eGrant Management System

Printed Copy of Application

Applicant:	LINCOLNWOOD SD 74
Application:	Consolidated District Plan - 00
Cycle:	Original Application
Sponsor/District:	LINCOLNWOOD SD 74
Date Generated:	4/21/2025 10:01:14 AM
Generated By:	dominicklupo

Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name*: Lupo

First Name*: Dominick

Middle Initial:

Phone*: 847 745 3712

Extension:

Email*: dlupo@sd74.org

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

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

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

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

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

([count] of 2500 maximum characters used)

The Administration of Lincolnwood School District 74 would enforce Board Policy 7:10 to overcome barriers to equitable programming. Board Policy 7:10 states, "Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board Policy 8:20, Community Use of School Facilities." The Policy goes on to state that, "No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities." Through professional development, building staff meetings, and curricular review; the District has taken steps so that all teachers and instructional staff have training on an annual basis to ensure that all students are included in every aspect of the curriculum including extracurricular activities. When determining students who may qualify or benefit from programs funded in whole, or part, through grant allocations; objective criteria such as Measure of Academic Progress (MAP) data will be applied. No student or teacher will be denied access to federally funded projects based on their gender, race, national origin, color, disability, or age.

3. Bilingual Program Director Assurance

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

261

If the district has 1 or more EL students, the bilingual program director must participate in the completion of the Bilingual Service Plan (BSP). The bilingual program director must also participate in the completion ofTitle 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: Lupo

First Name: Dominick

Middle Initial:

Phone: 847 675 8234

Extension:

Email: dlupo@sd74.org

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

5. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

*Required field, applicable for all funding sources

Amendments

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

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

- (●) Initial submission for the fiscal year
- ( ) Amendment to approved plan for the fiscal year

*Required field, applicable for all funding sources

Needs Assessment and Programs

Instructions

1. **Consolidated planning includes how anticipated programs will be funded.Indicate below for which programs the LEA anticipates receiving funding for school year 2025-2026.* [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.

   - [x] Title I, Part A - Improving Basic Programs
   - [x] 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
   - [x] Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
   - [x] Title III - Language Instruction Educational Program (LIEP)
   - [ ] Title III - Immigrant Student Education Program (ISEP)
   - [x] Title IV, Part A - Student Support and Academic Enrichment
   - [ ] Title V, Part B - Rural and Low Income Schools
   - [x] IDEA, Part B - Flow-Through
   - [x] 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, numberedor 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)

   Federal funding in Lincolnwood School District 74 is combined with local and State resources to pay the salary and benefits for a cadre of teachers and paraprofessionals ranging from Pre-Kindergarten to math to Instructional Technology Coaches. The District provides students with a variety of instructional tools to assist in their learning, many of which require subscriptions. Federal resources, along with local funds, are allocated to provide these learning experiences to students. Grant funds are used to provide after school tutoring and summer programming for EL students. These are vital programs to extend the school day and year for students to continue to build their language acquisition skills. Allocations will be used for improvements to our facilities. IDEA dollars are used to fund specialized programming for students with low incident disabilities that would provide challenging to meet the needs without programs within our cooperative. Finally, funds are used to help offset costs to provide teachers with professional development on a number of instructional topics. These can include reviewing standardized testing data, alignment of curriculum to applicable standards, or trends in instructional methodology to reach students in new and different ways. These initiatives are the same as last year.

   Response from the approved prior year Consolidated District Plan.

   Federal funding in Lincolnwood School District 74 is combined with local and State resources to pay the salary and benefits for a cadre of teachers and paraprofessionals ranging from Pre-Kindergarten to math to Instructional Technology Coaches. The District provides students with a variety of instructional tools to assist in their learning, many of which require subscriptions. Federal resources, along with local funds, are allocated to provide these learning experiences to students. Grant funds are used to provide after school tutoring and summer programming for EL students. These are vital programs to extend the school day and year for students to continue to build their language acquisition skills. Allocations will be used for improvements to our facilities. IDEA dollars are used to fund specialized programming for students with low incident disabilities that would provide challenging to meet the needs without programs within our cooperative. Finally, funds are used to help offset costs to provide teachers with professional development on a number of instructional topics. These can include reviewing standardized testing data, alignment of curriculum to applicable standards, or trends in instructional methodology to reach students in new and different ways. These initiatives are the same as last year.

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

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

[x] Title II to Title I	[ ] Transfer Partial Funds	[x] Transfer All Funds
[x] Title IV to Title I	[ ] Transfer Partial Funds	[x] Transfer All Funds
[ ] Title II to Title IV	[ ] Transfer Partial Funds	[ ] Transfer All Funds
[ ] Title IV to Title II	[ ] Transfer Partial Funds	[ ] Transfer All Funds

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

DO NOT use special characters, numberedor 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)

Students in the District are administered the NWEA/MAP test three times a year in the fall, winter, and spring. After each round of administration, attendance centers conduct a "Data Day." These meetings involve teachers, psychologists, and administration. Data is reviewed for all students to determine individual programming needs. Those in the lowest quartile are considered for Tier II interventions in reading and/or math. There might also be discussion about the necessity of a case study. Conversely, students in the top 10% are considered for off-level reading and math experiences in a more enriched environment. Areas of need include programs to support students at all points of the learning spectrum. In this instance, students are evaluated for intervention or enriched programming in reading and math. The District serves a diverse community where pre-school participation can be sporadic. This creates a school-readiness gap at a student's entry into education. Therefore, the District has made a commitment to Pre-K instruction, offering a high quality program for students. Within our analysis of NWEA/MAP data, the District has noticed greater gaps in historical math performance as compared to reading. Therefore, the District is offering specialized math tutoring for students at the middle school grades who are not already receiving special education or intervention services. Analysis of Illinois Report Card and MAP data has provided the District with insights into the performance of EL students and helped to identify those students right on the cusp of improved levels of performance. The District is taking this information and offering professional development resources to teachers for staff to make instructional changes supporting the achievement growth of students in these sub-groups.The 23-24 NTDSE Professional Learning Needs Assessment was administered to NTDSE member district administrators in February of 2024. Areas of high interest for general education educators included but were not limited to a) Co-Teaching Professional Development b) Social-Emotional/Positive Behavior Supports, and c) Restorative Practices. Areas of high interest for special education educators included but were not limited to a) Positive Behavior (e.g. Writing Better FABs and BIPs, Deescalation Strategies) b) CPI Training and c) Special Education law. Networking opportunities for a variety of specialists groups were rated of high value (e.g. Speech Pathologists, Occupational Therapists).Lastly, areas of high interest of trainings to offer to parents include but were not limited to a) Behavior and Mental Health b) Communication Device Training and c) CPR/First Aid. A blended approach of in-person and Zoom opportunities are preferred.

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

Needs Assessment Impact

Instructions

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

- A. [x] School and/or district report card(s)
- B. [x] Five Essentials Survey
- C. [x] 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.

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

Also 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, and key professional development opportunities for teachers and principals.

Students in the District are administered the NWEA/MAP test three times a year in the fall, winter, and spring. After each round of administration, attendance centers conduct a "Data Day." These meetings involve teachers, psychologists, and administration. Data is reviewed for all students to determine individual programming needs. Those in the lowest quartile are considered for Tier II interventions in reading and/or math. There might also be discussion about the necessity of a case study. Conversely, students in the top 10% are considered for off-level reading and math experiences in a more enriched environment. Areas of need include programs to support students at all points of the learning spectrum. In this instance, students are evaluated for intervention or enriched programming in reading and math. The District serves a diverse community where pre-school participation can be sporadic. This creates a school-readiness gap at a student's entry into education. Therefore, the District has made a commitment to Pre-K instruction, offering a high quality program for students. Analysis of Illinois Report Card and MAP data has provided the District with insights into the performance of EL students and helped to identify those students right on the cusp of improved levels of performance. The District is taking this information and offering professional development resources to teachers for staff to make instructional changes supporting the achievement growth of students in these sub-groups.

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

ncoln Hall Middle School was designated as a Targeted school based on the performance of EL students on the IAR assessment in 2022. We spoke with ISBE and IL-EMPOWER personnel about this designation, and we were led to believe that this was an anomaly due to the extremely low number of EL students that participated in the 2021 IAR administration. As a result, the growth of these students was not calculated as there is no way to show growth if they didn't participate the year before. As a result, the middle school principal made EL student achievement a regular topic of the building leadership team, and even started a School Improvement Planning team to address this and other issues alike. This year, we are excited to continue the planning and preparation for raising our EL student achievement. We are looking to bring in updated curricular materials and bring in professional development providers that will give our staff strategies on how to best reach our EL population.

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

Also 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, and key professional development opportunities for teachers and principals.

Through building administration, teachers are given access to MAP reports that predict the level of student performance on the IAR test. From there, teams are provided time on Institute Days to develop individual and small group plans to move students to the next level of performance. These goals are typically shared with parents at fall parent-teacher conferences. Additionally, the District invested in professional resources for our Instructional Technology Coaches to expand their ability to provide high quality, on-demand professional development. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level. Over the past few years, the District has been seeking to identify priority literacy standards that better align to our core instructional program. In math, the District is seeking to develop the Math Practice Standards whose habits of mind assist all students, particularly those who struggle, with strategies they can apply to any problem to become better mathematical thinkers.On behalf of Lincolnwood School District 74, the Niles Township District for Special Education (NTDSE) conducts a needs assessment for professional development as a part of the comprehensive needs assessment for IDEA. All staff development has a needs assessment component and input is received on an ongoing basis to reflect the demands and professional needs of the participants.

G. Title III - LIEP

Teachers and administrators use ACCESS and MAP data to determine those EL students who fall into the lowest quartile of academic performance based upon assessment results. These students are invited to participate in an after school tutoring program and/or EL Summer School experience. The after school program has two components. In the first, students are exposed to learning games that help them build their social language skills. They also receive help with their homework during this time. In the second phase, teachers work with small groups of students to extend their exposure to language acquisition strategies. The Summer School program is predicated on the same goals. Students are exposed to different literacy experiences to expand their vocabulary and reading comprehension skills.

H. Title III - ISEP

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

Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget.

As allowable under grant guidelines, Title IV-A funds have been transferred to Title I budgets for the past several years.

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

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

The District is small and it would be a challenge to meet the academic needs of some low incident students. Therefore, based on decisions of the MDC at the IEP meeting, there are some students who most benefit from specialized programming run through our Cooperative, NTDSE. Needs in this area are determined by IEP goals.

L. IDEA, Part B - Preschool

The District maintains a Pre-School program that serves approximately 80 students annually in a half-day program. Pre-School teachers are included in curricular review committees. This means that students in Pre-School are being exposed to the prerequisite skills and information in the same context for literacy, math and science as kindergarten students. Fall MAP data for kindergarten shows that District Pre-School students are better prepared for the fall as compared to those without a pre-school experience.

