

eGrant Management System

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Applicant: DUNLAP C U SCHOOL DIST 323

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: DUNLAP C U SCHOOL DIST 323

Date Generated: 4/11/2025 2:01:13 PM

Generated By: MattAndrewsD323

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
<input type="text" value="Andrews"/>	<input type="text" value="Matt"/>	<input type="text"/>
Phone*	Email*	
<input type="text" value="309"/> <input type="text" value="243"/> <input type="text" value="8700"/>	<input type="text" value="mandrews@dunlapcsud.net"/>	
Extension		
<input type="text"/>		

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

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

Dunlap CUSD #323 leads with the philosophy, as guided by our District Vision Statement, "preparing every student to succeed each day." The statement is more than mere words to our district as the vision statement came from intense discussions during our strategic planning meetings in the spring of 2023. Replacing our old vision, these words govern the discussions and decisions we make at every level: from teachers and support staff to administrators and Board Members. As such, all students are subject to the same high-quality curriculum materials, and when determining any additional services or support needed, all students undergo the same benchmarking process in order to indicate any academic (by means of STAR Assessments) or social-emotional (by means of Panorama evaluations) deficits. As these are nationally normed assessments, the level of objectivity is clear. Additionally, the structure of PLCs at all grade levels and team time at the middle-school level allow for narrative discussion about each individual student as a further means to identify struggling students. As measurable data in normed assessments is great, it does not paint a complete picture of an individual student. Both quantitative data and qualitative data are used for any decision regarding student support and the same outlined protocol is used throughout our District. From there, any student identified needing support, provided by means of Federal Funding, will be paired with the appropriate support. An ongoing analysis of identified students needing additional support will be examined not only at our Title buildings but also at all eight district buildings. Additionally, students enrolling in ESL Summer School or ESY will be examined to make sure those receiving the help they require are not encumbered by any unforeseen barriers. When possible, the District will mitigate any at-home issues to provide all our students equitable access to support. Relationships--with students, parents, and community members--are paramount and all district employees work relentlessly to foster positive relationships to make sure students are supported appropriately.

3. Bilingual Program Director Assurance

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

422

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 of Title III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP).

4. District Migrant Education Program Liaison

Last Name	First Name	Middle Initial
<input type="text" value="Miller"/>	<input type="text" value="Amelia"/>	<input type="text"/>
Phone	Extension	Email
<input type="text" value="309"/> <input type="text" value="243"/> <input type="text" value="8700"/>	<input type="text"/>	<input type="text" value="atmiller@dunlapcsud.net"/>

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

5. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

*Required field, applicable for all funding sources

Amendments

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

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

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

*Required field, applicable for all funding sources

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

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

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

Based on the source of the funding, all LEAs and grant writers will continue to communicate with one another the goals that identified to be achieved with the various funds to ensure there are no overlaps. Based on needs assessments completed in the Curriculum, Student Services, and Special Education Department separate plans developed through stakeholder collaboration, each department will work together to develop communication and presentations to inform the Board of Education and public of status toward meeting identified goals. This annual report is a comprehensive need based on the district's recently approved strategic plan (approved at the end of the 2024 school year). Programs and positions funded by means of funds would be in addition to the guaranteed and viable curriculum the district provides with local funds and would complement existing programs to meet students' skill deficits.

Response from the approved prior year Consolidated District Plan.

Based on the source of the funding, all LEAs and grant writers will continue to communicate with one another the goals that identified to be achieved with the various funds to ensure there are no overlaps. Based on needs assessments completed in the Curriculum, Student Services, and Special Education Department separate plans developed through stakeholder collaboration, each department will work together to develop communication and presentations to inform the Board of Education and public of status toward meeting identified goals. This annual report is a comprehensive need based on the district's recently approved strategic plan (approved at the end of the 2024 school year). Programs and positions funded by means of funds would be in addition to the guaranteed and viable curriculum the district provides with local funds and would complement existing programs to meet students' skill deficits.

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

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

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

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

- ☐ Title II to Title I
- ☐ Transfer Partial Funds
- ☐ Transfer All Funds

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)

Dunlap CUSD #323 completes ongoing needs assessments by data wall analyses. Each individual building warehouses student performance data as it relates to literacy, mathematics, and social-emotional well-being. The metrics from these spreadsheets are used to inform school improvement goals as well as district-wide initiatives. Additionally, data from teacher evaluations are used to determine areas in which staff are needing additional support. A district-wide professional development survey is completed annually by teachers to further identify areas in need of professional support. Finally, by means of working with local law enforcement and emergency response agencies, a student safety initiative has been the focus the past two years.

Legislative References:

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

*Required field, applicable for all funding sources

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

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

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

During the 2024-25 school year, the Curriculum Department Plan re-evaluated by building leadership teams, and the Special Education and Student Services Departments will create their plans as an action step of our new District Strategic Plan. A comprehensive survey was developed that covered the areas of Policies & Procedures, Professional Development, Communication, Classroom Management, Curricular Resources, District Climate & Culture, Library Services, Evaluations, Professional Learning Communities, and Technology.

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.

Assessment Scores (STAR, IAR, PSAT, SAT) are a part of the school-created data walls, but subgroup-specific groups are examined by means of individual performance reports that give a summary or individual-student data breakdowns for students by subgroup (e.g. free/reduced lunch, ethnicity, etc.). Reports are examined to make sure that intervention is given to those students in need and to make sure the curriculum materials are appropriate for all students, devoid of any potential biases (e.g. cultural, etc.). Additionally, attendance data has been incorporated as a metric examined for all students, in particular those who are identified for MTSS services.5Essentials scores are a compilation of a comprehensive survey taken by students each fall. The results of this survey measure everything from student safety to student engagement within the school. Upon data analysis, building principals address any potential issue, by means of discussion with their building Instructional Leadership Teams, district-office administration, and create a plan to address the issue.School-Created Data Walls are electronic, living data walls to which all teachers and building administrators have access. These data walls incorporate the above-noted assessments, but also allow teachers to track student performance by grade-level standard, as well as social-emotional/BIST continuum progress. The data wall allows for additional fodder to Instructional Leadership Team discussions, allowing targeted conversations intended to improve student performance.For the 2025-26 school year, supporting the MTSS system in an effort to ensure students make notable gains in areas of identified skill deficit will continue to be a focus for Title-I funding. Specifically, the addition of the Student Support Specialist position and Title-I Psychologist will be utilized to meet the needs of those who are identified as at or high risk of meeting benchmark data and daily attendance. At Dunlap High School, the increased SEL needs identified through discipline data, suicide/threat assessment data has identified the need for a Wellness Counselor. MTSS plans for students needing SEL support continue to rise and the need for an in-house resource will ensure students can receive the support they need to regulate and remain in the classroom.

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

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.

Title II Funds will be used in the areas of:a. Technology, b. Mentoring, c. Differentiation,d. Non-violent crisis prevention/discipline,e. CPR, f. SEL, andg. ESL.Areas of professional development were determined based on assessment results, our district-created professional development needs survey, and the new teacher professional development survey. Through the offered professional development opportunities, teachers and administrators will have ongoing conversations during staff meetings and PLCs to discuss how the implementation of new concepts has improved practice, in an ongoing effort to build upon our own pedagogical capacity. As noted in the "Stakeholders" and "Student Achievement" Sections of the CDP, the need for differentiation strategies for all students, but specifically ELs was identified as an area in need of professional growth, as noted by 77% of our 2023 PD Survey Respondents.

G. Title III - LIEP

Together with local assessment results and district-wide benchmarking assessments (Star Enterprise Testing), the Dunlap School District identifies the needs of current ELs within the district in order to provide each individual student with the appropriate support:a. Tutoring,b. Supplemental ESL Curriculum,c. Summer School,d. Additional Benchmarking Assessments to measure language proficiency (Pearson TELL),The district-wide Professional Development Needs Survey also identifies areas of need for ESL and general education teachers as well. For the 2025-26 school year, the district will offer the following:a. Practical methods to apply accommodations and modifications to general education curriculum for ELs,b. ESL Best Practices PD via workshops or conferences offered during the 2024-25 SY, andc. Supporting multilingual students with the new elementary ELA curriculum.

H. Title III - ISEP

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

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

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

Dunlap CUSD #323 conducts a needs assessment for our students with IEPs and then relays results and suggested plans to provide services to meet the needs of all students plans. The needs assessment determined five areas in need of professional development:a. Develop strategies/program alternatives for severe behavior problemsb. Understand and implement strategies for students with autismc. Understand and implement strategies for students impacted by childhood traumad. Develop knowledge of learning strategies for students impacted by childhood traumae. Develop instructional strategies for students who do not qualifyAdditionally, the following needs will be addressed as a result of the needs assessment:a. Identify, locate, and evaluate childrenb. Provide instruction and related services to children having behavior and learning problems who are in need of a specialized program such as Life Skills, Emotional Disability, and Early Childhoodc. Provide support to/through the psychologist and social worker serving children requiring evaluation but are not yet receiving services.d. Provide in-service training to general and special education staff in the areas of childhood trauma, autism, and behavior problems.e. Provide consultant in-service services to assist teachers, administrators, and other staff to provide strategies specific to the retention or transition of students to the least restrictive environments.f. Provide staff that allows for small group and/or individualized support and instruction for students in preschool and k-12 behavior dysregulations.g. Develop, maintain, and update special education curriculum including the selection of textbook materials and necessary equipment.h. Provide vocational program services to identified secondary-level students who require transition services.

L. IDEA, Part B - Preschool

As the district receives only \$128, the funds are rolled into IDEA Flow-Through.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

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

District Goal(s):

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

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

Check all that apply.

