

eGrant Management System

Printed Copy of Application

Applicant: GURNEE SD 56

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: GURNEE SD 56

Date Generated: 4/17/2026 10:06:24 AM

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Overview

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

PROGRAM:

Consolidated District Plan

PURPOSE:

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

BOARD GOALS:

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

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

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

FY 2027

Included

Programs:

Title I, Part A - Improving Basic Programs

Title I, Part A - School Improvement Part 1003

Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

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

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

EL - Bilingual Service Plan (BSP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

IDEA, Part B - Flow-Through

IDEA, Part B - Preschool

Foster Care Transportation Plan

LEGISLATION:

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

[Individuals with Disabilities Education Act](#)

[Rehabilitation Act](#)

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

[Workforce Innovation and Opportunity Act](#)

[Head Start Act](#)

[McKinney-Vento Homeless Assistance Act](#)

[Adult Education and Family Literacy Act](#)

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

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

DUE DATE:

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

Submission by April 1 is recommended.

DURATION:

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

AMENDMENTS:

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

INSTRUCTIONS:

Instructions in PDF format

COMMON ABBREVIATIONS:

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

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
<input type="text" value="Correa"/>	<input type="text" value="Luis"/>	<input type="text" value="F"/>
Phone*	Extension	Email*
<input type="text" value="847"/> <input type="text" value="336"/> <input type="text" value="0800"/>	<input type="text"/>	<input type="text" value="lcorrea@d56.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 Gurnee District #56 Board of Education policy states that all students, teachers, paraprofessionals, administrators, participating support personnel, and parents regardless of gender, race, national origin, color, disability, or age, will have equal access to all programs. All teachers and instructional staff will receive training to ensure that all students are included in the curriculum including extra curricular activities. We continue to evaluate access to programs from support to extension to make sure no student is excluded due to identification as a member of a sub group or inappropriate screening systems. District leadership, Board of Education members, District Office staff and general staff continue to engage in professional development, and community engagement, to create equitable access for all families and students.

3. Bilingual Director (Administrator overseeing EL Services) Assurance

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

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

4. District Migrant Education Program Liaison

Last Name	First Name	Middle Initial
<input type="text" value="Torres"/>	<input type="text" value="Miriam"/>	<input type="text"/>
Phone	Extension	Email
<input type="text" value="847"/> <input type="text" value="336"/> <input type="text" value="0800"/>	<input type="text"/>	<input type="text" value="mtorres@d56.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 re-display and paste it into the updated plan box, revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.

*Required field, applicable for all funding sources

Amendments

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

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

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

*Required field, applicable for all funding sources

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

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

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

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

The district has worked with AIR to facilitate the Needs Assessment process to identify areas of improvement and target those areas in our upcoming School Improvement efforts. We included a wide range of stakeholders in the process. The first step in the process was to assemble the School Improvement Teams and dedicate time to complete a self-reflection using the Illinois Quality Framework Rubric. The second step was to facilitate a Root-Cause analysis with the SIP teams and further analyze those areas in which we felt we needed to improve on the IQFR. Throughout this process, we engaged our SIP Teams in book studies to explore concepts of trauma-informed practices and Inclusionary Practices with a focus on co-teaching as a service delivery model for our Sped and EL students. Most of the planning process involved members of our SIP Teams only as we wanted to identify and develop plans based on the needs assessment data. Lastly, we engaged in summer work with our SIP Teams to design professional learning based on the goals identified through the planning process.

Response from the approved prior year Consolidated District Plan.

The district has worked with AIR to facilitate the Needs Assessment process to identify areas of improvement and target those areas in our upcoming School Improvement efforts. We included a wide range of stakeholders in the process. The first step in the process was to assemble the School Improvement Teams and dedicate time to complete a self-reflection using the Illinois Quality Framework Rubric. The second step was to facilitate a Root-Cause analysis with the SIP teams and further analyze those areas in which we felt we needed to improve on the IQFR. Throughout this process, we engaged our SIP Teams in book studies to explore concepts of trauma-informed practices and Inclusionary Practices with a focus on co-teaching as a service delivery model for our Sped and EL students. Most of the planning process involved members of our SIP Teams only as we wanted to identify and develop plans based on the needs assessment data. Lastly, we engaged in summer work with our SIP Teams to design professional learning based on the goals identified through the planning process.

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

Braiding of Funds

- Yes No

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

Transfer of Funds

- Yes No

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

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

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

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

[[count] of 7500 maximum characters used)

The District will continue to use student, parent, and community surveys to identify the needs of the district including community outreach surveys, diversity, equity, and inclusion surveys, student social emotional check-in/survey, and the State of Illinois 5 Essentials survey. The District also collects data surrounding professional development needs through required feedback forms completed by staff.

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.

Parent Advisory CommitteesSWIS Data (Behavioral Data)Class SizeCaseloads and WorkloadsSEL Staff and Community Needs AssessmentPanorama Community Needs Assessment in the areas of Diversity, Equity, and Inclusion

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

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

The needs assessments listed above have shown that some District 56 students have performance deficits in the areas of reading, math and social-emotional learning. Available assessment data indicates that we are performing below state averages in both reading and math in all schools. Local SWIS data, social work and special education caseloads, and administrative referrals indicate an increase in significant behavioral issues across all grade levels. Interventionist support (using research-based programming) in the areas of reading, math and SEL are being provided to Title 1 schoolwide assistance schools. Professional development is in place on de-escalation to improve the understanding of SEL/student needs and restorative practices for staff in designated Title 1 schools.Math and reading interventionists are conducting interventions in the areas of math and reading.The district stakeholder group identified the need to work with teachers to help them identify priority standards and to help students who close gaps by providing differentiated instruction.The district stakeholder group identified the need to work with teachers to help them in the area of SEL and the development of healthy classroom culture, so we will provide training to all staff in those areas.

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

Gurnee School District 56 ensures equitable access to all 1003(a) School Improvement Grant activities by removing barriers related to gender, race, national origin, color, disability, or age. Communications are accessible in multiple languages and formats, and accommodations such as assistive technology and interpreters are provided. The district monitors participation to ensure inclusive and equitable opportunities for all.Over the past three years, Gurnee School District 56 has undertaken a comprehensive effort to revamp and strengthen the school improvement process across all schools, regardless of their state designations. This districtwide approach ensures that continuous improvement is embedded into the culture of every building, creating a unified framework for reflection, accountability, and support. The redesigned School Improvement Plan (SIP) format provides a clear and consistent structure that allows the district to closely monitor progress toward goals throughout the year. Built-in checkpoints enable mid-year reflections and data reviews, allowing schools to assess what is working, identify barriers, and make timely adjustments. Rather than waiting until the end of a grant cycle, annual measures within the SIPs empower the district to allocate supports and interventions in real time, ensuring that each school receives the resources and guidance needed to maintain momentum and achieve measurable progress.A key component of this process is the district's monthly Administrative Professional Learning Community (PLC) meetings. During these sessions, principals and district leaders collaboratively review school improvement goals, analyze data, and discuss implementation progress. These meetings create space for shared problem-solving, professional dialogue, and the identification of common needs across schools. They also serve as a forum for celebrating successes, refining strategies, and coordinating district-level supports. This structured and collaborative approach-anchored in regular reflection, data-driven decision-making, and ongoing professional learning-has become a core practice in Gurnee School District 56. After three years of implementation, it has proven to be both effective and sustainable, helping schools stay focused on instructional improvement, equity, and student success while building leadership capacity across the district.We included a wide range of stakeholders in the process. The first step in the process was to assemble the School Improvement Teams and dedicate time to complete a self-reflection using the Illinois Quality Framework Rubric.Throughout this process, we engaged our SIP Teams in book studies to explore concepts of trauma-informed practices and Inclusionary Practices with a focus on co-teaching as a service delivery model for our Sped and EL students. Most of the planning process involved members of our SIP Teams only as we wanted to identify and develop plans based on the needs assessment data.Lastly, we engaged in summer work with our SIP Teams to design professional learning based on the goals identified through the planning process.

