

Applicant: DIXON USD 170

County: Lee

Consolidated District Plan ▼

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 27-CDP-00-47-052-1700-22

**Overview**

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

**PROGRAM:** Consolidated District Plan

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

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

**FY 2027**

**Included**

**Programs:**

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

**LEGISLATION:**

- [Every Student Succeeds Act \(ESSA\)](#)
- [Individuals with Disabilities Education Act](#)
- [Rehabilitation Act](#)
- [Strengthening Career and Technical Education for the 21st Century Act](#)
- [Workforce Innovation and Opportunity Act](#)

[Head Start Act](#)

[McKinney-Vento Homeless Assistance Act](#)

[Adult Education and Family Literacy Act](#)

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

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

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

**Submission by April 1 is recommended.**

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

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

**INSTRUCTIONS:** [Instructions in PDF format](#)

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

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan

Contact Information

1. Contact Information for Person Completing This Form

Last Name*		First Name*	Middle Initial
<input type="text" value="Thorpe"/>		<input type="text" value="Crystal"/>	<input type="text" value="D"/>
Phone*	Extension	Email*	
<input type="text" value="815"/> <input type="text" value="934"/> <input type="text" value="9661"/>	<input type="text"/>	<input type="text" value="cthorpe@dps170.org"/>	

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

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

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

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address eq may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicar 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)All students, teachers, paraprofessionals, administrators, support personnel, and parents in the Dixon Public School District, in cooperation with LC gender, race, national origin, color, disability, age, or sexual orientation, will have equal access to all educational programs. All staff will receive training on an annual basis to ensure that all studer every aspect of the curriculum, including extra curricular activities. There are currently no barriers to prevent participation.

3. Bilingual Director (Administrator overseeing EL Services) Assurance

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

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

4. District Migrant Education Program Liaison

Last Name		First Name	Middle Initial
<input type="text" value="Stansford"/>		<input type="text" value="Doug"/>	<input type="text"/>
Phone	Extension	Email	
<input type="text" value="815"/> <input type="text" value="373"/> <input type="text" value="4966"/>	<input type="text"/>	<input type="text" value="dstansford@dps170.org"/>	

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

5. General Completion Instructions

- Work through the tabs from left to right. Save each page before moving to the next tab.
- Required fields on each page are dependent upon funding sources selected on the Needs Assessment and Programs tab.
- Many pages have notes at the bottom indicating for which programs the page is required.
- To determine if a page is required for the funding sources selected earlier in the application, save the page before completing and look for error messages. If none, the page is not program(s) selected.

**How to Complete Pages with Pre-populated Fields**

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

\*Required field, applicable for all funding sources

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## Amendments

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

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

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

\*Required field, applicable for all funding sources

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## Needs Assessment and Programs

[Instructions](#)

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

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

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

### 2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.\* [2]

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

([count] of 7500 maximum characters used)

The LEA will utilize federal funding to supplement meeting the needs of at risk students, prepare and implement specific school improvement plans, reduce class sizes, provide research based professional development to staff, ensure the safety of students and staff, ensure the needs are being met for students with disabilities, and ensure the needs were being met for our at-risk preschool students. In 2026-27SY, Title I Part A will focus on students in the areas of ELA and Math. Students will be benchmark tested three times annually and interventions will be assigned according to the needs identified by the data. Title I will address the needs of all students including sub groups where improvements will need to be made to remove Jefferson Elementary School from Comprehensive Status list, along with Madison Elementary School. School Improvement plans have been created, approved by the School Board in August, and will be put into action, for the 2026-27SY. Staff will work in Professional Learning Communities, staff will receive research based professional development, a student data system will be deployed to track student data, and a bench marking system will remain in place to measure ELA and math outcomes while establishing intervention groups. Title II is utilized to in the elementary grades to support instruction and improve test scores. Additionally, research based professional development is provided to staff in areas identified in the school improvement plans. We utilize Title IV to pay for a portion of our School Resource Officers' salaries. School safety and security is a top priority in light of our 2018SY school shooting. IDEA Part B Flow-through and preschool funds, in cooperation with LCSEA, will be used to support the programs and services provided for children with disabilities ages 3 through 21, including staff development, materials, equipment, fiscal services, therapy services, salaries/benefits, and general administration. IDEA Part B Flow Through funds will also be used to pay for services from Lee County Special Education Association (LCSEA), as well as other district purchased services, supplies and materials, equipment, technology, improvement of instruction services, educational media services, community services, and staff development. Funds paid to LCSEA will be used in the areas

of instructional salaries/benefits, general administration, supplies and materials, purchased services through Northern Illinois Association, which includes educational baseline hearing, vision, and OI/Multi services, audio baseline services, hearing supervision, audiological services, vision teaching, and specialized supports and training for autism, inclusion, behavior management, and effective teaching strategies. Additional staff development will include topics in the areas of inclusive education, LRE, and Dyslexia. Funds will be used to support students in the least restrictive environment (inclusive education, resource services, self-contained and resource classrooms), and the purchase of specialized materials, technology, supplies and materials, and equipment to support students in the learning environment. LCSEA provides four sections of Early Childhood Education for students ages 3 through 5, two Life Skills programs (one at the elementary level and one at the high school level), and a Transitions program for students ages 18 through 21. In addition, LCSEA provides speech and language therapy services, social worker services, school psychologists, and occupational and physical therapy to support students in the LCSEA programs and member district classrooms and programs. LCSEA also provides trainings and staff development in a variety of areas, including CPI, Dyslexia, and behavior management.

A needs assessment was conducted as part of the planning year activities in 2025-26SY with our state approved Learning Partners.

Response from the approved prior year Consolidated District Plan.

The LEA will utilize federal funding to supplement meeting the needs of at risk students, prepare and implement specific school improvement plans, reduce class sizes, provide research based professional development to staff, ensure the safety of students and staff, ensure the needs are being met for students with disabilities, and ensure the needs were being met for our at-risk preschool students. In 2025-26SY, Title I Part A will focus on students in the areas of ELA and Math. Students will be benchmark tested three times annually and interventions will be assigned according to the needs identified by the data. Title I will address the needs of all students including sub groups where improvements will need to be made to remove Jefferson Elementary School from Comprehensive Status list, along with Madison Elementary School. School Improvement plans have been created, approved by the School Board in August, and will be put into action, for the 2025-26SY. Staff will work in Professional Learning Communities, staff will receive research based professional development, a student data system will be deployed to track student data, and a bench marking system will remain in place to measure ELA and math outcomes while establishing intervention groups. Title II is utilized to in the elementary grades to support instruction and improve test scores. Additionally, research based professional development is provided to staff in areas identified in the school improvement plans. We utilize Title IV to pay for a portion of our School Resource Officers' salaries. School safety and security is a top priority in light of our 2018SY school shooting. IDEA Part B Flow-through and preschool funds, in cooperation with LCSEA, will be used to support the programs and services provided for children with disabilities ages 3 through 21, including staff development, materials, equipment, fiscal services, therapy services, salaries/benefits, and general administration. IDEA Part B Flow Through funds will also be used to pay for services from Lee County Special Education Association (LCSEA), as well as other district purchased services, supplies and materials, equipment, technology, improvement of instruction services, educational media services, community services, and staff development. Funds paid to LCSEA will be used in the areas of instructional salaries/benefits, general administration, supplies and materials, purchased services through Northern Illinois Association, which includes educational baseline hearing, vision, and OI/Multi services, audio baseline services, hearing supervision, audiological services, vision teaching, and specialized supports and training for autism, inclusion, behavior management, and effective teaching strategies. Additional staff development will include topics in the areas of inclusive education, LRE, and Dyslexia. Funds will be used to support students in the least restrictive environment (inclusive education, resource services, self-contained and resource classrooms), and the purchase of specialized materials, technology, supplies and materials, and equipment to support students in the learning environment. LCSEA provides four sections of Early Childhood Education for students ages 3 through 5, two Life Skills programs (one at the elementary level and one at the high school level), and a Transitions program for students ages 18 through 21. In addition, LCSEA provides speech and language therapy services, social worker services, school psychologists, and occupational and physical therapy to support students in the LCSEA programs and member district classrooms and programs. LCSEA also provides trainings and staff development in a variety of areas, including CPI, Dyslexia, and behavior management.