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

Program Footnotes:

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

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

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

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

((count) of 7500 maximum characters used)

This plan was created in conjunction with teachers, paraprofessionals, Title I administration, as well as feedback from Title I parent meetings and parent surveys throughout the school year. The achievement gap as identified in the subgroup populations of students with IEPs and students who qualify for free or reduced lunch were a focus of all School Improvement Plans, as brought to the district's attention of the 2024 preliminary summative ranking designations. As such, a focus was placed on data analysis from IAR, PSAT/SAT Scores, as well as progress-monitoring scores from the district-wide STAR Reading and STAR Math assessments. Additionally, student SEL progress monitoring data by means of the Panorama Teacher and Student Perception Surveys were analyzed and included as part of the planning process. Professional Learning Communities have the ability to fluctuate but are otherwise assigned based on grade-level or content area. From these meetings, the need was seen by both ESL and content/grade-level teachers as well. As such, The Title I Director met with ESL teachers and paraprofessionals, as well as regular education teachers to discuss what needs required attention. As a result, The Title I Director and Assistant Superintendent met with the Peoria County Assistant Regional Superintendent, renowned for her expertise in ESL, and drafted a 5-Goal PD Plan, including: Language Objectives, SIOP Instruction, SIOP Coaching, and Support, Language-Support Strategies to Gen Ed Teachers, and Coaching and Support for Gen Ed Teachers. While the ongoing focus of ESL continues to be at the forefront of PD, for SY 2023, a healthy focus has turned on providing PD for AI and intellectual engagement. Ongoing consultation with building Instructional Leadership Teams (ILTs) occurred throughout the school year to identify building-specific needs. Typically, building principals would discuss with teachers and staff and report to district administrators (namely, the Assistant Superintendent).

Response from the prior year Consolidated District Plan.

This plan was created in conjunction with teachers, paraprofessionals, Title I administration, as well as feedback from Title I parent meetings and parent surveys throughout the school year. The achievement gap as identified in the subgroup populations of students with IEPs and students who qualify for free or reduced lunch were a focus of all School Improvement Plans, as brought to the district's attention of the 2024 preliminary summative ranking designations. As such, a focus was placed on data analysis from IAR, PSAT/SAT Scores, as well as progress-monitoring scores from the district-wide STAR Reading and STAR Math assessments. Additionally, student SEL progress monitoring data by means of the Panorama Teacher and Student Perception Surveys were analyzed and included as part of the planning process. Professional Learning Communities have the ability to fluctuate but are otherwise assigned based on grade-level or content area. From these meetings, the need was seen by both ESL and content/grade-level teachers as well. As such, The Title I Director met with ESL teachers and paraprofessionals, as well as regular education teachers to discuss what needs required attention. As a result, The Title I Director and Assistant Curriculum Director met with the Peoria County Assistant Regional Superintendent, renowned for her expertise in ESL, and drafted a 5-Goal PD Plan, including: Language Objectives, SIOP Instruction, SIOP Coaching, and Support, Language-Support Strategies to Gen Ed Teachers, and Coaching and Support for Gen Ed Teachers. While the ongoing focus of ESL continues to be at the forefront of PD, for SY 2023, a healthy focus has turned on providing PD for block scheduling and remote learning best practices, in light of the pandemic and changes to the daily structure to limit transition times during the secondary school day. Ongoing consultation with building Instructional Leadership Teams (ILTs) occurred throughout the school year to identify building-specific needs. Typically, building principals would discuss with teachers and staff and report to district administrators (namely, the Director and Assistant Director of Curriculum and Instruction).

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

((count) of 7500 maximum characters used)

All families receive the invitation to participate in the 5Essentials Survey, annually, which is disaggregated and referenced when making plans for the upcoming school year (we gave the CSCI previously). Additionally, each school that qualifies for Title I Funding holds publicized informational meetings to provide parents with information about the additional services offered at those buildings, but also to allow parental/guardian feedback about previous practices, and input for improvement, or to suggest areas where parents feel attention is needed. Additionally, parents at these specific buildings will be surveyed in January and at the conclusion of the school year to gain further input on the programmed services provided. For Title III consideration and our ESL population, to ensure that we are meeting the unique needs of emergent English learners, the ESL Student portion of the 5Essentials Survey Results, customized in-district student and family surveys, and the ESL Summer School Feedback Survey specifically targeting ESL students and families and asking for feedback about current program offerings. The results of the surveys are part of the BPAC discussion to ensure the results are understood and preliminary thoughts to address the specified needs are discussed. From the discussion, goals/foci are derived (e.g. Realignment of ESY Summer School to group by proficiency levels for elementary and secondary, respectively). The impact and feedback collected by staff and students is then part of the follow up for the next school year.

Response from the prior year Consolidated District Plan.

All families receive the invitation to participate in the 5Essentials Survey, annually, which is disaggregated and referenced when making plans for the upcoming school year (we gave the CSCI previously). Additionally, each school that qualifies for Title I Funding holds publicized informational meetings to provide parents with information about the additional services offered at those buildings, but also to allow parental/guardian feedback about previous practices, and input for improvement, or to suggest areas where parents feel attention is needed. Additionally, parents at these specific buildings will be surveyed in January and at the conclusion of the school year to gain further input on the programmed services provided. For Title III consideration and our ESL population, to ensure that we are meeting the unique needs of emergent English learners, the ESL Student portion of the 5Essentials Survey Results, customized in-district student and family surveys, and the ESL Summer School Feedback Survey specifically targeting ESL students and families and asking for feedback about current program offerings. The results of the surveys are part of the BPAC discussion to ensure the results are understood and preliminary thoughts to address the specified needs are discussed. From the discussion, goals/foci are derived (e.g. Realignment of ESY Summer School to group by proficiency levels for elementary and secondary, respectively). The impact and feedback collected by staff and students is then part of the follow up for the next school year.

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

((count) of 7500 maximum characters used)

As noted above, the 5Essentials Survey will be emailed to all parents to complete, along with prefatory messages alerting parents. The comprehensive nature of the survey allows administrators and building leadership teams to have a holistic measure of the school's effectiveness, beyond simple standardized testing measures. Newly acquired translation devices will allow for the ease in communication of the survey and answering parents' questions in real time. Additionally, family/community engagement nights are offered at each Title building. Families get information and resources to understand the additional support available at each building, the opportunity to ask questions and provide feedback, as well as participate in some sort of family engaging activity with students. We believe that active parental/guardian involvement in a student's education is essential, ensuring that the two main environments in which a student spends the vast majority of his or her time—school and home—are on the same page. Surveys mailed out in January and at the end of the year have parents provide feedback about the year's focus (e.g. Behavior Support and resulting School Climate), as well as all services provided in general. Like the CSCI, these shorter surveys are disaggregated and used in determining whether indicators for School Plans are met, ensure they are supporting District-wide goals, and make alterations if necessary to existing school plans. Each fall (during normal operating years), the ESL teaching team hosts a parent and student curriculum night. This evening is solely for English learners and their families. One half of the ESL team engages the parents/guardians in a discussion regarding the ESL program (and their rights pertaining to it), the connection between ESL instruction and the Dunlap curriculum, screening procedures, formative assessments, summative assessments (TELL and the ACCESS test), as well as

basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALPS). There is also a question and answer session in order to ensure understanding of the program objectives by all family members. Translation services and other community needs are also discussed individually with those parents who request or display a need for such services. Meanwhile, the other half of the ESL teaching team is engaging the emergent bilinguals (and siblings) in a separate space with science experiments. This demonstrates to the students how hands-on learning with a focus on academic vocabulary can enhance their overall comprehension and understanding in the general education setting. This event has been hosted for numerous years and the ESL staff is constantly updating the presentation/format to include new familial needs as they arise through the feedback parents give at the closing of the event. For SY 2026, the ESL Parent Night will continue along with a registration date that will also host local doctors to help students receive the immunizations, physicals, and exams needed for entrance into a public school.

Response from the prior year Consolidated District Plan.

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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.

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

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

Will Private Schools participate in the Program?
☒ Yes ☐ No

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

Comments:

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

No Preschool Programs

DO NOT use special characters, 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)

Dunlap CUSD 323 does not use Title I funds for Early Childhood Education programs. Banner, Dunlap Grade, Wilder-Waite, and Hickory Grove Elementary in Dunlap CUSD 323 currently house and provide transportation for four Early Childhood Special Education (ECSE) classrooms for children three to five years of age. This was under the direction of the Special Education Associate of Peoria County (SEAPCO) until the end of the 19-20 school year. Since the 20-21 school year this program is overseen by Dunlap 323, and, more specifically, the direction of the ECE/Student-Services Coordinator; each classroom can support two 1/2 day programs (2 1/2 hours each) Monday-Friday with 20 students. Each classroom has one special education teacher and a minimum of one teaching assistant. The special teachers focus on developing students' speech/language, communication, social interaction, exploration and problem-solving, and independent skills. Students with more intense needs in speech/language, fine and gross motor, and vision/hearing receive these related services both within the classrooms and as pull-out services. For the 2025-26 school year, ECE programming will be housed at Hickory Grove Elementary School and Dunlap Grade School exclusively, based on the need to open classrooms at the other buildings and thus move the ECE spaces.The Title I building teachers and ECSE teachers attend training together, sharing best practices in language arts and math instruction. This includes information necessary for a student's successful inclusion into the kindergarten classroom if deemed appropriate. Once the child is preparing for the transfer to kindergarten, the kindergarten and ECSE teachers discuss the placement of each student. This may mandate that the student be placed in a building with Title I services or a student may be placed in a self-contained, special education setting. Once a student is placed into a general-education, kindergarten classroom, the classroom teacher, along with the special education teacher, will begin to provide adequate interventions based upon assessment results.

Response from the approved prior year Consolidated District Plan.

Dunlap CUSD 323 does not use Title I funds for Early Childhood Education programs. Banner, Dunlap Grade, Wilder-Waite, and Hickory Grove Elementary in Dunlap CUSD 323 currently house and provide transportation for four Early Childhood Special Education (ECSE) classrooms for children three-six years of age. This was under the direction of the Special Education Associate of Peoria county (SEAPCO) until the end of the 19-20 school year. Since the 20-21 school year this program is overseen by Dunlap 323, and, more specifically, the direction of the ECE/Student-Services Coordinator; each classroom can support two 1/2 day programs (2 1/2 hours each) Monday-Friday with 20 students. Each classroom has one special education teacher and a minimum of one teaching assistant. The special teachers focus on developing students' speech/language, communication, social interaction, exploration and problem-solving, and independent skills. Students with more intense needs in speech/language, fine and gross motor, and vision/hearing receive these related services both within the classrooms and as pull-out services.The Title I building teachers and ECSE teachers attend training together, sharing best practices in language arts and math instruction. This includes information necessary for a student's successful inclusion into the kindergarten classroom if deemed appropriate. Once the child is preparing for the transfer to kindergarten, the kindergarten and ECSE teachers discuss the placement of each student. This may mandate that the student be placed in a building with Title I services or a student may be placed in a self-contained, special education setting. Once a student is placed into a general-education, kindergarten classroom, the classroom teacher, along with the special education teacher, will begin to provide adequate interventions based upon assessment results.