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

*Required field, applicable for all funding sources selected

Stakeholder Involvement

Instructions

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:

- [x] 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.
- [x] 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.
- [x] 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):

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

Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each incoming student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level.

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. [x] Teachers (1,7,8)

B. [x] Principals (1,7,8)

C. [ ] Other school leaders (1,8)

D. [x] Paraprofessionals (1)

E. [x] Specialized instructional support personnel (1,2,3,4,8)

F. [ ] Charter school leaders (in a local educational agency that has charter schools) (1)

G. [x] Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)

H. [x] Parent liaisons

I. [x] Title I director (1)

J. [ ] Title II director (1)

K. [x] Bilingual director (Administrator overseeing EL Services) (1,6,8)

L. [ ] Title IV director (1)

M. [x] 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

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, numberedor 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 development of this plan results from a collection of programmatic decisions of several sub-committees. The District Response to Intervention Leadership team, the Administration Team, and the Gifted and Talented Education team (GATE), Librarians throughout the District, High School Articulation representatives, as well as the EL Department, and Policy Committee (School Board). Additionally, the District is directed in its efforts by a five year Strategic Plan created with representation from within the organization and from the surrounding community. These committees meet regularly to review the services offered through each program and make necessary changes to address the varied needs of learners. Answers to questions in this plan are the direct result of decisions made within these meetings to address the diverse learning needs of our students.Over the course of the next several months, there will be consultation regarding the Consolidated District Plan with aforementioned groups. The Administrative Team meets weekly during the summer. During a July meeting, consultation of the plan will be on the agenda. Each month there are meetings of the EL and GATE leadership teams. Consultation for this plan will occur as an agenda item at either the September or October meetings. Finally, the District is guided by a five-year Strategic Plan that was recently developed with input from the community through both in-person and survey data. We are also excited to begin the process of developing a new five-year Strategic Plan throughout next year.

Response from the prior year Consolidated District Plan.

The development of this plan results from a collection of programmatic decisions of several sub-committees. The District Response to Intervention Leadership team, the Administration Team, and the Gifted and Talented Education team (GATE), Librarians throughout the District, High School Articulation representatives, as well as the EL Department, and Policy Committee (School Board). Additionally, the District is directed in its efforts by a five year Strategic Plan created with representation from within the organization and from the surrounding community. These committees meet regularly to review the services offered through each program and make necessary changes to address the varied needs of learners. Answers to questions in this plan are the direct result of decisions made within these meetings to address the diverse learning needs of our students.Over the course of the next several months, there will be consultation regarding the Consolidated District Plan with aforementioned groups. The Administrative Team meets weekly during the summer. During a July meeting, consultation of the plan will be on the agenda. Each month there are meetings of the EL and GATE leadership teams. Consultation for this plan will occur as an agenda item at either the September or October meetings. Finally, the District is guided by a five-year Strategic Plan that was recently developed with input from the community through both in-person and survey data. We are also excited to begin the process of developing a new five-year Strategic Plan throughout next year.

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans, 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, numberedor 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 has a five year Strategic Plan. One of the three main goal areas is to continue to engage community stakeholders. Within this goal, the District has incorporated regular forms of communication with families from building level administration, teachers, and a District Director of Community Relations. The District maintains a Communication Task Force ensuring a consistent, ongoing flow of information from school to home. The group looks at all forms of communication including print and electronic sources. The goal is to build the home-school connection with all families in ways that best meet the needs of the community in a way that families will actually consume the content. The District also maintains strong ties with the local police and fire departments. Family members and parents are annually consulted on policies articulated through the Student/Parent Handbooks. They review any changes and can ask questions about their meaning and enforcement. Parents are encouraged to take the annual Five Essentials Survey and that data is analyzed by Administration. The Strategic Plan process included a strong parent/family component. Families had the opportunity to participate in a needs assessment survey, attend the planning session that reviewed the District's progress on the current Strategic Plan, and provide input on the development of goal areas for the District's Strategic Plan.

Response from the prior year Consolidated District Plan.

The District has a five year Strategic Plan. One of the three main goal areas is to continue to engage community stakeholders. Within this goal, the District has incorporated regular forms of communication with families from building level administration, teachers, and a District Director of Community Relations. The District maintains a Communication Task Force ensuring a consistent, ongoing flow of information from school to home. The group looks at all forms of communication including print and electronic sources. The goal is to build the home-school connection with all families in ways that best meet the needs of the community in a way that families will actually consume the content. The District also maintains strong ties with the local police and fire departments. Family members and parents are annually consulted on policies articulated through the Student/Parent Handbooks. They review any changes and can ask questions about their meaning and enforcement. Parents are encouraged to take the annual Five Essentials Survey and that data is analyzed by Administration. The Strategic Plan process included a strong parent/family component. Families had the opportunity to participate in a needs assessment survey, attend the planning session that reviewed the District's progress on the current Strategic Plan, and provide input on the development of goal areas for the District's Strategic Plan.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes 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, numberedor 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 numerous ways that the District attempts to engage parents and families including:There is close communication and planning with the local parent group. This parent group planned several community engagement events including an ice-cream social, BINGO night, and Book Fair. The District employs a full-time Director of Community Relations. This individual handles the District's social media presence and sends out a weekly communication on the happenings in the District. The District holds parent teacher conferences in the fall and spring, and we offer both an in-person and virtual conference format to ensure that all parents have access to meeting with the teachers. Parents are encouraged to communicate with teachers in an ongoing fashion. There are also numerous concerts, a science fair, and sporting events where parents and family members are encouraged to attend. Title III funds used, in part, to create book bags for EL families to share in reading time. Effort is made to include titles in a family's native language so anyone in the family can participate in a shared reading experience.

Response from the prior year Consolidated District Plan.

There are numerous ways that the District attempts to engage parents and families including:There is close communication and planning with the local parent group. This parent group planned several community engagement events including an ice-cream social, BINGO night, and Book Fair. The District employs a full-time Director of Community Relations. This individual handles the District's social media presence and sends out a weekly communication on the happenings in the District. The District holds parent teacher conferences in the fall and spring, and we offer both an in-person and virtual conference format to ensure that all parents have access to meeting with the teachers. Parents are encouraged to communicate with teachers in an ongoing fashion. There are also numerous concerts, a science fair, and sporting events where parents and family members are encouraged to attend. Title III funds used, in part, to create book bags for EL families to share in reading time. Effort is made to include titles in a family's native language so anyone in the family can participate in a shared reading experience.

Title I Requirement:

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

ESEA section 1112(a)(1)(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

Private School Participation

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

The application has been locked. No more updates will be saved for the application.

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

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

Will Private Schools participate in the Program?
○ Yes ◉ No

Nonpublic School Consultation Form

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
		○ Yes ○ No Number of Low-Income Student(s):	○ Yes ○ No Total Enrollment Number Student(s):	○ Yes ○ No Total Enrollment Number Student(s):	Choose File No file chosen

Comments:

Preschool Coordination

Instructions

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:

- [x] 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.
- [x] 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.
- [x] 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):

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

Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each incoming student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level.Learning Conditions: Safety has been a yearlong District theme. The District has been working with a two safety consulting groups on a series of "table top" exercises designed to have everyone in the organization better prepare for how they would respond to various crisis situation. Also, one of the groups went room by room to each teacher to evaluate each space affording better strategies to secure or flee a location. This information has been shared with teachers to broaden their response options in a crisis situation. In the coming months, a Safety Committee will evaluate our current crisis response plans to improve upon them with the most current information, including but not limited to emergency pickup of students from a secure location. Emergency safety kits are being looked at to support classrooms during a crisis situation. Documentation to remind teachers of established protocols will be published. The district also enabled an app that allows administration to immediately alert all staff members on campus about a lockdown situation.Elevating Educators: The District has utilizes professional development days in the school calendar to provide additional training and planning time. The District's Instructional Technology Coaches have continuously provided on-demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year. The district also approved the hiring of six full-time substitute teachers for the entire district to help with continuity of learning when teachers may be pulled for various professional learning opportunities. Additionally, the district just adopted a new math curriculum for the middle school, and the board of education approved six full professional development trainings with the company in an effort to hav the teachers prepared to deliver the curriculum to the full extent of it's capabilities.

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, numberedor 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 operates a preschool in part with Title I funds. This allows us to target at-risk children ages 3-5 to help prepare them for kindergarten. All the District Learning Teams and committees include pre-school representatives. This allows the District to plan and integrate school and district initiatives that range from pre-school to 8th grade. This includes coordination of curriculum to ensure articulation of expectations across the early primary grades and a seamless approach to student's matriculation from Pre-K-8. The preschool program is housed in our Pre-Kindergarten-2nd grade building. This allows for ongoing and consistent collaboration with the Kindergarten Team. As part of our preschool programming, we offer parent education.

Response from the approved prior year Consolidated District Plan.

The District operates a preschool in part with Title I funds. This allows us to target at-risk children ages 3-5 to help prepare them for kindergarten. All the District Learning Teams and committees include pre-school representatives. This allows the District to plan and integrate school and district initiatives that range from pre-school to 8th grade. This includes coordination of curriculum to ensure articulation of expectations across the early primary grades and a seamless approach to student's matriculation from Pre-K-8. The preschool program is housed in our Pre-Kindergarten-2nd grade building. This allows for ongoing and consistent collaboration with the Kindergarten Team. As part of our preschool programming, we offer parent education.

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

Student Achievement and Timely Graduation

Instructions

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:

- [x] 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.
- [x] 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.
- [x] 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):

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

Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each incoming student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level.Learning Conditions: Safety has been a yearlong District theme. The District has been working with a two safety consulting groups on a series of "table top" exercises designed to have everyone in the organization better prepare for how they would respond to various crisis situation. Also, one of the groups went room by room to each teacher to evaluate each space affording better strategies to secure or flee a location. This information has been shared with teachers to broaden their response options in a crisis situation. In the coming months, a Safety Committee will evaluate our current crisis response plans to improve upon them with the most current information, including but not limited to emergency pickup of students from a secure location. Emergency safety kits are being looked at to support classrooms during a crisis situation. Documentation to remind teachers of established protocols will be published. The district also enabled an app that allows administration to immediately alert all staff members on campus about a lockdown situation.Elevating Educators: The District has utilizes professional development days in the school calendar to provide additional training and planning time. The District's Instructional Technology Coaches have continuously provided on-demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year. The district also approved the hiring of six full-time substitute teachers for the entire district to help with continuity of learning when teachers may be pulled for various professional learning opportunities. Additionally, the district just adopted a new math curriculum for the middle school, and the board of education approved six full professional development trainings with the company in an effort to hav the teachers prepared to deliver the curriculum to the full extent of it's capabilities.