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

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

The needs assessments listed above have shown that some District 56 students have performance deficits in the areas of reading, math and social-emotional learning. Available assessment data indicates that we are performing below state averages in both reading and math in all schools. These funds are also used to provide class size reduction in kindergarten. Allowing us to provide more individualized attention for reading, math and SEL to our youngest students.

G. Title III - LIEP

The needs assessments listed above have shown that some District 56 students have performance deficits in the areas of reading, math and social emotional learning. Available assessment data indicates that we are performing below state averages in both reading and math in all schools. The district stakeholder group identified the need for improved instructional strategies for our Emerging Bilinguals. We will continue to develop teacher practice in the SIOP model of instruction. Imagine Learning is a research-based, standards-aligned curriculum that builds core reading and academic language skills, including support in 15 languages. This program is supplemental and paid for through Title III.

H. Title III - ISEP

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

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

The needs assessments listed above have shown that some District 56 students have performance deficits in the areas of reading, math and social emotional learning. Available assessment data indicates that we are performing below state averages in both reading and math in all schools. We will roll Title IV money into our Title I fund.

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

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

The needs assessments listed above have shown that some District 56 students have performance deficits in the areas of reading, math and social emotional learning. Available assessment data indicates that we are performing below state averages in both reading and math in all schools. Local SWIS data, social work and special education caseloads, and administrative referrals indicate an increase in significant behavioral issues across all grade levels. The need for more special education teachers due to workload increases and possibly additional paraprofessionals is being considered. The funds will be used to hire paraprofessionals, provide professional development in the area of providing interventions with integrity and to provide contract OT and PT services, and proportionate share.

L. IDEA, Part B - Preschool

The needs assessments listed above have shown that some District 56 students have performance deficits in the areas of reading, math and social emotional learning. Available assessment data indicates that we are performing below state averages in both reading and math in all schools. Local SWIS data, social work and special education caseloads, and administrative referrals indicate an increase in significant behavioral issues across all grade levels. The need for more special education teachers due to workload increases and possibly additional paraprofessionals is being considered. The funds will be used to hire paraprofessionals, provide professional development in the area of providing interventions with integrity and to provide contract OT and PT services, and proportionate share.

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.

Student-centered learning opportunities with an emphasis on background knowledge, reading, writing, and mathematics. The establishment of a learning environment that supports reflective thinking and a free exchange of ideas. The use of local testing, Common Formative Assessments and nationally normed local assessments to facilitate curriculum revision, differentiated instruction, and targeted student interventions. Use data accurately to quickly predict those students who will need the most support in meeting annual assessment targets. The use of data and instructional practices to improve classroom culture and community.

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

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

Program Footnotes:

1 = Title I, Part A - Improving Basic Programs

2 = Title I, Part D - Neglected

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

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

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

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

[[count] of 7500 maximum characters used]

Parents, Staff, and Community: What characteristics should students be able to demonstrate upon graduation from District 56? What feedback do you have on the values the district has identified as part of its strategic planning and creation and implementation of the Portrait of a Graduate process? Staff: Questions above, plus - What strategies do you use to assist students? What steps do you take to develop a healthy classroom culture? Administrative meetings - At the administrative team meetings held monthly the full team discusses professional learning communities, current progress and performance on Goal Attainment and Assessment of student performance. Meeting dates for the 2025-26 School Year: 9/10, 10/8, 11/12, 12/17/2025, 1/28, 2/25, 4/1, 4/29, and 5/27/2026

Response from the prior year Consolidated District Plan.

Parents, Staff, and Community: What characteristics should students be able to demonstrate upon graduation from District 56? What feedback do you have on the values the district has identified as part of its strategic planning and creation and implementation of the Portrait of a Graduate process? Staff: Questions above, plus - What strategies do you use to assist students? What steps do you take to develop a healthy classroom culture? Administrative meetings - At the administrative team meetings held monthly the full team discusses professional learning communities, current progress and performance on Goal Attainment and Assessment of student performance. Meeting dates for the 2024-25 School Year: 9/10, 10/8, 11/19, 12/17/2024, 1/23, 2/18, 3/18, 4/15, and 5/13/2025

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

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

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

[[count] of 7500 maximum characters used]

District 56 involved parents in the strategic planning process through survey, initiation to planning committee meetings. Parents and family members participated in SWOT analysis and values identification meetings to help the administrative team develop a 5 year strategic plan. District 56 surveys its community regularly through The Five Essentials, Panorama, and community outreach surveys about Title Funds to continually stay informed about our stakeholders perceptions of our strategic initiatives and use of federal and local funds. Parents of students participating in the MTSS programs are invited to school meetings where staff work with parents, collaboratively, to design an appropriate intervention program for their child. Discipline Committees and Bilingual Parent Advisory committees are also convened regularly to discuss the education program and/or related services. Parents are also included in the hiring process for building and district level administrators. The Title I Parent Compact is sent out and collected annually.

Response from the prior year Consolidated District Plan.

District 56 involved parents in the strategic planning process through survey, initiation to planning committee meetings. Parents and family members participated in SWOT analysis and values identification meetings to help the administrative team develop a 5 year strategic plan. District 56 surveys its community regularly through The Five Essentials, Panorama, and community outreach surveys about Title Funds to continually stay informed about our stakeholders perceptions of our strategic initiatives and use of federal and local funds. Parents of students participating in the MTSS programs are invited to school meetings where staff work with parents, collaboratively, to design an appropriate intervention program for their child. Discipline Committees and Bilingual Parent Advisory committees are also convened regularly to discuss the education program and/or related services. Parents are also included in the hiring process for building and district level administrators. The Title I Parent Compact is sent out and collected annually.

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

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

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[[count] of 7500 maximum characters used)

Community outreach events are hosted at each of our buildings during the course of the year. At these events we also gather input from our parent community about the best ways to meet their students' needs through use of Title funds. The planning committee altered previous programs from student presentations to family engagement and interactive meetings involving the full community and not just the school community. The school committee and the Parent Advisory Committee are making personal invitations to EL parents to bring them to the planned district wide events, such as BPAC. Bilingual Parent Advisory Committees - continue to look at the needs of our students and our community. Hope to provide more family access to community support and to connect more families to the school community for increased parent engagement. Advisory Committee (discipline) - Parents were invited to review data and discuss parent and student needs and goals for safety and discipline. The committee has restructured its PBIS system with a new discipline flow chart, updated definitions for minors and majors (classroom and office). Future training and tools for staff to support the needs of students who have skill deficits in the area of behavior. The committee will next review and rewrite our attendance/truancy procedures and protocols to meet the needs of all students, including special needs, EL and homeless students.

Response from the prior year Consolidated District Plan.

Community outreach events are hosted at each of our buildings during the course of the year. At these events we also gather input from our parent community about the best ways to meet their students' needs through use of Title funds. The Diversity, Equity, and Inclusion Committee altered previous programs from student presentations to family engagement and interactive meetings involving the full community and not just the school community. The school committee and the Parent Advisory Committee are making personal invitations to EL parents to bring them to the planned district wide events, such as BPAC. Bilingual Parent Advisory Committees - continue to look at the needs of our students and our community. Hope to provide more family access to community support and to connect more families to the school community for increased parent engagement. Advisory Committee (discipline) - Parents were invited to review data and discuss parent and student needs and goals for safety and discipline. The committee has restructured its PBIS system with a new discipline flow chart, updated definitions for minors and majors (classroom and office). Future training and tools for staff to support the needs of students who have skill deficits in the area of behavior. The committee will next review and rewrite our attendance/truancy procedures and protocols to meet the needs of all students, including special needs, EL and homeless students.