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

ISBE Goals:

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

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

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

District Goal(s):

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

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

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

DO NOT use special characters, 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 Dunlap School District examines current curricular offerings in need of improvement as identified by scores on IAR, ISA, STAR Renaissance Assessments, common local assessments, and feedback from stakeholders by means of the 5Essentials Survey and, in particular, a follow-up survey that measures student preparedness for major transitions (fifth to sixth and eighth to ninth grades). From this, areas of improvement are identified and prioritized and the appropriate indicators and action plans are developed; many of these are seen on school improvement plans, or the goals of Curriculum Council work through the District Office Curriculum Department.At the forefront, however, all curricular offerings are based on grade-level, subject, or course offering scope and sequence that are centered around the Illinois Learning Standards for each subject area. Teachers understand the learning targets as outlined in these documents, have resources provided for them to exercise the skills, and are allowed to supplement and reteach based on individual classroom needs. Common Formative Assessments are a current refocus of the district, with the intent of ensuring an equitable, consistent progression through a grade-level or course content. This also serves as a fidelity measure for administrators, but more importantly, serves as fodder for focused conversation during Professional Learning Communities. By having a focused data set, teachers can compare student exemplars and discuss teaching strategies used to reach learning targets.

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

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Teachers, administrators, and paraprofessionals at the building-level examine various quantitative data pieces to identify students in need of extra support, as outlined in the Dunlap School District RtI Plan. These measures include, but are not limited to, the following:a) STAR Reading or STAR Math Benchmark Assessment Data (given three times/year)b) Previous course/grade-level performancec) Performance on IAR, ISA, PSAT/SATd) Panorama Evaluation Data (SEL scoring completed by teachers)e) Current course/grade-level performanceQuantitative measures a) through d) are used primarily at the beginning of each year, or during transition meetings between grade levels (including between buildings), when teachers meet to discuss rising students. As outlined in our District RtI Plan, students are identified as needed, with the first, largest beginning-of-the-year identification occurring during our fall benchmarking period of STAR Reading and Math. Students identified as performing below grade level are then targeted for services and supported accordingly, be it in ELA, math, SEL, etc. Buildings that receive Title I Funds are able to identify and serve students at a higher percentile threshold than our non-title buildings (e.g. Wilder-Waite Elementary is able to identify and support students in need up to the 40th percentile, as opposed to the 25th at Hickory Grove Elementary). English Learners are identified similarly, however, based on language survey results, are supported with additional ESL courses aimed at meeting students at their current proficiency level, with the intent of working towards language proficiency.

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

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Students who are identified as needing intervention for math, reading/ELA, or Social and Emotional Learning, are placed on our tiered intervention system. Students at the tier-2 level receive interventions for at least 8-10 weeks, meeting at least 2 and no more than 3 times a week for a minimum of 20 minutes and a maximum of 30 (teachers do have the ability to split this up as they would like, but meet for no more than 80 minutes). Students are to be grouped homogeneously with students who have similar skill deficits, not just subject-area needs. While we do want teachers and students to use the intervention with integrity and fidelity, we do examine each RtI plan on a case-by-case basis and will make changes if needed before a RtI Cycle is complete.Students at the tier-3 level are grouped homogeneously, in smaller group settings of no more than 3 students, and are seen 3 to 5 times per week for 30 to 60 minutes each time. Frequent progress monitoring is completed, and in order for a student to move down a tier, the student must meet the articulated RtI goal with no fewer than six data points, and have a team agreement. It is through the tier-3 threshold that students are evaluated for special education and related services, as a member of the RtI team includes a district psychologist.For our ESL population, after-school tutoring is available at the middle and high-school level as well as ESL Summer School for our elementary and middle-school students students. Additionally, IEP Funds are used to fund .7188 FTE classroom aide specifically for our ESL students. The position serves as a liaison between teachers and ESL students to make sure students understood assignments and had support for academic vocabulary and content in the general education setting. New curriculum resources will be utilized during the 2025-26 school year at Dunlap High School to respond to the influx of multilingual learners who are newcomers or have low levels of English Language proficiency. Finally, while meant to help with phone and in-person communication with ML families, translation devices will be utilized to help transition new families to the district and provide a means to speak with newcomers/students with low English language proficiency when necessary. Training for staff will continue to ensure the resource is able to be used appropriately.

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new families to the district and provide a means to speak with newcomers/students with low English language proficiency when necessary. Training for staff will continue to ensure the resource is able to be used appropriately.

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

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Depending upon the subject area and grade level, all provided interventions are research-proven curriculums or instructional methods used to supplement and improve specific student learning deficits. Probes are conducted in the theorized skill-deficit area to determine the true deficiency, and from there, the student is paired with the appropriate curriculum. Frequent progress monitoring improves student achievement. Teachers and Interventionists are given a RtI Menu that lists district-provided or fee-free based interventions in order to pair students with the appropriate curriculum. Some examples of educational resources used to help students include: a) Reading Fluency 1. Reading A to Z (independent curriculum/program) 2. Read Naturally (independent curriculum/program) 3. Lexia (independent curriculum/program) 4. Stop/Go Sentence Fluency (instructional method) b) Reading Vocabulary 1. Word Filler (instructional method) 2. Vocabulary Map (instructional method) 3. NewsELA (independent curriculum/program) 4. CommonLit (independent curriculum/program) c) Reading Comprehension 1. Phrase-Cued Text (instructional method) 2. Ask-Read-Tell (instructional method) 3. Click or Clunk (instructional method) 4. Accelerated Reader (independent curriculum/program) d) Math 1. iKnowIt-Math (independent curriculum/program) 2. Accelerated Math 2.0 (independent curriculum/program) 3. Solve It! (independent curriculum/program) Each fall, the ESL teaching team hosts a parent and student curriculum night. This evening is solely for English learners and their families. One-half of the ESL team engages the parents/guardians in a discussion regarding the ESL program (and their rights pertaining to it), the connection between ESL instruction and the Dunlap curriculum, screening procedures, formative assessments, summative assessments (TELL and the ACCESS test), as well as basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALPS). There is also a question and answer session in order to ensure understanding of the program objectives by all family members. Translation services and other community needs are also discussed individually with those parents who request or display a need for such services. Meanwhile, the other half of the ESL teaching team is engaging the emergent bilinguals (and siblings) in a separate space with science experiments. This demonstrates to the students how hands-on learning with a focus on academic vocabulary can enhance their overall comprehension and understanding in the general education setting. This event has been hosted for numerous years and the ESL staff is constantly updating the presentation/format to include new familiar needs as they arise through the feedback parents give at the closing of the event. By continuing to have opportunities to practice using the English language in both print and auditory purposes structured around both academic and non-academic language use, students increase their interaction with the language and thus bolster their language proficiency. Student profiles are utilized to showcase the skills they improved upon during ESL summer school and sent home the last day of the program. The Assistant Director of Student Services (who oversees ESL as the ESL/Bilingual Coordinator) will continue to work with ESL and general education teachers to provide student support strategies for our multilingual learners. In particular at the secondary level, the increase in MLs with little-to-no English language proficiency has increased the request for additional support.

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

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([count] of 7500 maximum characters used)

Individual student cohort groups are examined for each standardized test assessment, and those who fall into specific demographics are again sifted through to determine if there are any common denominators that would have resulted in a student and/or specific demographic group to have received a low-performing score. Specifically, we are looking to see if an individual teacher is in need of targeted help in order to best serve his or her students and then is supported with necessary professional development (e.g. Teaching students in Poverty; Reaching Reluctant Learners). This data is broken down by individual building "Data Walls" which are similar in design, but each building has a slightly different take on its overall appearance. Each has a holistic building and grade-level breakdown of student data, as well as individual student data at each grade level. This information graduates with each student so the historical performance of each student is available for teacher reference as students move grades and graduate to sister buildings.

Response from the prior year Consolidated District Plan.

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

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([count] of 7500 maximum characters used)

Dunlap CUSD 323 has a District Media Specialist to manage all eight libraries, K-12. This past school year (2024-25), the District Media Specialist has worked with library aides at the elementary level to provide targeted lessons and instruction for intermediate-level library visits. At the secondary levels (6-12), middle and high schools received a revamped library website so that students have the ease of access to electronic resources provided through the library as well as easy access to the library catalog. For our three elementary Title I buildings, we have worked, and continue to work, through the budget, to develop robust collections that assist teachers in providing students with resources to improve their academic achievement.

Response from the prior year Consolidated District Plan.

Dunlap CUSD 323 has a District Media Specialist to manage all eight libraries, K-12. This past school year (2022-23), we added library aides at the elementary level to provide quality programming at the K-5 level. Prior to this, our K-5 libraries had been staffed with volunteers. Adding these positions has allowed all classrooms, K-5, to have a regular library schedule to learn about digital literacy skills and check out books to aid in academics. For our three elementary Title I buildings, we have worked, and continue to work, through the budget, to develop robust collections that assist teachers in providing students with resources to improve their academic achievement.

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

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

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

([count] of 7500 maximum characters used)

Dunlap CUSD 323 follows Board Policy 6:130 on implementing an education program for gifted and talented learners. In order to identify students needing additional experiences beyond the core curriculum and the elementary and middle school levels, a variety of evidence is annually reviewed which includes cognitive ability, academic performance, and teacher recommendation. Assessments reviewed for enrichment services include Cognitive Abilities Test (CogAT), STAR Math and Reading, and a teacher recommendation. Each raw test score is converted into a "z-score". The z-score is a statistical tool, which accurately normalizes different types of test data. The z-score describes how far a student's score is from the average student in our local population for each assessment. The z-scores from the various ability and achievement assessments are combined to form a composite score. The composite scores are then ranked from highest to lowest. Students scoring in the top percent of their grade level (in-coming grades 3-5) are identified for potential services. At the middle-school level, students qualify for Enriched Math or ELA by meeting a certain set of criteria. For Sixth-Grade Enriched Math, students would need to meet benchmark levels on the CogAT Level 12, STAR Math Percentile, the Iowa Algebra Aptitude Test, the Illinois Assessment of Readiness, a teacher recommendation based on the Renzulli Math Scales, and a locally created performance assessment. Seventh-grade Advanced Math utilizes the same data points with the exception of the Iowa Algebra Aptitude Test. Sixth through Eighth-Grade Power Literature (enriched ELA) utilizes the ELA components of the same datasets.