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, numberedor 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)

Lincolnwood School District 74's well-rounded program of instruction for students in grades PK-8 includes: Reading, Language Arts, Writing, Spelling, Handwriting (part of the balanced literacy approach), Mathematics, Science, Social Studies, Humanities, Health, Physical Education, Art, Music, STEM (Science, Technology, Engineering, Math), Food Science, Spanish and Fine Arts. Beginning in the 4th grade, all students have the opportunity to participate in Band and Orchestra. At the 6th through 8th grade levels, students can participate in Chorale as well. Social emotional learning is purposefully taught throughout the District through our Positive Behavior Intervention System. The District is also looking to expand the footprint of the Second Step SEL curriculum. A wide variety of after school clubs, intra-murals, and interscholastic activities provide experiences for all students to promote a well rounded educational experience. Students are allowed to come to school early and stay late to get additional assistance with school work. Additionally, the middle school and intermediate building run tutoring services at lunch for students who would want to take advantage of the extra assistance. Board policy and Board funding support the District's approach to students' well-rounded education. The District's philosophy/vision "One campus, one community, preparing, inspiring, and empowering learners, one moment at a time" is supported through the systems of the District (ie. policy, business, curriculum, human resources, etc.) The objective of the educational program is, "to be the most sought after learning environment by leading academic excellence though the innovative instruction, developing high school ready learners with cutting-edge resources, and cultivating a sense of belonging for all." Board policy 7:10, Equal Educational Opportunities, guides the philosophy to provide an educational climate and culture free of bias concerning the protected classifications identified in this policy.

Response from the prior year Consolidated District Plan.

Lincolnwood School District 74's well-rounded program of instruction for students in grades PK-8 includes: Reading, Language Arts, Writing, Spelling, Handwriting (part of the balanced literacy approach), Mathematics, Science, Social Studies, Humanities, Health, Physical Education, Art, Music, STEM (Science, Technology, Engineering, Math), Food Science, Spanish and Fine Arts. Beginning in the 4th grade, all students have the opportunity to participate in Band and Orchestra. At the 6th through 8th grade levels, students can participate in Chorale as well. Social emotional learning is purposefully taught throughout the District through our Positive Behavior Intervention System. The District is also looking to expand the footprint of the Second Step SEL curriculum. A wide variety of after school clubs, intra-murals, and interscholastic activities provide experiences for all students to promote a well rounded educational experience. Students are allowed to come to school early and stay late to get additional assistance with school work. Additionally, the middle school and intermediate building run tutoring services at lunch for students who would want to take advantage of the extra assistance. Board policy and Board funding support the District's approach to students' well-rounded education. The District's philosophy/vision "Children Empowered for Life" is supported through the systems of the District (ie. policy, business, curriculum, human resources, etc.) The objective of the educational program is, "To build a community of learning that inspires curiosity, compassion, and actively engaged students striving for excellence." Board policy 7:10, Equal Educational Opportunities, guides the philosophy to provide an educational climate and culture free of bias concerning the protected classifications identified in this policy.

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, numberedor 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)

Lincolnwood School District 74 utilizes the Response to Intervention (RtI) model to identify students at risk. RtI integrates assessment data with intervention and adjustment to instruction in order to provide the opportunity for ALL students to reach their fullest growth and potential. Special education students can be identified through a number of different paths. A student who continues to struggle after receiving Tier II supports can be recommended for case study by District teachers and staff. In this situation, the District would proceed with the steps necessary to conduct a case study evaluation. Parents may also request a case study evaluation. The team would gain consent, conduct the evaluation and meet to discuss appropriateness of services. Finally, a parent can present an outside evaluation for the team to consider for the appropriateness of receiving special education services.

Response from the prior year Consolidated District Plan.

Lincolnwood School District 74 utilizes the Response to Intervention (RtI) model to identify students at risk. RtI integrates assessment data with intervention and adjustment to instruction in order to provide the opportunity for ALL students to reach their fullest growth and potential. Special education students can be identified through a number of different paths. A student who continues to struggle after receiving Tier II supports can be recommended for case study by District teachers and staff. In this situation, the District would proceed with the steps necessary to conduct a case study evaluation. Parents may also request a case study evaluation. The team would gain consent, conduct the evaluation and meet to discuss appropriateness of services. Finally, a parent can present an outside evaluation for the team to consider for the appropriateness of receiving special education services.

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, numberedor 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)

Students who need additional assistance to meet the challenges of the State academic standards have access to a wide range of intervention programs and personnel. There is a continuum of accommodations, modifications, and differentiated instruction within the core curriculum. Students identified for intervention are provided with a research based supplemental curriculum targeted to their identified skill gap. In the middle school, students identified through measures such as FASTBridge and MAP are placed into programs led by highly qualified intervention teachers. These programs provide students with "in addition to" minutes beyond what they would experience in general education curriculum. Teachers use a wide range of research-based print and electronic instructional materials to remediate skill deficient areas or re-teach grade level concepts that students have not yet fully comprehended. Intervention programs are built into student's schedules daily with regular progress monitoring to track their achievement level and assess the effectiveness of the intervention. At the intermediate grades, MAP data is again used to identify those students who would benefit from instructional support. These students experience an additional 60-90 minutes of instructional time for reading and math weekly, developing their skills through intervention resources available from our foundational programs and other resources tailored to meet the student's needs. Additionally, intervention teachers at the middle school and intermediate grade attendance center collaborate closely with general education teachers and review standardized assessment data to drill down to very finite skill sets that each student needs to work toward mastering. This creates a highly individual experience where students within the intervention may work with different sets of expectations and activities to meet their needs. Examples of this individualization include providing additional language and vocabulary support for key words, pre-teaching difficult content, using a small group workshop model, or guiding reading groups. The Pre-K three

and four year old programs, along with our Development Kindergarten, are specifically designed to intervene with the most at-risk students at the very beginning stages of their education. The effort is to build school readiness skills and aptitudes allowing students opportunity to best prepare for the academic and social expectations of school. Students are identified through a screening process.Title III dollars are used to fund an after school tutoring program for EL students at all three District attendance centers. This program meets several times per week for 30-90 minutes. There are two goals to the experience: 1) Students spend time learning social language through game play and social skills lessons. 2) Time is spent continuing to build students' language acquisition skills in the domains of reading, writing, speaking, and listening. Additionally, the District hosts a summer school program. In this program, the Title III allocation is used to provide a series of EL support classes for students. This experience is meant to extend the school year and prevent summer regression. It is a five-week program. Finally, Title III funds are used to provide participants in both aforementioned programs with a literacy bundle. These materials are selected for each grade level. They are meant to continue literacy development after these experiences and add to the reading materials in the homes of these children.

Response from the prior year Consolidated District Plan.

Students who need additional assistance to meet the challenges of the State academic standards have access to a wide range of intervention programs and personnel. There is a continuum of accommodations, modifications, and differentiated instruction within the core curriculum. Students identified for intervention are provided with a research based supplemental curriculum targeted to their identified skill gap. In the middle school, students identified through measures such as FASTBridge and MAP are placed into programs led by highly qualified intervention teachers. These programs provide students with "in addition to" minutes beyond what they would experience in general education curriculum. Teachers use a wide range of research-based print and electronic instructional materials to remediate skill deficient areas or re-teach grade level concepts that students have not yet fully comprehended. Intervention programs are built into student's schedules daily with regular progress monitoring to track their achievement level and assess the effectiveness of the intervention. At the intermediate grades, MAP data is again used to identify those students who would benefit from instructional support. These students experience an additional 60-90 minutes of instructional time for reading and math weekly, developing their skills through intervention resources available from our foundational programs and other resources tailored to meet the student's needs. Additionally, intervention teachers at the middle school and intermediate grade attendance center collaborate closely with general education teachers and review standardized assessment data to drill down to very finite skill sets that each student needs to work toward mastering. This creates a highly individual experience where students within the intervention may work with different sets of expectations and activities to meet their needs. Examples of this individualization include providing additional language and vocabulary support for key words, pre-teaching difficult content, using a small group workshop model, or guiding reading groups. The Pre-K three and four year old programs, along with our Development Kindergarten, are specifically designed to intervene with the most at-risk students at the very beginning stages of their education. The effort is to build school readiness skills and aptitudes allowing students opportunity to best prepare for the academic and social expectations of school. Students are identified through a screening process.Title III dollars are used to fund an after school tutoring program for EL students at all three District attendance centers. This program meets several times per week for 30-90 minutes. There are two goals to the experience: 1) Students spend time learning social language through game play and social skills lessons. 2) Time is spent continuing to build students' language acquisition skills in the domains of reading, writing, speaking, and listening. Additionally, the District hosts a summer school program. In this program, the Title III allocation is used to provide a series of EL support classes for students. This experience is meant to extend the school year and prevent summer regression. It is a five-week program. Finally, Title III funds are used to provide participants in both aforementioned programs with a literacy bundle. These materials are selected for each grade level. They are meant to continue literacy development after these experiences and add to the reading materials in the homes of these children.

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, numberedor 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)

Lincolnwood School District 74 utilizes RTI and PBIS structures that are our foundation for learning in both academics and social-emotional areas. These programs are a positive behavior support program that sets expectations for school and classroom behaviors and is a means to identify students at risk. The District has also developed a full range of clubs and activities at each of our buildings to engage students before and after school. The District partners with our Park District to provide before and after school care for students as well. A strong partnership exists between the District and the PTA. This relationship not only extends to community building, but supporting the needs of classrooms.Title III dollars are used to fund an after school tutoring program for EL students. This program meets several times per week for 30-90 minutes. There are two goals to the experience: 1) Students spend time learning social language through game play and social skills lessons. 2) Time is spent continuing to build students' language acquisition skills in the domains of reading, writing, speaking, and listening. Additionally, the District hosts a summer school program. In this program, the Title III allocation is used to provide a series of EL support classes for students. This experience is meant to extend the school year and prevent summer regression. It is a five-week program. Finally, Title III funds are used to provide participants in both aforementioned programs with a literacy bundle. These materials are selected for each grade level. They are meant to continue literacy development after these experiences and add to the reading materials in the homes of these children.

Response from the prior year Consolidated District Plan.

Lincolnwood School District 74 utilizes RTI and PBIS structures that are our foundation for learning in both academics and social-emotional areas. These programs are a positive behavior support program that sets expectations for school and classroom behaviors and is a means to identify students at risk. The District has also developed a full range of clubs and activities at each of our buildings to engage students before and after school. The District partners with our Park District to provide before and after school care for students as well. A strong partnership exists between the District and the PTA. This relationship not only extends to community building, but supporting the needs of classrooms.Title III dollars are used to fund an after school tutoring program for EL students. This program meets several times per week for 30-90 minutes. There are two goals to the experience: 1) Students spend time learning social language through game play and social skills lessons. 2) Time is spent continuing to build students' language acquisition skills in the domains of reading, writing, speaking, and listening. Additionally, the District hosts a summer school program. In this program, the Title III allocation is used to provide a series of EL support classes for students. This experience is meant to extend the school year and prevent summer regression. It is a five-week program. Finally, Title III funds are used to provide participants in both aforementioned programs with a literacy bundle. These materials are selected for each grade level. They are meant to continue literacy development after these experiences and add to the reading materials in the homes of these children.

