supportive, and productive learning environments. At each school level, the focus will be on self-regulation skills, student engagement, self-advocacy, resiliency, grit, and positive behavior development. These practices help students build the skills necessary to manage their emotions, remain actively engaged in learning, and make positive contributions to the classroom community. The district's behavior approach focuses on teaching students how to respond to challenges in ways that promote personal growth and lasting behavioral change. Students are encouraged to reflect on their actions, identify the impact of their behavior, and develop reasonable solutions that support improved decision-making and a positive learning environment. Through PBIS training, Whole Brain, and other discipline presentations, educators will learn to recognize when a student may not yet be emotionally regulated, ready to receive corrective feedback, or prepared to engage in problem-solving. In these situations, students are provided with appropriate opportunities and strategies to regain self-control, regulate their emotions, and prepare to participate in restorative conversations focused on solutions and future success. All students will be given opportunities to be redirected, coached, and supported by their teachers within the classroom whenever possible. Educators will utilize a variety of evidence-based strategies, including positive reinforcement, self-regulation supports, and restorative practices, to help students remain engaged in learning and minimize the need for disciplinary consequences. This proactive, student-centered approach promotes responsibility, resilience, and the development of skills that support both academic achievement and lifelong success.

Response from the prior year Consolidated District Plan.

All three buildings have moved to PBIS for discipline. The incorporation of whole brain teaching will be emphasized K - 8. The ability of the student to respond in a manner that can create lasting change and correct a problem he/she may have created. The response includes the student coming up with a reasonable solution to change their behavior so that they can make a positive contribution to the learning environment. When educators begin to address a student's behavior, sometimes it becomes evident that the student is not capable of self-regulation at that moment, is not yet ready to receive corrective feedback regarding their behavior or is unwilling to propose a reasonable solution to change the behavior. The PBIS process trains educators to recognize when students are not capable of self-regulation or not ready to discuss an issue and offers those students time to cool off and gain control over his/her emotions to that he/she can prepare to move forward with a solution. All students will be given the opportunity to be redirected and coached by their teacher to remain in the classroom. Educators will use various strategies to support self-regulation in order to avoid potential consequences.

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

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

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[[count] of 7500 maximum characters used]

The Director of Students Services/Counselor and the elementary counselor will serve as the homeless liaisons. The district has revised the student residency questionnaire to make it less confusing and to use language that is more accessible to families. Student rights are outlined on the form. Additionally, funds are allocated to assist students and families with emergency needs for food and clothing, and to ensure all children have the necessary supplies for school.

Response from the prior year Consolidated District Plan.

The district social workers are our homeless liaison. The district has revised the student residency questionnaire to make it less confusing and to use language that is more accessible to families. Student rights are outlined on the form. Additionally, funds are allocated to assist students and families with emergency needs for food and clothing, and to ensure all children have the necessary supplies for school.

Title I Requirement:

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

Legislative Requirements:

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

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

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

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

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - NEW BERLIN HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1001 - NEW BERLIN JR HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2001 - NEW BERLIN ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	05/21/2026

Describe anticipated Reorganizations: _____

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

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

ISBE Goals:

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

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

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

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

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

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

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

No schools identified under this part

([count] of 7500 maximum characters used)

All New Berlin Schools are commendable. Thus, none of the schools are eligible for "comprehensive" or "targeted" support.

Response from the approved prior year Consolidated District Plan.

All New Berlin Schools have been commendable since 2019. On RC23, New Berlin Junior High was exemplary. Thus, none of the schools are eligible for "comprehensive" or "targeted" support.

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)

Our schoolwide plan will address both academic and behavior/social-emotional learning standards for all students. Push-in instruction for small groups, including those identified at risk for meeting standards will be provided by reading specialists; co-teaching for selected sections of math and ELA will provide additional instruction and supports to all students; research validated computer-based interventions are used as supplemental instruction for any student performing below standards. Pull out small group instruction using research validated methods will be used with students at the highest risk for not meeting state standards.

Response from the approved prior year Consolidated District Plan.

Our schoolwide plan will address both academic and behavior/social-emotional learning standards for all students. Push-in instruction for small groups, including those identified at risk for meeting standards will be provided by reading specialists; co-teaching for selected sections of math and ELA will provide additional instruction and supports to all students; research validated computer-based interventions are used as supplemental instruction for any student performing below standards. Pull out small group instruction using research validated methods will be used with students at the highest risk for not meeting state standards.

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

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

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

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

([count] of 7500 maximum characters used)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

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

*Required field

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

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

ISBE Goals:

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

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

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

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

([count] of 7500 maximum characters used)

The ROE #51 specific to New Berlin needs assessment and the SASED Personnel Development Plan outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASED provides instruction to our district in instructional strategies, behavioral strategies and data-driven progress monitoring and staff development relative to the RtI/MTSS model.