Response from the prior year Consolidated District Plan.

Dunlap CUSD 323 follows Board Policy 6:130 on implementing an education program for gifted and talented learners. In order to identify students needing additional experiences beyond the core curriculum and the elementary and middle school levels, a variety of evidence is annually reviewed which includes cognitive ability, academic performance, and teacher recommendation. Assessments reviewed for enrichment services include Cognitive Abilities Test (CogAT), STAR Math and Reading, and a teacher recommendation. Each raw test score is converted into a "z-score". The z-score is a statistical tool, which accurately normalizes different types of test data. The z-score describes how far a student's score is from the average student in our local population for each assessment. The z-scores from the various ability and achievement assessments are combined to form a composite score. the composite scores are then ranked from highest to lowest. Students scoring in the top percent of their grade level (in-coming grades 3-5) are identified for potential services. At the middle-school level, students qualify for Enriched Math or ELA by meeting a certain set of criteria. For Sixth-Grade Enriched Math, students would need to meet benchmark levels on the CogAT Level 12, STAR Math Percentile, the Iowa Algebra Aptitude Test, the Illinois Assessment of Readiness, a teacher recommendation based on the Renzulli Math Scales, and a locally created performance assessment. Seventh-grade Advanced Math utilizes the same data points with the exception of the Iowa Algebra Aptitude Test. Sixth through Eighth-Grade Power Literature (enriched ELA) utilizes the ELA components of the same datasets.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

- [1] Title I, Part A, Section 1112(b)(1)(A)
- [2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646
- [4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646
- [5] Title I, Part A, Section 1112(b)(2)
- [6] Title I, Part A, Section 1112(b)(13)(B)
- [7] Title I, Part A, Section 1112(b)(13)(A)

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

**Required field for only Title I, Part A

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

ISBE Goals:

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

District Goal(s):

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

Goal #2a: Create opportunities for students to explore college and career pathways.

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

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

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

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

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

([count] of 7500 maximum characters used)

Students completing the eighth-grade transition from Dunlap Valley Middle School and Dunlap Middle School to Dunlap High School. These building administrators, counselors, and teachers coordinate with one another on curriculum and student needs. Data is shared from the middle to the high school level to help ensure the success of all students. An orientation night is held in January each year for all eighth-grade students and families to attend and learn about Dunlap High School. Dunlap High School also works in coordination with Illinois Central College (ICC) to offer dual credit courses at DHS and an early college program where students can be released from part of the high school day to attend courses at ICC for college credit. They also work with local businesses in our cooperative education program. The 2025-26 School Year will be the sixth year Dunlap is working with ICC to provide our Dual Degree (D2) Program where, starting a student's junior year, he or she will attend school at ICC and graduate at the end of his or her senior year with both a high-school diploma and an associate's degree. An additional partnership is currently being explored for nursing and health occupations through the OSF College of Nursing in Peoria, Illinois.In addition, the middle schools and high schools have similar Title I/MTSS programs and utilize the same district-wide plan to provide additional support for at-risk students. Within this district-wide plan, interventions, technological resources, and structure is provided and outlined for teachers, parents, and students. Technology is utilized to track historical records of meetings, individual student Title I RtI plans, student growth, and progress monitoring data. This information travels with students from elementary to middle school and on to high school.Dunlap CUSD #323 continues to expand its college and career pathways endorsements in order to provide streamlined opportunities for schools to transition into post-secondary plans with the education necessary for particular programs. Both the middle and high school PaCE Frameworks are established and able to help ensure coordinated guidance for students as they explore career and post-secondary options, starting in the sixth grade. Needs identified through the middle school PaCE Framework Gap Analysis will continue to be addressed during the 2025-26 school year.

Response from the approved prior year Consolidated District Plan.

Students completing the eighth-grade transition from Dunlap Valley Middle School and Dunlap Middle School to Dunlap High School. These building administrators, counselors, and teachers coordinate with one another on curriculum and student needs. Data is shared from the middle to the high school level to help ensure the success of all students. An orientation night is held in January each year for all eighth-grade students and families to attend and learn about Dunlap High School. Dunlap High School also works in coordination with Illinois Central College (ICC) to offer dual credit courses at DHS and an early college program where students can be released from part of the high school day to attend courses at ICC for college credit. They also work with local businesses in our cooperative education program. The 2024-25 School Year will be the fifth year Dunlap is working with ICC to provide our Dual Degree (D2) Program where, starting a student's junior year, he or she will attend school at ICC and graduate at the end of his or her senior year with both a high-school diploma and an associate's degree. An additional partnership is currently being explored for nursing and health occupations through the OSF College of Nursing in Peoria, Illinois.In addition, the middle schools and high schools have similar Title I/ RtI programs and utilize the same district-wide plan to provide additional support for at-risk students. Within this district-wide plan, interventions, technological resources, and structure is provided and outlined for teachers, parents, and students. Technology is utilized to track historical records of meetings, individual student Title I RtI plans, student growth, and progress monitoring data. This information travels with students from elementary to middle school and on to high school.Dunlap CUSD #323 continues to expand its college and career pathways endorsements in order to provide streamlined opportunities for schools to transition into post-secondary plans with the education necessary for particular programs. The completion of the PaCE Framework at the high school will allow the completion of the framework at the middle-school level during the 2024-25 school year.

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

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

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

([count] of 7500 maximum characters used)

At Dunlap High School, Career Pathways are multi-year programs of academic and technical study that prepare students for a full range of post-secondary options within each one of the 16 clusters. Currently, there are 81 nationally recognized pathways, each with specific pathway knowledge and skills. These pathways provide a context for exploring career options at all levels of education and a framework for linking learning to the skills and knowledge needed for future education and employment.Programs of Study (POS) are sequences of courses that incorporate a non-duplicate progression of secondary and post-secondary elements, which include both academic and Career and Technical Education (CTE)content. Effective Programs of Study should start no later than the ninth grade and continue through at least two years of post-secondary education. Programs of Study include opportunities to earn college credit (dual credit) in high school, an industry-recognized credential or certificate at the secondary/post-secondary level, and an associate or baccalaureate degree.At both Dunlap Middle School and Dunlap Valley Middle School, students have the opportunity to explore different courses and career pathways through quarterly course offerings including Art, Computers/Digital Literacy, Family and Consumer Science, Foreign Language, Global Studies, and STEM. Dunlap Valley Middle School attends Career Spark to help engage and promote student attention on future occupational goals, and then pairs that with conversations as to how their high school coursework can set them up to achieve said goals. Additionally, students who express an interest are also able to attend the Construction Industry Expo where they are able to view field-related tools and speak with industry experts.Work-Based Learning (WBL) links secondary and postsecondary education, business and industry, labor, and government to provide high school students with a wide range of career opportunities and experiences, leading to a smooth transition from school to the workforce. WBL experiences include paid and non-paid internships, occupational/technical labs, and related high school coursework. Many WBL programs also include additional career exploration activities such as job shadowing, speakers, field trips, and workshops. Both educators and business sponsors provide students with the employability and career-related skills they need to be productive members of the workforce. WBL programs serve as a vital link between education and careers. Both juniors and seniors are eligible to apply for WBL programs. Additional information and applications can be found at www.perfectpeoria.com or in the high school counseling department. The deadline for applications varies year to year so check withyour school counselor for deadline information.WORK BASED LEARNING PROGRAMS384 Construction Industry - The competency-based construction program exposes students to a variety of high-skill, high-wage construction industry careers. Students participate in specialized hands-on training, classroom instruction, and internships at various locations, including apprenticeships schools and local construction job sites. Instruction includes a focus on safety and the skills necessary to succeed in various construction careers, from skilled trades to project management. Students can participate in this program for 1 year. 386 Health Occupations - Participants in this program will gain a knowledge-based understanding of a wide variety of healthcare careers through classroom instruction, lab activities, job shadowing, and clinical experiences. Upon successful completion, students will be eligible to sit for the State of Illinois Nursing Assistant exam and work as a CNA in any healthcare setting. This program is one semester in length. Students will earn 7.5 credit hours upon completion.Within each of these courses, both teachers and students utilize technology and technology coaches to support the core instruction of the course. Specifically, students are able to utilize online platforms, apps, websites, word processing, and various Google Apps for Education to further their knowledge of content. In addition, teachers are able to utilize technology for curriculum planning, professional development, and professional learning networks to improve instruction for students.

Response from the approved prior year Consolidated District Plan.