A needs assessment was conducted as part of the planning year activities in 2024-25SY with our state approved Learning Partners.

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

Braiding of  
Funds

Yes  No

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

Transfer of Funds

Yes  No

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

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

([count] of 7500 maximum characters used)

An extensive Internal Data Review was conducted with assistance from American Institute of Research in 2024-25SY at Jefferson and Madison Schools, as well as district wide in SY23, and comprehensive status support continued in 2025-26SY at Jefferson and Madison Schools and continues in SY27. Continuous Improvement practices focused in the 2025-26SY on coherence to district and school improvement plans, state expectations, and that CWD improved in ELA and math. Family and Community Engagement, as well as student learning, academic interventions, instructional programs, learning goals, and absenteeism were priorities in the 2025-26SY. All schools developed goals in student learning, family engagement, students receiving special education services, and students at risk of falling under grade level standards in 2025-26SY, and remain a high priority for our elementary schools. Utilization of our benchmark assessment, Renaissance STAR, will aide in monitoring student growth and will keep the District on target to support any sub group in need of support. All students, in all grade levels, are screened three times per year to measure current levels of performance. Students with identified needs are progress monitored at least monthly throughout the year to monitor growth in areas needing improvement. In the 2025-26 SY, the District implemented Educlimber as our data warehouse and provided MTSS data reports, allowing all stakeholders to better support all learners. The district completed the fourth year of Title school-wide assistance for our students during the 2025-26SY and all students that fall below the 80th percentile will be considered for Title I services in 2026-27SY. Reading Intervention will continue to be a primary focus under Title I, and math intervention is the secondary focus. We completed our fourth year using a research-based ELA curriculum and our second year of a research-based math curriculum in 2025-26SY. ELA curriculum was purchased K-8 and math K-12, after an extensive vetting process that included having two teachers' pilot at each grade level K-8.

The district will continue the practice of screening incoming kindergarten students prior to entering kindergarten. The District will continue to use research-based interventions to address skill deficits and intervention times are scheduled to assure students do not miss out on core instruction in the classroom. Title I teachers provide a combination of push-in and walk-to services for students identified at-risk of failure. Students with language development deficits are identified through ELA screenings. Title I 1003A will address the needs of all students including sub groups where improvements will need to be made to remove the District's two Elementary Schools from the ESSA under performing school list. School Improvement plans have been created in the 2026-27SY planning year, and will be put into action during the 2026-27SY. The District will continue using a research-based math curriculum and interventions to address skill deficits and intervention times are scheduled to assure students do not miss out on core instruction in the classroom. Title I teachers provide a combination of push-in and walk-to services for students identified at-risk of failure. Staff will continue to work in Professional Learning Communities, staff received research based professional development, student data system will be utilized to track student data, and a bench-marking system will remain in place to measure ELA and math outcomes while establishing intervention groups. Title II is utilized to support instruction and improve test scores. Research based professional development is provided to staff in areas identified in the school improvement plans. Specifically, the best practices found in ELA and math instruction, Professional Learning Communities, and in addressing chronic absenteeism.

Providing our students with a safe learning environment is a high priority for the District and it is an area that has been identified as needing continued support by the need's assessment. We utilize Title IV to pay for a portion of our School Resource Officers' salaries. School safety and security continues to remain a top priority in light of the District's 2018 school shooting. In addition, Title IV funds will be used to provide staff development in the area of STEM.

Needs assessment results indicate a continuing need for occupational and physical therapy services, speech, language therapy services, and support staff services. Survey results indicate a continued need for professional development in inclusive education, differentiation of instruction, specialized instructional programs, instructional strategies, autism, Dyslexia, CPI, Conscious Discipline, and PBIS. Parent education and engagement was also indicated as an area of continued development. Specialized instructional materials, curriculum, equipment, and supplies to support inclusive education and individualized programming for students, as well as the need for assistive technology/software, are also areas indicated as needing continued support and development. LCSEA, the district's cooperative, provides four sections of Early Childhood Education for students ages 3 through 5. Needs assessment results indicate continuing need for occupational and physical therapy services, speech, and language therapy services, and support staff services for our preschool population. Survey results indicate a continued need for professional development in inclusive education, differentiation of instruction, specialized instructional programs, instructional strategies, autism, dyslexia, CPI, Conscious Discipline, and PBIS. Parent education is also indicated as an area of continued development. Specialized instructional materials, curriculum, equipment, and supplies to support inclusive education and individualized programming for preschool students, as well as the need for assistive technology/software are also areas indicated as needing continued support and development.

A needs assessment was conducted as part of the planning year activities in 2025-26SY.

**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

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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**Needs Assessment Impact**

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

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

List and describe other instruments and/or processes that were used in the needs assessment. Renaissance STAR Data for ELA and Math. Savvas, the learning partner chosen by the district completed a needs assessment with teachers, the principal, and assistant principal, in addition to observing in 15 classrooms from 8:00am-2:45pm on-site and conducting group debriefment to conclude the day.

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

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

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

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

Students receiving special education services are at risk of falling under grade level standards, remain a high priority for our elementary schools receiving Title I services. Data from the various need assessment information and will keep the District on target to support any sub group in need. The District moved to schoolwide assistance practices for the elementary buildings. All students Kindergarten or more below grade level (below the 40th percentile), receive Title I services. Reading intervention instruction is the District's primary focus under Title I, and math intervention is the secondary focus. Research based best practices with curriculum aligned to the Illinois State Priority Standards. Upon entering kindergarten, students are screened utilizing multiple research-based measures to identify students, in all grade levels, are screened three times per year to measure current levels of performance (above, meets, below, in need of intervention.) Students with identified needs are progressed on the research-based intervention used, throughout the year to monitor growth in areas needing improvement. Students are grouped according to individual skill deficits. Research-based intervention deficits. Intervention times are scheduled to ensure that all students receive core instruction in the classroom. Title I teachers provide a combination of push-in and walk-to services for students identified development deficits, as well as EL students, are identified through ELA screenings, as well as the ACCESS screener. These students receive specific language instruction utilizing a research-based language

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

Jefferson Elementary and Madison Elementary were identified as comprehensive schools in the 2022-23 SY and received 1003 funds to improve achievement. Beginning in the 2023-24 school year, the Building Leadership Team level to watch professional development training videos, continue to develop and utilize building School Improvement Plans, and plan for addressing areas of deficit in student engagement in the 2025-26 SY. Both schools will continue to work with an approved Learning Partner and hold staff trainings in the areas of ELA and math in the 2026-27 SY.