Title I Requirement:

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

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

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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



Parent and Family Engagement

ESEA Section 1116(a)(2)

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

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

Resources:

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

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

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

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

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

How To Upload A FILE

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

Choose File No file chosen

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

Policy-6170.pdf

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

*Required field

Private School Participation

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

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

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

Will Private Schools participate in the Program?

- Yes No

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

Comments: _____

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

ISBE Goals:

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

District Goal(s):

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

Student-centered learning opportunities with an emphasis on background knowledge, reading, writing, and mathematics.The establishment of a learning environment that supports reflective thinking and a free exchange of ideas.Use data accurately to quickly predict those students who will need the most support in meeting annual assessment targets.To monitor student progress to ensure one year of growth for one year of experience.To provide diverse learning opportunities that result in life-long learning.

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

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

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

No Preschool Programs

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

([count] of 7500 maximum characters used)

Gurnee School District 56 currently offers both Early Childhood Special Education classes as well as Early Learning classes. The Early Learning classes are funded through the Preschool For All grant. The Preschool For All funded programs are a blended program as approved by the grant to enroll both At-Risk and Special Education identified students in the same classroom. These programs are currently operated under the Gold performance standard awarded by the state auditors. The program provides a rigorous curriculum addressing academics, social and emotional development, fine and gross motor skills. Response to Intervention programs begin with the Early Learning programs and most often focus on motor development or speech and language development services. School District 56 teachers facilitate parent and child sessions that are modeled after the Parent as Teacher program. This program's aim is to build the capacity of parents who have children that may be at risk of academic failure to support their child's learning at home. Parents are provided with materials to use at home with their child to support their child's learning and development. Community Outreach - In addition to offering Child Find screenings throughout the year both onsite and at other community locations, PreKindergarten and Kindergarten Teachers participate in Kindergarten parent information nights at local preschools to inform parents of kindergarten expectations. Related service staff visit and observe in local preschools to collaborate and set up intervention plans for students that are district residents.

Response from the approved prior year Consolidated District Plan.

Gurnee School District 56 currently offers both Early Childhood Special Education classes as well as Early Learning classes. The Early Learning classes are funded through the Preschool For All grant. The Preschool For All funded programs are a blended program as approved by the grant to enroll both At-Risk and Special Education identified students in the same classroom. These programs are currently operated under the Gold performance standard awarded by the state auditors. The program provides a rigorous curriculum addressing academics, social and emotional development, fine and gross motor skills. Response to Intervention programs begin with the Early Learning programs and most often focus on motor development or speech and language development services. School District 56 teachers facilitate parent and child sessions that are modeled after the Parent as Teacher program. This program's aim is to build the capacity of parents who have children that may be at risk of academic failure to support their child's learning at home. Parents are provided with materials to use at home with their child to support their child's learning and development. Community Outreach - In addition to offering Child Find screenings throughout the year both onsite and at other community locations, PreKindergarten and Kindergarten Teachers participate in Kindergarten parent information nights at local preschools to inform parents of kindergarten expectations. Related service staff visit and observe in local preschools to collaborate and set up intervention plans for students that are district residents.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

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

District Goal(s):

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

Student-centered learning opportunities with an emphasis on background knowledge, reading, writing, and mathematics. The establishment of a learning environment that supports reflective thinking and a free exchange of ideas. The use of local assessment testing to facilitate curriculum revision, differentiated instruction, and targeted student interventions. The development of a plan for a guaranteed viable curriculum that is culturally responsive in every subject area for every student. Use data accurately to quickly predict those students who will need the most support in meeting annual assessment targets. To monitor student progress to ensure at least one year of growth for one year of experience.

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

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

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

([count] of 7500 maximum characters used)

Gurnee School District 56 provides a well-rounded instructional program for students in Pre-kindergarten through Eighth grade including a full day kindergarten program for all students. In addition to the core content areas of Language Arts, Mathematics, Science and Social Studies students participate in daily Physical Education, Health, Art, Music and Digital Literacy. Optional courses include Band, Choir Art, and Music. Content for all of these courses are aligned with the challenging State academic standards, as well as national standards from the appropriately affiliated organizations such as ISTE (International Society for Technology Education) or WIDA. The district fully complies with all requirements of the Illinois School Code and regularly passes audits of compliance. The development of the district curricula is a continual process completed by teachers and monitored by the parent community throughout each school year. The district works under the Illinois Learning Standards as well as other nationally recognized standards (noted above.) Curriculum maps are developed for courses and housed in the Google Workspace. Revisions and updates are done collaboratively to meet the needs of the students and guide the path towards meeting or exceeding standards and prepare students for a successful transition to Warren Township High School (a separate school district). Curriculum updates and revisions are ongoing and fluid. The curriculum scope and sequence documents and unit plans are considered live documents as adjustments are made to pacing and scaffolding in order to accommodate our changing population. The mission statement for Gurnee School District 56 is Education that Inspires...Opportunities for All. That was at the forefront when the decision to become a 1:1 school district was made in 2012. Ensuring every student had access to the curriculum and providing student learning at school and at home would support the district goal of at least one year of growth for one year of attendance. All students in grades K-8 are provided an iPad and classroom sets of iPads are provided in the Early Childhood and Early Learning classrooms. Students and families in grades K-8 are able to take the devices home as needed. Accessibility tools, interactive textbooks, screen-casting tools, audio and video features and apps have allowed D56 teachers to personalize learning for all students. Self-paced opportunities allow students to move through the curriculum as they demonstrate mastery of skills that build towards meeting a standard. Creating entry points all along the way to the curriculum supports all learners and their unique learning traits at all grade levels. As a district, we have transitioned from a teacher-centered to a student-centered environment, which maximizes student choice, engagement and productivity for all students. At the teacher level structures are in place for every grade level or content area team to hold regular professional learning conversations. Formative and Summative assessment results are reviewed to determine if students are making growth toward the identified targets/standards. By identifying strands that demonstrate lower student performance, teachers are able to link back to the scope and sequence documents and unit plans to make sure that the curriculum is appropriately addressing the strand at a rigorous level. If the curricula objectives, skills and activities are determined to match the target/standards, then the team reviews the instructional strategies being used by teachers. Team members demonstrating success with this strand share the strategies and the instructional plans they used so others may adjust their instruction accordingly when they reteach the content. Professional development is offered for staff that have identified a gap in their instructional preparation.

Response from the prior year Consolidated District Plan.