At Dunlap High School, Career Pathways are multi-year programs of academic and technical study that prepare students for a full range of post-secondary options within each one of the 16 clusters. Currently, there are 81 nationally recognized pathways, each with specific pathway knowledge and skills. These pathways provide a context for exploring career options at all levels of education and a framework for linking learning to the skills and knowledge needed for future education and employment.Programs of Study (POS) are sequences of courses that incorporate a non-duplicate progression of secondary and post-secondary elements which include both academic and Career and Technical Education (CTE)content. Effective Programs of Study should start no later than the ninth grade and continue through at least two years of post-secondary education. Programs of Study include opportunities to earn college credit (dual credit) in high school, an industry-recognized credential or certificate at the secondary/post-secondary level, and an associate or baccalaureate degree.At both Dunlap Middle School and Dunlap Valley Middle School, students have the opportunity to explore different courses and career pathways through quarterly course offerings including Art, Computers/Digital Literacy, Family and Consumer Science, Foreign Language, Global Studies, and STEM. Dunlap Valley Middle School attends Career Spark to help engage and promote student attention on future occupational goals, and then pairs that with conversations as to how their high school coursework can set them up to achieve said goals. Additionally, students who express an interest are also able to attend the Construction Industry Expo where they are able to view field-related tools and speak with industry experts.Work-Based Learning (WBL) links secondary and postsecondary education, business and industry, labor, and government to provide high school students with a wide range of career opportunities and experiences, leading to a smooth transition from school to the workforce. WBL experiences include paid and non-paid internships, occupational/technical labs, and related high school coursework. Many WBL programs also include additional career exploration activities such as job shadowing, speakers, field trips, and workshops. Both educators and business sponsors provide students

with the employability and career-related skills they need to be productive members of the workforce. WBL programs serve as a vital link between education and careers. Both juniors and seniors are eligible to apply for WBL programs. Additional information and applications can be found at www.perfectpeoria.com or in the high school counseling department. The deadline for applications varies year to year so check with your school counselor for deadline information. WORK BASED LEARNING PROGRAMS 384 Construction Industry - The competency-based construction program exposes students to a variety of high-skill, high-wage construction industry careers. Students participate in specialized hands-on training, classroom instruction, and internships at various locations, including apprenticeships schools and local construction job sites. Instruction includes a focus on safety and the skills necessary to succeed in various construction careers, from skilled trades to project management. Students can participate in this program for 1 year. 386 Health Occupations - Participants in this program will gain a knowledge-based understanding of a wide variety of healthcare careers through classroom instruction, lab activities, job shadowing, and clinical experiences. Upon successful completion, students will be eligible to sit for the State of Illinois Nursing Assistant exam and work as a CNA in any healthcare setting. This program is one semester in length. Students will earn 7.5 credit hours upon completion. Within each of these courses, both teachers and students utilize technology and technology coaches to support the core instruction of the course. Specifically, students are able to utilize online platforms, apps, websites, word processing, and various Google Apps for Education to further their knowledge of content. In addition, teachers are able to utilize technology for curriculum planning, professional development, and professional learning networks to improve instruction for students.

Legislative References:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

For each program for which funding is anticipated for the 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

Each year, dollars are designated in our Title I grant for teachers and relative staff members to receive targeted professional development to meet their building's unique needs (BIST training, de-escalation strategies, etc.) The additional funding allows for targeting professional development that addresses the achievement gap within our buildings and provides useful and applicable strategies to help close this gap. Title I dollars are also allocated for other conferences that may reflect a Title I building-specific need including but not limited to assessment, social-emotional, and EL-student needs.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

The Dunlap School District Induction Program will be funded by means of Title II, Part A Funds, which includes an extensive menu of options tailored to the needs of each individual teacher. All new teachers are paired with a district veteran teacher who has received a "Proficient" or higher for the last three evaluation periods. Mentoring teachers serve as a resource to teachers for many reasons specific to the district or individual building protocol, but more specifically as an instructional guide. All new teachers are required to complete a formal evaluation with the mentoring teacher, which mirrors the process that the new teacher will incur with the building administrator, and is done to ensure the teacher is familiar with the process, but also so that the mentoring teacher has a concrete direction as to how he or she can guide the new teacher. Additionally, new teachers and mentors complete monthly reflections that a new teacher submits to a mentor, and then to a member of the District Curriculum Department. These allow the teacher to focus on specific areas, as each monthly reflection prompt is specific to some area of best practice. As our district continues its 1:1 program to ensure equitable access for all students, teacher representatives at each level will be invited to attend the Illinois Computing Educators Conference, and then report back at their individual buildings. An ongoing goal is to perfect the use of technology as a means to enhance learning opportunities for students and the manner in which they can provide evidence of learning, while also allowing teachers to provide high-quality feedback in a more efficient manner. To coincide with individual building SIPs, buildings are able to request specific professional development based on identified needs. For example, Dunlap High School continues to work on its restorative justice practices and support students accordingly, with the intent of meeting students where they are and keeping them in the classroom. All teachers district-wide complete a Professional Development Survey and offered topics are set accordingly during our district-wide institutes. Topics for the upcoming year include leveraging AI to enhance teaching, learning, and feedback for students. Additionally, a focus will be placed on literacy strategies and math practices. Finally, all teachers are able to request professional development as identified within their own formal Individualized Professional Development Plan. All teachers without tenure are required to complete this annually, while those with tenure status complete it during their "off" (from formal evaluation) year.

G. Title III - LIEP

To ensure compliance and up-to-date best practices for our expanding ESL program, Title III LIEP Funds are used to have the Director of Student Services and the ESL Coordinator attend the ESL Director's Conference. Additionally, all ESL teachers attend the Bilingual Conference to gain additional insight for ESL best practices and report out after returning. The intent of this PD approach is to build the capacity within our buildings and help general education teachers plan for instruction so all learners are successful. Finally, we have our secondary ESL teachers attend the Illinois Teachers of English Speakers conference to help bridge the gap and to attain information that targets ELs at the secondary level.

H. Title III - ISEP

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

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

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

IDEA, Part B Flow-Through Funds for Professional Development are dispersed and spent according to our identified need through the Special Education Needs Assessment as well as the district-wide PD Survey. For the upcoming school year, ongoing professional development topics will be focused on the following topics: 1) ED/BD Classroom Best Practices 2) Co-teaching Models for Effective Student Inclusion and Growth and Increased Achievement 3) Writing Effective 504s and IEPs 4) Special Education Law Review (With Michelle Todd, an attorney who specializes in SPED Law) 5) Supporting Students' Specific Needs: PD for Paraprofessional Support Staff and their role in help students have equitable access to the least restrictive environment as possible.

L. IDEA, Part B - Preschool

IDEA, Part B Preschool Funds are rolled into IDEA, Part B Flow-Through Funds.

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

ISBE Goals:

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

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

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

District Goal(s):

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

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

i. reduce incidences of bullying and harassment;

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

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

a. each major racial and ethnic group;

b. economically disadvantaged students as compared to students who are not economically disadvantaged;

c. children with disabilities as compared to children without disabilities;

d. English proficiency status;

e. gender; and

f. migrant status.

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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)

i. Students in Dunlap School District matriculate through age-appropriate Social Emotional Learning curriculum, specifically Second Step at the elementary level and School Connect at the secondary level. The curriculum then leads into discussions focused on empathy and asking students to lead with this in mind before saying or doing something that would involve others.ii. Per Senate Bill 100, the Dunlap School District does not enforce any "zero-tolerance" policies and aims to work with students who infract upon any school policies to ensure their education is minimally impacted, especially in the long term. If a student enacts a behavior that puts themselves, their classmates, or the entire school at risk, it is then that the student would find him or herself in a suspension situation. If and when this occurs, students are always allowed time to make up any missed work, and when they return to school, a transition planning meeting occurs to ensure that students will not find themselves in a similar situation again, as well as how they can complete any missed work, and articulate a plan to receive support to complete it proficiently.Dunlap elementary and middle schools have adopted the BIST Philosophy to address student behavior, with the intent of ensuring that students are able to self-monitor and articulate their needs. A de-escalation procedure is a part of this philosophy in which teachers have "buddy rooms" where students who are acting in a disturbing manner can go and self-regulate while still being in an academic setting and have access to an educator for support as they continue their classwork. At Dunlap High School, the building-wide approach to student misbehavior is that of restorative justice, wherein educators look to empower students with his or her specific needs in order to reintegrate with their peers and act in a manner that will ensure their success.iii. Behavior reports are filed in our Student Information System, PowerSchool, and disaggregated by monthly reports by our Director of Student Services to ensure there is no bias-based or patterned discipline being administered.

Response from the prior year Consolidated District Plan.

i. Students in Dunlap School District matriculate through age-appropriate Social Emotional Learning curriculum, specifically Second Step at the elementary level and School Connect at the secondary level. The curriculum then leads into discussions focused on empathy and asking students to lead with this in mind before saying or doing something that would involve others.ii. Per Senate Bill 100, the Dunlap School District does not enforce any "zero-tolerance" policies and aims to work with students who infract upon any school policies to ensure their education is minimally impacted, especially in the long term. If a student enacts a behavior that puts themselves, their classmates, or the entire school at risk, it is then that the student would find him or herself in a suspension situation. If and when this occurs, students are always allowed time to make up any missed work, and when they return to school, a transition planning meeting occurs to ensure that students will not find themselves in a similar situation again, as well as how they can complete any missed work, and articulate a plan to receive support to complete it proficiently.Dunlap elementary and middle schools have adopted the BIST Philosophy to address student behavior, with the intent of ensuring that students are able to self-monitor and articulate their needs. A de-escalation procedure is a part of this philosophy in which teachers have "buddy rooms" where students who are acting in a disturbing manner can go and self-regulate while still being in an academic setting and have access to an educator for support as they continue their classwork. At Dunlap High School, the building-wide approach to student misbehavior is that of restorative justice, wherein educators look to empower students with his or her specific needs in order to reintegrate with their peers and act in a manner that will ensure their success.iii. Behavior reports are filed in our Student Information System, PowerSchool, and disaggregated by monthly reports by our Director of Student Services to ensure there is no bias-based or patterned discipline being administered.

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

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

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([count] of 7500 maximum characters used)

The Director of Student Services ensures that all eight of the Dunlap School District buildings have information posted, and directions noted, as to how homeless students can have district personnel explain their rights as outlined in the McKinney-Vento Homeless Assistance Act. Building secretaries serve as liaisons between each individual building and the Director of Student Services, who then completes all necessary paperwork to be filed with ISBE.Funds budgeted for homeless children and youth are used to help provide students with the items (school supplies, PE uniform, shoes, etc.) that a student would need in order to participate without barriers in any educational program provided in the district. In terms of academics, homeless students in need of academic assistance would have the same benefits as all other students and matriculate through our Response to Intervention District Plan.

Response from the prior year Consolidated District Plan.

The Director of Student Services ensures that all eight of the Dunlap School District buildings have information posted, and directions noted, as to how homeless students can have district personnel explain their rights as outlined in the McKinney-Vento Homeless Assistance Act. Building secretaries serve as liaisons between each individual building and the Director of Student Services, who then completes all necessary paperwork to be filed with ISBE.Funds budgeted for homeless children and youth are used to help provide students with the items (school supplies, PE uniform, shoes, etc.) that a student would need in order to participate without barriers in any educational program provided in the district. In terms of academics, homeless students in need of academic assistance would have the same benefits as all other students and matriculate through our Response to Intervention District Plan.