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, numberedor 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)

Lincolnwood School District 74's Board Policy 6:170 states that, "The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children."All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.Board policy 5:190 requires that, "All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements."Lincolnwood School District 74 has a Teacher Evaluation Program committee that meets regularly throughout the year to identify criteria and professional development needed for teachers. This includes reviewing teacher needs and experiences. By utilizing this structure, teachers and administrators work together to provide supports and development of all of our teachers utilizing the Danielson Framework as our foundation. In addition, all pre-tenured teachers are evaluated yearly and participate in a Mentoring Program. The District utilizes our evaluation process to ensure ineffective teachers are not recommended for rehire. The District does not employ any teachers to teach outside of their field. The District also encourages staff members to pursue advanced degrees and additional training through its compensation model.

Response from the prior year Consolidated District Plan.

Lincolnwood School District 74's Board Policy 6:170 states that, "The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children."All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.Board policy 5:190 requires that, "All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements."Lincolnwood School District 74 has a Teacher Evaluation Program committee that meets regularly throughout the year to identify criteria and professional development needed for teachers. This includes reviewing teacher needs and experiences. By utilizing this structure, teachers and administrators work together to provide supports and development of all of our teachers utilizing the Danielson Framework as our foundation. In addition, all pre-tenured teachers are evaluated yearly and participate in a Mentoring Program. The District utilizes our evaluation process to ensure ineffective teachers are not recommended for rehire. The District does not employ any teachers to teach outside of their field. The District also encourages staff members to pursue advanced degrees and additional training through its compensation model.

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, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The District maintains a full-time librarian in each attendance center. Librarians support the work of general education teachers by pulling research materials relating to a particular topic of study and hosting students on a regular basis to read and explore literature. The librarians assist students with selection of reading materials that are appropriately aligned with their reading level, ultimately building student's skill to select books independently. There are regular author visits to connect students with professional writers to discuss the storytelling and writing processes. The school libraries sponsor reading contests to motivate students to read independently and connect with award winning literature. There is also collaboration with the local public library to ensure the maximum percentage of students hold public library cards and understand how to access resources available through the public library.Each attendance center has access to a full suite of digital research data bases and other resources allowing students to develop skills identifying valid electronic resources and taking information from multiple places and weaving it into a cohesive set of ideas. All students are exposed to instruction related to developmentally appropriate information literacy and technology skills for their grade level. Students have time to explore in the library on a rotating basis with librarians working collaboratively with teachers to infuse these skills into our general education curriculum.Librarians are also partly responsible for implementing the District's digital citizenship curriculum, which is an essential set of skills for students in this day and age. Teachers are a part of these lessons so the skills and concepts can be reinforced in the general classroom. The curriculum is built on lessons through Common Sense Media and covers a broad range of skills including privacy and social media use.

Response from the prior year Consolidated District Plan.

The District maintains a full-time librarian in each attendance center. Librarians support the work of general education teachers by pulling research materials relating to a particular topic of study and hosting students on a regular basis to read and explore literature. The librarians assist students with selection of reading materials that are appropriately aligned with their reading level, ultimately building student's skill to select books independently. There are regular author visits to connect students with professional writers to discuss the storytelling and writing processes. The school libraries sponsor reading contests to motivate students to read independently and connect with award winning literature. There is also collaboration with the local public library to ensure the maximum percentage of students hold public library cards and understand how to access resources available through the public library.Each attendance center has access to a full suite of digital research data bases and other resources allowing students to develop skills identifying valid electronic resources and taking information from multiple places and weaving it into a cohesive set of ideas. All students are exposed to instruction related to developmentally appropriate information literacy and technology skills for their grade level. Students have time to explore in the library on a rotating basis with librarians working collaboratively with teachers to infuse these skills into our general education curriculum.Librarians are also partly responsible for implementing the District's digital citizenship curriculum, which is an essential set of skills for students in this day and age. Teachers are a part of these lessons so the skills and concepts can be reinforced in the general classroom. The curriculum is built on lessons through Common Sense Media and covers a broad range of skills including privacy and social media use.

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, numberedor 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 is differentiated instruction for students who demonstrate aptitude in grades K and 1. Beginning with incoming second graders, the District uses a combination of MAP and CogAT 8 data to place approximately the top 10% of students into a program of gifted and talented instruction called GATE for 3rd grade. This is a pull out program in reading and math allowing students to explore the curriculum using differentiated materials at least a grade level advanced. These are daily programs replacing the general education curriculum in those subjects. For those students falling between the tenth and twenty-fifth percentile on the aforementioned standardized assessments, there are Advanced and Accelerated levels of reading and math respectively. In all programs, the curriculum is compacted affording qualifying students to move through materials at a faster pace at a level of difficulty and interest congruent with their learning needs. For example, the District has identified a pathway to get 8th grade students to the geometry level prior to high school. This will allow qualifying students to advance to higher levels of math as they get older. There is also a process using standardized assessment measures to evaluate students for early entry into kindergarten and first grade.

Response from the prior year Consolidated District Plan.

There is differentiated instruction for students who demonstrate aptitude in grades K and 1. Beginning with incoming second graders, the District uses a combination of MAP and CogAT 8 data to place approximately the top 10% of students into a program of gifted and talented instruction called GATE. This is a pull out program in reading and math allowing students to explore the curriculum using differentiated materials at least a grade level advanced. These are daily programs replacing the general education curriculum in those subjects. For those students falling between the tenth and twenty-fifth percentile on the aforementioned standardized assessments, there are Advanced and Accelerated levels of reading and math respectively. In all programs, the curriculum is compacted affording qualifying students to move through materials at a faster pace at a level of difficulty and interest congruent with their learning needs. For example, the District has identified a pathway to get 8th grade students to the geometry level prior to high school. This will allow qualifying students to advance to higher levels of math as they get older. There is also a process using standardized assessment measures to evaluate students for early entry into kindergarten and first grade.

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

College and Career Readiness

Instructions

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:

- [x] 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.
- [x] 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.
- [x] 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):

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

Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each incoming student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level.Learning Conditions: Safety has been a yearlong District theme. The District has been working with a two safety consulting groups on a series of "table top" exercises designed to have everyone in the organization better prepare for how they would respond to various crisis situation. Also, one of the groups went room by room to each teacher to evaluate each space affording better strategies to secure or flee a location. This information has been shared with teachers to broaden their response options in a crisis situation. In the coming months, a Safety Committee will evaluate our current crisis response plans to improve upon them with the most current information, including but not limited to emergency pickup of students from a secure location. Emergency safety kits are being looked at to support classrooms during a crisis situation. Documentation to remind teachers of established protocols will be published. The district also enabled an app that allows administration to immediately alert all staff members on campus about a lockdown situation.Elevating Educators: The District has utilizes professional development days in the school calendar to provide additional training and planning time. The District's Instructional Technology Coaches have continuously provided on-demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year. The district also approved the hiring of six full-time substitute teachers for the entire district to help with continuity of learning when teachers may be pulled for various professional learning opportunities. Additionally, the district just adopted a new math curriculum for the middle school, and the board of education approved six full professional development trainings with the company in an effort to hav the teachers prepared to deliver the curriculum to the full extent of it's capabilities.

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, numberedor 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 several levels of intersection between Lincolnwood School District 74 and the high school the District feeds into that effectively transitions students from Lincoln Hall Middle School to the 9th grade. At the beginning of the school year, the middle school hosts personnel from the high school administration and academic departments for an informational night to highlight all the key events throughout the year. They also review the high school registration process. At many times throughout the school year, the District publicizes high school curriculum, athletic, and fine arts programs. This allows District students to familiarize themselves with the multitude of offerings available at the next level of their education. In the winter there is a program for students and parents called "Curriculum and Activities" night. This event affords middle school students and parents with an opportunity to become familiar with the curricular and extracurricular offerings at the high school. Families receive their student's PSAT-8/9 test scores and learn about how best to prepare for the counseling appointment where the 9th grade schedule is developed. Prior to the counseling appointment, middle school teachers have opportunity to provide input on course recommendations. During the spring, there is an additional orientation program for students only called "Leaders to Feeders." At this event, current high school students talk with middle school students about student life and the benefits of becoming an involved participant at the high school.The middle school administration maintains a close relationship with the high school throughout the year and our middle school teachers participate in articulation meetings with the various high school departments.

Response from the approved prior year Consolidated District Plan.

There are several levels of intersection between Lincolnwood School District 74 and the high school the District feeds into that effectively transitions students from Lincoln Hall Middle School to the 9th grade. At the beginning of the school year, the middle school hosts personnel from the high school administration and academic departments for an informational night to highlight all the key events throughout the year. They also review the high school registration process. At many times throughout the school year, the District publicizes high school curriculum, athletic, and fine arts programs. This allows District students to familiarize themselves with the multitude of offerings available at the next level of their education. In the winter there is a program for students and parents called "Curriculum and Activities" night. This event affords middle school students and parents with an opportunity to become familiar with the curricular and extracurricular offerings at the high school. Families receive their student's PSAT-8/9 test scores and learn about how best to prepare for the counseling appointment where the 9th grade schedule is developed. Prior to the counseling appointment, middle school teachers have opportunity to provide input on course recommendations. During the spring, there is an additional orientation program for students only called "Leaders to Feeders." At this event, current high school students talk with middle school students about student life and the benefits of becoming an involved participant at the high school.The middle school administration maintains a close relationship with the high school throughout the year and our middle school teachers participate in articulation meetings with the various high school departments.

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}

The District's recent investment in STEM education supports the goal of preparing students for the types of high school experiences that will position them for college and career readiness. The District has built individual STEM lab spaces for each middle school grade. These courses are opportunities for students to apply what they have learned in science and math classes in the engineering design process. The PLTW Launch program is now in our K-5 grades so elementary students will possess the prerequisite skills for their middle school opportunities. Every week each section of grades K-5 has a dedicated STEM lesson with a STEM specific teacher. The District was recognized by Project Lead the Way as a Distinguished PLTW District during the 2024-2025 school year. This is one way to illustrate the District's commitment to STEM Education. A goal is to establish community partnerships with STEM related fields so students can witness first-hand what those in these careers do on a day-to-day basis. STEM education is expanded beyond the school day through extracurricular clubs. There is a Lego Robotics club where students can design robots from kits. The Vex Robotics experience is a competitive endeavor whereby students design and program a robot to perform a specific function and compete against other schools. There are also opportunities for students at the intermediate grades to build, tinker and create through a MakerSpace club and a Coding experience.

Response from the approved prior year Consolidated District Plan.