**C. Title I, Part D - Delinquent**

**D. Title I, Part D - Neglected**

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

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

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

The District needs assessment substantiates additional support for students with learning disabilities and those at risk of dropping below grade level standards. Title II is utilized to decrease class size instruction and improve test scores. Research based professional development is provided to staff in areas identified in the school improvement plans. Specifically, the best practices found in ELA and Communities, and in addressing chronic absenteeism. Current results indicated a need to help staff shift their mindset and Conscious Discipline will continue to be implemented K-5 in 2026-27 to help

**G. Title III - LIEP**

**H. Title III - ISEP**

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

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

Providing our students with a safe learning environment is a high priority for the District and it is an area that has been identified as needing continued support by the need's assessment. We utilize Officers' salaries. School safety and security is a top priority since our school shooting in SY18. Title IV funds will be used to purchase 1:1 technology for our students K-12 in preparation of providing classroom. In addition, Title IV funds will be used to provide staff with staff development in the area of STEM and Conscious Discipline, our adopted brain-based, social emotional mindset, to help all

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

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

Needs assessment results indicate a continuing need for occupation and physical therapy services, speech, language therapy services, and support staff services. Survey results indicate a continued education, differentiation of instruction, specialized instructional programs, instructional strategies, autism, Dyslexia, CPI, PBIS, and Conscious Discipline. Parent education and engagement was also Specialized instructional materials, curriculum, equipment, and supplies to support inclusive education and individualized programming for students, as well as the need for assistive technology/softw continued support and development. Parent education is also indicated as ab area of continued development. Specialized instructional materials, curriculum, equipment, and supplies to support inclu for preschool students, as well as the need for assistive technology/software are also areas indicated as needing continued support and development.

**L. IDEA, Part B - Preschool**

LCSEA, the district's cooperative, provides four sections of Early Childhood Education for students ages 3 through 5. Needs assessment results indicate continuing need for occupational and physical services, and support staff services for our preschool population. Survey results indicate a continued need for professional development in inclusive education, differentiation of instruction, specialize autism, dyslexia, CPI, PBIS, and Conscious Discipline.

**Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected

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Table with 10 columns: Needs Assessment Impact, Stakeholders, Parent and Family Engagement, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific. Includes a link for Instructions.

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

District Goal(s):

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

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

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

Program Footnotes:

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

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

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

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

[[count] of 7500 maximum characters used)

The school improvement plans dictate how local money and supplemental grant money is utilized with the expressed purpose of improving learning and instruction for students. Work groups for these sessions included general education teachers, special education teachers, reading specialists, BOE members and administrators. Parent input came in the form of surveys with the most substantial being 5 Essentials. The school improvement teams took into consideration perceived areas of weakness according to these parent surveys and many of these areas became part of the overall school plans.

The Grant Coordinator meets quarterly with reading specialists, paraprofessionals, student resource officers, principals, and the Director of Lee County Special Education Association to discuss measurable outcomes as a result of supplemental grants. Measurable outcomes are found in this group's artifacts, data, and shared successes of each particular area.

Starting at the end of each school year, the Assistant Superintendent, and Title I Grant Writer, meets with the elementary principals and certified Title I Reading staff to assess the current program. In this initial meeting, the pros and cons of the current Title I program are discussed.

The Bilingual Director, the Assistant Superintendent, meets with the EL Director throughout the year to review data and address the needs of the EL student population. Additional staff will be named beginning SY27 to support the EL population at DPS #170.

The Homeless Liason, the Assistant Superintendent, meets with all building principals and the Title I Grant Writer to discuss and ensure all students receive all supplies and supports needed for the upcoming school year.

#### Response from the prior year Consolidated District Plan.

The school improvement plans dictate how local money and supplemental grant money is utilized with the expressed purpose of improving learning and instruction for students. Work groups for these sessions included general education teachers, special education teachers, reading specialists, BOE members and administrators. Parent input came in the form of surveys with the most substantial being 5 Essentials. The school improvement teams took into consideration perceived areas of weakness according to these parent surveys and many of these areas became part of the overall school plans.

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Starting at the end of each school year, the Assistant Superintendent, and Title I Grant Writer, meets with the elementary principals and certified Title I Reading staff to assess the current program. In this initial meeting, the pros and cons of the current Title I program are discussed.

The Bilingual Director, the Assistant Superintendent, meets with the EL Director throughout the year to review data and address the needs of the EL student population. Additional staff will be named beginning SY26 to support the EL population at DPS #170.

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

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

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

([count] of 7500 maximum characters used)

Parents and guardians of current students are an integral part of effective planning in our school and district improvement planning efforts. School and district improvement teams consist of parents, teachers, school board members, therapists, social workers and community members in an effort to facilitate a more diverse and complete planning process. Parents are encouraged to complete surveys so that their perspectives can be utilized to address school needs. Parents are involved in numerous other short term district planning committees. Parents are recruited through newsletters and face to face contact for participation on District and School Improvement Planning Teams. Programs, activities, and procedures are described in the district-level and school-level compacts. DPS #170 is implementing Title I Parent Engagement nights quarterly for the 2026-27 SY at our elementary buildings.

#### Response from the prior year Consolidated District Plan.

Parents and guardians of current students are an integral part of effective planning in our school and district improvement planning efforts. School and district improvement teams consist of parents, teachers, school board members, therapists, social workers and community members in an effort to facilitate a more diverse and complete planning process. Parents are encouraged to complete surveys so that their perspectives can be utilized to address school needs. Parents are involved in numerous other short term district planning committees. Parents are recruited through newsletters and face to face contact for participation on District and School Improvement Planning Teams. Programs, activities, and procedures are described in the district-level and school-level compacts.

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

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

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

([count] of 7500 maximum characters used)

Parents will be given the opportunity to engage with schools in the form of parent/teacher conference in both the fall and spring, family learning events in all four quarters, assisting in the schools or classrooms, committee work, open houses, and attending family learning events that will address the arts, mathematics, science, and ELA. Additionally, parents are a critical member of our IEP teams and assist in the development of Individualized Education Programs for their student(s). The District's EL Coordinator will provide EL screenings for our EL students, administer scientifically based interventions, and meet with parents of our EL students quarterly.

#### Response from the prior year Consolidated District Plan.

Parents will be given the opportunity to engage with schools in the form of parent/teacher conferences, family learning events, assisting in the schools or classrooms, committee work, and open houses. Family learning events will address the arts, mathematics, science, and ELA. Additionally, parents are a critical member of our IEP teams and assist in the development of Individualized Education Programs for their student(s). The District's EL Coordinator will provide EL screenings for our EL students, administer scientifically based interventions, and meet with parents of our EL students quarterly. Additionally, parents are a critical member of our IEP teams and assist in the development of Individualized Education Programs for their students.