[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)

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

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0004 - DUNLAP HIGH SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1001 - DUNLAP MIDDLE SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1002 - Dunlap Valley Middle School	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5/18/2022
2002 - DUNLAP GRADE SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5/21/2025
2003 - WILDER-WAITE ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5/21/2025
2004 - BANNER ELEMENTARY SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2005 - RIDGEVIEW ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10/20/2021
2006 - HICKORY GROVE ELEMENTARY SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations:

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

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

ISBE Goals:

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

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

☐

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

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

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

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

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

No schools identified under this part

[(count] of 7500 maximum characters used)

No schools identified under this part.

Response from the approved prior year Consolidated District Plan.

No schools identified under this part.

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

☐ Yes

☒ No

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

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

☒ School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),

☐ TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,

☐ Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program, and/or

☐ Direct Certification.

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

[Section 1114 and 1115](#)

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

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

[(count] of 7500 maximum characters used)

The superintendent or designee will evaluate all data from Title I targeted assistance and school-wide buildings in order to gauge the effectiveness of current programming. This data will show whether or not the current program is addressing all students at risk of academic failure or dropping out of school. If the data shows that current programming and goals are effective, the targeted assistance and school-wide plans will remain the same. However, if targeted assistance buildings and/or school-wide buildings have discrepant data, we will re-evaluate goals and curricular programming to meet the needs of students. Title I targeted assistance funding provides for paraprofessionals, under the direction of classroom teachers, to provide supplemental services to students and support for core instruction. 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 funding, 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. Title I school-wide programming provides for paraprofessionals, under the direction of the classroom teacher, to provide supplemental reading services to students. Classroom teachers provide math interventions for students in need while paraprofessionals provide differentiated support for all general education students in the classroom during common 45-minute instruction blocks. This programming also allows for the staff at Ridgeview to implement the BIST model of behavioral expectations and supports. School-wide expectations are the same in all classrooms throughout the school. These expectations are stated in the form of life goals aligned to the BIST model 1)I can make good choices even when I am mad, 2) I can be okay even when others around me are not okay, and 3) I can do something even if it is hard or even if I don't want to. In addition, Title I school-wide funding allows the staff at Ridgeview to focus on students' engagement in the classroom via technology and best practices to improve student achievement. The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.The Superintendent or designee shall develop a District-Level Parent and Family Engagement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain: (1) the District's expectations for parent and family engagement involvement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.Each Building Principal or designee shall develop a School-Level Parent and Family Engagement Compact according to Title I requirements. This School-Level Parent and Family Engagement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. Board Policy 6:170

Response from the approved prior year Consolidated District Plan.

The superintendent or designee will evaluate all data from Title I targeted assistance and school-wide buildings in order to gauge the effectiveness of current programming. This data will show whether or not the current program is addressing all students at risk of academic failure or dropping out of school. If the data shows that current programming and goals are effective, the targeted assistance and school-wide plans will remain the same. However, if targeted assistance buildings and/or school-wide buildings have discrepant data, we will re-evaluate goals and curricular programming to meet the needs of students. Title I targeted assistance funding provides for paraprofessionals, under the direction of classroom teachers, to provide supplemental services to students and support for core instruction. 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 funding, 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. Title I school-wide programming provides for paraprofessionals, under the direction of the classroom teacher, to provide supplemental reading services to students. Classroom teachers provide math interventions for students in need while paraprofessionals provide differentiated support for all general education students in the classroom during common 45-minute instruction blocks. This programming also allows for the staff at Ridgeview to implement the BIST model of behavioral expectations and supports. School-wide expectations are the same in all classrooms throughout the school. These expectations are stated in the form of life goals aligned to the BIST model 1)I can make good choices even when I am mad, 2) I can be okay even when others around me are not okay, and 3) I can do something even if it is hard or even if I don't want to. In addition, Title I school-wide funding allows the staff at Ridgeview to focus on students' engagement in the classroom via technology and best practices to improve student achievement. The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts. The Superintendent or designee shall develop a District-Level Parent and Family Engagement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain: (1) the District's expectations for parent and family engagement involvement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. Each Building Principal or designee shall develop a School-Level Parent and Family Engagement Compact according to Title I requirements. This School-Level Parent and Family Engagement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. Board Policy 6:170

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

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

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

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

([count] of 7500 maximum characters used)

Students who are identified as "at-risk" and/or "failing to meet expectations" as identified by the district reading and or math assessments, as well as classroom curriculum-based common formative and summative assessments are eligible for supplemental reading and/or math services. Parents of identified students are informed and consulted concerning services and targeted interventions. Every 8-10 weeks parents, teachers, and paraprofessionals meet to discuss the individualized targeted interventions and determine if plans need to be modified, continued, or discontinued utilizing student growth data and progress monitoring information. Technology is utilized for tracking all of this information.

Response from the approved prior year Consolidated District Plan.

Students who are identified as "at-risk" and/or "failing to meet expectations" as identified by the district reading and or math assessments, as well as classroom curriculum-based common formative and summative assessments are eligible for supplemental reading and/or math services. Parents of identified students are informed and consulted concerning services and targeted interventions. Every 8-10 weeks parents, teachers, and paraprofessionals meet to discuss the individualized targeted interventions and determine if plans need to be modified, continued, or discontinued utilizing student growth data and progress monitoring information. Technology is utilized for tracking all of this information.

Title I Requirement:

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

*Required field

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

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

ISBE Goals:

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

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

☐

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

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

([count] of 7500 maximum characters used)

Needs assessments help my planning for the grant on what the district is in need of professional development. It also allows me to look at the needs of staff within departments based on needs. The needs assessments are sent out to parents and staff and give us an idea of what we need to change or make improvements in the special education department. Comprehensive needs and programs funded by IDEA: Professional development for special education staff/teachers, related service staff (motor, SLP, SW, Psych) Staffing needs for different departments, Motor (PT, OT), Social Worker for district needs, and psychologist. Equipment is needed and supplies, Dunlap created their own hired motor department and starting that program there is a need to build equipment. Instructional supplies- snap and read for special ed. Support for all students.

Response from the approved prior year Consolidated District Plan.

Needs assessments help my planning for the grant on what the district is in need of professional development. It also allows me to look at the needs of staff within departments based on needs. The needs assessments are sent out to parents and staff and give us an idea of what we need to change or make improvements in the special education department. Comprehensive needs and programs funded by IDEA: Professional development for special education staff/teachers, related service staff (motor, SLP, SW, Psych) Staffing needs for different departments, Motor (PT, OT), Social Worker for district needs, and psychologist. Equipment is needed and supplies, Dunlap created their own hired motor department and starting that program there is a need to build equipment. Instructional supplies- snap and read for special ed. Support for all students.

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

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

([count] of 7500 maximum characters used)

Special education programs will be funded within this grant application. Our IDEA grant helps with the hiring of staff to cover special education needs within the buildings. IDEA grant helps with PD for staff to help them increase their understanding of change and knowledge of how to best support our students. This funding helps with supplies and equipment for staff and student needs. IDEA also pays for partial payment to our special education cooperative and their services that they help provide. Not all, but 10% of the cost to them for support staff and PD.

Response from the approved prior year Consolidated District Plan.

Special education programs will be funded within this grant application. Our IDEA grant helps with the hiring of staff to cover special education needs within the buildings. IDEA grant helps with PD for staff to help them increase their understanding of change and knowledge of how to best support our students. This funding helps with supplies and equipment for staff and student needs. IDEA also pays for partial payment to our special education cooperative and their services that they help provide. Not all, but 10% of the cost to them for support staff and PD.

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

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

([count] of 7500 maximum characters used)

Continued PD and program improvements will continue to ensure new staff are trained and properly prepared for developmentally appropriate instruction, and to address our growing ECE classrooms. Supplies and equipment will be added to make sure the department has its supplies.

Response from the approved prior year Consolidated District Plan.

Continued PD and program improvements will continue to ensure new staff are trained and properly prepared for developmentally appropriate instruction, and to address our growing ECE classrooms. Supplies and equipment will be added to make sure the department has its supplies.

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

([count] of 7500 maximum characters used)

SPP Indicator 1: Individualized programs and resources tied to IEP goals and students' identified skill deficits. SPP Indicator 2: Utilization of eduCLIMBER to monitor student behavioral, attendance, SEL, and academic data all in one dashboard, viewable by parents, administrators, teachers, and case managers. SPP Indicator 3: Targeted instruction and intervention specific to students' skill deficits. The district continues to update curricular resources so teachers have the appropriate instructional materials needed to meet students' needs. SPP Indicator 4: eduCLIMBER allows the disaggregation of behavioral data by demographics. This will be monitored by the Director of Student Services and will be part of administrative discussions. SPP Indicator 5: Ongoing monitoring of student performance across the data dashboard will monitor students with IEPs exclusively in its own widget. SPP Indicator 6: Ongoing monitoring of student performance across the data dashboard will monitor students with IEPs exclusively (including 3-5 year-olds) in its own widget. SPP Indicator 7: Ongoing monitoring of student performance across the data dashboard will monitor students with IEPs exclusively (including 3-5 year-olds) in its own widget. SPP Indicator 7: Ongoing feedback surveys and a review of the impact on the needs assessment utilized to create the Special Education Department will be a continued practice of the Foundry, the committee charged with creating the department plan. SPP Indicator 9: eduCLIMBER allows the disaggregation of program participation data by demographics. SPP Indicator 10: eduCLIMBER allows the disaggregation of program participation data by demographics. SPP Indicator 11: Completion of IEPs within EmbraceIEP and completion reports. SPP Indicator 12: Data dashboards within EmbraceIEP and eduCLIMBER will monitor IEP goal progress. SPP Indicator 13: Data dashboards within EmbraceIEP and eduCLIMBER will monitor IEP goal progress. SPP Indicator 14: Summative data review and cohort comparison can be done to review this indicator. SPP Indicator 15: Summative data review can be completed annually to review this indicator. SPP Indicator 16: Summative data review can be completed annually to review this indicator. SPP Indicator 17: eduCLIMBER allows the disaggregation of data by demographics, allowing trend lines to be created from different groups and compared easily. SPP Indicator 18: Submission of required paperwork and metrics as required. Ensuring EIS is updated with appropriate credentials will ensure there are no data irregularities in the data dashboard.