Response from the approved prior year Consolidated District Plan.

The needs assessment and the SASED Personnel Development Plan outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASED provides instruction to our district in instructional strategies, behavioral strategies and data-driven progress monitoring and staff development relative to the RtI/MTSS model.

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)

The ROE #51 specific to New Berlin needs assessment and the SASED Personnel Development Plan outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASED provides instruction to our district in instructional strategies, behavioral strategies and data-driven progress monitoring and staff development relative to the RtI/MTSS model.

Response from the approved prior year Consolidated District Plan.

The needs assessment and the SASED Personnel Development Plan outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASED provides instruction to our district in instructional strategies, behavioral strategies and data-driven progress monitoring and staff development relative to the RtI/MTSS model.

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)

There are no changes to the scope or nature of the services.

Response from the approved prior year Consolidated District Plan.

There are no changes to the scope or nature of the services.

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

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

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

([count] of 7500 maximum characters used)

SPP Indicator 12: A compliance indicator that measures the percentage of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. Goal: The goal of Indicator 12 is to ensure seamless transitions for children and families as they move from IDEA Part C to IDEA Part B so they can access appropriate services by their third birthdays. New Berlin coordinates with all Birth to 3 programs to ensure transition from those programs to our Pre-K program. New Berlin reviews data from the State Performance Plan indicators to ensure all students receive FAPE and the services necessary for their education.

*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*
Keller	Suzanne	Superintendent	skeller@pretzelpride.com
Phone*			
217	488	2040	

[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*
Hill	Seth	Transportation Director	shill@pretzelpride.com
Phone*			
217	488	6054	

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

*Required field

Best Interest Determination as it relates to School Stability

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

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

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

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

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

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

The district personnel involved in these decisions are (and not limited to) the Transportation Director, Principal, Assistant Principal, Social Worker, Psychologist, Homeless Liaison, a Teacher, Special Education Coordinator, and Superintendent. The factors that will be considered in determining whether remaining in a child's school of origin is in his or her best interest are as follows: Preferences of the child/Preferences of the child's parent(s) or education decision maker(s)The child's attachment to the school, including meaningful relationships with staff and peers. Placement of the child's sibling(s)Influence of the school climate on the child, including safetyThe availability and quality of the services in the school to meet the child's educational and socioemotional needs.History of school transfers and how they have impacted the child.How the length of the commute would impact the child, based on the child's developmental stageWhether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin.Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

Response from the approved prior year Consolidated District Plan.

The district personnel involved in these decisions are (and not limited to) the Transportation Director, Principal, Assistant Principal, Social Worker, Psychologist, Homeless Liaison, a Teacher, Special Education Coordinator, and Superintendent. The factors that will be considered in determining whether remaining in a child's school of origin is in his or her best interest are as follows: Preferences of the child/Preferences of the child's parent(s) or education decision maker(s)The child's attachment to the school, including meaningful relationships with staff and peers. Placement of the child's sibling(s)Influence of the school climate on the child, including safetyThe availability and quality of the services in the school to meet the child's educational and socioemotional needs.History of school transfers and how they have impacted the child.How the length of the commute would impact the child, based on the child's developmental stageWhether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin.Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

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 hereSee 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.

All students with an IEP or a 504 will receive special consideration in this process. These special considerations and legal requirements will be taken into account for children with disabilities under IDEA and students with disabilities under Section 504 as it pertains to the process and for determining the best interest of the affected child.

Response from the approved prior year Consolidated District Plan.

All students with an IEP or a 504 will receive special consideration in this process. These special considerations and legal requirements will be taken into account for children with disabilities under IDEA and students with disabilities under Section 504 as it pertains to the process and for determining the best interest of the affected child.

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.

Some children in foster care are also English learners (ELs). Title VI and the Equal Educational Opportunities Act of 1974 (EEOA) require public schools to ensure that all EL students, including EL students in foster care, can participate meaningfully and equally in educational programs. In order to meet their obligations under Title VI and the EEOA, LEAs must: Identify and assess all potential EL students in a timely, valid, and reliable manner, Provide EL students with a language assistance program that is educationally sound and proven successful, Sufficiently staff and support the language assistance programs for EL students, Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities, Avoid unnecessary segregation of EL students, Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in these evaluations and delivery of services, Meet the needs of EL students who opt out of language assistance programs, Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied, Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time, and Ensure meaningful communication with limited English proficient (LEP) parents. The district will consider all of these factors and ensure we are following Title VI and the Equal Educational Opportunities Act of 1974 (EEOA) as prescribed.

Response from the approved prior year Consolidated District Plan.