#### Title I Requirement:

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

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

#### Title III Requirement:

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

#### Legislative References:

[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)

[2] Title I, Part A, Section 1116(a)(2)

[3] Title I, Part A, Section 1116(a)(2) and Section 1112(b)(7)

\*Required field

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

Applicant: DIXON USD 170  
Application: 2026-2027 Consolidated District Plan - 00  
Cycle: Original Application  
Project Number: 27-CDP-00-47-052-1700-22

County: Lee

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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**Parent and Family Engagement**

**ESEA Section 1116(a)(2)**

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

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

**Resources:**

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

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

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

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

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

**How To Upload A File**

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

Choose File No file chosen

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

- [Parent and Family Engagement.docx](#)
- [School-wide title I parent teacher student compact.docx](#)
- [School-wide title I presentation \(2\).pdf](#)
- [TITLE I PARENT sign in.doc](#)

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

\*Required field

# Consolidated District Plan

[Close Printer Friendly Page](#)

## Private School Participation

[File Upload instructions are linked below. Click here for general page instructions.](#)

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

NOTE: This page may remain blank if no private schools are listed or participating in the programs

NOTE: This page is not applicable to state schools or state-authorized charter schools.

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

### Consultation Requirements:

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

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

Will Private Schools participate in the Program?

Yes  No

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

Yes  No  N/A

[Nonpublic School Consultation Form](#)

[Nonpublic School Participation List Form](#)

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

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
Faith Christian School	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text" value="9"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="239"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="239"/>	<input type="button" value="Choose File"/> No...sen Delete File: <input type="checkbox"/> <a href="#">FCS 2026-27 title grant.pdf</a>
St. Mary's Elementary & Junior Hig	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text" value="8"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="164"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="164"/>	<input type="button" value="Choose File"/> No...sen Delete File: <input type="checkbox"/> <a href="#">scan cthorpe 2026-06-12-11-22-24.pdf</a>
St. Anne's School	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number	<input type="button" value="Choose File"/> No...sen Delete File: <input type="checkbox"/> <a href="#">St. Anne's 2026-27 grant</a>

Student(s):

18

Student(s):

80

Student(s):

80

[application.pdf](#)

Comments:

Applicant: DIXON USD 170
Application: 2025-2027 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 27-CDP-00-47-052-1700-22

County: Lee

Consolidated District Plan

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Table with 10 columns: Needs Assessment Impact, Stakeholders, Parent and Family Engagement, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific

Preschool Coordination

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

ISBE Goals:

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

District Goal(s):

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

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

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan r
If the district does not offer early childhood education programs, enter
No Preschool Programs

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

([count] of 7500 maximum characters used)

The district hosts two Preschool For All classrooms with four half day classes. In addition, our special education cooperative (Lee County Special Education Association) hosts two Early Childh programs are located in our current Pre-K through 1st grade attendance center. Pre-K students that have IEPs are supported within the general education classroom and inclusion practices ar classroom utilize the research based Creative Curriculum as well as utilize the assessment tool, Teaching Strategies Gold. Pre-K classes participate in all school activities that include a schedu assemblies. PFA students receive instruction in our Social Emotional Curriculum, Second Step, and participate in learning school-wide PBIS expectations via "Cool Tools." Students departing e are screened prior to the start of kindergarten. Transition meetings and tours are given at the conclusion of each school year. Parents of Preschool children meet with the school principal to di while students are assessed in advance for initial programming assistance.

Response from the approved prior year Consolidated District Plan.

The district hosts two Preschool For All classrooms with four half day classes. In addition, our special education cooperative (Lee County Special Education Association) hosts two Early Childh programs are located in our current Pre-K through 1st grade attendance center. Pre-K students that have IEPs are supported within the general education classroom and inclusion practices ar classroom utilize the research based Creative Curriculum as well as utilize the assessment tool, Teaching Strategies Gold. Pre-K classes participate in all school activities that include a schedu assemblies. PFA students receive instruction in our Social Emotional Curriculum, Second Step, and participate in learning school-wide PBIS expectations via "Cool Tools." Students departing e are screened prior to the start of kindergarten. Transition meetings and tours are given at the conclusion of each school year. Parents of Preschool children meet with the school principal to di while students are assessed in advance for initial programming assistance.

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

Applicant: DIXON USD 170  
 Application: 2026-2027 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 27-CDP-00-47-052-1700-22

County: Lee

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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**Student Achievement and Timely Graduation**

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

**ISBE Goals:**

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

**District Goal(s):**

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

**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 it**

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

([count] of 7500 maximum characters used)

using benchmark tools and common assessments to measure student learning and teacher effectiveness. Every student will be benchmark assessed three times yearly, at a minimum, and re Students receiving remediation will be progress monitored monthly, at a minimum, to evaluate the success of specific interventions. All students, including students with disabilities, will have content. Specialized instruction, curriculum, and supports are provided to students, as required in IEPs. We will continue to follow Title school-wide assistance practices for each of the district through 5th grade, who are at the 40th percentile or below, will be considered for Title services. Reading intervention instruction is the District's primary focus under Title I, and math intervene literacy program that uses research based best practices with curriculum aligned to the Illinois State Priority Standards. Upon entering kindergarten, students are screened utilizing multiple r performance. All students in all grade levels are screened three times per year to measure current levels of performance. Students with identified needs are progress monitored at least mont improvement. Students are grouped according to individual skill deficits and research based interventions and instruction are utilized to address these skill deficits. Intervention times are sch the classroom. Title I teachers provide a combination of push-in and walk-to services for students identified at-risk of failure. Students with language development deficits, as well as ELL stud screener. These students receive specific language instruction utilizing a research based language development program.

Response from the prior year Consolidated District Plan.

Staff will follow the scope and sequence outlined in the Savvas math, Amplify ELA, science, and social studies curriculum at each grade level. The district will implement materials to be utilize common assessments to measure student learning and teacher effectiveness. Every student will be benchmark assessed three times yearly, at a minimum, and receive remediation/enrichme remediation will be progress monitored monthly, at a minimum, to evaluate the success of specific interventions. All students, including students with disabilities, will have access to the gene instruction, curriculum, and supports are provided to students, as required in IEPs. We will continue to follow Title school-wide assistance practices for each of the district's buildings for the F are at the 40th percentile or below, will be considered for Title services. Reading intervention instruction is the District's primary focus under Title I, and math intervention instruction is the F uses research based best practices with curriculum aligned to the Illinois State Priority Standards. Upon entering kindergarten, students are screened utilizing multiple research based measur students in all grade levels are screened three times per year to measure current levels of performance. Students with identified needs are progress monitored at least monthly throughout th Students are grouped according to individual skill deficits and research based interventions and instruction are utilized to address these skill deficits. Intervention times are scheduled to assu Title I teachers provide a combination of push-in and walk-to services for students identified at-risk of failure. Students with language development deficits, as well as ELL students, are identi students receive specific language instruction utilizing a research based language development program.

