

eGrant Management System

Printed Copy of Application

Applicant: LIBERTYVILLE SD 70

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: LIBERTYVILLE SD 70

Date Generated: 8/21/2025 3:00:07 PM

Generated By: kbongle

1. Contact Information for Person Completing This Form

Last Name*

Bongle

Phone*

847 362 9695

Extension

First Name*

Kerri

Middle Initial

Email*

kbongle@d70schools.org

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

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

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

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

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

((count) of 2500 maximum characters used)

The District provides access to all students and staff regardless of gender, race, national origin, color, disability or age to programs for both student or staff improvement. Instruction, interventions and supports are based on students' individual needs. The district has set district and school achievement targets for all schools in our subgroups that are not making adequate progress. We continue to determine measurement of student growth via benchmark testing with STAR and AimsWeb Plus. Last school year our district participated in an equity audit that revealed places where improvement could be made but also highlighted areas of strength. This year we will continue to review the audit to ensure that we will be an inclusive district for all students to learn.

3. Bilingual Program Director Assurance

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

111

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

4. District Migrant Education Program Liaison

Last Name

Lepczynski

First Name

Dina

Middle Initial

Phone

847 362 9696

Extension

Email

dlepczynski@d70schools.org

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

5. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

*Required field, applicable for all funding sources

Amendments

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

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

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

*Required field, applicable for all funding sources

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

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

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

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

Libertyville District 70 will gather data and feedback to identify needs and resources that will be enhanced and monitored. Federal resources that Libertyville District 70 qualifies for will be spent to improve basic programs, school improvement, preparing and training of highly-qualified educators, student support and academic enrichment. More specifically, funds will be used to pay a teacher salary, a portion of transportation costs and provide instructional staff with materials and equipment aligned with Math and Reading Illinois Learning Standards to address math and reading achievement gaps.

Response from the approved prior year Consolidated District Plan.

Libertyville District 70 will gather data and feedback to identify needs and resources that will be enhanced and monitored. Federal resources that Libertyville District 70 qualifies for will be spent to improve basic programs, school improvement, preparing and training of highly-qualified educators, student support and academic enrichment. More specifically, funds will be used to pay a teacher salary, a portion of transportation costs and provide instructional staff with materials and equipment aligned with Math and Reading Illinois Learning Standards to address math and reading achievement gaps.

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)

Benchmark and state assessment results were reviewed and compared to identify areas of strength and areas of improvement for math and literacy for individual students and different subgroups of students. Results, growth, and teaching and learning strategies and resources were also reviewed.

Legislative References:

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

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

*Required field, applicable for all funding sources

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

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

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

NA Needs assessment results identified language arts, science and STEM as areas to enhance alignment with Illinois Learning Standards. Increased focus on language arts and math discussions and trainings will guide continuous improvement.

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

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

A. Title I, Part A - Improving Basic Programs

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

The needs assessment results identified language arts, science and STEM as areas to enhance alignment with Illinois Learning Standards. Increased focus on language arts and math discussions and trainings will guide continuous improvement.

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

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

Needs assessment results identified language arts, science and STEM as areas to enhance alignment with Illinois Learning Standards. Strategies for closing the achievement gap include focusing on specific standards where we can close the gap. Specifically looking at how to increase our math instruction to increase our math state scores. This year we will focus on math curriculum being delivered with fidelity and also look at making sure we have inclusive practice.

G. Title III - LIEP**H. Title III - ISEP****I. Title IV, Part A - Student Support and Academic Enrichment**

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

Needs assessment results identified language arts, science and STEM as areas to enhance alignment with Illinois Learning Standards. Strategies for closing the achievement gap include focusing on specific standards where we can close the gap. Specifically looking at how to increase our math instruction to increase our math state scores. This year we will focus on math curriculum being delivered with fidelity and also look at making sure we have inclusive practice.

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

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

The needs assessment centers on the instructional and behavioral needs of the students served with the grant funds. Areas under review were grouped in the broad domains of curriculum, technology, and assessment. In those areas, needs were identified in provision of classroom supports for students with more intensive needs. Classroom support is effectively provided through behavior consultant services, and paraeducators placed with students based on need. A continued area of need is the increasing population of students requiring occupational therapy and BCBA support. IDEA Funds will be planned for and documented by the Director of Student Services.

L. IDEA, Part B - Preschool

The needs assessment centers on the instructional and behavioral needs of the students served with the grant funds. Areas under review were grouped in the broad domains of curriculum, technology, and assessment. In those areas, needs were identified in provision of classroom supports for students with more intensive needs. Classroom support is effectively provided through behavior consultant services, and paraeducators placed with students based on need. A continued area of need is the increasing population of students requiring occupational therapy and BCBA support. IDEA Funds will be planned for and documented by the Director of Student Services.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

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

District Goal(s):

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

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

Check all that apply.

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

Program Footnotes:

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

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

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

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

[[count] of 7500 maximum characters used)

Input was sought from staff and administrators to update school and district improvement plans as well as the Title 1 Plan. Updates and feedback as also gathered as we created and finalized our strategic plan action plan during meetings in October and December of 2023 before finalizing the new five-year strategic plan. Prior parent feedback was also gathered for action planning on our 5 year plan, Strategic Plan and Strategic plan review with staff and administrators over the course of the school year. Additional feedback was gathered via a Parent Bilingual Committee in April 2024. Administrator feedback was gathered when the Consolidated Plan was discussed during a meeting in June 2025. Additional stakeholder feedback will be gathered in 2025-2026 as we continue to discuss progress on the ongoing strategic plan. Additional feedback was gathered during out monthly Vision and Governance Council that includes district teacher leaders from all D70 buildings.

Response from the prior year Consolidated District Plan.

Input was sought from staff and administrators to update school and district improvement plans as well as the Title 1 Plan. Updates and feedback as also gathered as we created and finalized our strategic plan action plan during meetings in October and December of 2023 before finalizing the new five-year strategic plan. Prior parent feedback was also gathered for action planning on our 5 year plan, Strategic Plan and Strategic plan review with staff and administrators over the course of the school year. Additional feedback was gathered via a Parent Bilingual Committee in April 2024. Administrator feedback was gathered when the Consolidated Plan was discussed during a meeting in June 2024. Additional stakeholder feedback will be gathered in 2024-25 as we continue to discuss progress on the ongoing strategic plan.