*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:	FD 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*
Ellis	Amanda	Director of Student Services	mellis@dunlapcsd.net

- ☐ 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*
Grandon	Drumarie	Director of Transportation	dgrandon@dunlapcsd.net

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

*Required field

Best Interest Determination as it relates to School Stability

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

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

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

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

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

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

If a foster care student changes residency outside of our district, the Director of Student Services, Amanda (Mandy) Ellis, contacts the foster parent(s) and makes them aware that the student(s) in question are allowed to stay within the Dunlap District and be provided transportation. The Director of Student Services speaks with school counselors, state liaisons, building principals, and any other individual in direct contact with the student in the context of their education within the Dunlap District, to make sure that any consideration is noted and communicated to ensure that a student is placed and supported appropriately. Best-Interest Decisions take into consideration the mobility history of the student, student social-emotional state, recommendations of state liaisons, effect of prolonged travel and encumbrances in student's ability to participate in outside activities (enrichment or athletic). Other factors specific to each case-by-case scenario will be discussed and made part of the decision-making process to ensure the academic and social and emotional needs of the students are being met. Affected parties are made aware that they have a choice and may either stay within the Dunlap District or attend the district of their new foster placement.

Response from the approved prior year Consolidated District Plan.

If a foster care student changes residency outside of our district, the Director of Student Services, Amanda (Mandy) Ellis, contacts the foster parent(s) and makes them aware that the student(s) in question are allowed to stay within the Dunlap District and be provided transportation. The Director of Student Services speaks with school counselors, state liaisons, building principals, and any other individual in direct contact with the student in the context of their education within the Dunlap District, to make sure that any consideration is noted and communicated to ensure that a student is placed and supported appropriately. Best-Interest Decisions take into consideration the mobility history of the student, student social-emotional state, recommendations of state liaisons, effect of prolonged travel and encumbrances in student's ability to participate in outside activities (enrichment or athletic). Other factors specific to each case-by-case scenario will be discussed and made part of the decision-making process to ensure the academic and social and emotional needs of the students are being met. Affected parties are made aware that they have a choice and may either stay within the Dunlap District or attend the district of their new foster placement.

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

See IDEA legislation here See Section 504 here

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

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

The Dunlap School District writes and accommodates Individualized Educational and 504 Plans as needed for each individual student. Whether communicating with a foster child's new district, or accommodating an incoming foster student, the District ensures that a plan's specifications are met and that a student is being supported accordingly.

Response from the approved prior year Consolidated District Plan.

The Dunlap School District writes and accommodates Individualized Educational and 504 Plans as needed for each individual student. Whether communicating with a foster child's new district, or accommodating an incoming foster student, the District ensures that a plan's specifications are met and that a student is being supported accordingly.

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.

Via our District Home Language Survey, all students are screened, provided ESL Services, and ACCESS Testing if they qualify, regardless of circumstances.

Response from the approved prior year Consolidated District Plan.

Via our District Home Language Survey, all students are screened, provided ESL Services, and ACCESS Testing if they qualify, regardless of circumstances.

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

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

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

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

In accordance with Federal law, should a dispute arise regarding a foster student, the following would occur: I) the child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute; II) the parent or guardian of the child or youth shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision; III) the child, youth, parent, or guardian shall be referred to the local educational agency liaison designated under paragraph (1)(3)(ii), who shall carry out the dispute resolution process as described in paragraph (1)(C) as expeditiously as possible after receiving notice of the dispute; and IV) in the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute. Additionally, The Dunlap School District complies with the Illinois State Plan and ISBE Policy: 1. Immediately enroll the student(s) and arrange for transportation and other services as appropriate. 2. With the involvement of the district's liaison, attempt to discuss the issues with the parent/youth to determine if more information can clear up the issues. Failing to accomplish that: 3. Issue a letter to the parent/guardian or youth explaining, with a degree of specificity, the district's position as to the homelessness-related dispute. In this letter, the district must also include referrals to free/reduced cost legal help and an outline of the dispute resolution procedure. The district must copy on such letter the applicable regional superintendent of schools and Illinois' Coordinator for the Education of Homeless Children and Youth ("State Coordinator"). 4. Refer the child or his or her parent or guardian to the fair and impartial ombudsperson appointed by the district's regional superintendent of schools (the "Ombudsperson"). The district's liaison should exercise responsibility for facilitating access to legal help and advocacy and other information and, upon knowledge that legal representation is obtained by a family or youth, the district (through its liaison or otherwise) shall appropriately work with such legal representative throughout the dispute resolution process. The Ombudsperson shall: be familiar with the educational rights and needs of homeless children; work with all parties to schedule a meeting, notifying such parties of the meeting's date, time and location; and, to the extent available, provide the parties with any requested resource information in advance of the meeting so as to enable a full and fair presentation of their respective positions in the dispute resolution process. If at all possible, such meeting should occur within 5 school days of the district's letter. The Ombudsperson shall, as part of the meeting, allow for a complete presentation of relevant facts by all parties. The child and/or his or her parent or guardian should be allowed to have assistance from a legal representative knowledgeable of federal and state laws pertaining to homeless students' educational rights. 5. DCFS will have the final say if a resolution cannot be determined.

Response from the approved prior year Consolidated District Plan.

In accordance with Federal law, should a dispute arise regarding a foster student, the following would occur: I) the child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute; II) the parent or guardian of the child or youth shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision; III) the child, youth, parent, or guardian shall be referred to the local educational agency liaison designated under paragraph (1)(3)(ii), who shall carry out the dispute resolution process as described in paragraph (1)(C) as expeditiously as possible after receiving notice of the dispute; and IV) in the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute. Additionally, The Dunlap School District complies with the Illinois State Plan and ISBE Policy: 1. Immediately enroll the student(s) and arrange for transportation and other services as appropriate. 2. With the involvement of the district's liaison, attempt to discuss the issues with the parent/youth to determine if more information can clear up the issues. Failing to accomplish that: 3. Issue a letter to the parent/guardian or youth explaining, with a degree of specificity, the district's position as to the homelessness-related dispute. In this letter, the district must also include referrals to free/reduced cost legal help and an outline of the dispute resolution procedure. The district must copy on such letter the applicable regional superintendent of schools and Illinois' Coordinator for the Education of Homeless Children and Youth ("State Coordinator"). 4. Refer the child or his or her parent or guardian to the fair and impartial ombudsperson appointed by the district's regional superintendent of schools (the "Ombudsperson"). The district's liaison should exercise responsibility for facilitating access to legal help and advocacy and other information and, upon knowledge that legal representation is obtained by a family or youth, the district (through its liaison or otherwise) shall appropriately work with such legal representative throughout the dispute resolution process. The Ombudsperson shall: be familiar with the educational rights and needs of homeless children; work with all parties to schedule a meeting, notifying such parties of the meeting's date, time and location; and, to the extent available, provide the parties with any requested resource information in advance of the meeting so as to enable a full and fair presentation of their respective positions in the dispute resolution process. If at all possible, such meeting should occur within 5 school days of the district's letter. The Ombudsperson shall, as part of the meeting, allow for a complete presentation of relevant facts by all parties. The child and/or his or her parent or guardian should be allowed to have assistance from a legal representative knowledgeable of federal and state laws pertaining to homeless students' educational rights. 5. DCFS will have the final say if a resolution cannot be determined.

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.

Annual mandatory training offered through Public School Works include courses titled "Homeless Education - Serving Students under McKinney-Vento" and "Implicit Bias and Cultural Responsiveness for Educators."

*Required field

Youth in Care Stability Plan Development

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

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

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

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

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

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

Determined on a case-by-case basis, the Director of Student Services and Director of Transportation work with families to determine the best plan to ensure minimal disruption to the existing transportation plan, and ensure a timely commute of a foster student from his or her home to their home school within our district. The factors that we will take into consideration are location and appropriate time to get to and from school. We will meet and work with the student's guardian and all involved to ensure a discussion of the best interest of the child is reviewed.

Response from the approved prior year Consolidated District Plan.

Determined on a case-by-case basis, the Director of Student Services and Director of Transportation work with families to determine the best plan to ensure minimal disruption to the existing transportation plan, and ensure a timely commute of a foster student from his or her home to their home school within our district. The factors that we will take into consideration are location and appropriate time to get to and from school. We will meet and work with the student's guardian and all involved to ensure a discussion of the best interest of the child is reviewed.

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

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

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

- ☐ h. Other - describe
- ☐ i. Other - describe
- ☐ j. Other - describe

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

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

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

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

The Dunlap School District will examine and determine the most efficient use of resources (human, financial, etc.) to ensure that a foster student is transported from his or her residence to his or her home school within our district boundaries. The funding options to look into and explore will be transportation cost with the director of transportation. The Director of Student Services will work closely with transportation and the assistant superintendent to ensure that local and state revenues are earmarked to be used in the creation of an established transportation plan, as well as: 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

Response from the approved prior year Consolidated District Plan.

The Dunlap School District will examine and determine the most efficient use of resources (human, financial, etc.) to ensure that a foster student is transported from his or her residence to his or her home school within our district boundaries. The funding options to look into and explore will be transportation cost with the director of transportation. The Director of Student Services will work closely with transportation and the assistant superintendent to ensure that local and state revenues are earmarked to be used in the creation of an established transportation plan, as well as: 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

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.

Per Federal and State Law, should a dispute arise between DCFS and Dunlap School District, the Dunlap School District would: I) Determine a temporary transportation plan for the foster student. II) With the involvement of the Dunlap School District Director of Student Services, Director of Transportation, and DCFS liaison, attempt to discuss the issues in disagreement and determine each party's individual best solutions. III) Issue a letter to the parent/guardian of the youth, explaining with a degree of specificity, the district's position as to the homelessness-related transportation issue. The letter would include referrals to free/reduced-cost legal help and an outline of the dispute resolution procedure. IV) A suggested timeline will be given, outlining the considerations both DCFS and the Dunlap School District need in order to reach an agreement.

Response from the approved prior year Consolidated District Plan.