Gurnee School District 56 provides a well-rounded instructional program for students in Pre-kindergarten through Eighth grade including a full day kindergarten program for all students. In addition to the core content areas of Language Arts, Mathematics, Science and Social Studies students participate in daily Physical Education, Health, Art, Music and Technology. Optional courses include Digital Literacy, Band, Choir and Spanish (both native and non-native courses are available.) Content for all of these courses are aligned with the challenging State academic standards, as well as national standards from the appropriately affiliated organizations such as ISTE (International Society for Technology Education) or WIDA. The district fully complies with all requirements of the Illinois School Code and regularly passes audits of compliance. The development of the district curricula is a continual process completed by teachers and monitored by the parent community throughout each school year. The district works under the Illinois Learning Standards as well as other nationally recognized standards (noted above.) Curriculum maps are developed for courses and housed in the Google Workspace. Revisions and updates are done collaboratively to meet the needs of the students and guide the path towards meeting or exceeding standards and prepare students for a successful transition to Warren Township High School (a separate school district). Curriculum updates and revisions are ongoing and fluid. The curriculum maps are considered live documents as adjustments are made to pacing and scaffolding in order to accommodate our changing population. The mission statement for Gurnee School District 56 is Education that Inspires...Opportunities for All. That was at the forefront when the decision to become a 1:1 school district was made in 2012. Ensuring every student had access to the curriculum and providing student learning twenty-four hours a day would support the district goal of one year of growth for one year of attendance. All students in grades K-8 are provided an iPad and classroom sets of iPads are provided in the Early Childhood and Early Learning classrooms. Students and families in grades K-8 are able to keep that device twenty-four hours a day. The iPad has become the primary content and instructional delivery tool for students. The accessibility tools, interactive textbooks, teacher created instructional videos, screen-casting tools, audio and video features and apps have allowed D56 teachers to personalize learning for all students. Self-paced opportunities are plentiful, allowing students to move through the curriculum as they demonstrate mastery of skills that build towards meeting a standard. Students often remark on how much they appreciate being able to go back and replay the teacher, teaching a concept on their own, rather than having to ask questions in class. Creating entry points all along the way to the curriculum supports all learners and their unique learning traits at all grade levels. As a district, we have transitioned from a teacher-centered to a student-centered environment, which maximizes student choice, engagement and productivity for all students. At the teacher level structures are in place for every grade level or content area team to hold regular professional learning conversations. Formative and Summative assessment results are reviewed to determine if students are making growth toward the identified targets/standards. By identifying strands that demonstrate lower student performance, teachers are able to link back to the curriculum maps to make sure that the curriculum is appropriately addressing the strand at a rigorous level. If the curricula objectives, skills and activities are determined to match the target/standards, then the team reviews the instructional strategies being used by teachers. Team members demonstrating success with this strand share the strategies and the instructional plans they used so others may adjust their instruction accordingly when they reteach the content. Professional development is offered for staff that have identified a gap in their instructional preparation.

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

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

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

([count] of 7500 maximum characters used)

District 56 has long adhered to the regulations set forth with MTSS. It is the foundational system whereby all students access additional support when needed. The goal of this program is to incorporate an effective three-tiered model, utilizing research based teaching strategies and interventions in order to show meaningful academic and behavioral growth for all D56 students. *There is a shared responsibility for student achievement across the entire school

community despite environmental, economic, or educational disadvantages. *All staff members have a part in the MTSS decision making process, follow through on intervention plans and the review of growth data. *Improving the effectiveness of the core instruction is essential to this process. *Assessments should inform and evaluate the impact of instruction in all tier levels. *Core instruction and interventions should be supported by research. *Parents, staff, and students are vital members of the team. *The best way to address student learning and behavioral needs is to be proactive. *All staff members must have quality professional development, adequate tools, strategies, support and resources to meet the needs of all students. *The effectiveness of instruction is routinely monitored; ongoing formative data are used to indicate when changes in instruction are needed. Purpose: The purpose of MTSS is to identify student needs and provide all students with a continuum of increasingly intensive programming based on individual need using a comprehensive decision-making process. This system blends general education, special education, and other support staffs' expertise, services and resources into one system that more effectively meets students' needs. The students' strengths and weaknesses are assessed based on their academic performance or behavior in the school environment. The focus is on functional assessment of students' needs, the provision of usable information to classroom teachers and the development of interventions by a collaborative problem solving team. Early intervention in the typical learning environment is emphasized based on reliable and measurable information. The student's progress is directly and frequently monitored, at all levels of decision-making. Foundation of Model: MTSS is based on the following beliefs; *All students can learn and should have appropriate learning opportunities utilizing scientifically based researched instructional materials. *Everyone in the school is responsible for the education of ALL students. *A strong parent-school partnership provides an important foundation for student success. *Ongoing systematic staff development is necessary to meet the needs of ALL learners. *Collaboration is essential for effective decision-making related to student performance. Components: MTSS is defined by the following: Problem Identification *A problem is defined as the discrepancy verified by multiple sources/measures that exist between any child's current and desired performance. *Assessment takes place using Universal Screening three times throughout the school year to identify students with "at-risk" and significant skill deficits. Problem Analysis *Assessments are directed to specific areas of difficulty related to instruction, curriculum, environment, and/or learner. *The primary focus of assessment is on variables that can be changed within the school setting. *Problem solving occurs in multiple forums: with parents, with grade-level colleagues and/or with a building team. Plan Development *Interventions are identified and considered that address the specific area of identified need. *Interventions are implemented to ensure that the plan is implemented with integrity. *The intervention effectiveness is assessed continuously through progress monitoring. *This data collected over time is the primary source of information for instructional decision-making, including eligibility for special education or other services. *The intervention plan includes a measurable goal that reduces the gap between the current and expected performance. *The progress monitoring system is sensitive to small changes in performance, is easy to administer, is time efficient and inexpensive and allows for repeated administration. Plan Evaluation *Problems are considered resolved when the discrepancy between current and desired performance is no longer significant. *The progress monitoring data is used to determine the effectiveness of the intervention and is used for continued decision-making. *The plan is evaluated in terms of progress toward the goal, level of discrepancy, and level of resources needed. *The next steps are planned based on educational need and educational benefit. The intent of this model is not to avoid the identification of students with disabilities for special education services. This service delivery system is designed to provide support and services to any student experiencing difficulties in the educational setting whether they have an identified disability or not. MTSS Tiers Tier 1 Research-based Core Instructional Curriculum Curriculum: Grade level general education curriculum with or without adaptations Assessment: Local and CBM (AIMSweb) assessments are used to identify students underperforming as compared to national and local norms including class ranking. Local assessments are given three times a year to kindergarten through 8th graders. AIMSweb is given three times a year to grades K-5. It is given strictly for progress monitoring in grades 6-8. Students performing below the 25% are referred for MTSS services. SEL screener is given out periodically, each school year. Tier 2 Targeted Group Interventions Curriculum: Grade level general education curriculum with or without adaptations, additional practice and support for isolated skill/strategy development using peer reviewed, scientifically research-based interventions Assessment: Local and CBM (AIMSweb) assessments to verify skill development. These assessments are used to progress monitor/strategic monitor progress on a more frequent basis (at least monthly), additional diagnostic testing may be performed as needed. Peer Reviewed Scientific Research-based Programs: see programs noted above Tier 3 Intensive Individual/Small Group Interventions Curriculum: Grade level general education curriculum with additional intensive daily interventions (peer reviewed scientifically research-based), alternative programs of instruction in one or more curricular areas Assessment: CBM (AIMSweb) progress monitoring of targeted skills. Progress monitoring data is collected on a more continual basis (weekly.) Additional diagnostic testing may be performed as needed. Peer Reviewed Scientific Research-based Programs: See Intervention listing, Examples of supplements and programs used as interventions include but are not limited to the following research based instructional programs: Wilson Reading, Making Connections, Superkids, Lexia, Read Naturally, Reading Mastery, and others.

Response from the prior year Consolidated District Plan.