**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, applicable to the district. [2]**

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

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Response from the prior year Consolidated District Plan.

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**3. Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional he language standards. This includes a description of any additional and supplemental instructional assistance designed to assist English learners and immigrai develop language proficiency, as applicable.\* [3]**

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

([count] of 7500 maximum characters used)

Students identified as not meeting academic standards are provided core instruction five days a week with their grade level peers. In addition to the direct instruction, they are provided rese days per week. Each elementary building has a certified reading teacher and reading paraprofessionals to deliver reading and/or math interventions to small groups of students needing addit weeks, 4 days per week, at 225-minutes per day for students who still have not achieved and maintained grade level standards. Language development deficits have been identified as an iss focused on increasing and building language skills has been a focused effort over the last several years. Early intervention, at the kindergarten and first grade level, has been the primary foci screened using the ACCESS test and receive direct services from the EL Coordinator and/or receive the research based program Grapeseed, a language acquisition program.

Response from the prior year Consolidated District Plan.

Students identified as not meeting academic standards are provided core instruction five days a week with their grade level peers. In addition to the direct instruction, they are provided rese days per week. Each elementary building has a certified reading teacher and reading paraprofessionals to deliver reading and/or math interventions to small groups of students needing addit weeks, 5 days per week, at 120-minutes per day for students who still have not achieved and maintained grade level standards. Language development deficits have been identified as an iss focused on increasing and building language skills has been a focused effort over the last several years. Early intervention, at the kindergarten and first grade level, has been the primary foci screened using the ACCESS test and receive direct services from the EL Coordinator and/or receive the research based program Grapeseed, a language acquisition program.

**4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning. Includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English Language Learners. [4]**

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

([count] of 7500 maximum characters used)

We have staff in place that have a primary role of teaching small group reading, and or math, to meet the needs of students identified as performing below grade level standards (Below the 4th grade level). Multiple interventions and reading strategies as well as ELA best practices. Title I staff received PD, and/or college level coursework, in the areas of guided reading, language development, and Development Teams meet monthly to align curriculum throughout the District and buildings. Title I teachers provide professional development to classroom teachers in effective implementation improvement days after school in Professional Learning Communities. Title I teachers attend the ESSA Conference, Illinois Reading Conference, and other workshops tied to instructional and curriculum enhancement occurs throughout the year during school improvement days. Special education teachers and related service personnel provide specialized instruction, services, and optimal progress in all facets of the educational environment.

Response from the prior year Consolidated District Plan.

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**5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at high schools, or out-of-field teachers. [5]**

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

([count] of 7500 maximum characters used)

We have staff in place that have a primary role of teaching small group reading, and or math, to meet the needs of students identified as performing below grade level standards (Below the 4th grade level). Multiple interventions and reading strategies as well as ELA best practices. Title I staff received PD, and/or college level coursework, in the areas of guided reading, language development, and Development Teams meet monthly to align curriculum throughout the District and buildings. Title I teachers provide professional development to classroom teachers in effective implementation improvement days after school in Professional Learning Communities. Title I teachers attend the ESSA Conference, Illinois Reading Conference, and other workshops tied to instructional and curriculum enhancement occurs throughout the year during school improvement days. Special education teachers and related service personnel provide specialized instruction, services, and optimal progress in all facets of the educational environment.

Response from the prior year Consolidated District Plan.

We have staff in place that have a primary role of teaching small group reading, and or math, to meet the needs of students identified as performing below grade level standards (Below the 4th grade level). Multiple interventions and reading strategies as well as ELA best practices. Title I staff received PD, and/or college level coursework, in the areas of guided reading, language development, and Development Teams meet monthly to align curriculum throughout the District and buildings. Title I teachers provide professional development to classroom teachers in effective implementation improvement days after school in Professional Learning Communities. Title I teachers attend the ESSA Conference, Illinois Reading Conference, and other workshops tied to instructional and curriculum enhancement occurs throughout the year during school improvement days. Special education teachers and related service personnel provide specialized instruction, services, and optimal progress in all facets of the educational environment.

**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. [6]**

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

Currently the district maintains school libraries and supporting technology labs with instructional programming that supports digital literacy as it applies to the Illinois Learning Standards and

Response from the prior year Consolidated District Plan.

Currently the district maintains school libraries and supporting technology labs with instructional programming that supports digital literacy as it applies to the Illinois Learning Standards and

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

([count] of 7500 maximum characters used)

The district currently has an Accelerated Education Program for students in 3rd through 8th grades. This consists of self contained Accelerated classrooms at 3rd through 5th grade and Accelerated through 8th grades. At the high school level gifted and talented students have access to a variety of honors coursework, Dual Credit and AP programming. Students are identified by utilizing assessments, and teacher recommendations.

Response from the prior year Consolidated District Plan.

The district currently has an Accelerated Education Program for students in 3rd through 8th grades. This consists of self contained Accelerated classrooms at 3rd through 5th grade and Accelerated through 8th grades. At the high school level gifted and talented students have access to a variety of honors coursework, Dual Credit and AP programming. Students are identified by utilizing assessments, and teacher recommendations.

**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

Applicant: DIXON USD 170  
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 Cycle: Original Application  
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County: Lee

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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**College and Career Readiness**

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

**ISBE Goals:**

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success 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 acac
- 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

**District Goal(s):**

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

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

Middle School and High School teachers work together on Curriculum Development Teams to align curriculum and assessments and to communicate expectations for the transition to the I- identified as at risk for failure at the high school level. Transition teams include current middle school teachers as well as receiving high school teachers to assure appropriate transition ser students take transition tours of the high school while receiving planning assistance from guidance counselors. The High School staff meets regularly with the local community college to di requirements. We offer multiple dual credit courses in conjunction with the local community college as well as multiple AP courses. We utilize career cruising and host career education day through the guidance office. Students also have access to career and technical education programs and business internships. The District's Pathways Program will provide HS students, tha trained teachers throughout the District.

Response from the approved prior year Consolidated District Plan.

Middle School and High School teachers work together on Curriculum Development Teams to align curriculum and assessments and to communicate expectations for the transition to the I- identified as at risk for failure at the high school level. Transition teams include current middle school teachers as well as receiving high school teachers to assure appropriate transition ser students take transition tours of the high school while receiving planning assistance from guidance counselors. The High School staff meets regularly with the local community college to di requirements. We offer multiple dual credit courses in conjunction with the local community college as well as multiple AP courses. We utilize career cruising and host career education day through the guidance office. Students also have access to career and technical education programs and business internships. The District's Pathways Program will provide HS students, tha trained teachers throughout the District.

**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 opportuniti demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry profession**

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

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

[[count] of 7500 maximum characters used)

The district currently offers both Woods and Metals programs at the high school with a full array of career and technical education available off campus through the Whiteside Area Career i Students can sign up for the student worker program during their junior and senior years. A variety of opportunities are provided to expose students to careers throughout our community. at Dixon High School and at Sauk Valley Community College. Sauk Valley Community College and Dixon High School will work collaboratively to provide Dixon High School students the opj agricultural field by providing hands on, as well as, classroom experiences in this area. Dixon High School also offers an education pathway endorsement for students interested in explorin

Response from the approved prior year Consolidated District Plan.