The District's recent investment in STEM education supports the goal of preparing students for the types of high school experiences that will position them for college and career readiness. The District has built individual STEM lab spaces for each middle school grade. These courses are opportunities for students to apply what they have learned in science and math classes in the engineering design process. The PLTW Launch program is now in our K-5 grades so elementary students will possess the prerequisite skills for their middle school opportunities. Every week each section of grades K-5 has a dedicated STEM lesson with a STEM specific teacher. The District was recognized by Project Lead the Way as a Distinguished PLTW District during the 2022-2023 school year. This is one way to illustrate the District's commitment to STEM Education. A goal is to establish community partnerships with STEM related fields so students can witness first-hand what those in these careers do on a day-to-day basis. STEM education is expanded beyond the school day through extracurricular clubs. There is a Lego Robotics club where students can design robots from kits. The Vex Robotics experience is a competitive endeavor whereby students design and program a robot to perform a specific function and compete against other schools. There are also opportunities for students at the intermediate grades to build, tinker and create through a MakerSpace club and a Coding experience.

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

Professional Development - Highly Prepared and Effective Teachers and School Leaders

Instructions

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:

- [x] 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.
- [x] 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.
- [x] 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):

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

Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each incoming student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level.Learning Conditions: Safety has been a yearlong District theme. The District has been working with a two safety consulting groups on a series of "table top" exercises designed to have everyone in the organization better prepare for how they would respond to various crisis situation. Also, one of the groups went room by room to each teacher to evaluate each space affording better strategies to secure or flee a location. This information has been shared with teachers to broaden their response options in a crisis situation. In the coming months, a Safety Committee will evaluate our current crisis response plans to improve upon them with the most current information, including but not limited to emergency pickup of students from a secure location. Emergency safety kits are being looked at to support classrooms during a crisis situation. Documentation to remind teachers of established protocols will be published. The district also enabled an app that allows administration to immediately alert all staff members on campus about a lockdown situation.Elevating Educators: The District has utilizes professional development days in the school calendar to provide additional training and planning time. The District's Instructional Technology Coaches have continuously provided on-demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year. The district also approved the hiring of six full-time substitute teachers for the entire district to help with continuity of learning when teachers may be pulled for various professional learning opportunities. Additionally, the district just adopted a new math curriculum for the middle school, and the board of education approved six full professional development trainings with the company in an effort to hav the teachers prepared to deliver the curriculum to the full extent of it's capabilities.

For each program for which funding is anticipated for the 2025-2026 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

The District will provide teachers with professional development on our our new kindergarten through fifth grade literacy program, which will be implemented in the fall. Additionally, Instructional Technology Coaches will support new teaching and learning strategies based on the needs of students. Funds may also support professional development activities scheduled for institute days and half-day school improvement agendas. We are also looking to expand our social-emotional curriculum throughout the district and we anticipate the need to train our staff in order to deliver this program with fidelity.Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level. We are really looking to bolster the professional development programming by including the program provider as the main source of professional development.

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

We are looking to determine the best possible professional development provider that is approved by ISBE and our local ROE. Last year we used the North Cook ROE to provide Building a Thinking Classroom training to our middle school staff. We are looking to do something similar this year!

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

The District and Union partner on a two-year mentoring program. New District personnel are assigned a mentor and those two individuals meet on a regular basis for the next two years on a range of topics from evaluation to parent-teacher conferences. There is also a new teacher orientation program where new personnel have the opportunity to learn more about working in the District. The District will also attend virtual education career fairs to seek out the best, qualified candidates for a specific position.

G. Title III - LIEP

Professional development will be provided to the EL Department to attend the annual Bilingual conference at the State level. There may also be opportunity to support teachers in their analysis of standardized testing information. The District also advertises professional development sponsored by the IRC for our EL staff to attend.

H. Title III - ISEP

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

Not providing.

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

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

IDEA funds would be used to provide professional development to teachers in the area of social-emotional learning. Based on responses to the Needs Assessment Survey conducted by our Special Education Cooperative, NTDSE, the District may offer professional development on new methods in deescalating student conflict and delivering curricula with new methods.

L. IDEA, Part B - Preschool

Pre-school teachers have representation on all relevant District curriculum review committees and participate in Institute Days, In-District workshops and they are encouraged to attend professional development opportunities in the surrounding area.

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

Safe and Healthy Learning Environment

Instructions

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.

Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each incoming student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level.Learning Conditions: Providing families with a full-day in-person or remote option from the first day of school has been a top priority for the District. Therefore, teachers and students have been equipped with the necessary PPE and mitigation strategies required to stay open throughout the year. There has been an emphasis on the social-emotional needs of students. For example, the first few weeks of the school year were dedicated to simply getting back into the swing of school after the Pandemic closed schools to in-person learning in March 2020. The District is looking to expand Tier I social-emotional supports through purchase of a dedicated curriculum. Additionally, there is evaluation of a survey tool that will provide SEL information on all students to identify those who might benefit from Tier II or III supports. Through grant and District funds, teachers have been provided unique technology hardware meant to aide in their delivery of in-person and on-demand instruction. At several points in the year, remote learning students have come on campus to pick-up instructional materials meant to assist in their experiences mimicking the classroom. Elevating Educators: The District has utilized extra professional development days in the school calendar to provide additional training and planning time. Extra half-day professional development afternoons were placed on the calendar to allow more time to plan for the challenges of teaching to remote and in-person students simultaneously. The District's Instructional Technology Coaches have continuously provided on-demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year.

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, numberedor 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)

Through Board Policy 7:180, the District has a bullying policy to follow. We also have a K-8 Social Emotional Learning program (Second Step) that provides direct instruction for students on bullying and harassment. We utilize the PBIS system to help students learn appropriate behaviors in a variety of settings. There are posters throughout each school building illustrating reminders for norms of behavior. There is time spent at the beginning of each year emphasizing the need for civil and respectful behavior, which goes to lessen the number of incidents of bullying and harassment. Expectations for respectful behavior are listed in our handbooks, which are distributed to families at the beginning of the school year. Students review behavioral expectations at the beginning of the school year and again immediately after Winter Break.The District has fully implemented tenets of SB100, working to decrease the number of suspensions except in the situations calling for that type of consequence in accordance with the law. There are very few suspensions in the District to begin with because of the overall positive climate and respectful behavior of students, but the District is mindful to ensure that no one group of students receives a certain type of consequence compared to others. Building level administration coordinates record keeping of disciplinary situations to better ensure that events of a similar nature are handled in the same manner to create a level of consistency throughout the District. The District has led several presentations that talk about ways to handle bullying and how to prevent it from happening. Students discuss building a positive digital footprint and treating peers with kindness in the electronic world. This has been reaffirmed throughout the year with a revamped Digital Citizenship curriculum. In the 2022-2023 school year, the District implemented a revamped digital citizenship curriculum. This program is taught by both librarians and the District's Instructional Technology Coaches. The curriculum is based on materials from Common Sense Media and focuses on students responsible use of computers, maintaining privacy, giving proper credit for academic materials, and appropriate social media use.PBIS structures are in place at all three schools. Students learn expected behaviors in the identified settings at the very beginning of the school year and are reminded of expectations mid-year through a series of activities and experiences. Expectations are posted throughout each school that students can reference when decision-making is called into question. Additionally, each building is looking at ways to go beyond PBIS. For example, one school has been trained in Foundations, which uses data to target behaviors and associated interventions for common areas of the building. In another example, teachers were taught the basics of Zones training, which is a technique for students to recognize their behavior and emotional before they become escalated.

Response from the prior year Consolidated District Plan.

Through Board Policy 7:180, the District has a bullying policy to follow. We also have a K-8 Social Emotional Learning program (Second Step) that provides direct instruction for students on bullying and harassment. We utilize the PBIS system to help students learn appropriate behaviors in a variety of settings. There are posters throughout each school building illustrating reminders for norms of behavior. There is time spent at the beginning of each year emphasizing the need for civil and respectful behavior, which goes to lessen the number of incidents of bullying and harassment. Expectations for respectful behavior are listed in our handbooks, which are distributed to families at the beginning of the school year. Students review behavioral expectations at the beginning of the school year and again immediately after Winter Break.The District has fully implemented tenets of SB100, working to decrease the number of suspensions except in the situations calling for that type of consequence in accordance with the law. There are very few suspensions in the District to begin with because of the overall positive climate and respectful behavior of students, but the District is mindful to ensure that no one group of students receives a certain type of consequence compared to others. Building level administration coordinates record keeping of disciplinary situations to better ensure that events of a similar nature are handled in the same manner to create a level of consistency throughout the District. The District has led several presentations that talk about ways to handle bullying and how to prevent it from happening. Students discuss building a positive digital footprint and treating peers with kindness in the electronic world. This has been reaffirmed throughout the year with a revamped Digital Citizenship curriculum. In the 2018-2019 school year, the District implemented a revamped digital citizenship curriculum. This program is taught by both librarians and the District's Instructional Technology Coaches. The curriculum is based on materials from Common Sense Media and focuses on students responsible use of computers, maintaining privacy, giving proper credit for academic materials, and appropriate social media use.PBIS structures are in place at all three schools. Students learn expected behaviors in the identified settings at the very beginning of the school year and are reminded of expectations mid-year through a series of activities and experiences. Expectations are posted throughout each school that students can reference when decision-making is called into question. Additionally, each building is looking at ways to go beyond PBIS. For example, one school has been trained in Foundations, which uses data to target behaviors and associated interventions for common areas of the building. In another example, teachers were taught the basics of Zones training, which is a technique for students to recognize their behavior and emotional before they become escalated.

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

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

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

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

([count] of 7500 maximum characters used)

The District does not have any students who qualify as homeless children and youth; however, reserves are set aside annually to provide homeless children services if one were to enroll at some point in the school year.

Response from the prior year Consolidated District Plan.

The District does not have any students who qualify as homeless children and youth; however, reserves are set aside annually to provide homeless children services if one were to enroll at some point in the school year.

Title I Requirement:

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

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)
[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646
[3] Title I, Part A, Section 1112(b)(6)

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

Attendance Center Designation

Instructions

The application has been locked. No more updates will be saved for the application.

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1001 - LINCOLN HALL MIDDLE SCHOOL	○	◉	○	○	
2003 - RUTLEDGE HALL ELEM SCHOOL	○	◉	○	○	
2004 - TODD HALL ELEM SCHOOL	○	◉	○	○	

Describe anticipated Reorganizations:

Title I Specific Requirements - Part Two

Instructions

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:

- [x] 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.
- [x] 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.
- [x] 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.

- [x] Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each incoming student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level.Learning Conditions: Providing families with a full-day in-person or remote option from the first day of school has been a top priority for the District. Therefore, teachers and students have been equipped with the necessary PPE and mitigation strategies required to stay open throughout the year. There has been an emphasis on the social-emotional needs of students. For example, the first few weeks of the school year were dedicated to simply getting back into the swing of school after the Pandemic closed schools to in-person learning in March 2020. The District is looking to expand Tier I social-emotional supports through purchase of a dedicated curriculum. Additionally, there is evaluation of a survey tool that will provide SEL information on all students to identify those who might benefit from Tier II or III supports. Through grant and District funds, teachers have been provided unique technology hardware meant to aide in their delivery of in-person and on-demand instruction. At several points in the year, remote learning students have come on campus to pick-up instructional materials meant to assist in their experiences mimicking the classroom. Elevating Educators: The District has utilized extra professional development days in the school calendar to provide additional training and planning time. Extra half-day professional development afternoons were placed on the calendar to allow more time to plan for the challenges of teaching to remote and in-person students simultaneously. The District's Instructional Technology Coaches have continuously provided on-demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year.