District 56 has long adhered to the regulations set forth with MTSS. It is the foundational system whereby all students access additional support when needed. The goal of this program is to incorporate an effective three-tiered model, utilizing research based teaching strategies and interventions in order to show meaningful academic and behavioral growth for all D56 students. *There is a shared responsibility for student achievement across the entire school community despite environmental, economic, or educational disadvantages. *All staff members have a part in the MTSS decision making process, follow through on intervention plans and the review of growth data. *Improving the effectiveness of the core instruction is essential to this process. *Assessments should inform and evaluate the impact of instruction in all tier levels. *Core instruction and interventions should be supported by research. *Parents, staff, and students are vital members of the team. *The best way to address student learning and behavioral needs is to be proactive. *All staff members must have quality professional development, adequate tools, strategies, support and resources to meet the needs of all students. *The effectiveness of instruction is routinely monitored; ongoing formative data are used to indicate when changes in instruction are needed. Purpose: The purpose of MTSS is to identify student needs and provide all students with a continuum of increasingly intensive programming based on individual need using a comprehensive decision-making process. This system blends general education, special education, and other support staffs' expertise, services and resources into one system that more effectively meets students' needs. The students' strengths and weaknesses are assessed based on their academic performance or behavior in the school environment. The focus is on functional assessment of students' needs, the provision of usable information to classroom teachers and the development of interventions by a collaborative problem solving team. Early intervention in the typical learning environment is emphasized based on reliable and measurable information. The student's progress is directly and frequently monitored, at all levels of decision-making. Foundation of Model: MTSS is based on the following beliefs; *All students can learn and should have appropriate learning opportunities utilizing scientifically based researched instructional materials. *Everyone in the school is responsible for the education of ALL students. *A strong parent-school partnership provides an important foundation for student success. *Ongoing systematic staff development is necessary to meet the needs of ALL learners. *Collaboration is essential for effective decision-making related to student performance. Components: MTSS is defined by the following: Problem Identification *A problem is defined as the discrepancy verified by multiple sources/measures that exist between any child's current and desired performance. *Assessment takes place using Universal Screening three times throughout the school year to identify students with "at-risk" and significant skill deficits. Problem Analysis *Assessments are directed to specific areas of difficulty related to instruction, curriculum, environment, and/or learner. *The primary focus of assessment is on variables that can be changed within the school setting. *Problem solving occurs in multiple forums: with parents, with grade-level colleagues and/or with a building team. Plan Development *Interventions are identified and considered that address the specific area of identified need. *Interventions are implemented to ensure that the plan is implemented with integrity. *The intervention effectiveness is assessed continuously through progress monitoring. *This data collected over time is the primary source of information for instructional decision-making, including eligibility for special education or other services. *The intervention plan includes a measurable goal that reduces the gap between the current and expected performance. *The progress monitoring system is sensitive to small changes in performance, is easy to administer, is time efficient and inexpensive and allows for repeated administration. Plan Evaluation *Problems are considered resolved when the discrepancy between current and desired performance is no longer significant. *The progress monitoring data is used to determine the effectiveness of the intervention and is used for continued decision-making. *The plan is evaluated in terms of progress toward the goal, level of discrepancy, and level of resources needed. *The next steps are planned based on educational need and educational benefit. The intent of this model is not to avoid the identification of students with disabilities for special education services. This service delivery system is designed to provide support and services to any student experiencing difficulties in the educational setting whether they have an identified disability or not. MTSS Tiers Tier 1 Research-based Core Instructional Curriculum Curriculum: Grade level general education curriculum with or without adaptations Assessment: Local and CBM (AIMSweb) assessments are used to identify students underperforming as compared to national and local norms including class ranking. Local assessments are given three times a year to kindergarten through 8th graders. AIMSweb is given three times a year to grades K-5. It is given strictly for progress monitoring in grades 6-8. Students performing below the 25% are referred for MTSS services. SEL screener is given out periodically, each school year. Tier 2 Targeted Group Interventions Curriculum: Grade level general education curriculum with or without adaptations, additional practice and support for isolated skill/strategy development using peer reviewed, scientifically research-based interventions Assessment: Local and CBM (AIMSweb) assessments to verify skill development. These assessments are used to progress monitor/strategic monitor progress on a more frequent basis (at least monthly), additional diagnostic testing may be performed as needed. Peer Reviewed Scientific Research-based Programs: see programs noted above Tier 3 Intensive Individual/Small Group Interventions Curriculum: Grade level general education curriculum with additional intensive daily interventions (peer reviewed scientifically research-based), alternative programs of instruction in one or more curricular areas Assessment: CBM (AIMSweb) progress monitoring of targeted skills. Progress monitoring data is collected on a more continual basis (weekly.) Additional diagnostic testing may be performed as needed. Peer Reviewed Scientific Research-based Programs: See Intervention listing, Examples of supplements and programs used as interventions include but are not limited to the following research based instructional programs: Wilson Reading, Making Connections, Superkids, Lexia, Read Naturally, Reading Mastery, and others.

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

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([count] of 7500 maximum characters used)

Additional education assistance is provided in a variety of formats from school to school. Power Up is an additional class added to the school day at appropriate school buildings, specifically to allow additional instruction (Tier 2 and Tier 3 instruction) for students in reading or math. This supplements the Tier one, core instruction program for students requiring additional help. "Class and a half" is another support provided in middle school math for students requiring

additional instruction and practice time beyond the regular class period. Students identified as at risk of academic failure may be enrolled in one or both of these intervention programs based upon individual need. Small group, pull-out instruction is most often provided at the K-5 level. These personalized interventions align with the identified gap in learning as determined through analysis of AIMSweb, local and common formative assessments. Based upon the size of the gap, students receive these services anywhere from twice a week to daily. Interventions are research based and delivered either by the classroom teacher directly, a certified interventionist or a teaching assistant under the direction of a certified teacher. All intervention programs are in addition to the core instructional program being delivered by highly qualified, certified teachers. It is important to note that all teaching staff in Gurnee School District 56 are highly qualified in the area of teaching for which they are assigned. Certified reading teachers provide individual, small and larger group instruction for those students challenged with decoding, comprehension and other skill based gaps in literacy.

Response from the prior year Consolidated District Plan.

Additional education assistance is provided in a variety of formats from school to school. Power Up is an additional class added to the school day at appropriate school buildings, specifically to allow additional instruction (Tier 2 and Tier 3 instruction) for students in reading or math. This supplements the Tier one, core instruction program for students requiring additional help. "Class and a half" is another support provided in middle school math for students requiring additional instruction and practice time beyond the regular class period. Students identified as at risk of academic failure may be enrolled in one or both of these intervention programs based upon individual need. Small group, pull-out instruction is most often provided at the K-5 level. These personalized interventions align with the identified gap in learning as determined through analysis of AIMSweb, local and common formative assessments. Based upon the size of the gap, students receive these services anywhere from twice a week to daily. Interventions are research based and delivered either by the classroom teacher directly, a certified interventionist or a teaching assistant under the direction of a certified teacher. All intervention programs are in addition to the core instructional program being delivered by highly qualified, certified teachers. It is important to note that all teaching staff in Gurnee School District 56 are highly qualified in the area of teaching for which they are assigned. Certified reading teachers provide individual, small and larger group instruction for those students challenged with decoding, comprehension and other skill based gaps in literacy.