The district currently offers both Woods and Metals programs at the high school with a full array of career and technical education available off campus through the Whiteside Area Career i Students can sign up for the student worker program during their junior and senior years. A variety of opportunities are provided to expose students to careers throughout our community. at Dixon High School and at Sauk Valley Community College. Sauk Valley Community College and Dixon High School will work collaboratively to provide Dixon High School students the opj agricultural field by providing hands on, as well as, classroom experiences in this area. Dixon High School also offers an education pathway endorsement for students interested in explorin

**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

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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**Professional Development - Highly Prepared and Effective Teachers and School Leaders**

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

**ISBE Goals:**

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

**District Goal(s):**

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

For each program for which funding is anticipated for the 2026-2027 school year, provide a brief description of professional development activities to be funded by

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

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

**Program and Description**

A. Title I, Part A - Improving Basic Programs

K-12 staff members will be provided with professional development in the areas in ELA, math, and social-emotional areas. This professional development will also align with district and budget goals.

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

Building School improvement plans were created and address areas of deficit in attendance, academics, culture & climate, and parental engagement in the 2026-27 SY. Schools will receive professional development from curriculum and learning partners twice in the 2026-27 SY (Amplify and Savvas.)

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

Professional development will be provided in the areas that align to the district and school improvement plans. Staff will also receive professional development that aligns with the district's readiness program.

G. Title III - LIEP

H. Title III - ISEP

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

To support our goal of improving student learning and elevating educators, the district will prioritize professional development in STEM with a specific focus on mathematics. During the 2026-27 SY, we will provide training on the EnVision curriculum from Savvas to ensure consistent instructional delivery. Professional development will center on the effective use of common formative assessments and materials by all grade-level teachers to ensure horizontal alignment. Additionally, we will facilitate vertical articulation sessions to ensure our mathematics curriculum remains cohesive and aligned across grades. Any relevant professional development opportunities will be extended to participating private school staff to ensure equitable access to these instructional improvements.

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

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

Needs assessment information indicates a continued need for professional development in inclusive education, cooperative teaching, specialized instructional strategies, neuro-divergent or gifted students, and social-emotional learning.

L. IDEA, Part B - Preschool

Needs assessment indicates a need for professional development in inclusive education, blended classroom approach, cooperative teaching, specialized instructional strategies, dyslexia, and social-emotional learning.

**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

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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**Safe and Healthy Learning Environment**

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

**ISBE Goals:**

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

**District Goal(s):**

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

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

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

([count] of 7500 maximum characters used)

We mirror SB 100 requirements for all students across the district and expanded practices in Conscious Discipline K-5. All teams have been trained in all three elementary buildings and elementary schools have outside entities, most notably the YWCA, teach a unit on bullying. The District has piloted new social skills curriculum in SY26, and will be deciding on which curriculum in SY27, Second Step curriculum will continue to be utilized for the entire District. Students are taught social skills in whole class, small groups and one-on-one. Int emphasis on avoiding physical restraint. Staff development on positive student interactions, handling verbal interactions, and restorative justice have been offered to staff during School Improvement Days. Parental skill development opportunities are offered through school social workers, school counselors, or outside agencies. This is done in order to assist parents when there are school or home behavior issues. Restrictive discipline data is reviewed monthly by administration and the Board of Education. Disaggregated discipline data is provided monthly to all stakeholders in the Board of Education packet.

Response from the prior year Consolidated District Plan.

We mirror SB 100 requirements for all students across the district and expanded new practices in Conscious Discipline K-5. All teams have been trained in all three elementary buildings and schools have outside entities, most notably the YWCA, teach a unit on bullying. The District has adopted a consistent social skills curriculum (Second Step) for the entire District. Students on-one. Intervention teams in each building are trained on CPI with an emphasis on avoiding physical restraint. Staff development on positive student interactions, handling verbal interactions, School Improvement Days. Parental skill development opportunities are offered through school social workers, school counselors, or outside agencies. This is done in order to assist parents when there are school or home behavior issues. Restrictive discipline data is reviewed monthly by administration and the Board of Education. Disaggregated discipline data is provided monthly to all stakeholders in the Board of Education packet.

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

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

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

([count] of 7500 maximum characters used)

The district will provide homeless services as outlined under the McKinney-Vento Homeless Assistance Act. Students needing assistance with transportation, school lunch, tuition and housing. Additionally, school staff coordinate with other local service agencies to access needed services.

Response from the prior year Consolidated District Plan.

The district will provide homeless services as outlined under the McKinney-Vento Homeless Assistance Act. Students needing assistance with transportation, school lunch, tuition and housing. Additionally, school staff coordinate with other local service agencies to access needed services.

**Title I Requirement:**

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

**Legislative Requirements:**

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

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

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Table with 10 columns: Needs Assessment Impact, Stakeholders, Parent and Family Engagement, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific. Row 1: Title I Specific - Part One.

Title I Specific Requirements - Part Two

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

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

Input checkbox

1. School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or target 1111(d).\*

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 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)

Reading instruction and interventions have been the focus of professional development for our Title I and grade level staff. Administrators ensure consistency of curriculum and interventions receive a rigorous curriculum to close the achievement gap.

Jefferson Elementary and Madison Elementary are identified as Comprehensive Status. Each school will continue to meet with Building Leadership Teams and Savvas, the district chosen learn assess, plan, dissect, and discuss data to support all learners and improve instruction for Special Education students and Tier I students during the 2026-2027 school year.

Response from the approved prior year Consolidated District Plan.

Reading instruction and interventions have been the focus of professional development for our Title I and grade level staff. Administrators ensure consistency of curriculum and interventions receive a rigorous curriculum to close the achievement gap.

Jefferson Elementary and Madison Elementary are identified as Comprehensive Status. Each school will continue to meet with Building Leadership Teams and Savvas, the district chosen learn support all learners and improve instruction for Special Education students and Tier I students during the 2025-2026 school year.

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?

- Yes
No

3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the counted in the most recent census data, with respect to ALL school attendance centers in the LEA.\*

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

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

([count] of 7500 maximum characters used)

The schoolwide assistance program will provide additional instruction for students in our kindergarten through 5th grade classrooms across three elementary buildings. The goal of these three areas of reading and mathematics, with a primary focus on reading. Math assistance is provided to some students based on staff availability, which at this time is very minimal as all our Title assistance. Students determined to be at risk for failure, below the 40th percentile, will receive core instruction in the regular classroom plus 30 minutes of additional instruction in a scheduled educational services to local institutions or community day programs for neglected or delinquent children.

Response from the approved prior year Consolidated District Plan.

The schoolwide assistance program will provide additional instruction for students in our kindergarten through 5th grade classrooms across three elementary buildings. The goal of these three areas of reading and mathematics, with a primary focus on reading. Math assistance is provided to some students based on staff availability, which at this time is very minimal as all our Title assistance. Students determined to be at risk for failure, below the 40th percentile, will receive core instruction in the regular classroom plus 30 minutes of additional instruction in a scheduled educational services to local institutions or community day programs for neglected or delinquent children.