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

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

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

[[count] of 7500 maximum characters used)

Parent input is also sought via "FAD 70" Family Association Meetings five times each year, during presentations with parents at schools, during family association meetings at each of the schools, and during special education and Multi-Lingual Learner parent education opportunities and celebrations. Parents and family are invited to the schools throughout the year to participate in educational opportunities and events. The District provides updates, seeks input and provides training to include parents in LEA plans, initiatives and Strategic Plan discussions. Parents have opportunities to meaningfully participate in discussions about the strategic plan, school improvement plans, student intervention plans, 504s and individualized education plans. Parents/guardians of a student with a disability who is receiving or may be eligible to receive special education and related services have rights which are safeguarded by state and federal law and explained in a document that they are given called, "NOTICE OF PROCEDURAL SAFEGUARDS FOR PARENTS/GUARDIANS OF STUDENTS WITH DISABILITIES."

Response from the prior year Consolidated District Plan.

Parent input is also sought via "FAD 70" Family Association Meetings five times each year, during presentations with parents at schools, during family association meetings at each of the schools, and during special education and Multi-Lingual Learner parent education opportunities and celebrations. Parents and family are invited to the schools throughout the year to participate in educational opportunities and events. The District provides updates, seeks input and provides training to include parents in LEA plans, initiatives and Strategic Plan discussions. Parents have opportunities to meaningfully participate in discussions about the strategic plan, school improvement plans, student intervention plans, 504s and individualized education plans. Parents/guardians of a student with a disability who is receiving or may be eligible to receive special education and related services have rights which are safeguarded by state and federal law and explained in a document that they are given called, "NOTICE OF PROCEDURAL SAFEGUARDS FOR PARENTS/GUARDIANS OF STUDENTS WITH DISABILITIES."

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. [3]**

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

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

[[count] of 7500 maximum characters used)

Parent engagement guides many of the successes in Libertyville District 70 and continues to be an area we want to collaboratively enhance. Parents volunteer for science, art, reading, and other learning activities in the classroom and family association events throughout the school year at each of the schools are valued and well attended. Online communications on the website and via the district newsletters continue to update stakeholders and surveys gather feedback. Parent meetings and events engage stakeholders and empower two-way conversations. Parents have shared feedback via the 5essentials survey and trends were reviewed and discussed among administrators.

Response from the prior year Consolidated District Plan.

Parent engagement guides many of the successes in Libertyville District 70 and continues to be an area we want to collaboratively enhance. Parents volunteer for science, art, reading, and other learning activities in the classroom and family association events throughout the school year at each of the schools are valued and

well attended. Online communications on the website and via the district newsletters continue to update stakeholders and surveys gather feedback. Parent meetings and events engage stakeholders and empower two-way conversations. Parents have shared feedback via the 5essentials survey and trends were reviewed and discussed among administrators.

Title I Requirement:

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

[ESEA section 1112\(a\)\(1\)\(A\)](#)

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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



Private School Participation

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

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

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

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

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

Private School Name		School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
Village Green Montessori	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<div>Choose File No file chosen</div> <div>VGM Form.pdf</div>
Condell Day Center Early Le	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<div>Choose File No file chosen</div> <div>43-20A-np-consult-participation (2).pdf</div>
St. Joseph's Catholic School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<div>Choose File No file chosen</div> <div>School District 70 Mail - State of Illinois Grant Form 2025-2026.pdf</div>
St Johns Lutheran School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<div>Choose File No file chosen</div> <div>School District 70 Mail - State of Illinois Grant Form 2025-2026.pdf</div>

Comments:

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

ISBE Goals:

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

District Goal(s):

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

Students attending the District Special Education EC preschool, and blended preschool program will demonstrate significant gains in academic and functional areas as measured by Teaching Strategies Gold, IEP goals and other formal and informal assessments.

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

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.
If the district does not offer early childhood education programs, enter

No Preschool Programs

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

([count] of 7500 maximum characters used)

The EC program is not funded with Title funds.

Response from the approved prior year Consolidated District Plan.

The EC program is not funded with Title funds.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

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

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

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

District Goal(s):

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

Instruction, learning and growth for every student is guided by assessment and feedback.Students and staff benefit from recognizing benefits of continuous improvement and collaboration.

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

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

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

([count] of 7500 maximum characters used)

Students' progress on New Illinois Learning Standards are monitored via formative, grade level, STAR/Aimswb benchmark, and state assessments. Libertyville District 70 administrators and teachers continue to collaboratively align instruction, assessments, and professional development with the New Illinois Standards for Math, Language Arts, and Science. Recently purchased materials include K-8 ELA curriculum in 2024 and K-5 and 6-8 Math in 2021 and 6-8 Science in 2025 and K-5 Social Studies in 2020. Professional development has focused on best practices, differentiation, assessments, data, student growth, inquiry learning and problem-based learning. Enrichment, gifted, tier 2 and tier 3 services provide additional differentiation for math and language arts.

Response from the prior year Consolidated District Plan.

Students' progress on New Illinois Learning Standards are monitored via formative, grade level, STAR benchmark, and state assessments. Libertyville District 70 administrators and teachers continue to collaboratively align instruction, assessments, and professional development with the New Illinois Standards for Math, Language Arts, and Science. Recently purchased materials include K-8 ELA curriculum in 2024 and K-5 Math and 6-8 Science in 2021 and 6-8 Math and K-5 Social Studies in 2020. New resources were purchased for middle school language arts and social studies in 2019. Professional development has focused on best practices, differentiation, assessments, data, student growth, inquiry learning and problem-based learning. Enrichment, gifted, tier 2 and tier 3 services provide additional differentiation for math and language arts.

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

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

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

([count] of 7500 maximum characters used)

In D70 we have a variety of ways to identify students at risk of failure. First we use AimswbPlus and STAR assessments to track growth over time. These assessments are given 3 times per year to see how students are doing in the fall, winter and spring. We also use a platform called Branching Minds. This platform takes in student information for every D70 students. It looks at attendance, behavior and grades to give administrators and staff members real time data on students we need to check in with. Our MTSS teams in each building look at academic and behavior patterns to determine our Tier 1, 2 and 3 support. Within this platform we can add in filters to look at our ML, low-incomeing or other sub-groups that could be at-risk. We also look at our IAR scores each year to make sure we are meeting the needs of all our students based on their performance on the state-mandated assessments.