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

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The improvement of instruction has moved to the expansion of support of the existing evidence based instructional strategies in the areas of reading and math at the K-5 levels, and Co-Teaching for special education teachers paired with a small group of general education teachers, Co-Teaching using SIOP model for EL teachers paired with the special education and/or general education teacher to support language development and academic skills for multilingual students. Programs and strategies addressing students' engagement and the development of skills related to being a scholar have also been brought into the district's core and supplemental instructional programs. Teacher Rounds, CHAMPS Structures, and Kagan Cooperative Learning Structures have been adopted to support teachers at the K-5 level with developing student ownership of learning. The district completed a literacy review during the summer of 2024 aligning literacy practices to the ISBE Comprehensive Literacy Plan. A team of more than thirty educators representing general education, special education, multilingual education, and social emotional education partnered together to read, Teaching Reading by Fisher and Frey and developed professional learning modules aligned to each chapter of the book. Those modules have been used as professional learning resources for all staff so they can align literacy practices in all grade levels and content areas to best practices. Evidence based reading and math instructional strategies that allow teachers the necessary structures to meet the varied needs that exist in a single classroom. The adoption of iReady math in grades k-5 and Amplify Desmos Math in grades 6-8, partnered with ongoing data analysis, assists teachers with identifying students with gaps or challenges that impede their work towards meeting the State academic standards. We have adopted HMH Into Literature as an English Language Arts resource for our Middle School ELA teachers. Flexible groups compliment whole class instruction and provide opportunities for students to receive individualized attention and re-teaching when necessary. Use of materials such as Newsela, provide the same content written at different Lexile levels. This provides differentiated entry points for students allowing them to share the learning of the same content with one another. Co-teaching with special education staff, English Language Learning staff and/or Interventionists may also take place during this time. Students at risk of academic failure receive direct instruction on skill deficits in the regular classroom with the whole class, in a small group with a teacher or specialist and with an intervention group. These small groups spiral curriculum allowing the teacher to cycle back to content taught earlier and measure the retention of the concepts throughout the school year. Co-Teaching, as mentioned above, brings the Special Education teacher into the regular education classroom to support the fully included special education students as well as those students at-risk for academic failure. Co-Teaching will also help to support the linguistic and academic needs of our multilingual students. Teachers will co-plan and deliver differentiated lessons. During these lessons either the regular classroom teacher or Special Education teacher will take the lead on the delivery of the lesson while the other teacher moves around the room to support individual students or pull a small group of struggling students to guide them through the lesson with additional scaffolding of information or smaller steps laid out to guide students towards successful mastery of the content. As the student population of Gurnee School District brings more challenges to the classroom and demonstrates less preparation for school it has become necessary to employ new approaches to instruction. Students need to learn how to be a student and understand the expectations of school with consistent language throughout their academic experiences. Cooperation and ownership of the learning can no longer be expected, but must be taught, first. Kagan Cooperative Learning Structures and CHAMPS Structures were brought into the primary Title I school as a result of research done by a teacher team and the PBIS Tier 1 team. Their work on creating a collaborative classroom has demonstrated success and created excitement and consistency in these classrooms. Title III funds will be used to cover the costs of acquiring, implementing, and sustaining the use of these supplemental resources for EL students. These resources are supplemental to the core curriculum, meaning they provide targeted, additional support specifically for ELs beyond what is offered to all students. This ensures that the district is meeting its obligation under Title III to improve the language proficiency and academic achievement of English learners. Imagine Learning: This platform provides personalized instruction in reading, math, and language development. Title III funds will be used to purchase licenses for EL students, ensuring they receive targeted support in language acquisition through interactive lessons and assessments. Imagine Learning will also help teachers track progress, adjust instruction, and provide personalized learning plans for each student. Words Their Way / Palabras a su Paso: These word study programs focus on phonics, spelling, and vocabulary development, with a specific focus on bilingual instruction for ELs. This resource will help students develop their literacy skills in both English and Spanish, building a strong foundation for reading and writing in both languages. Heggerty: This phonemic awareness curriculum supports early literacy development, which is critical for EL students learning English. This resource will help students build phonological awareness, which is a key predictor of reading success for ELs. By providing these supplemental resources, the district ensures that EL students receive differentiated and targeted instruction that meets their unique language development needs. These resources will provide EL students with the necessary support to succeed in their language development journey. By utilizing Title III funds to implement these programs, the district ensures that the needs of EL students are met through high-quality, evidence-based interventions that are tailored to their learning profiles. We will continue the work on the SIOP model with staff who work with EL students. The SIOP model offers strategies to support language development at any grade level.

Response from the prior year Consolidated District Plan.

As a 1:1 iPad school district, ongoing professional development on the appropriate integration/use of technology in the classroom continues to be provided to instructional staff. As the use of the devices became solidly embedded and fluid in the classrooms the focus of the improvement of instruction moved to the expansion of support of the existing evidence based instructional strategies in the areas of reading and math at the K-5 levels, and Co-Teaching for special education teachers paired with a small group of general education teachers, Co-Teaching using SIOP model for EL teachers paired with the special education and/or general education teacher to support language development and academic skills for multilingual students. Programs and strategies addressing students' engagement and the development of skills related to being a scholar have also been brought into the district's core and supplemental instructional programs. Teacher Rounds, CHAMPS Structures, and Kagan Cooperative Learning Structures have been adopted to support teachers at the K-5 level with developing student ownership of learning. The district completed a literacy review during the summer of 2024 aligning literacy practices to the ISBE Comprehensive Literacy Plan. A team of more than thirty educators representing general education, special education, multilingual education, and social emotional education partnered together to read, Teaching Reading by Fisher and Frey and developed professional learning modules aligned to each chapter of the book. This year those modules have been used as professional learning resources for all staff so they can align literacy practices in all grade levels and content areas to best practices. Evidence based reading and math instructional strategies that allow teachers the necessary structures to meet the varied needs that exist in a single classroom. The adoption of iReady math in grades k-5 and Amplify Desmos Math in grades 6-8, partnered with ongoing data analysis, assists teachers with identifying students with gaps or challenges that impede their work towards meeting the State academic standards. Flexible groups compliment whole class instruction and provide opportunities for students to receive individualized attention and re-teaching when necessary. Use of materials such as Newsela, provide the same content written at different Lexile levels. This provides differentiated entry points for students allowing them to share the learning of the same content with one another. Co-teaching with special education staff, English Language Learning staff and/or Interventionists may also take place during this time. Students at risk of academic failure receive direct instruction on skill deficits in the regular classroom with the whole class, in a small group with a teacher or specialist and with an intervention group. These small groups spiral curriculum allowing the teacher to cycle back to content taught earlier and measure the retention of the concepts throughout the school year. Co-Teaching, as mentioned above, brings the Special Education teacher into the regular education classroom to support the fully included special education students as well as those students at-risk for academic failure. Co-Teaching will also help to support the linguistic and academic needs of our multilingual students. Teachers will co-plan and deliver differentiated lessons. During these lessons either the regular classroom teacher or Special Education teacher will take the lead on the delivery of the lesson while the other teacher moves around the room to support individual students or pull a small group of struggling students to guide them through the lesson with additional scaffolding of information or smaller steps laid out to guide students towards successful mastery of the content. As the student population of Gurnee School District brings more challenges to the classroom and demonstrates less preparation for school it has become necessary to employ new approaches to instruction. Students need to learn how to be a student and understand the expectations of school with consistent language throughout their academic experiences. Cooperation and

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

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The enrollment system at Gurnee District 56 equitably distributes students throughout the school district and classrooms. There are two school sites for every grade level from kindergarten through eighth grade. Enrollment moves back and forth between the two schools to make sure that class sizes and class make up is equitable between each school site. There are no neighborhood schools. Students residing in subsidized housing or low-income areas are assigned to all four schools. Transportation is provided for every D56 student and all four schools receive a mode of transportation from every residential area of the district. As for classroom assignments, each building creates heterogeneous class lists through a process that is completed each spring. A profile is completed on the demographic information for each student identifying gender, ethnicity, income, required special services, reading performance, math performance, behavioral concerns, special interests and other information that would allow for a successful class placement. The process results in equitable classrooms where each classroom has a balance of demographics and small groups of students identified with similar special needs. This allows teachers the ability to provide the additional attention and support to our students that are exceeding or not meeting state standards. Students requiring EL services are placed in classrooms with teachers certified to teach EL or receive EL services from an EL certified resource teacher. All teachers review final class lists to ensure balance of need. No one classroom is allowed to have higher rates of students requiring targeted assistance or identified as at risk of academic failure than other classrooms. When reviewing the needs of the students with special needs and receiving special education support, the team always considers the 70/30 ratio of special education students to general education students in any one given classroom. The process in place has been highly effective in supporting this goal. All teachers in Gurnee School District 56 are highly qualified to be in the position they hold. The profile of students assigned to a new teacher's (inexperienced) classroom and the makeup of that classroom mirror that of the other classrooms in that grade level or content area, throughout the district. Any teachers that are inexperienced or out of placement and requiring support would be continued in the existing mentor program or reenrolled, if necessary. Should the deficiency be identified in any area the teacher would be directed to participate in, participate in professional learning or instructional coaching. The teacher would also be required to create a PDP (professional development plan) in collaboration with their building administrator and the collective bargaining agent's representative. Any necessary conferences or paid consultants agreed upon by both parties would be supported by D56.