Some children in foster care are also English learners (ELs). Title VI and the Equal Educational Opportunities Act of 1974 (EEOA) require public schools to ensure that all EL students, including EL students in foster care, can participate meaningfully and equally in educational programs. In order to meet their obligations under Title VI and the EEOA, LEAs must: Identify and assess all potential EL students in a timely, valid, and reliable manner, Provide EL students with a language assistance program that is educationally sound and proven successful, Sufficiently staff and support the language assistance programs for EL students, Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities, Avoid unnecessary segregation of EL students, Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in these evaluations and delivery of services, Meet the needs of EL students who opt out of language assistance programs, Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied, Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time, and Ensure meaningful communication with limited English proficient (LEP) parents. The district will consider all of these factors and ensure we are following Title VI and the Equal Educational Opportunities Act of 1974 (EEOA) as prescribed.

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

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

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

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

The District recognizes that the relevant agencies should make every effort to reach agreement regarding the appropriate school placement of children in foster care. If after a best interest determination decision is made, any party can challenge the decision within three business days of receiving the notice by submitting a request for an appeal of the decision and the reasons for it, in writing, within three business days after the decision has been made and communicated. If there is disagreement regarding school placement for a child in foster care, the child welfare agency will be considered the final decision maker in making the best interest determination (unless in the future State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to

collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions.Steps in the Process:1. When a student is placed in foster care or changes residence while in foster care, the child welfare agency worker assigned to the student, notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care point of contact is notified and invited to participate in the Best Interest Determination (BID). 2. The child welfare agency worker, foster care point of contact, and other essential members of BID share information on the appropriateness of the current educational setting. The child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision-making process. The school of origin transportation designee identifies potential ways that the child could be transported (see list of options below). This information is given to the foster care point of contact to include in the BID.3. If the BID decision is that the student will remain in the current school, the foster care point of contact notifies the school of origin transportation designee, who then assists the child welfare agency worker in arranging transportation to and from school.

Response from the approved prior year Consolidated District Plan.

The District recognizes that the relevant agencies should make every effort to reach agreement regarding the appropriate school placement of children in foster care. If after a best interest determination decision is made, any party can challenge the decision within three business days of receiving the notice by submitting a request for an appeal of the decision and the reasons for it, in writing, within three business days after the decision has been made and communicated. If there is disagreement regarding school placement for a child in foster care, the child welfare agency will be considered the final decision maker in making the best interest determination (unless in the future State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions.Steps in the Process:1. When a student is placed in foster care or changes residence while in foster care, the child welfare agency worker assigned to the student, notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care point of contact is notified and invited to participate in the Best Interest Determination (BID). 2. The child welfare agency worker, foster care point of contact, and other essential members of BID share information on the appropriateness of the current educational setting. The child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision-making process. The school of origin transportation designee identifies potential ways that the child could be transported (see list of options below). This information is given to the foster care point of contact to include in the BID.3. If the BID decision is that the student will remain in the current school, the foster care point of contact notifies the school of origin transportation designee, who then assists the child welfare agency worker in arranging transportation to and from school.

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.

No schools are identified for improvement. If identified for ESSA funding, professional development will be provided on the requirements of ESSA and coordinate with students identified as Youth in Care to ensure they receive equitable educational opportunities. The district recognizes that relevant personnel should be trained and aware of the ESSA requirements for educational stability for students who are identified as Youth in Care. As part of the district mandated trainings, annual professional development will include the discussion of the ESSA requirements in opening faculty meetings, new staff orientation, and administrator meetings. The process for placement will be reviewed as needed in these meetings to ensure all relevant staff are aware of the expectations

*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.

The district personnel involved in this process can include the Transportation Director, Principal, Assistant Principal, Social Worker, Psychologist, Homeless Liaison, a Teacher, Special Education Coordinator, and Superintendent.
STEP 1: Identify which students in foster care require transportation to maintain school stability. STEP 2: Document how transportation will be provided, arranged and funded. STEP 3: Clarify the district's obligation to provide transportation when minimal or no additional costs will be incurred. STEP 4: Document how "additional costs" will be addressed. STEP 5 (if needed): Dispute resolution process to address transportation issues. While disputes over cost are pending or being addressed, the district will ensure that the child remains in his or her school of origin, which may include providing or arranging transportation if necessary. STEP 6: Other considerations. The following factors should be considered when developing the Transportation Procedures for a foster care student: -Safety-Duration-Time of placement change-Type of transportation available-Traffic patterns-Flexibility in school schedule -Impact of extracurricular activities on transportation options-Maturity and behavioral capacity.

Response from the approved prior year Consolidated District Plan.