Response from the prior year Consolidated District Plan.

The District provides access to all students and staff regardless of gender, race, national origin, color, disability or age to programs for both student or staff improvement. Instruction, interventions and supports are based on students' individual needs.The district has set district and school achievement targets for all schools in our subgroups that are not making adequate progress. We continue to determine measurement of student growth via benchmark testing with STAR and AimswbPlus.

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

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

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([count] of 7500 maximum characters used)

There are rigorous standards and differentiated instruction for students in the classroom. Additional supports include interventionist support for tier two support as well as English Language and/or special education support for students who qualify for additional support.

Response from the prior year Consolidated District Plan.

There are rigorous standards and differentiated instruction for students in the classroom. Additional supports include interventionist support for tier two support as well as English Language and/or special education support for students who qualify for additional support.

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

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

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([count] of 7500 maximum characters used)

Scaffolded supports are provided for reading, writing and math. Progress is monitored during interventions to guide support, encouragement, and progress. New language arts materials for K-5 (Amplify CKLA) and 6-8 (StudySync and SpringBoard) have enhanced focus on teaching and learning that aligns with the Science of Reading. We have also adopted new curriculum for our EL/ML population and are using a new tool for assessment (LAS Links).

Response from the prior year Consolidated District Plan.

Scaffolded supports are provided for reading, writing and math. Progress is monitored during interventions to guide support, encouragement, and progress. New language arts materials for K-5 (Amplify CKLA) and 6-8 (StudySync and SpringBoard) have enhanced focus on teaching and learning that aligns with the Science of Reading.

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

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([count] of 7500 maximum characters used)

In D70 we have high qualifications for hiring, evaluating our staff regularly and provide regular professional development so that staff are relevant and in the know about best practice strategies. Our Human Resources department does multiple background checks and looks into their qualifications and credentials before hiring anyone in our district. Staff are put through five days of new teachers training to on board them into D70. During their first four years in D70 staff are evaluated yearly by the building administrator. This evaluation consists of four formal/informal observations during the year. The evaluation cycle requires goal setting, pre-meeting before an observation, post-meeting after an observation and reflections by both the teacher and evaluator. New staff are also required to do observations with their mentor teacher 3x throughout the school year. Tenured teachers are evaluated every three years (as required by the state). On off-cycle years, staff are still required to goal set with their principal and reflect on those goals throughout the year. Building administrators also do walkthroughs of building regularly to ensure delivery of instruction, engagement, and classroom management are meeting the expectations in the district. Staff regularly attend staff institute days where relevant and engaging professional development occurs. We also offer all staff to attend out of district workshop/training/PD in their area of education and have a budget to use to attend these opportunities. All staff are highly qualified in the roles they are in.

Response from the prior year Consolidated District Plan.

In D70 we have high qualifications for hiring, evaluate our staff regularly and provide regular professional development so that staff are relevant and in the know about best practice strategies. Our Human Resources department does multiple background checks and looks into their qualifications and credentials before hiring anyone in our district. Staff are put through five days of new teachers training to on board them into D70. During their first four years in D70 staff are evaluated yearly by the building administrator. This evaluation consists of four formal/informal observations during the year. The evaluation cycle requires goal setting, pre-meeting before an observation, post-meeting after an observation and reflections by both the teacher and evaluator. New staff are also required to do observations with their mentor teacher 3x throughout the school year. Tenured teachers are evaluated every three years (as required by the state). On off-cycle years, staff are still required to goal set with their principal and reflect on those goals throughout the year. Building administrators also do walkthroughs of building regularly to ensure delivery of instruction, engagement, and classroom management are meeting the expectations in the district. Staff regularly attend staff institute days where relevant and engaging professional development occurs. We also offer all staff to attend out of district workshop/training/PD in their area of education and have a budget to use to attend these opportunities.

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

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

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[[count] of 7500 maximum characters used]

Learning Center Directors collaboratively review state guidelines, reflect and summarize progress and goals. Documents are shared with administrators and the School Board in April (every other year). Learning Center Directors will teach lessons on Digital Citizenship from CommonSense Media next year to all students in D70.

Response from the prior year Consolidated District Plan.

Learning Center Directors collaboratively review state guidelines, reflect and summarize progress and goals. Documents are shared with administrators and the School Board in April. Learning Center Directors will teach lesson on Digital Citizenship from CommonSense Media next year to all students in D70.

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

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

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[[count] of 7500 maximum characters used]

Eligibility requirements were developed following a multi-year study by Libertyville District 70 administration and gifted education teachers, and define those requirements for initial identification that occurs in second grade. The Cognitive Abilities Test is group administered each February with subsequent individualized testing to follow, if warranted. Parents are notified as soon as results are available. Eligibility is based upon students' ability to meet criteria at all levels of assessment. Eligible students may receive gifted services and/or enrichment in reading/language arts and/or mathematics. Libertyville Elementary District 70 maintains a "Gifted Review Committee" to consider students who were not identified through the process described above. Students may be referred for review by a building administrator, teacher or parent. Requests for review must be received in the Curriculum Office no later than May 1st. Parents should contact their child's classroom teacher if interested in seeking a gifted review.

Response from the prior year Consolidated District Plan.

Eligibility requirements were developed following a multi-year study by Libertyville District 70 administration and gifted education teachers, and define those requirements for initial identification that occurs in second grade. The Cognitive Abilities Test is group administered each February with subsequent individualized testing to follow, if warranted. Parents are notified as soon as results are available. Eligibility is based upon students' ability to meet criteria at all levels of assessment. Eligible students may receive gifted services and/or enrichment in reading/language arts and/or mathematics. Libertyville Elementary District 70 maintains a "Gifted Review Committee" to consider students who were not identified through the process described above. Students may be referred for review by a building administrator, teacher or parent. Requests for review must be received in the Curriculum Office no later than May 1st. Parents should contact their child's classroom teacher if interested in seeking a gifted review.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

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

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

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

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

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

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

**Required field for only Title I, Part A

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

ISBE Goals:

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

District Goal(s):

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

Focus on equitable and inclusive outcomes for students.