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)

   Lincolnwood School District 74 has one school, Lincoln Hall Middle School, that was identified as Targeted. The administration of the school has developed a SIP team with targeted supports of our EL population as a recurring theme, also, the building administration has made EL support a regular, rolling agenda item with the building leadership team. Lincoln Hall will also be looking to purchase the best materials and curriculum for our EL population. Finally, the administration is intent on bringing in comprehensive professional development for all staff as it relates to best practice and best instructional strategies for our EL student population.

   Response from the approved prior year Consolidated District Plan.

   Lincolnwood School District 74 has one school, Lincoln Hall Middle School, that was identified as Targeted. The administration of the school has developed a SIP team with targeted supports of our EL population as a recurring theme, also, the building administration has made EL support a regular, rolling agenda item with the building leadership team. Lincoln Hall will also be looking to purchase the best materials and curriculum for our EL population. Finally, the administration is intent on bringing in comprehensive professional development for all staff as it relates to best practice and best instructional strategies for our EL student population.

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)

   - [x] 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, numberedor 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 places priority on offering high quality pre-kindergarten experiences; therefore, funds go to support implementing this type of program. Additionally, Instructional Technology Coaches provide on-demand professional learning on a wide range of topics that support teaching and learning in a wide variety of classrooms. Title dollars also used to provide intervention services for those students deemed academically at-risk based on standardized assessment data.The District's goals focus on both STEM improvements targeted to all sub groups (including at-risk students) as well as intervention programs to augment learning in the general education curriculum. Areas are identified for professional development to ensure our teachers are up-to-date in best practices and revised State and Common Core Standards. There is specific attention targeted on the needs of unique learners with a priority of ensuring high quality programming and success for students. In supplement to our core instructional areas, the District has had a focus on technology integration. In fact, the District has made STEM education a daily part of the core curriculum in the middle school and has expanded STEM experiences into the primary grades, including hiring dedicated primary STEM teachers. STEM areas have seen significant improvement to include coding and computer science. Integrating up-to date technology in the hands of students and classrooms has allowed the District to expect higher level skills and differentiation for all learners. All technology expectations are built alongside the

curriculum to ensure they are in alignment and supported through professional development. Problem Based Learning strategies make STEM investigations meaningful and emphasize the STEM classroom as a natural environment for the application of knowledge gained in general education math and science programs. In the upcoming year, the focus turns toward math by providing continued professional development for a relatively new core program. Additionally, the District will explore Pre-K-5 science programs to better align our curricula with the Next Generation Science Standards. Through this process, the District has decided to use a new general science curriculum to complement the work being completed in STEM.

Response from the approved prior year Consolidated District Plan.

The District places priority on offering high quality pre-kindergarten experiences; therefore, funds go to support implementing this type of program. Additionally, Instructional Technology Coaches provide on-demand professional learning on a wide range of topics that support teaching and learning in a wide variety of classrooms. Title dollars also used to provide intervention services for those students deemed academically at-risk based on standardized assessment data.The District's goals focus on both STEM improvements targeted to all sub groups (including at-risk students) as well as intervention programs to augment learning in the general education curriculum. Areas are identified for professional development to ensure our teachers are up-to-date in best practices and revised State and Common Core Standards. There is specific attention targeted on the needs of unique learners with a priority of ensuring high quality programming and success for students. In supplement to our core instructional areas, the District has had a focus on technology integration. In fact, the District has made STEM education a daily part of the core curriculum in the middle school and has expanded STEM experiences into the primary grades, including hiring dedicated primary STEM teachers. STEM areas have seen significant improvement to include coding and computer science. Integrating up-to date technology in the hands of students and classrooms has allowed the District to expect higher level skills and differentiation for all learners. All technology expectations are built alongside the curriculum to ensure they are in alignment and supported through professional development. Problem Based Learning strategies make STEM investigations meaningful and emphasize the STEM classroom as a natural environment for the application of knowledge gained in general education math and science programs. In the upcoming year, the focus turns toward math by providing continued professional development for a relatively new core program. Additionally, the District will explore Pre-K-5 science programs to better align our curricula with the Next Generation Science Standards. Through this process, the District has decided to use a new general science curriculum to complement the work being completed in STEM.

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, numberedor 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}

The District uses standardized testing information, such as FastBridge, MAP, and CogAT 8 data to identify target populations. Students who are in the bottom percentages or quartiles of local or national percentile rankings are identified to receive various forms of programming. After each administration of the MAP test, there are "Data Days" in each building. Led by the District Psychologists, these events bring together the administration, teachers, and instructional support personnel to review the relevant standardized testing information from that previous administration window. Staff look at the data to make programmatic decisions for students. Teachers relay student needs to paraprofessionals who help implement the services and interventions on a day-to-day basis. Parents are informed of their child's identification. They are given an overview of the program's structures and goals. Parents have the right to refuse services after reviewing documentation and/or meeting with school personnel. Throughout participation in a specialized program, parents are kept apprised of their child's progress and the method by which students may be exited from the intervention upon successful remediation of skills.

Response from the approved prior year Consolidated District Plan.

The District uses standardized testing information, such as FastBridge, MAP, and CogAT 8 data to identify target populations. Students who are in the bottom percentages or quartiles of local or national percentile rankings are identified to receive various forms of programming. After each administration of the MAP test, there are "Data Days" in each building. Led by the District Psychologists, these events bring together the administration, teachers, and instructional support personnel to review the relevant standardized testing information from that previous administration window. Staff look at the data to make programmatic decisions for students. Teachers relay student needs to paraprofessionals who help implement the services and interventions on a day-to-day basis. Parents are informed of their child's identification. They are given an overview of the program's structures and goals. Parents have the right to refuse services after reviewing documentation and/or meeting with school personnel. Throughout participation in a specialized program, parents are kept apprised of their child's progress and the method by which students may be exited from the intervention upon successful remediation of skills.

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

IDEA Specific Requirements

Instructions

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:

- [x] 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.
- [x] 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.
- [x] 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.

- [x] Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each incoming student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level.Learning Conditions: Safety has been a yearlong District theme. The District has been working with a two safety consulting groups on a series of "table top" exercises designed to have everyone in the organization better prepare for how they would respond to various crisis situation. Also, one of the groups went room by room to each teacher to evaluate each space affording better strategies to secure or flee a location. This information has been shared with teachers to broaden their response options in a crisis situation. In the coming months, a Safety Committee will evaluate our current crisis response plans to improve upon them with the most current information, including but not limited to emergency pickup of students from a secure location. Emergency safety kits are being looked at to support classrooms during a crisis situation. Documentation to remind teachers of established protocols will be published. The district also enabled an app that allows administration to immediately alert all staff members on campus about a lockdown situation.Elevating Educators: The District has utilizes professional development days in the school calendar to provide additional training and planning time. The District's Instructional Technology Coaches have continuously provided on-demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year. The district also approved the hiring of six full-time substitute teachers for the entire district to help with continuity of learning when teachers may be pulled for various professional learning opportunities. Additionally, the district just adopted a new math curriculum for the middle school, and the board of education approved six full professional development trainings with the company in an effort to hav the teachers prepared to deliver the curriculum to the full extent of it's capabilities.

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, numberedor 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 comprehensive needs assessment shows how important it is to the community to provide a Pre-School learning experience. The District's Pre-School is fully integrated into the District's curricular and other programming. Therefore, those students who participate have been well versed in the academic and school structures that best prepare them for kindergarten readiness. Information from the needs assessment can also help the District target those areas that can be supported through professional development led by our Instructional Technology Coaches.

   Response from the approved prior year Consolidated District Plan.

   The comprehensive needs assessment shows how important it is to the community to provide a Pre-School learning experience. The District's Pre-School is fully integrated into the District's curricular and other programming. Therefore, those students who participate have been well versed in the academic and school structures that best prepare them for kindergarten readiness. Information from the needs assessment can also help the District target those areas that can be supported through professional development led by our Instructional Technology Coaches.

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

   DO NOT use special characters, numberedor 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 funds are used to support, in part, a half-day Pre-School program that serves approximately 80 students. The program targets at-risk students and focuses on the academic and social skills necessary for school readiness. There is also a component for those students who have been identified with special needs. The program allows students to get support services early on in the hopes of either remediating learning issues or providing support necessary for students with needs to access the school and curriculum. IDEA funds would be used to provide professional development to teachers in the area of social-emotional learning. Students have had a unique experience with the physical, economic, and social hardships related to the pandemic. Some students will be coming to campus for the first time in a year and a half this coming fall. Therefore, staff will be provided training on how to address the trauma that many students have experienced in an effort to build relationships so students can be ready to learn to the best of their ability.

   Response from the approved prior year Consolidated District Plan.

   The funds are used to support, in part, a half-day Pre-School program that serves approximately 80 students. The program targets at-risk students and focuses on the academic and social skills necessary for school readiness. There is also a component for those students who have been identified with special needs. The program allows students to get support services early on in the hopes of either remediating learning issues or providing support necessary for students with needs to access the school and curriculum. IDEA funds would be used to provide professional development to teachers in the area of social-emotional learning. Students have had a unique experience with the physical, economic, and social hardships related to the pandemic. Some students will be coming to campus for the first time in a year and a half this coming fall. Therefore, staff will be provided training on how to address the trauma that many students have experienced in an effort to build relationships so students can be ready to learn to the best of their ability.

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

   DO NOT use special characters, numberedor 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 planned changes to the Pre-School program for the upcoming school year.

   Response from the approved prior year Consolidated District Plan.

   There are no planned changes to the Pre-School program for the upcoming school year.

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/SPPAPR-Indicators.aspx

   DO NOT use special characters, numberedor 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)

   These funds will help support all of the initiatives listed aboveIndicator 6 is a results indicator that measures the percentage of preschool children with IEPs attending [20 U.S.C. 1416(a)(3)(A)]: The District is small and it would be a challenge to meet the academic needs of some low incident students. Therefore, based on decisions of the MDC at the IEP meeting, there are some students who most benefit from specialized programming run through our Cooperative, NTDSE. Needs in this area are determined by IEP goals, and these funds will support this specialized programming.Indicator 7 is a results indicator that measures the percentage of preschool children aged 3 through 5 with IEPs who demonstrate improved [20 U.S.C. 1416(a)(3)(A)]: The District maintains a Pre-School program that serves approximately 80 students annually in a half-day program. Pre-School teachers are included in curricular review committees. This means that students in Pre-School are being exposed to the prerequisite skills and information in the same context for literacy, math and science as kindergarten students. Fall MAP data for kindergarten shows that District Pre-School students are better prepared for the fall as compared to those without a pre-school experience. These funds will help keep this program running to the best of its ability.