Per Federal and State Law, should a dispute arise between DCFS and Dunlap School District, the Dunlap School District would: I) Determine a temporary transportation plan for the foster student. II) With the involvement of the Dunlap School District Director of Student Services, Director of Transportation, and DCFS liaison, attempt to discuss the issues in disagreement and determine each party's individual best solutions. III) Issue a letter to the parent/guardian of the youth, explaining with a degree of specificity, the district's position as to the homelessness-related transportation issue. The letter would include referrals to free/reduced-cost legal help and an outline of the dispute resolution procedure. IV) A suggested timeline will be given, outlining the considerations both DCFS and the Dunlap School District need in order to reach an agreement.

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

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

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

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

The Dunlap School District will examine current transportation plans and select the option that will provide reasonable transportation for the target foster child with minimal impact to the existing plan. The Director of Transportation will contact the necessary out-of-district counterparts if an exchange needs to happen at the district or county level, and the Director of Student Services will ensure that the temporary plan is communicated to the foster family. A tentative timeline to a permanent solution and transportation plan will be communicated as well, and the Director of Student Services will ensure that the Director of Transportation has determined the best solution to the dispute. The school of origin is responsible for transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

The Dunlap School District will examine current transportation plans and select the option that will provide reasonable transportation for the target foster child with minimal impact to the existing plan. The Director of Transportation will contact the necessary out-of-district counterparts if an exchange needs to happen at the district or county level, and the Director of Student Services will ensure that the temporary plan is communicated to the foster family. A tentative timeline to a permanent solution and transportation

plan will be communicated as well, and the Director of Student Services will ensure that the Director of Transportation has determined the best solution to the dispute. The school of origin is responsible for 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 Director of Student Services will act as the district liaison and contact person for any foster student and communicate the plan to the necessary parties throughout the district, on a case-by-case basis. This would include, but is not limited to, the following individuals: a) Building principal and assistant principal(s), if applicable b) Building secretaries c) Individual teachers d) Support staff, if provided as part of a student's IEP or 504 Plan. At the beginning of each semester, the Foster Care Transportation Plan will be emailed out to staff so they are aware of the process and can initiate when they become aware of a student who is eligible or believes may be eligible.

Response from the approved prior year Consolidated District Plan.

The Director of Student Services will act as the district liaison and contact person for any foster student and communicate the plan to the necessary parties throughout the district, on a case-by-case basis. This would include, but is not limited to, the following individuals: a) Building principal and assistant principal(s), if applicable b) Building secretaries c) Individual teachers d) Support staff, if provided as part of a student's IEP or 504 Plan. At the beginning of each semester, the Foster Care Transportation Plan will be emailed out to staff so they are aware of the process and can initiate when they become aware of a student who is eligible or believes may be eligible.

*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

422 English Learners (ELs) are in the district

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

Last Name*

Miller

Phone*

309 243 8700

First Name*

Amelia

Middle Initial

Email*

amiller@dunlapcUSD.net

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.

*Required field

Attendance Center Enrollment Information

Instructions

422 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	Grade Span	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 Language Codes Alphabetical
			TBE	TPI	Parent Refusal	1	2	3	4	5	6	ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement	ELS-TBE or ELS-VIT Endorsement	
1.	Banner Elementary School	K-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6	0	0	0		
2.	Dunlap Grade School	Prek-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	0	0	0		
3.	Dunlap High School	9-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	0	0	0		
4.	Dunlap Middle School	6-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4	0	0	0		
5.	Dunlap Valley Middle School	6-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	0	0	0		
6.	Hickory Grove Elementary School	Prek-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	10	0	0	0			
7.	Ridgeview Elementary School	Prek-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9	0	0	0			
8.	Wilder-Waite Grade School	K-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	0	0	0			
9.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
21.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
22.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
23.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
24.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
25.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

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)

"Peoria Education Reg for Empl Trng" is not an attendance center in our boundaries (this was noted on the checklist and we have never included such a facility).Bilingual teacher licensure is being completed by the teacher at Hickory Grove who speaks both Arabic and English.

*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.

422 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
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	10/13/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50
<input type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Language Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to EL Students with Disabilities		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Program Standards	10/13/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50
<input checked="" type="checkbox"/> District Identification Assessment	10/13/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50
<input type="checkbox"/> Program Design		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Spanish Language Arts		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

*Required field

BSP TBE Requirements

Instructions

422

English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Does your district offer a TBE program?

YesNo

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

YesNo

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.

YesNo

[Part-Time Transitional Bilingual Education \(TBE\) Placement](#)

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

YesNo

Comments:

*Required field

TBE Parent Advisory Committee

Instructions

422

English Learners (ELs) are in the district

Does your district offer a TBE program?

YesNo

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	Amelia Miller	Role	ESL Coordinator	Language(s)	English	Telephone	309	243	8700
Street	2906 N Bigelow	City	Peoria	State	IL	Zip+4	61604		
Committee Member	Brett Nelson	Role	(P)	Language(s)	English	Telephone	309	657	8755
Street	2007 W Geneva Road	City	Peoria	State	IL	Zip+4	61615		
Committee Member	Hiba Chalabi	Role	(P)	Language(s)	English, Arabic	Telephone	309	210	5261
Street	2401 W Alta Road	City	Peoria	State	IL	Zip+4	61615		
Committee Member	Blanca Lares	Role	(P)	Language(s)	English, Spanish	Telephone	309	322	5567
Street	2401 W Alta Road Apt. B18000-02	City	Peoria	State	IL	Zip+4	61615		
Committee Member	Melissa Evans	Role	(P)	Language(s)	English	Telephone	309	502	1114
Street	10423 Churchill Dr	City	Peoria	State	IL	Zip+4	61615		
Committee Member	Jennifer Barajas	Role	(P)	Language(s)	English	Telephone	714	673	4148

Street	7084 N Aycliffe Dr	City	Peoria	State	IL	Zip+4	61614
Committee Member	Ying-Chih Sun	Role	(P)	Language(s)	English, Mandarin	Telephone	626 873 6655
Street	1801 W Cherry Bud Dr Apt 8101	City	Peoria	State	IL	Zip+4	61615
Committee Member	Rosy Mpiana	Role	(P)	Language(s)	English, French	Telephone	309 299 1826
Street	7150 N Terra Vista Dr Apt 1302	City	Peoria	State	IL	Zip+4	61615
Committee Member	Marla Garcia	Role	(T)	Language(s)	English	Telephone	309 243 8711
Street	217 N. Indiana	City	Morton	State	IL	Zip+4	61550
Committee Member	Maisoun Mohamed	Role	(T)	Language(s)	English, Arabic	Telephone	309 243 8711
Street	2920 W. School St.	City	Peoria	State	IL	Zip+4	61615

☒ 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:

Amelia Miller

Date: 01/01/2025

☒ 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:

Amelia Miller

Date: 01/01/2025

* 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.

Projected Dates
Meeting (7/1/2025 - 6/30/2026)

Activity

- | | | |
|----|------------|---|
| 1. | 09/24/2025 | Bilingual Advisory Committee Training (required activity). |
| 2. | 11/06/2025 | Community Resource Presentation (groups available for specific languages, such as a Peoria Area Telegu Association) will be showcased as resource |
| 3. | 02/21/2026 | New community resource presentation and review of BSP for SY 2026 |
| 4. | 04/15/2026 | New community resource presentation, ESL Summer School plan discussion, SY 27 resource discussion |

Comments:

☐ 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):

- ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
- provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
- participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
- coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- collaborate with the State or local child welfare agency to
 - designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
 - ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
 - The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - the local educational agency agrees to pay for the cost of such transportation; or
 - the local educational agency and the local child welfare agency agree to share the cost of such transportation; and

- ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
- in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
- Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
- 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;
- 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
- 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.
- 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.
- 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.
- 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.
- 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

☐ 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:

- 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=35598&ChapterID=7>

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

<https://ilga.gov/commission/icar/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, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan, or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

v.01.31.2024

Assurances

Instructions

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

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

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

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

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

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

v.09.08.2021

Not calling IWAS Web Service

Signature of School District Superintendent / Agency Administrator

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

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

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

Application was created on:

4/10/2025

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

This Application has not been submitted

Page Review Status Instructions

☒ Expand All

Consolidated District Plan

Page Status

Open Page
for editing

[Consolidated District Plan](#)

Contact Information	OPEN	<input type="checkbox"/>
Needs Assessment and Programs	OPEN	<input type="checkbox"/>

[Plan Specifics](#)

Needs Assessment Impact	OPEN	<input type="checkbox"/>
Stakeholders	OPEN	<input type="checkbox"/>
Private Schools Participation	OPEN	<input type="checkbox"/>
Preschool Coordination	OPEN	<input type="checkbox"/>
Student Achievement	OPEN	<input type="checkbox"/>
College and Career	OPEN	<input type="checkbox"/>
Professional Development	OPEN	<input type="checkbox"/>
Safe Learning Environment	OPEN	<input type="checkbox"/>

[Title I Specific Pages](#)

Title I Specific - Part One	OPEN	<input type="checkbox"/>
Title I Specific - Part Two	OPEN	<input type="checkbox"/>
IDEA Specific Requirements	OPEN	<input type="checkbox"/>

[Youth in Care Stability Plan](#)

Youth in Care Stability Plan Contacts	OPEN	<input type="checkbox"/>
Best Interest Determination Plan	OPEN	<input type="checkbox"/>
Youth In Care Transportation Plan	OPEN	<input type="checkbox"/>

[Bilingual Service Plan](#)

[BSP Plan Specifics](#)

BSP Program Contact	OPEN	<input type="checkbox"/>
Attendance Center Enrollment Information	OPEN	<input type="checkbox"/>
BSP Professional Development	OPEN	<input type="checkbox"/>
BSP TBE Requirements	OPEN	<input type="checkbox"/>
BSP Parent Advisory Committee	OPEN	<input type="checkbox"/>

[Assurance Pages](#)

Plan Assurances	OPEN	<input type="checkbox"/>
State Assurances	OPEN	<input type="checkbox"/>
Debarment	OPEN	<input type="checkbox"/>
Lobbying	OPEN	<input type="checkbox"/>
GEPA 442	OPEN	<input type="checkbox"/>
AssurancesText	OPEN	<input type="checkbox"/>

Save

Selectable Application Print

Request Print Job

☐ [_Consolidated District Plan](#)

Requested Print Jobs

[Requested by MattAndrewsD323 on 4/11/2025](#)

Completed Print Jobs