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

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

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

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((count) of 7500 maximum characters used)

District elementary and middle school staff and students collaborate with business partners and community members to learn career, technical, technological, problem solving and collaboration skills. Staff provides opportunities to identify student interests and skills and differentiate, support and motivate accordingly. Students participate in classes that challenge and prepare them to be college and career ready. Highland Middle School staff collaborates with Libertyville High School staff to align expectations and placement recommendations for high school classes.

Response from the approved prior year Consolidated District Plan.

District elementary and middle school staff and students collaborate with business partners and community members to learn career, technical, technological, problem solving and collaboration skills. Staff provides opportunities to identify student interests and skills and differentiate, support and motivate accordingly. Students participate in classes that challenge and prepare them to be college and career ready. Highland Middle School staff collaborates with Libertyville High School staff to align expectations and placement recommendations for high school classes.

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

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

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

((count) of 7500 maximum characters used)

Currently schools provide coordinated instructional opportunities that include learning about science, social studies, technology, engineering, reading, writing, fine arts and math. Opportunities include conversations, presentations, collaboration and problem solving with print and digital materials. Highland has Life Skills lessons for eighth grade students that refers to career choices and has STEAM classes. In latest strategic plan, we have a focus on authentic learning experiences and equitable and inclusive outcomes of success. Our 8th grade students also participate in a local offering from the ROE-Lake called Navig8 Lake that exposes student to over 100 different career paths.

Response from the approved prior year Consolidated District Plan.

Currently schools provide coordinated instructional opportunities that include learning about science, social studies, technology, engineering, reading, writing, fine arts and math. Opportunities include conversations, presentations, collaboration and problem solving with print and digital materials. Highland has Life Skills lessons for eighth grade students that refers to career choices and has STEAM classes. The goal in the 2016-2021 Strategic Plan pertaining to this question focuses on enhancing offerings and programs that provide creativity, choice, STEAM, world language and personalized learning for a range of diverse learners. A new Strategic Plan was created this school year.

Legislative References:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

Provide professional development that aligns with our strategic plan of having a focus on equitable and inclusive practices and authentic learning experiences for all.

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

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Funds will be used to pay a teacher salary, a portion of transportation costs, and provide instructional staff with materials and equipment aligned with math, reading, science and social studies learning standards to address achievement gaps. We are not providing PD with Title 1 this year.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Funds will be used to pay for a portion of costs for PD and curriculum work aligned with math, reading, science and social studies learning standards to address achievement gaps. Funds will also pay for non-public shares. Non-public private schools will also continue to be included on district professional development initiatives and opportunities when pertinent.

G. Title III - LIEP

H. Title III - ISEP

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

Funds will be used for professional development, technology enhancements, and improving instruction and students engagement in math.

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

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

Funds will be used to facilitate improvement of instruction workshops and conferences for special education staff such as CPI, reading intervention, progress monitoring, life skills education, NASP, ASHA, ISHA, and ISPA.

L. IDEA, Part B - Preschool

Funds will be used for literacy professional development.

Legislative Requirement:

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

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

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

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

ISBE Goals:

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

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

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

District Goal(s):

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

Establish and promote authentic connections through a culture of emotional safety. Also, create a physical environment that fosters social-emotional safety, promotes mindful practices and supports authentic connections.

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

i. reduce incidences of bullying and harassment;

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

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

a. each major racial and ethnic group;

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

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

d. English proficiency status;

e. gender; and

f. migrant status.

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((count) of 7500 maximum characters used)

School psychologists and social workers provide services for each school. The program focuses on the everyday developmental needs and problems that all children have while maturing. Children who require individualized assistance are served, in addition to services designed to better help children know and understand themselves and to develop successful peer relationships. The social worker serves as a resource for the children and as a consultant to teachers, parents, and administrators. Services include educational/vocational guidance; individual, family and group counseling; referral to outside agencies; crisis interventions; and advocacy. All issues will be held in the strictest confidence and you are encouraged to contact the department at any time.Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district. The school district maintains student and parent resources on suicide and depression awareness and prevention.Much of this information, including a copy of school district's policy, is posted on the school district website. Information can also be obtained from the school office.Illinois School Code requires all schools in Illinois to conduct periodic safety drills throughout the school year.All students and staff are to follow instructions provided by the designated Emergency Response Team at individual school buildings. Specific instructions are available in classrooms. Bus evacuation drills will be held twice each school year at all Libertyville School District 70 school buildings. Effective January, 2002, the State of Illinois requires a school district to notify the parent or guardian of a child who uses aggressive behavior, including bullying, at school. School Board policy prohibits students using aggressive behavior while at school that does physical or psychological harm to someone else and/or urges other students to engage in such conduct. Prohibited aggressive behavior includes, without limitation, the use of violence, force, noise, coercion, threats, intimidation, fear, bullying, or other comparable conduct. Parents of students who reportedly violate this policy will be notified and appropriate disciplinary action will be taken.The Board of Education will provide a learning environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexualharassment. Anyone who feels that he or she is the victim of sexual harassment, or any teacher or administrator who is made aware of an alleged incident of sexual harassment, should take immediate action to resolve the matter according to established procedures. It will be a violation of Board Policy for any student to sexually harass other students or staff. Preventing Bullying, Intimidation, Teen Dating Violence & HarassmentBullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate.Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.Bullying on the basis of actual or perceived race, color, national origin, immigration status, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, associationwith a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:1. During any school-sponsored education program or activity.2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.4. Through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.Bullying includes cyber-bullying (bullying through the use of technology or any electronic communication) and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;2. Causing a substantially detrimental effect on the student's or students' physical or mental health;3. Substantially interfering with the student's or students' academic performance; or 4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, district complaint manager or any staff member with whom the student iscomfortable speaking. All school staff members are available for help with a bully or to make a report about bullying.Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

Response from the prior year Consolidated District Plan.