*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/ISBE-Visual-Vehicle-Use-Guide.pdf

Transportation Programs:

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

Requirements

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

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

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

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
   a. Contracted services - taxis, student transport companies, etc. - see note below
   b. Public transportation such as city buses, rails, etc.
   c. Carpools - see note below
   d. School/District staff - see note below
   e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in 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*
Lupo	Dominick	Assistant Superintendent for C and I	dlupo@sd74.org

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*
Whited	Courtney	CSBO	cwhited@sd74.org

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.

In the event of a foster care situation, the District will promptly schedule a meeting with all stakeholders to determine a cost-effective transportation plan for a student in foster care. This team would include the Director of Special Education, Building Principal, relevant teachers, social worker, parents, DCFS officials, and other District personnel as needed. This group would gather to review all pertinent information to ensure that the best interests of the child were being met. The District will collaborate with parents, state agencies, special education cooperative personnel in making this decision. The factors include the appropriateness of the current educational setting and proximity of placement. This team would look for a continuity of instruction for the child and determine the most efficient, least intrusive means of transportation. The District provides free bus transportation for all students. The District will ensure that children in foster care needing transportation to their school of origin will promptly receive transportation in a cost effective manner and in accordance with the child welfare agency's authority to use child welfare funding for school of origin transportation. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the District will provide transportation to the school of origin.The factors that should be considered in determining whether remaining in a child's school of origin is in his or her best interest, as it relates to ensuring school stability include:What are the child's preferences? What are the preferences of the child's parents? The child's attachment to the school and placement of the child's siblings. Would the distance and amount of travel involved become an obstacle to the child participating in the full curriculum? Does travel create a barrier to participation in extracurricular activities? Can the child receive the same type of specialized programming in the new school setting? Is the child connected to a mentor where separating the child from that individual would be detrimental? Is the child close to completing an academic or extracurricular experience where moving them prematurely would be detrimental? Whether 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, consistent with Title VI and the EEOA.

Response from the approved prior year Consolidated District Plan.

In the event of a foster care situation, the District will promptly schedule a meeting with all stakeholders to determine a cost-effective transportation plan for a student in foster care. This team would include the Director of Special Education, Building Principal, relevant teachers, social worker, parents, DCFS officials, and other District personnel as needed. This group would gather to review all pertinent information to ensure that the best interests of the child were being met. The District will collaborate with parents, state agencies, special education cooperative personnel in making this decision. The factors include the appropriateness of the current educational setting and proximity of placement. This team would look for a continuity of instruction for the child and determine the most efficient, least intrusive means of transportation. The District provides free bus transportation for all students. The District will ensure that children in foster care needing transportation to their school of origin will promptly receive transportation in a cost effective manner and in accordance with the child welfare agency's authority to use child welfare funding for school of origin transportation. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the District will provide transportation to the school of origin.The factors that should be considered in determining whether remaining in a child's school of origin is in his or her best interest, as it relates to ensuring school stability include:What are the child's preferences? What are the preferences of the child's parents? The child's attachment to the school and placement of the child's siblings. Would the distance and amount of travel involved become an obstacle to the child participating in the full curriculum? Does travel create a barrier to participation in extracurricular activities? Can the child receive the same type of specialized programming in the new school setting? Is the child connected to a mentor where separating the child from that individual would be detrimental? Is the child close to completing an academic or extracurricular experience where moving them prematurely would be detrimental? Whether 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, 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.

The District will ensure that students with disabilities retain their right to receive a free appropriate education in the least restrictive environment. When making decisions regarding the educational placement of students with disabilities under IDEA and Section 504, the District will ensure that all required special education and supports are provided in the least restrictive placement where the child's unique needs, as described in the student's IEP or Section 504 plan can be met. All relevant accommodations for transportation would be adhered to.

Response from the approved prior year Consolidated District Plan.

The District will ensure that students with disabilities retain their right to receive a free appropriate education in the least restrictive environment. When making decisions regarding the educational placement of students with disabilities under IDEA and Section 504, the District will ensure that all required special education and supports are provided in the least restrictive placement where the child's unique needs, as described in the student's IEP or Section 504 plan can be met. All relevant accommodations for transportation would be adhered to.

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.

The District will identify and assess all potential EL students, and provide all EL students, including EL students in foster care, with a language assistance program that is educationally sound and proven successful. When a best-interest determination is made for an EL student in foster care, the LEA must ensure that it complies with its obligations under Title VI and the EEOA. If necessary, translation services would be introduced into the process to ensure full comprehension of the plan on the part of anyone representing the child.

Response from the approved prior year Consolidated District Plan.

The District will identify and assess all potential EL students, and provide all EL students, including EL students in foster care, with a language assistance program that is educationally sound and proven successful. When a best-interest determination is made for an EL student in foster care, the LEA must ensure that it complies with its obligations under Title VI and the EEOA. If necessary, translation services would be introduced into the process to ensure full comprehension of the plan on the part of anyone representing the child.

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 will make every effort to ensure the dispute resolution process should be fair to all parties and reached in an expeditious manner. Within 10 days, the District will hold a meeting with all stakeholders to review information, determining factors, and reach consensus regarding the best interest determination. The District would attempt to work with families at the local level and look to resolve any disputes at the school. This would include meeting with the family and gathering all relevant information about how the original decision was reached. The school would attempt to have input from all sources about how to reach a resolution. If a decision could not be reached from these efforts, the decision could be appealed to the Superintendent. Again, the family would be given the chance to meet with administration and provide all pertinent information to the decision. If a resolution cannot be determined, DCFS would have the final say. Once the decision is made, a written explanation will be provided to all involved parties. To the extent feasible and appropriate, the District will ensure that a child remains in his or her school of origin while the dispute is being resolved to minimize disruption and reduce the number of moves between schools.

Response from the approved prior year Consolidated District Plan.

The District will make every effort to ensure the dispute resolution process should be fair to all parties and reached in an expeditious manner. Within 10 days, the District will hold a meeting with all stakeholders to review information, determining factors, and reach consensus regarding the best interest determination. The District would attempt to work with families at the local level and look to resolve any disputes at the school. This would include meeting with the family and gathering all relevant information about how the original decision was reached. The school would attempt to have input from all sources about how to reach a resolution. If a decision could not be reached from these efforts, the decision could be appealed to the Superintendent. Again, the family would be given the chance to meet with administration and provide all pertinent information to the decision. If a resolution cannot be determined, DCFS would have the final say. Once the decision is made, a written explanation will be provided to all involved parties. To the extent feasible and appropriate, the District will ensure that a child remains in his or her school of origin while the dispute is being resolved to minimize disruption and reduce the number of moves between schools.

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

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

The administration does a presentation to the entire staff about the most up-to-date McKinney-Vento laws and ESSA requirements. The school office personnel along with the social workers are also given the most relevant rules and regulations as they are often the first staff members that are made aware of such situations.

*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, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

In the event of a foster care situation, the District will promptly schedule a meeting with all stakeholders to determine a cost-effective transportation plan for the student. The team will include the Director of Special Education, Building Principal, student's teacher(s), School Social Worker, District Psychologist, DCFS officials, and student's parents or guardians. The team would gather to review all pertinent information to ensure that the transportation needs of the child were being met. The factors considered when developing this transportation plan include a variety of factors including cost, distance, and length of travel, as well as whether the mode of transportation is developmentally appropriate for the child.

Response from the approved prior year Consolidated District Plan.

In the event of a foster care situation, the District will promptly schedule a meeting with all stakeholders to determine a cost-effective transportation plan for the student. The team will include the Director of Special Education, Building Principal, student's teacher(s), School Social Worker, District Psychologist, DCFS officials, and student's parents or guardians. The team would gather to review all pertinent information to ensure that the transportation needs of the child were being met. The factors considered when developing this transportation plan include a variety of factors including cost, distance, and length of travel, as well as whether the mode of transportation is developmentally appropriate for the child.

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

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

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

- [ ] h. Other - describe
- [ ] i. Other - describe
- [ ] j. Other - describe

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

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

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

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

The District will consider all available funding sources when developing the transportation plan. Federal funds include Title IV-E 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 in section 472 of the Social Security Act). 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. The District currently provides free bus transportation to all students within District boundaries. The District could support the transportation of foster students out of the Transportation fund using the services of either the District's regular or special education bus service. In addition to the aforementioned, the funding options that should be considered when developing transportation procedures for a student in foster care include: local district resources, State reimbursable special education, if applicable, grant funding sources, and local social service agency funding.

Response from the approved prior year Consolidated District Plan.

The District will consider all available funding sources when developing the transportation plan. Federal funds include Title IV-E 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 in section 472 of the Social Security Act). 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. The District currently provides free bus transportation to all students within District boundaries. The District could support the transportation of foster students out of the Transportation fund using the services of either the District's regular or special education bus service. In addition to the aforementioned, the funding options that should be considered when developing transportation procedures for a student in foster care include: local district resources, State reimbursable special education, if applicable, grant funding sources, and local social service agency funding.

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.

The District will make every effort to ensure the dispute resolution process should be fair to all parties and reached in an expeditious manner. Within 10 days, the District will hold a meeting with all stakeholders to review the information, determining factors, and reach consensus regarding the transportation for a student in need. The District would attempt to work with families at the local level and seek to resolve any difficulty coming to agreement on how to provide transportation at the school. This would include meeting with the family and gathering all relevant information about how the original decision was reached. The school would attempt to have input from all sources about how to reach a resolution. If a decision could not be reached from these efforts, the decision could be appealed to the Superintendent. Again, the family would be given the chance to meet with administration and provide all pertinent information to the decision. If a resolution cannot be determined, DCFS would have the final say. Once the decision is made, a written explanation will be provided to all involved parties.

Response from the approved prior year Consolidated District Plan.

The District will make every effort to ensure the dispute resolution process should be fair to all parties and reached in an expeditious manner. Within 10 days, the District will hold a meeting with all stakeholders to review the information, determining factors, and reach consensus regarding the transportation for a student in need. The District would attempt to work with families at the local level and seek to resolve any difficulty coming to agreement on how to provide transportation at the school. This would include meeting with the family and gathering all relevant information about how the original decision was reached. The school would attempt to have input from all sources about how to reach a resolution. If a decision could not be reached from these efforts, the decision could be appealed to the Superintendent. Again, the family would be given the chance to meet with administration and provide all pertinent information to the decision. If a resolution cannot be determined, DCFS would have the final say. Once the decision is made, a written explanation will be provided to all involved parties.

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, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

Within three days, the school of origin will arrange and pay for adequate and appropriate transportation to and from the school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. The School Of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

Within three days, the school of origin will arrange and pay for adequate and appropriate transportation to and from the school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. The School Of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

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

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

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

The central office administration will provide the specifics of this plan to building level leadership at one of the regularly scheduled summer Administrative Team meetings in July or August. Building leadership will explain this plan and apprise their staff on the specifics during a full staff meeting at the beginning of the year. These meetings include social workers who would likely be working closely with foster care families. Finally, building secretaries would be informed of the plan and that they can initiate the process for students that they become aware of for such services since they are the front line of interaction with the public in each building. Additionally, administrators have access to central office administration whenever they need to reach out to have a plan like this approved or discussed. If the need were to arise, principals would call central office and the team would be gathered to develop a plan for the individual case.