The district personnel involved in this process can include the Transportation Director, Principal, Assistant Principal, Social Worker, Psychologist, Homeless Liaison, a Teacher, Special Education Coordinator, and Superintendent.
STEP 1: Identify which students in foster care require transportation to maintain school stability. STEP 2: Document how transportation will be provided, arranged and funded. STEP 3: Clarify the district's obligation to provide transportation when minimal or no additional costs will be incurred. STEP 4: Document how "additional costs" will be addressed. STEP 5 (if needed): Dispute resolution process to address transportation issues. While disputes over cost are pending or being addressed, the district will ensure that the child remains in his or her school of origin, which may include providing or arranging transportation if necessary. STEP 6: Other considerations. The following factors should be considered when developing the Transportation Procedures for a foster care student: -Safety-Duration-Time of placement change-Type of transportation available-Traffic patterns-Flexibility in school schedule -Impact of extracurricular activities on transportation options-Maturity and behavioral capacity.

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

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

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

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

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

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

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

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

In addition to State and local funds that may be available for providing transportation, certain Federal funds may be available to cover additional transportation costs to maintain children in foster care in their schools of origin. Title IV-E Federal funds are available to assist with additional transportation costs for children who are eligible for Title IV-E foster care maintenance payments (those children who meet the specific requirements set forth section 472 of the Social Security Act). Specifically, the cost of reasonable travel for a child in foster care to remain in his or her school of origin may be included in the Title IV-E foster care maintenance payment. Child welfare agencies receiving Title IV-E funds have discretion in determining what is considered reasonable travel, and may take into account factors such as cost, distance, and duration of travel. As with any cost enumerated in the definition of foster care maintenance payments, the child welfare agency may decide which of the enumerated costs to include in a child's foster care maintenance payment. In addition, transportation costs associated with the child's attendance at his or her school of origin are allowable foster care administrative costs under Title IV-E. In addition, an LEA may use Title I funds to pay for additional costs needed to transport children in foster care to their schools of origin.

Response from the approved prior year Consolidated District Plan.

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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.

If the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need, a written notice shall be provided with the following components. 1. The contact information for the LEA foster care point of contact (if the LEA has designated a point of contact after receiving written notice from the child welfare agency that it has designated a point of contact for the LEA) and the SEA foster care point of contact. 2. An explanation of the reasons for the LEA's decision.

Response from the approved prior year Consolidated District Plan.

If the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need, a written notice shall be provided with the following components. 1. The contact information for the LEA foster care point of contact (if the LEA has designated a point of contact after receiving written notice from the child welfare agency that it has designated a point of contact for the LEA) and the SEA foster care point of contact. 2. An explanation of the reasons for the LEA's decision.

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.

An LEA must ensure that children in foster care needing transportation to the school of origin promptly receive such transportation in a cost-effective manner. (ESEA section 1112(c)(5)(B)(i)). Therefore, the LEA must provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved. While any dispute is being resolved the District will follow the following guidelines, the school of origin is responsible for the transportation.

Response from the approved prior year Consolidated District Plan.

An LEA must ensure that children in foster care needing transportation to the school of origin promptly receive such transportation in a cost-effective manner. (ESEA section 1112(c)(5)(B)(i)). Therefore, the LEA must provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved. While any dispute is being resolved the District will follow the following guidelines, the school of origin is responsible for the transportation.

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become 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.

Each child in our school district has a transportation plan that is communicated to all parties that need to know said information. Any child with a foster care transportation plan will also be part of that system. To ensure that all school personnel including support staff, the district will disseminate this information via SKYWARD with all of our other required communications that require the employee to review material.

Response from the approved prior year Consolidated District Plan.

Each child in our school district has a transportation plan that is communicated to all parties that need to know said information. Any child with a foster care transportation plan will also be part of that system. To ensure that all school personnel including support staff, the district will disseminate this information via SKYWARD with all of our other required communications that require the employee to review material.

*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

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

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

Last Name*

Phone*

First Name*

Middle
Initial

Email*

EL Program Director Requirements:

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

*Required field

Attendance Center Enrollment Information

Instructions

9 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.

9 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 Requirements[Instructions](#)

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

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes No

*Required field

TBE Parent Advisory Committee[Instructions](#)

9 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

- 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.

05/21/2026

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

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

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

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

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

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

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

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

NO BINDING OBLIGATION

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

PROJECT

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

FUNDING

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

INVOLUNTARY TERMINATION

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

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

GENERAL CERTIFICATIONS AND ASSURANCES

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

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

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

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

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

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

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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.

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Assurances

Instructions

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

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

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

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

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

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

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[Not calling IWAS Web Service](#)

JILL LARSON

Signature of School District Superintendent / Agency Administrator

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

Agreed to on this Date: 05/20/2026
RCDT when agreed to: 51-084-0160-26

The Consistency Check must be successfully processed before you can submit your application.

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

Application was created on:

5/7/2026

Assurances were agreed to on:

5/20/2026

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