School psychologists and social workers provide services for each school. The program focuses on the everyday developmental needs and problems that all children have while maturing. Children who require individualized assistance are served, in addition to services designed to better help children know and understand themselves and to develop successful peer relationships. The social worker serves as a resource for the children and as a consultant to teachers, parents, and administrators. Services include educational/vocational guidance;individual, family and group counseling; referral to outside agencies; crisis interventions; and advocacy. All issues will be held in the strictest confidence andyou are encouraged to contact the department at any time.Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district. The school district maintains student and parent resources on suicide and depression awareness and prevention.Much of this information, including a copy of school district's policy, is posted on the school district website. Information can also be obtained from the school office.Illinois School Code requires all schools in Illinois to conduct periodic safety drills throughout the school year.All students and staff are to follow instructions provided by the designated Emergency Response Team at individual school buildings. Specific instructions are available in classrooms. Bus evacuation drills willbe held twice each school year at all Libertyville School District 70 school buildings.Effective January, 2002, the State of Illinois requires a school district to notify the parent or guardian of a childwho uses aggressive behavior, including bullying, at school. School Board policy prohibits students using aggressive behavior while at school that does physical or psychological harm to someone else and/or urges other students to engage in such conduct. Prohibited aggressive behavior includes, without limitation, the use of violence, force, noise, coercion, threats, intimidation, fear, bullying, or other comparable conduct. Parents of students who reportedly violate this policy will be notified and appropriate disciplinary action will be taken.The Board of Education will provide a learning environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexualharassment. Anyone who feels that he or she is the victim of sexual harassment, or any teacher or administrator who is made aware of an alleged incident of sexual harassment, should take immediate action to resolve the matter according to established procedures. It will be a violation of Board Policy for any student to sexually harass other students or staff. Preventing Bullying, Intimidation, Teen Dating Violence & HarassmentBullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate.Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.Bullying on the basis of actual or perceived race, color, national origin, immigration status, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, associationwith a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:1. During any school-sponsored education program or activity.2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.4. Through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.Bullying includes cyber-bullying (bullying through the use of technology or any electronic communication) and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;2. Causing a substantially detrimental effect on the student's or students' physical or mental health;3. Substantially interfering with the student's or students' academic performance; or 4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.Examples of prohibited conduct include

name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

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

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

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([count] of 7500 maximum characters used)

Under the McKinney-Vento Education for Homeless Children and Youth (EHCY) program, which is administered by the U.S. Department of Education's (the Department) Office of Elementary and Secondary Education, State educational agencies (SEAs) must ensure that homeless children and youths have equal access to the same free, appropriate public education, including a public preschool education, as is provided to other children and youths. The SEA and LEAs in the State must review and revise any laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths. LEAs and schools may not separate homeless students from the mainstream school environment on the basis of their homelessness. Homeless students must also have access to the education and other services that they need to meet the same challenging State academic standards to which all students are held. (Section 721 of the McKinney-Vento Act, as amended by the ESSA).

Response from the prior year Consolidated District Plan.

Under the McKinney-Vento Education for Homeless Children and Youth (EHCY) program, which is administered by the U.S. Department of Education's (the Department) Office of Elementary and Secondary Education, State educational agencies (SEAs) must ensure that homeless children and youths have equal access to the same free, appropriate public education, including a public preschool education, as is provided to other children and youths. The SEA and LEAs in the State must review and revise any laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths. LEAs and schools may not separate homeless students from the mainstream school environment on the basis of their homelessness. Homeless students must also have access to the education and other services that they need to meet the same challenging State academic standards to which all students are held. (Section 721 of the McKinney-Vento Act, as amended by the ESSA).

Title I Requirement:

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

Legislative Requirements:

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

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

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

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

Attendance Center Designation

[Instructions](#)

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

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1005 - HIGHLAND MIDDLE SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2002 - BUTTERFIELD SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2004 - COPELAND MANOR ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2006 - ROCKLAND ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2007 - ADLER PARK SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations: _____

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

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

ISBE Goals:

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

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

- ☒ The District has established committees to support all aspects of the instructional improvement process. Grade level teams and/or departments are structured with common planning time provided throughout the school week. The middle school has a group of team leaders that meet at least twice a month led by the building principal. District committees have representation from all schools and strive for balanced participation from all departments. Some district committees require a balanced group of participants made up of administrators and teachers per the union contract. Schools have Child Referral Teams that are involved in the problem solving process to address student needs and School Improvement Plan Committees. Administrators meet twice a month in order to discuss professional development activities and the overall wellness of the instructional programs. The District regularly allocates/reallocates resources to support school, staff, and instruction improvement by providing Interventionists, Special Education staff, coaches and coordinators and full-day kindergarten. Built-in collaboration time for all certified staff and time for school level data days are provided. Funds are also made available for substitutes in order to provide additional planning, professional development, collaboration, and observation time. Flexibility in staff selection and assignment also builds capacity. There are regular opportunities for principals and administrators to meet and collaborate on common issues.

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

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

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

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

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

No schools identified under this part

([count] of 7500 maximum characters used)

No schools identified under this part.

Response from the approved prior year Consolidated District Plan.

No schools identified under this part.

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

- ☐ Yes
- ☒ No

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

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

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

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

[Section 1114 and 1115](#)

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

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

([count] of 7500 maximum characters used)

The District works closely with administrators and departments at Highland. The District continues to modify curriculum and is investigating different assessment options that will provide increased data. Grade level and departmental articulations and professional development provide guided curriculum and intervention support. Specific future interventions will focus on data and interventions for specific sub groups and curriculum closer aligned with New Illinois Standards. Para educators, Interventionists, Special education staff, accelerated and gifted math and language arts teachers and EL teachers provide differentiated support for students. Yearly learning goals are set for the school by the Leadership Team (ILT), utilizing student learning data. A variety of student data is analyzed to facilitate school needs and set goals. Once goals are established, strategies are put into place to meet each goal. Goals are monitored and reviewed throughout the year. The Student Growth Goal for Highland is: This school year, 75% of Highland Middle School students will show 'typical growth' (35-65 SGP) on local assessments (STAR) in the areas of reading and math. The School Improvement Goals for Highland are: 1) Staff will work with all students in developing a detailed and well-supported analysis with respect to argumentative writing, 2) Staff will work to improve students' skills in constructing/describing geometrical figures and relationships between them. In addition, staff will work to develop students' skills in regards to solving real-world and mathematical problems with a better understanding of geometric concepts, and 3) Staff will explore additional programming options for students who may not qualify for special educational services but require additional academic support.

Response from the approved prior year Consolidated District Plan.