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

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

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

([count] of 7500 maximum characters used)

Schoolwide Program only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program only

**Title I Requirement:**

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

\*Required field

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

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 as applicable.**

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

Last Name*	First Name*	Position/Title*	Email*
Stansford	Doug	Assistant Superintendent	dstansford@
Phone*			
815	373	4966	

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*
Campbell	Marc	CBO	mcampbell@
Phone*			
815	373	4966	

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

3. Other personnel

Last Name	First Name	Position/Title	Email
Thorpe	Crystal	Jefferson Principal	cthorpe@d
Phone*			
815	934	9661	

Click here to add information for additional other personnel.

\*Required field

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

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 the 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 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. Students in foster care will remain in their home school of origin, if that is in the child's best interest. Best interest determinations should be based on the following considerations: child's preference, educational decision maker's preference, child's attachment to school community, placement of siblings, influence of school setting, to include safety, quality of services to meet educational and socioemotional needs, history of transfers, length of commute, and the ability of a school to meet the needs of a child's IEP, 504 or ELL services. Doug Stansford, Mr. Stansford, classroom teacher, school social workers, building/district administrators, transportation director, and DCFS case workers, will consider a variety of factors including: the best interest placement change, type of transportation available, traffic patterns, flexibility in school schedule, impact of extracurricular activities, as well as such factors as pre-existing transportation route, the district boundary hand-offs, alternatives not directly provided by the district, such as, contracted services, public transportation, or other options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, in the Best Interest Determination.

Title I funds will be utilized to provide the necessary transportation for students who are in foster care. In the event Title I funds are exhausted or unavailable, local transportation funds will be utilized. Response from the approved prior year Consolidated District Plan.

Students in foster care will remain in their home school of origin, if that is in the child's best interest. Best interest determinations should be based on the following considerations: child's preference, educational decision maker's preference, child's attachment to school community, placement of siblings, influence of school setting, to include safety, quality of services to meet educational and socioemotional needs, history of transfers, length of commute, and the ability of a school to meet the needs of a child's IEP, 504 or ELL services. Doug Stansford, Assistant Superintendent, is the assigned point of contact for the district. Mr. Stansford, classroom teacher, school social workers, building/district administrators, transportation director, and DCFS case workers, will consider a variety of factors including: the best interest placement change, type of transportation available, traffic patterns, flexibility in school schedule, impact of extracurricular activities, as well as such factors as pre-existing transportation route, the district boundary hand-offs, alternatives not directly provided by the district, such as, contracted services, public transportation, or other options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, in the Best Interest Determination.

Title I funds will be utilized to provide the necessary transportation for students who are in foster care. In the event Title I funds are exhausted or unavailable, local transportation funds will be utilized.

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.

Children with disabilities under IDEA, and students with disabilities under Section 504 will retain their right to receive a free appropriate public education in the least restrictive environment. When disabilities under IDEA and Section 504, the district will ensure that all required special educational and related services and supports are provided in the least restrictive placement where the child can be met. The building case manager, building principal, Lee County County Special Education Director, Assistant Superintendent and DCFS caseworker will ensure that the needs under IDEA can be met.

Doug Stansford, Assistant Superintendent, will work collaboratively with other administrators and DCFS in making a Best Interest Determination for students that are afforded rights under IDEA.

Response from the approved prior year Consolidated District Plan.

Children with disabilities under IDEA, and students with disabilities under Section 504 will retain their right to receive a free appropriate public education in the least restrictive environment. When disabilities under IDEA and Section 504, the district will ensure that all required special educational and related services and supports are provided in the least restrictive placement where the child can be met. The building case manager, building principal, Lee County County Special Education Director, Assistant Superintendent and DCFS caseworker will ensure that the needs under IDEA can be met.

Doug Stansford, Assistant Superintendent, will work collaboratively with other administrators and DCFS in making a Best Interest Determination for students that are afforded rights under IDEA.

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

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

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

The District's EL teachers will identify and assess all potential EL students, and provide all EL students, including EL students in foster care, with a language assistance program that is educational and other children will also be given to children who are English learners when making a Best Interest Determination as it relates to school stability. When the district makes this determination they will consider a variety of factors including: the best interest placement change, type of transportation available, traffic patterns, flexibility in school schedule, impact of extracurricular activities, as well as such factors as pre-existing transportation route, the need for new transportation routes, route-to-route hand-offs, district-to-district boundary hand-offs, alternatives not directly provided by the district, such as, contracted services, public transportation, or other options presented by DCFS outside of those provided by the district/school, such as reimbursing the parents for transportation costs. Title I funds, as well as local funds, will be used to support transportation for EL students.

Doug Stansford, Assistant Superintendent, will work collaboratively with other administrators and DCFS in making a Best Interest Determination for EL students.

Response from the approved prior year Consolidated District Plan.

The District's EL teachers will identify and assess all potential EL students, and provide all EL students, including EL students in foster care, with a language assistance program that is educational and other children will also be given to children who are English learners when making a Best Interest Determination as it relates to school stability. When the district makes this determination they will consider a variety of factors including: the best interest placement change, type of transportation available, traffic patterns, flexibility in school schedule, impact of extracurricular activities, as well as such factors as pre-existing transportation route, the need for new transportation routes, route-to-route hand-offs, district-to-district boundary hand-offs, alternatives not directly provided by the district, such as, contracted services, public transportation, or other options presented by DCFS outside of those provided by the district/school, such as reimbursing the parents for transportation costs. Title I funds, as well as local funds, will be used to support transportation for EL students.

Doug Stansford, Assistant Superintendent, will work collaboratively with other administrators and DCFS in making a Best Interest Determination for EL students.

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 in determining the Best Interest Determination. 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 someone wants to dispute the Best Interest Determination, the first point of contact would be Doug Stansford, Assistant Superintendent. Mr. Stansford, in collaboration with Marc Campbell, Trar workers, will work to resolve any conflicts or disputes in the best interest of the student. If a resolution cannot be determined, DCFS has the final say in determining a Best Interest Determination.

Response from the approved prior year Consolidated District Plan.

If someone wants to dispute the Best Interest Determination, the first point of contact would be Doug Stansford, Assistant Superintendent. Mr. Stansford, in collaboration with Marc Campbell, Trar workers, will work to resolve any conflicts or disputes in the best interest of the student. If a resolution cannot be determined, DCFS has the final say in determining a Best Interest Determination.

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

Doug Stansford, Assistant Superintendent, will hold meetings as needed with building administrators, informing them of ESSA requirements to pass along information to appropriate staff of the district/school.

\*Required field

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Table with 10 columns: Needs Assessment Impact, Stakeholders, Parent and Family Engagement, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific. Rows include Youth in Care Stability Plan Requirements and Youth in Care Stability Plan Contacts.

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.

Response from the approved prior year Consolidated District Plan. Students in foster care will remain in their home school of origin, if that is in the child's best interest, and the school of origin will be responsible for transportation.

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

- Checked options: 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 comply per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

- Unchecked options: 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.