Response from the approved prior year Consolidated District Plan.

The central office administration will provide the specifics of this plan to building level leadership at one of the regularly scheduled summer Administrative Team meetings in July or August. Building leadership will explain this plan and apprise their staff on the specifics during a full staff meeting at the beginning of the year. These meetings include social workers who would likely be working closely with foster care families. Finally, building secretaries would be informed of the plan and that they can initiate the process for students that they become aware of for such services since they are the front line of interaction with the public in each building. Additionally, administrators have access to central office administration whenever they need to reach out to have a plan like this approved or discussed. If the need were to arise, principals would call central office and the team would be gathered to develop a plan for the individual case.

*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

261 English Learners (ELs) are in the district

Provide information below for the Director/Bilingual Director/Administrator overseeing EL Services

Last Name*
Curry

First Name*
Erin

Middle Initial

Phone*
847 675 8234

Email*
ecurry@sd74.org

EL Program Director Requirements:

Administrative Endorsement ☑

ESL/Bilingual Endorsement ☐

Administrator Requirements

If the above requirements are not checked, provide an action plan describing how the district will meet the administrative requirements.

The Transitional Bilingual Education program is for non-native English speaking students who have difficulty with written or spoken English. The program provides instruction in the student's native language with transition into English. In Lincolnwood School District 74, the native language is Urdu. Ultimately, the program helps students to succeed in academic subjects and learn English.

*Required field

Attendance Center Enrollment Information

Instructions

261 English Learners (ELs) are in the district

Complete the requested information below by listing your district attendance centers that have ELs, special education co-ops, and nonpublic special education program attendance centers that have outplaced students. This information should reflect current EL programming that aligns to your state SIS records for your current EL attendance center enrollment.

Key: Types of Instructional Design
1. Dual Language - Two Way (Self-contained)
2. Dual Language - One Way (Self-contained)
3. Transitional Bilingual Program (Self-contained)
4. Transitional Bilingual Program (Collaboration)
5. Transitional Program in English (Self-contained)
6. Transitional Program in English (Collaboration)

	Attendance Center Name		Program Type (check all that apply)			Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement working within EL programming. Enter whole numbers only and zero if no teachers in a category.				Language Codes of Certified Bilingual Staff serving ELs
		Grade Span	TBE	TPI	Parent Refusal	1	2	3	4	5	6	ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement	ELS-TBE or ELS-VIT Endorsement	Language Codes Alphabetical
1.	Todd Hall	K-2	☑	☑	☐	☐	☐	☐	☑	☐	☑	2	0	1	0	033
2.	Rutledge Hall	3-5	☑	☑	☐	☐	☐	☐	☑	☐	☑	2	0	1	0	033
3.	Lincoln Hall	6-8	☐	☑	☐	☐	☐	☐	☐	☐	☑	1	0	0	0	
4.	Julia S Molloy Education Center	PRE-K-8	☐	☑	☐	☐	☐	☐	☐	☑	☑	1	0	0	0	033
5.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
6.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
7.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
8.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
9.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
10.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
11.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
12.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
13.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
14.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
15.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
16.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
17.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
18.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
19.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
20.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
21.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
22.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
23.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
24.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
25.			☐	☐	☐	☐	☐	☐	☐	☐	☐					

If one or more attendance centers do not align with Illinois and federal requirements (programming and staffing), then describe how the district will ensure that the EL students receive appropriate language support (direct services)/monitoring (refusals/reclassification) from properly endorsed ESL/Bilingual teachers and a plan to obtain/secure/hire an appropriately certified teacher for ESL/Bilingual education.

([count] of 2500 maximum characters used)

*If district has more than 25 attendance centers, please email the completed spreadsheet of additional attendance centers to Multilingual/Language Development Department at multilingual@isbe.net or (312) 814-3850.

BSP Professional Development

Instructions

261 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such training activities should be directly related to helping staff attain the qualifications, knowledge, and skills needed to increase EL and immigrant students' academic performance.These activities must also meet requirements set forth in the laws and regulations governing the TBE/TPI program.

TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities

Inservice 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. Select the professional development that will be offered in your district for the upcoming fiscal year from the list below.

	Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
☐	Current Research in the Teaching of EL Students		☐	☐	
☐	Methods for Teaching in the Native Language and Method of Teaching ESL		☐	☐	
☑	Language Assessment	02/13/2026	☑	☐	7
☐	Issues Related to the Native Culture and the Culture of the United States		☐	☐	
☐	Issues Related to EL Students with Disabilities		☐	☐	
☐	Program Standards		☐	☐	
☑	District Identification Assessment	12/19/2025	☑	☐	7
☑	Program Design	09/19/2025	☑	☐	7
☐	Basic Instructional Techniques for Teachers of EL Students		☐	☐	
☐	Spanish Language Arts		☐	☐	
☐	Others (Specify):		☐	☐	

Comments:

*Required field

BSP TBE Requirements

Instructions

261 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Does your district offer a TBE program? Yes (•) No ( )

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3). Yes (•) No ( )

Indicate if the district is keeping the evidence for part-time rationale in the students file to support the state criteria (part-time rationale template or evidence to support the placement). If the answer is no, please describe in the comment box below actions to be taken to ensure that district has a process in place to maintain the rational for part-time placement. Yes (•) No ( )

Part-Time Transitional Bilingual Education (TBE) Placement

Does your district have a full-time TBE Spanish program? Yes ( ) No ( )

Comments:

*Required field

TBE Parent Advisory Committee

Instructions

261 English Learners (ELs) are in the district

Does your district offer a TBE program?

Yes (•)

No ( )

Verification of Plan Review by Bilingual Parent Advisory Committee for TBE Programs

Parent and Community Participation - Each district or cooperative with a TBE program shall establish a parent advisory committee consisting of the following:parents, legal guardians, transitional bilingual teachers, counselors, and community leaders.A majority of its members must be parents of students enrolled in the TBE program.This committee shall:

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review the districts annual Bilingual Service Plan and EL-EBF Spending Plan that was submitted to ISBE for the upcoming fiscal year. (Required activities can be listed on separate dates, but the review of the BSP must occur after the release of the CDP/BSP and prior to the submission of the CDP/BSP. EL-EBF must be reviewed prior to Oct. 31 of the upcoming fiscal year.)

Identify all members of the Bilingual Parent Advisory Committee. Indicate their role (P-parent, G-guardian, T-teacher, C-counselor, CM-community member) and complete all other fields for each member.

Committee Chairperson	Erin Curry	Role	Administrator	Language(s)	Urdu	Telephone	847 675 8234
Street	6950 N East Prairie Rd.	City	Lincolnwood	State	IL	Zip+4	60712
Committee Member	Anam Mirza	Role	Parent	Language(s)	Urdu	Telephone	773 574 2553
Street	6802N Lowell	City	Lincolnwood	State	IL	Zip+4	60712
Committee Member	Alaina Burianek	Role	Teacher	Language(s)	Urdu	Telephone	847 675 8234
Street	6950 N East Prairie Rd.	City	Lincolnwood	State	IL	Zip+4	60712
Committee Member	Fatima Usman	Role	Teacher	Language(s)	English	Telephone	847 675 8234
Street	6850 N East Prairie Rd.	City	Lincolnwood	State	IL	Zip+4	60712
Committee Member	Adeeba Tazeen	Role	Parent	Language(s)	Urdu	Telephone	773 574 3736
Street	7308 N Lowell	City	Lincolnwood	State	IL	Zip+4	60712
Committee Member	Sheetal Chopra	Role	Parent	Language(s)	Urdu	Telephone	630 449 8121

Street	7001 N East Prairie Rd.	City	Lincolnwood	State	IL	Zip+4	60712
Committee Member	Asma Habib	Role	Parent	Language(s)	Urdu	Telephone	847 626 8125
Street	6529 N Kilpatrick Ave	City	Lincolnwood	State	IL	Zip+4	60712
Committee Member		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Committee Member		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Committee Member		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

☑ The district certifies that the Bilingual Parent Advisory Committee has had an opportunity to review the Bilingual Service Plan for the upcoming fiscal year prior to submission of this plan to the state.

Name of Committee Chairperson:
Erin Curry

Date: 09/10/2024

☑ The district certifies that the Bilingual Parent Advisory Committee will have an opportunity to review the EL-EBF Spending Plan as required by 23 Ill. Admin. Code Part 228.30, Section C, (4) A, by or before Oct. 31.

Name of Committee Chairperson:
Erin Curry

Date: 09/10/2024

* A printed copy of the completed page with the signature of the Committee Chairperson must be retained on file at the district for review upon request.

Meeting	Projected Dates (7/1/2025 - 6/30/2026)	Activity
1.	09/10/2025	Bilingual Advisory Committee Training (required activity).
2.	11/18/2025	District Standards/Progress Reports/What to Expect at Conference/ACCESS Testing, and review next year's plan.
3.	02/19/2025	Family Reading Night
4.	03/26/2025	Literacy in the Home/What Parents Can do to Help with Reading/Summer School Programming, and review next year's plan.

Comments:

Board Approval, Certification, and Assurances

Instructions

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

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

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 in Public Elementary and Secondary Schools on the U.S. Department of Education's website.

v.01.31.2024

Grant Application Certifications and Assurances

Instructions

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

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

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

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

http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

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

http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7

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

https://ilga.gov/commission/jcar/admincode/044/04407000sections.html

NO BINDING OBLIGATION

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

PROJECT

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

FUNDING

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

INVOLUNTARY TERMINATION

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

GENERAL CERTIFICATIONS AND ASSURANCES

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

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

    The applicant certifies and agrees that it will provide a drug-free workplace by:
    a) Publishing a statement:
        i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
        ii) Specifying the actions that will be taken against employees for violations of such prohibition.
        iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
            1) Abide by the terms of the statement; and
            2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
    b) Establishing a drug-free awareness program to inform employees about:
        i) The dangers of drug abuse in the workplace;
        ii) The grantees or contractors policy of maintaining a drug-free workplace;
        iii) Any available drug counseling, rehabilitation, and employee assistance programs; and
        iv) The penalties that may be imposed upon an employee for drug violations.
    c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
    d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
    e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
    f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
    g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

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

v.01.10.2025

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.

v.04.23.2021

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 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 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, an 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 represe entity or its employees or an affiliate of such an organization.

v.01.31.2024

Assurances

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 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 ag 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 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 Term 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 shal 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 o 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 gra 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 as 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, includ 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.

ERROR: rangecheck
OFFENDING COMMAND:
STACK:
10
[-dictionary- -dictionary- -dictionary- -