The District has established committees to support all aspects of the instructional improvement process. Grade level teams and/or departments are structured with common planning time provided throughout the school week. The middle school has a group of team leaders that meet at least twice a month led by the building principal. District committees have representation from all schools and strive for balanced participation from all departments. Some district committees require a balanced group of participants made up of administrators and teachers per the union contract. Schools have Child Referral Teams that are involved in the problem solving process to address student needs and School Improvement Plan Committees. Administrators meet twice a month in order to discuss professional development activities and the overall wellness of the instructional programs. The District regularly allocates/reallocates resources to support school, staff, and instruction improvement by providing Interventionists, Special Education staff, coaches and coordinators and full-day kindergarten. Autonomy facilitates reallocating funds for professional development. Built-in collaboration time for all certified staff and time for school level data days are provided. Funds are also made available for substitutes in order to provide additional planning, professional development, collaboration, and observation time. Flexibility in staff selection and assignment also builds capacity. There are regular opportunities for principals and administrators to meet and collaborate on common issues.

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

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

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

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

([count] of 7500 maximum characters used)

Processes and criteria teachers use to identify the eligible students most in need of services (i.e., those students who are not meeting grade level standards or are at risk of not meeting grade level standards) are described below. Identification for students begins with analysis of STAR and Aimsweb data. Interventionists give diagnostics to students that are AT or BELOW the 25% on STAR/Aimsweb reading and AT or BELOW the 25% on STAR math/Aimsweb. AIMSweb are used as our diagnostic tools. In kindergarten this year we used AimswebPlus instead of STAR for benchmarking. For KeyMath, students between 11-25% on Basic Concepts AND Scaled Score of 7 or below on Applied Problem Solving subtest qualify for tier 2 math intervention. Students at or below 10% on Basic Concepts AND Scaled Score of 6 or below on Applied Problem Solving subtest qualify for tier 2 math intervention.

Response from the approved prior year Consolidated District Plan.

Processes and criteria teachers use to identify the eligible students most in need of services (i.e., those students who are not meeting grade level standards or are at risk of not meeting grade level standards) are described below. Identification for students begins with analysis of STAR data. Interventionists give diagnostics to students that are AT or BELOW the 25% on STAR reading and AT or BELOW the 25% on STAR math. KeyMath, and AIMSweb are used as our diagnostic tools. In kindergarten this year we used AimswebPlus instead of STAR for benchmarking. For KeyMath, students between 11-25% on Basic Concepts AND Scaled Score of 7 or below on Applied Problem Solving subtest qualify for tier 2 math intervention. Students at or below 10% on Basic Concepts AND Scaled Score of 6 or below on Applied Problem Solving subtest qualify for tier 2 math intervention.

Title I Requirement:

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

*Required field

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

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

ISBE Goals:

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

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

- ☒ Needs were identified in provision of classroom supports for students with more intensive academic and behavioral needs. Another continued area of need is the increasing population of students requiring occupational therapy support for motor skills development and sensory regulation.

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

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

([count] of 7500 maximum characters used)

Needs were identified in provision of classroom supports for students with more intensive academic and behavioral needs. Another continued area of need is the increasing population of students requiring occupational therapy support for motor skills development and sensory regulation, and behavioral support through BCBA consultant.

Response from the approved prior year Consolidated District Plan.

Needs were identified in provision of classroom supports for students with more intensive academic and behavioral needs. Another continued area of need is the increasing population of students requiring occupational therapy support for motor skills development and sensory regulation, and behavioral support through BCBA consultant.

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)

Classroom support in the LRE is effectively provided by paraeducators placed with students. Another continued area of need is the increasing population of students requiring occupational therapy and behavioral support.

Response from the approved prior year Consolidated District Plan.

Classroom support in the LRE is effectively provided by paraeducators placed with students. Another continued area of need is the increasing population of students requiring occupational therapy and behavioral support.

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)

Classroom support in the LRE will be effectively provided by paraeducators placed with students. Another area identified is the increasing population of students requiring occupational therapy and behavioral support, which will be addressed by increased services in this area.

Response from the approved prior year Consolidated District Plan.

Classroom support in the LRE will be effectively provided by paraeducators placed with students. Another area identified is the increasing population of students requiring occupational therapy and behavioral support, which will be addressed by increased services in this area.

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

<https://www.isbe.net/Pages/SPPAPR-Indicators.aspx>

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

([count] of 7500 maximum characters used)

Funds are utilized to provide support to assist students in their LRE (indicators 5 and 6) through leveraging BCBA consultation, training in behavior management, and use of paraeducators.

*Required field

Overview

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

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

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

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

5. Local funds

Contact Information

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
Donev	Zuica	Assistant Superintendent of Student Services	zdonev@d70schools.org

☐ Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Bachar	Stacey	Chief School Business Officer	sbachar@d70schools.org

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

*Required field

Best Interest Determination as it relates to School Stability

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

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

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

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

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

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

We ensure that a child in foster care enrolls or remains in his or her school of origin unless a determination is made that it is not in the child's best interest. (ESEA section 1111(g)(1)(E)(i)). If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change. Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors are considered. These factors considered in determining whether remaining in a child's school of origin is in his or her best interest, as it relates to ensuring school stability includes: Preferences of the child; Preferences of the child's parent(s) or education decision maker(s); The child's attachment to the school, including meaningful relationships with staff and peers; Placement of the child's sibling(s); Influence of the school climate on the child, including safety; The availability and quality of the services in the school to meet the child's educational and social-emotional needs; History of school transfers and how they have impacted the child; How the length of the commute would impact the child, based on the child's developmental stage; Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA. The process aligns with state expectations and is guided by the following factors that were considered when developing the transportation procedures for a student in foster care: 1. Safety 2. Duration of the need for services 3. The time/length of travel time for the student each day 4. Time of placement change 5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.) 6. Traffic patterns 7. Flexibility in school schedule 8. Impact of extracurricular activities on transportation options 9. Maturity and behavioral capacity of student.

Response from the approved prior year Consolidated District Plan.