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

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. The district and DCFS will work collaboratively to determine the Best Interest Determination.

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.

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 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. All transportation plans will be shared with staff at the beginning of each school year, and throughout the year, as necessary.

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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**IDEA Specific Requirements**

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

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

**ISBE Goals:**

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

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

**1. How was the comprehensive needs assessment information used for planning grant activities?\* This section should include the comprehensive needs identified in the needs assessment and the 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 assessment information and IEP reviews indicate a continuing need for occupational and physical therapy services, speech and language therapy services, and support staff services. Continued development in inclusive education, differentiation of instruction, specialized instructional programs, instructional strategies, neuro-diversity, autism, Dyslexia, CPI, PBIS, and Conscious Discipline. Specialized instructional materials, curriculum, equipment, and supplies to support inclusive education and individualized programming for students. The need for continued support and development.

Response from the approved prior year Consolidated District Plan.

Needs assessment information and IEP reviews indicate a continuing need for occupational and physical therapy services, speech and language therapy services, and support staff services. Continued development in inclusive education, differentiation of instruction, specialized instructional programs, instructional strategies, neuro-diversity, autism, Dyslexia, CPI, and PBIS. Parent education and support. Specialized instructional materials, curriculum, equipment, and supplies to support inclusive education and individualized programming for students. The need for assistive technology support and development.

**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]

IDEA Part B Flow Through funds will be used to pay for services from Lee County Special Education Association (LCSEA), as well as other district purchased services, supplies and materials, educational media services, community services, and staff development. Funds paid to LCSEA will be used in the areas of instructional salaries/benefits, general administration, supplies and materials, and staff development. LCSEA provides four sections of Early Childhood Education for students ages 3 through 5, two Life Skills programs (one at the elementary level and one at the high school level), and a Transition program. LCSEA provides speech and language therapy services, social worker services, school psychologists, and occupational and physical therapy to support students in the LCSEA programs and trainings and staff development in a variety of areas, including CPI, Dyslexia, neuro diversity, and behavior management.

Response from the approved prior year Consolidated District Plan.

IDEA Part B Flow Through funds will be used to pay for services from Lee County Special Education Association (LCSEA), as well as other district purchased services, supplies and materials, educational media services, community services, and staff development. Funds paid to LCSEA will be used in the areas of instructional salaries/benefits, general administration, supplies and materials, and staff development. LCSEA provides four sections of Early Childhood Education for students ages 3 through 5, two Life Skills programs (one at the elementary level and one at the high school level), and a Transition program. LCSEA provides speech and language therapy services, social worker services, school psychologists, and occupational and physical therapy to support students in the LCSEA programs and trainings and staff development in a variety of areas, including CPI, Dyslexia, neuro diversity, and behavior management.

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

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

[[count] of 7500 maximum characters used]

There are no changes to the scope or nature of services from the prior fiscal year.

Response from the approved prior year Consolidated District Plan.

There are no changes to the scope or nature of services from the prior fiscal year.

**4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator. If you are not currently providing services, please click on the hyperlink below.**

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]

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

The schoolwide assistance program will provide additional instruction and support in K-5 classrooms across Washington, Jefferson, and Madison School buildings. The goal of these three buildings is to provide additional instruction and support in the areas of reading and math, with the primary focus on reading. Math assistance is provided to students based on need. Students determined to be at risk of failure, below the 40th PR in a scheduled intervention period. We are currently not providing any educational services to local institutions for neglected or delinquent children.

\*Required field

# Consolidated District Plan

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## Attendance Center Designation

[Instructions](#)

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

## Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - DIXON HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1001 - REAGAN MIDDLE SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2003 - Madison School	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/24/2026
2004 - Jefferson Elem School	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/24/2026
2008 - WASHINGTON ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	08/01/2026
3002 - TJ DEMPSEY THERAPEUTIC DAY SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

<b>Describe anticipated Reorganizations:</b>	
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Applicant: DIXON USD 170

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Project Number: 27-CDP-00-47-052-1700-22

<a href="#">Plan Assurances</a>	<a href="#">State Assurances</a>	<a href="#">Debarment</a>	<a href="#">Lobbying</a>	<a href="#">GEPA 442</a>	<a href="#">Assurances</a>
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Board Approval, Certification, and Assurances

Instructions

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

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

06/24/2026

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

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

6. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. The eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. In the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools on the U.S. Department of Education website.

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<a href="#">Plan Assurances</a>	<a href="#">State Assurances</a>	<a href="#">Debarment</a>	<a href="#">Lobbying</a>	<a href="#">GEPA 442</a>	<a href="#">Assurances</a>
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Grant Application Certifications and Assurances

Instructions

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

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

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

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

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

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

NO BINDING OBLIGATION

- 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 Education's employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

#### **JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT**

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

#### **DRUG-FREE WORKPLACE CERTIFICATION**

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

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

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

- a) Publishing a statement:
  - i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.
  - ii) Specifying the actions that will be taken against employees for violations of such prohibition.
  - iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
    - 1) Abide by the terms of the statement; and
    - 2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- b) Establishing a drug-free awareness program to inform employees about:
  - i) The dangers of drug abuse in the workplace;
  - ii) The grantee's or contractor's policy of maintaining a drug-free workplace;

- iii) Any available drug counseling, rehabilitation, and employee assistance programs; and
  - iv) The penalties that may be imposed upon an employee for drug violations.
- c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
  - d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
  - e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
  - f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
  - g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

Applicant: DIXON USD 170

County: Lee

Consolidated District Plan

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<a href="#">Plan Assurances</a>	<a href="#">State Assurances</a>	<a href="#">Debarment</a>	<a href="#">Lobbying</a>	<a href="#">GEPA 442</a>	<a href="#">Assurances</a>
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**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](http://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.

Applicant: DIXON USD 170

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**Certification Regarding Lobbying**

[Instructions](#)

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

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

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

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GEPA 442 Assurances

Instructions

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

- The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
- 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;
- 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.
- 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;
- 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;
- 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;
- In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due

consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;

9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

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

<a href="#">Plan Assurances</a>	<a href="#">State Assurances</a>	<a href="#">Debarment</a>	<a href="#">Lobbying</a>	<a href="#">GEPA 442</a>	<a href="#">Assurances</a>
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Assurances

Instructions

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

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

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

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

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

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

MARGO D. EMPEN Signature of School District Superintendent / Agency Administrator

Agreed to on this Date:  
06/15/2026

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

RCDT when agreed to: 47-052-1700-22

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**Submit**

[Instructions](#)

**The application has been submitted for review.**

[Consistency Check](#)

[Lock Application](#)

[Unlock Application](#)

Application was created on:	3/2/2026
Assurances were agreed to on:	6/15/2026
Consistency Check was run on:	6/12/2026
District Data Entry submitted for district review on:	6/12/2026
District Administrator submitted to ISBE on:	6/15/2026
ISBE Program Administrator #1 forwarded for ISBE Program Admin #2 review on:	6/16/2026
ISBE Program Administrator #2	
ISBE Program Administrator #3	
ISBE Program Administrator #4	
ISBE Program Administrator #5	