Response from the prior year Consolidated District Plan.

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

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Each of the four schools employs a full-time, certified librarian and the district employs a STEM instructional coach ensuring students and teachers have access to the best library media resources and STEM related instruction. All four schools at Gurnee School District 56 offer fully developed "library" spaces that have completed a transformation to add STEM labs and makerspaces to the more traditional library space. Each of these facilities offer flexible seating that allows for whole class or multiple class sessions for cross curricular studies. Each space offers a presentation center that allows students to work in small group collaborations on projects, inquiry studies or STEM based challenges. Each presentation center is equipped with furniture that facilitates collaboration and a touchscreen television for displaying the presentation being developed. These spaces are conducive for students to work independently, with partners, in small groups or with a full class and a teacher for direct instruction. The spaces are designed to accommodate more than one class at a time. It is possible to have two classes conducting inquiry-based learning while another class is using the makerspace to build models of a cell and small groups of students working at the presentation center creating the soundtrack for a Public Service Announcement or in the STEM lab building bridges. The STEM labs are equipped with robotics, Lego, construction materials, 3D printers, 3D pens, green screen recording spaces and other materials needed to accomplish the STEM challenges being presented in either core classes or in the Digital Literacy class. The STEM lab is available for any teacher in the school to take advantage of throughout the course of the year. The makerspaces are equipped with small tools, such as soldering irons, saws, screwdrivers, hammers, drills and the associated materials such as lumber, foam board, cardboard, tape, glue, etc. Each space has a sewing machine, materials and thread. Finally new equipment is added regularly such as a vinyl cutting machine or 3D printers. The library continues to house volumes of fiction and nonfiction reading materials for research and checkout purposes. It is important to note that as a 1:1 iPad district the students have a digital library at their fingertips, as well. Novels for class studies as well as independent reading are available for students 24/7 through their device. Both Follett and SORA library services are used in the district schools. All technological resources, applications, and/or apps are SOPA/FERPA compliant for all district employees and student usage. Finally, digital literacy skills are taught from Kindergarten to Eighth grade. The curriculum objectives move students towards being able to create digital presentations using a variety of tech-enhanced tools. Students are capable of combining apps and other applications for a multi-faceted presentation. With coding being taught formally in grades K- 8 students are able to design their own applications, solving problems or demonstrating their learning. An example would be a second grade student creating a display that codes the animation of the water cycle, modeling evaporation, condensation and precipitation. These opportunities are open to all students throughout the district and the curriculum supporting this is taught to all students across the district.

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

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Services for students identified as performing significantly above grade level expectation may be considered for participation in the formal Advanced Academics Education Program. These services are provided in Language Arts and Mathematics from grades 4-8. The programming offers replacement classes for the regular Language Arts and Mathematics programs taking place in the general classrooms. Students may be placed in one or both of the offerings based upon the findings of the eligibility process noted below. (Students found to be "borderline" are offered placement in the class with the consent of the parents and understanding if the placement is determined to be inappropriate for the student and he/she may be removed from the class at the parent/student/teacher's request.) Mission: When it comes to the possibility that a student is demonstrating advanced learning needs in Gurnee District 56, we have designed a continuum of services we consider when seeking to meet the needs of a particular student. The mission of the Advanced Academics program is to provide a diversified language arts and/or math curriculum and instructional experience to students with high cognitive ability and/or achievement. Philosophy: Students who have a high cognitive ability and/or achievement that is significantly above the norm require specialized instruction. This instruction should be faster paced, more rigorous, at a greater depth, or accelerated beyond the typical grade-level instruction. It should provide opportunities for students to engage in high level thinking skills and interaction with students of similar abilities. The Advanced Academics program encourages success by supporting the needs of identified students while ensuring that grade level standards are met. Definition: A student who demonstrates ability and/or achievement that is significantly above the norm may be considered for the Advanced Academics program. This program is designed to address the needs of students who require instruction that is above their grade-level peers.

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Services for students identified as performing significantly above grade level expectation may be considered for participation in the formal Advanced Academics Education Program. These services are provided in Language Arts and Mathematics from grades 4-8. The programming offers replacement classes for the regular Language Arts and Mathematics programs taking place in the general classrooms. Students may be placed in one or both of the offerings based upon the findings of the eligibility process noted below. (Students found to be "borderline" are offered placement in the class with the consent of the parents and understanding if the placement is determined to be inappropriate for the student and he/she may be removed from the class at the parent/student/teacher's request.) Mission: When it comes to the possibility that a student is demonstrating advanced learning needs in Gurnee District 56, we have designed a continuum of services we consider when seeking to meet the needs of a particular student. The mission of the Advanced Academics program is to provide a diversified language arts and/or math curriculum and instructional experience to students with high cognitive ability and/or achievement. Philosophy: Students who have a high cognitive ability and/or achievement that is significantly above the norm require specialized instruction. This instruction should be faster paced, more rigorous, at a greater depth, or accelerated beyond the typical grade-level instruction. It should provide opportunities for students to engage in high level thinking skills and interaction with students of similar abilities. The Advanced Academics program encourages success by supporting the needs of identified students while ensuring that grade level standards are met. Definition: A student who demonstrates ability and/or achievement that is significantly above the norm may be considered for the Advanced Academics program. This program is designed to address the needs of students who require instruction that is above their grade-level peers.

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.

Student-centered learning opportunities with an emphasis on background knowledge, reading, writing, and mathematics. The establishment of a learning environment that supports reflective thinking and a free exchange of ideas. The use of local testing and CBMs to facilitate curriculum revision, differentiated instruction, and targeted student interventions. Use data accurately to quickly predict those students who will need the most support in meeting annual local assessment targets. To monitor student progress to ensure at least one year of growth for one year of experience.

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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In order to facilitate effective transitions for the middle school students graduating from Gurnee D56 and moving on to the local public High School District, Warren Township High School 121 (a separate school district), the District Office and building administrators meet regularly with the administrative team for all feeder schools and the high school to collaborate on outcomes and expectations. Since this high school educates students from three separate elementary feeder districts it is imperative that every district is represented equitably and that the educational opportunities for all students from within the larger community meet a high standard as the minimum expectation. No student should enter the high school at a disadvantage as a result of attending any of these feeder districts. Meetings between the Curriculum and Instruction departments take place through the school year as do meetings with the Pupil Services representatives. These meetings examine both common practices, curriculum, assessment, programing, services and academic expectations as well as individual student needs particularly in the Special Education, English Learner and medically fragile areas. The goal is for all EL students to transition from District 56 to high school with the opportunity to select the pathway that aligns with their future goals related to college and career. Our Biliteracy Program provides students with the opportunity to leave elementary school fluent in both English and Spanish. Annual articulation meetings take place between the high school department chairs and their teachers and the middle school department teachers. These meetings work on standardizing expectations, sharing instructional materials and strategies, reviewing final exams and discussing student placement for the fall. Warren Township High School has offered a comprehensive summer school program that allows incoming freshmen with concerns regarding their understanding of a particular content area to bridge the learning gap by taking review and high school preparation sessions. Students and parents participate in an incoming freshman meeting in January where they receive orientation information and their schedule for fall. This allows students ample time to prepare and review for classes that may prove challenging. Special education students and their families are required to participate in transition meetings with the staff from the high school to review existing services for students with IEPs or 504 plans. Students receiving significant levels of MTSS services are also offered the opportunity for a transition meeting, as well. The middle school courses of Algebra, Geometry and Spanish I are accepted at the high school to advance placement of the student. This allows students to enter high school enrolled in higher level courses of Geometry, Algebra II Trig or Spanish II. Band and Choir students audition in advance for placement into the appropriate band/choir.