We ensure that a child in foster care enrolls or remains in his or her school of origin unless a determination is made that it is not in the child's best interest. (ESEA section 1111(g)(1)(E)(i)). If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change. Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors are considered. These factors considered in determining whether remaining in a child's school of origin is in his or her best interest, as it relates to ensuring school stability includes: Preferences of the child; Preferences of the child's parent(s) or education decision maker(s); The child's attachment to the school, including meaningful relationships with staff and peers; Placement of the child's sibling(s); Influence of the school climate on the child, including safety; The availability and quality of the services in the school to meet the child's educational and social-emotional needs; History of school transfers and how they have impacted the child; How the length of the commute would impact the child, based on the child's developmental stage; Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA. The process aligns with state expectations and is guided by the following factors that were considered when developing the transportation procedures for a student in foster care: 1. Safety 2. Duration of the need for services 3. The time/length of travel time for the student each day 4. Time of placement change 5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.) 6. Traffic patterns 7. Flexibility in school schedule 8. Impact of extracurricular activities on transportation options 9. Maturity and behavioral capacity of student.

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.

Special considerations and legal requirements are taken into account for children with disabilities under IDEA and students with disabilities under Section 504 as needed.

Response from the approved prior year Consolidated District Plan.

Special considerations and legal requirements are taken into account for children with disabilities under IDEA and students with disabilities under Section 504 as needed.

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.

Special considerations and legal requirements are taken into account for children who are English learners as needed. We identify and assess all potential EL students, and provide all EL students, including EL students in foster care, with a language assistance program that is educationally sound and proven successful. When a best-interest determination is made for an EL student in foster care, the LEA must ensure that it complies with its obligations under Title VI and the EEOA. In addition to State and local funds that may be available for providing transportation, certain Federal funds may be available to cover additional transportation costs to maintain children in foster care in their schools of origin. Title IV - E Federal funds may be used to assist with additional transportation costs for children who are eligible for Title IV-E foster care maintenance payments (those children who meet the specific requirements set forth section 472 of the Social Security Act). This is the primary source of federal funding available to child welfare agencies to use for this purpose, and in fiscal year 2015, more than half of youth in foster care were ineligible for Title IV-E foster care maintenance payments. Specifically, the cost of reasonable travel for a child in foster care to remain in his or her school of origin may be included in the Title IV-E foster care maintenance payment. Child welfare agencies receiving Title IV-E funds have discretion in determining what is considered reasonable travel, and may take into account factors such as cost, distance, and duration of travel. As with any cost enumerated in the definition of foster care maintenance payments, the child welfare agency may decide which of the enumerated costs to include in a child's foster care maintenance payment. In addition, we understand we can use Title I funds to pay for additional costs needed to transport children in foster care to their schools of origin.

Response from the approved prior year Consolidated District Plan.

Special considerations and legal requirements are taken into account for children who are English learners as needed. We identify and assess all potential EL students, and provide all EL students, including EL students in foster care, with a language assistance program that is educationally sound and proven successful. When a best-interest determination is made for an EL student in foster care, the LEA must ensure that it complies with its obligations under Title VI and the EEOA. In addition to State and local funds that may be available for providing transportation, certain Federal funds may be available to cover additional transportation costs to maintain children in foster care in their schools of origin. Title IV - E Federal funds may be used to assist with additional transportation costs for children who are eligible for Title IV-E foster care maintenance payments (those children who meet the specific requirements set forth section 472 of the Social Security Act). This is the primary source of federal funding available to child welfare agencies to use for this purpose, and in fiscal year 2015, more than half of youth in foster care were ineligible for Title IV-E foster care maintenance payments. Specifically, the cost of reasonable travel for a child in foster care to remain in his or her school of origin may be included in the Title IV-E foster care maintenance payment. Child welfare agencies receiving Title IV-E funds have discretion in determining what is considered reasonable travel, and may take into account factors such as cost, distance, and duration of travel. As with any cost enumerated in the definition of foster care maintenance payments, the child welfare agency may decide which of the enumerated costs to include in a child's foster care maintenance payment. In addition, we understand we can use Title I funds to pay for additional costs needed to transport children in foster care to their schools of origin.

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

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

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

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

The resolution process should there be disagreement among parents, education decision makers, and other stakeholders regarding the best interest determination includes reviewing the recommendation as well as input from people involved. We ensure personnel are aware of the process by collaborating with child welfare and other relevant agencies to ensure that all school staff are sensitive to the complex needs of foster youth, are informed about the impact that trauma has on a child's ability to learn, and that the appropriate interventions and strategies are in place to support them to succeed in school. DCFS has the final say if a resolution cannot be determined.

Response from the approved prior year Consolidated District Plan.

The resolution process should there be disagreement among parents, education decision makers, and other stakeholders regarding the best interest determination includes reviewing the recommendation as well as input from people involved. We ensure personnel are aware of the process by collaborating with child welfare and other relevant agencies to ensure that all school staff are sensitive to the complex needs of foster youth, are informed about the impact that trauma has on a child's ability to learn, and that the appropriate interventions and strategies are in place to support them to succeed in school. DCFS has the final say if a resolution cannot be determined.

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

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

ESSA requirements will be reviewed at our administrative team meetings at the district and school levels to make sure who are identified as Youth in Care are supported and receive what they need for an equitable learning environment.

*Required field

Youth in Care Stability Plan Development

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

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

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

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

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

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

The following factors were considered when developing the transportation procedures for a student in foster care:SafetyDuration of the need for servicesThe time/length of travel time for the student each dayTime of placement changeType of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)Traffic patternsFlexibility in school scheduleImpact of extracurricular activities on transportation options.Maturity and behavioral capacity of student.Options that will be considered when developing the transportation plan include, but are not limited to:Pre-existing transportation routeNew transportation routeRoute-to-route hand-offs District-to-district boundary hand-offsOther services for which student is eligible, such as IDEA transportation optionsOptions presented by DCFS workerAlternatives not directly provided by the district/school such as taxis, carpools, publictransportation, etc.

Response from the approved prior year Consolidated District Plan.

The following factors were considered when developing the transportation procedures for a student in foster care:SafetyDuration of the need for servicesThe time/length of travel time for the student each dayTime of placement changeType of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)Traffic patternsFlexibility in school scheduleImpact of extracurricular activities on transportation options.Maturity and behavioralcapacity of studentOptions that will be considered when developing the transportation plan include, but are not limited to:Pre-existing transportation routeNew transportation routeRoute-to-route hand-offs District-to-district boundary hand-offsOther services for which student is eligible, such as IDEA transportation optionsOptions presented by DCFS workerAlternatives not directly provided by the district/school such as taxis, carpools, publictransportation, etc.

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

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

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

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

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

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

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

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

The fund option would be through Transportation Fund General Property Tax Levy.

Response from the approved prior year Consolidated District Plan.

The fund option would be through Transportation Fund General Property Tax Levy.

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

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

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

The resolution process should there be disagreement among parents, education decision makers, and other stakeholders regarding the best interest determination includes reviewing the recommendation as well as input from people involved.

Response from the approved prior year Consolidated District Plan.

The resolution process should there be disagreement among parents, education decision makers, and other stakeholders regarding the best interest determination includes reviewing the recommendation as well as input from people involved.

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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.

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

*Required field

BSP Overview

Program Name: EL - Bilingual Service Plan

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

Rules: [23 Ill. Admin. Code, Part 228.50](#)

Contact: Multilingual Department at 312-814-3850
multilingual@isbe.net

BSP Contact Information

111 English Learners (ELs) are in the district

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

Last Name*

Donev

Phone*

847 362 9695

First Name*

Zuica

Middle
Initial

Email*

zdonev@d70schools.org

EL Program Director Requirements:

Administrative Endorsement



ESL/Bilingual Endorsement



[Administrator Requirements](#)

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

*Required field

111 English Learners (ELs) are in the district

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

Key: Types of Instructional Design

1. Dual Language - Two Way (Self-contained)
2. Dual Language - One Way (Self-contained)
3. Transitional Bilingual Program (Self-contained)
4. Transitional Bilingual Program (Collaboration)
5. Transitional Program in English (Self-contained)
6. Transitional Program in English (Collaboration)

	Attendance Center Name		Program Type (check all that apply)			Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement working within EL programming. Enter whole numbers only and zero if no teachers in a category.				Language Codes of Certified Bilingual Staff serving ELs
		Grade Span	TBE	TPI	Parent Refusal	1	2	3	4	5	6	ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement	ELS-TBE or ELS-VIT Endorsement	Language Codes Alphabetical
1.	Adler Park	k-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	0	0	0	
2.	Butterfield	EC - 5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	0	0	0	
3.	Copeland	k-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	2	0	0	000, 001
4.	Rockland	k-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4	0	0	0	
5.	Highland	6-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	2	0	0	000, 001
6.	SEDOL	EC- 8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0	
7.	John Powers	EC - 8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0	
8.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
9.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
21.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
22.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
23.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
24.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
25.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

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

([count] of 2500 maximum characters used)

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

111 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

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

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

Inservice activities must be provided to ALL staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff. Select the professional development that will be offered in your district for the upcoming fiscal year from the list below.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	10/03/2025	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	4
<input type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Language Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to EL Students with Disabilities		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Program Standards		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> District Identification Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Program Design		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	02/17/2026	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	4
<input type="checkbox"/> Spanish Language Arts		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

These 4 staff members are the teachers who work directly with our EL/ML population. The other endorsed staff member do not work directly with the EL population at this time.

*Required field

BSP TBE Requirements

Instructions

111

English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes☐No☒

Comments:

*Required field

TBE Parent Advisory Committee

Instructions

111

English Learners (ELs) are in the district

Does your district offer a TBE program?

Yes☐No☒

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

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

08/26/2025

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

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

v.01.31.2024

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

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

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

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=35598&ChapterID=7>

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

<https://ilga.gov/commission/icar/admincode/044/04407000sections.html>

NO BINDING OBLIGATION

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

PROJECT

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

FUNDING

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

INVOLUNTARY TERMINATION

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

GENERAL CERTIFICATIONS AND ASSURANCES

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

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

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

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

Instructions for Certification

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

v.01.10.2025

Certification Regarding Lobbying

Instructions

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

- ☒ By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:
- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
 - (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-32](#)"Disclosure of Lobbying Activities," in accordance with its instructions.
 - (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v.04.23.2021

GEPA 442 Assurances

Instructions

- ☒ By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:
1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

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

"LEA" means the local educational agency.

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

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant," "award," and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all

- applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
 6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
 7. An application, evaluation, periodic program plan, or report relating to each Program will be made readily available to parents and other members of the general public;
 8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
 9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
 10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

v.01.31.2024

Assurances

Instructions

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

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

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

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

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

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

v.09.08.2021

Not calling IWAS Web Service
REBECCA JENKINS

Signature of School District Superintendent / Agency Administrator

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

Agreed to on this Date: 08/07/2025
RCDT when agreed to: 34-049-0700-02

The application has not been submitted.

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

Application was created on:	7/10/2025
Assurances were agreed to on:	8/7/2025
Consistency Check was run on:	8/21/2025
District Data Entry submitted for district review on:	8/21/2025
Business Manager	
District Administrator	
ISBE Program Administrator # 1	
ISBE Program Administrator # 2	
ISBE Program Administrator # 3	
ISBE Program Administrator # 4	
ISBE Program Administrator # 5	

Application History(Read Only)

Instructions

Status Change	UserId	Action Date
Submitted for Review	kbongle	08-21-2025 2:03 PM
Consistency Check	kbongle	08-21-2025 2:03 PM
Returned for Changes	ebaffa	08-19-2025 11:34 AM
4th Program Review Complete	Cowsen60	08-19-2025 11:14 AM
3rd Program Review Complete	lwebb80	08-11-2025 9:56 AM
2nd Program Review Complete	snaolhu1	08-08-2025 1:54 PM
1st Program Review Complete	caseywills305	08-08-2025 8:40 AM
Submitted to ISBE	rjenkins1978	08-07-2025 5:58 PM
Forwarded to District Admin	sbachar2	07-29-2025 9:37 AM
Submitted for Review	kbongle	07-28-2025 2:41 PM

Page Review Status Instructions

☒ Expand All

Consolidated District Plan

Page Status

Open Page
for editing


[Consolidated District Plan](#)

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

Save

Selectable Application Print

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

Request Print Job
 Consolidated District Plan
Requested Print Jobs
Requested by kbongle on 8/21/2025
Requested by kbongle on 8/21/2025
Requested by kbongle on 8/21/2025
Completed Print Jobs