Response from the approved prior year Consolidated District Plan.

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

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

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

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

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

([count] of 7500 maximum characters used)

Gurnee School District 56 is a Pre-kindergarten through Eighth grade district. Students matriculate from our program into either the local public high school (which is a separate school district, Warren Township High School District 121) or one of the local private high school programs in the area. There are no work release programs at the middle school level. Developing the knowledge and importance of jobs and career choices is taught in an integrated fashion beginning with the Early Childhood students' study of jobs on a farm and concluding with the middle school language arts students development of a resume as an assessment piece of the career research project. Throughout their PreK-8 grade studies, students are exposed to a variety of careers affiliated with the content that they study. Second grade students learn about the job of a meteorologist as a component to their study of the weather. First Grade students study the World of Work and the role that workers and community helpers play in their daily lives. Career days are held related to content areas, such as community workers at the primary grades, technology workers as a

component to the study of computer science and coding and health workers as fields in the Health classes. Middle School Art teachers conduct a unit on the study of careers in the arts. Finally all Middle school students complete a Research study on careers that culminates in the writing of a resume, speech on a career of interest and a research paper.

Response from the approved prior year Consolidated District Plan.

Gurnee School District 56 is a Pre-kindergarten through Eighth grade district. Students matriculate from our program into either the local public high school (which is a separate school district, Warren Township High School District 121) or one of the local private high school programs in the area. There are no work release programs at the middle school level. Developing the knowledge and importance of jobs and career choices is taught in an integrated fashion beginning with the Early Childhood students' study of jobs on a farm and concluding with the middle school language arts students development of a resume as an assessment piece of the career research project. Throughout their PreK-8 grade studies, students are exposed to a variety of careers affiliated with the content that they study. Second grade students learn about the job of a meteorologist as a component to their study of the weather. First Grade students study the World of Work and the role that workers and community helpers play in their daily lives. Career days are held related to content areas, such as community workers at the primary grades, technology workers as a component to the study of computer science and coding and health workers as fields in the Health classes. Middle School Art teachers conduct a unit on the study of careers in the arts. Finally all Middle school students complete a Research study on careers that culminates in the writing of a resume, speech on a career of interest and a research paper.

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.

Student-centered learning opportunities with an emphasis on background knowledge, reading, writing, and mathematics.The establishment of a learning environment that supports reflective thinking and a free exchange of ideas.To provide diverse learning opportunities that result in life-long learning.The use of teacher feedback to encourage students to revise ideas, connect learning to life experiences, and apply learning to future work.The facilitation of teacher collaboration to identify and solve problems.

For each program for which funding is anticipated for the 2026-2027 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Professional development on aligning school improvement plans to the district 5 year strategic planProfessional development on the development and implementation of a guaranteed viable curriculumProfessional development on establishing professional learning communitiesProfessional development on helping teachers embed deeper learning strategies that allow students to develop the durable skills of our Portrait of a Graduate St. Pats - Literacy developmentSIOP model of Instruction

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

The district has been working with AIR to facilitate the Needs Assessment process to identify areas of improvement and target those areas in our upcoming School Improvement efforts.We have included a wide range of stakeholders in the process during our planning year in order to set us up for success and improvement. The first step in the process was to assemble the School Improvement Teams and dedicate time to complete a self-reflection using the Illinois Quality Framework Rubric. From there, we have partnered with school leaders, parents, and members of the SIP teams to work on developing yearly school improvement plans aligned to the needs assessment.The second step was to facilitate a Root-Cause analysis with the SIP teams and further analyze those areas in which we felt we needed to improve on the IQFR.Throughout this process, we engage our SIP Teams in book studies to explore concepts of trauma-informed practices and Inclusionary Practices with a focus on co-teaching as a service delivery model for our Sped and EL students. Most of the planning process will involve members of our SIP Teams only as we want to identify and develop plans based on the needs assessment data.Lastly, we will engage in summer work with our SIP Teams to design professional learning based on the goals identified through the planning process.

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

We use our Title II funds for class size reduction. We will support professional development related to recruiting and mentoring highly qualified teachers by promoting professional development in the following areas:Foundations for equity and inclusionExploring social identitySocialization and implicit biasBuilding inclusive environmentsAddressing topics in educational equitySt. Pat's - professional development will be on classroom management & positive discipline, Differentiated Instruction, mental health and stress to the end of retaining high quality teachers

G. Title III - LIEP

Spanish Language Arts/Biliteracy trainingBest practices for EL studentsSIOP model of Instruction

H. Title III - ISEP

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

We will roll Title IV funds into Title I

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

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

Crisis Prevention and Intervention Practices (CPI)Trauma and Mental Health training included in the above CPI trainingDe Escalation trainingBehavior, Autism and ED student needsConducting Functional Behavior Assessment (FBA) and writing Behavior Intervention Plans Facilitated IEP training and continual follow upGoal Writing training and continual follow up

L. IDEA, Part B - Preschool

Crisis Prevention and Intervention Practices (CPI) Trauma and Mental Health training included in the above CPI training De Escalation training Behavior, Autism and ED student needs Conducting Functional Behavior Assessment (FBA) and writing Behavior Intervention Plans Facilitated IEP training and continual follow up Goal Writing training and continual follow up

Legislative Requirement:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

Student-centered learning opportunities with an emphasis on background knowledge, reading, writing, and mathematics. The establishment of a learning environment that supports reflective thinking and a free exchange of ideas. To provide diverse learning opportunities that result in life-long learning. The use of teacher feedback to encourage students to revise ideas, connect learning to life experiences, and apply learning to future work. The facilitation of teacher collaboration to identify and solve problems. To promote civility and mutual respect in the school environment.

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

i. reduce incidences of bullying and harassment;

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

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

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

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

([count] of 7500 maximum characters used)

Gurnee District 56 has three Board Policies that address behavior management of all students. 7:20 Harassment of Students Prohibited, 7:180 Prevention of and Response to Bullying, Intimidation and Harassment and 7:230 Misconduct by Students with Disabilities all lead to the necessity to have programs and systems in place that address misbehavior, bullying and harassment in a respectful manner that takes into account individual differences of all students. A three pronged approach to addressing incidences of students who may step outside of the approved behavioral norms including instances that include bullying and harassment. Two programs, Team Lead and PBIS are proactive in nature while Restorative Practices are growing in use throughout the district as the system for when the staff/schools are in a situation that requires a reactive stance or consequence. Both TeamLEAD and PBIS explicitly teach acceptable behaviors as well as strategies for students to employ if they encounter a situation when a peer is behaving in an unacceptable manner. Team LEAD is a Bystander Leadership program focused on empowering student leaders to combat bullying in the schools. The students are taught how to actively and safely deal with bullying through a mentoring program. Viking and River Trail Schools began the Team LEAD program in 2008. Since this time both schools have incorporated the program into the intermediate age groups located at the other school buildings in the district. The philosophy of the program is that teachers aren't always around when bullying occurs. Bullies often harass students only in the presence of other children. Therefore, it is imperative to empower the kids and teach them the correct and safe ways to deal with bullying. The program teaches students the different forms of relational aggression and bullying. It also teaches them not to be bystander, to take an active role in stopping bullying in our schools. Team LEAD develops student leaders at the middle school grades and teaches them how to conduct lessons and provide special programs for their peers at the middle school and at the elementary schools focused on being positive contributors to the learning environment, how to not be a bystander to bullying and how to recognize bullying when it is taking place. It also teaches them that if they stand-by and watch the bullying occur, it will continue. Students learn about the negative consequences of being a bystander. While this does remove students from the classroom, it is an opportunity for students to present materials, work with their peers and teach them the content of the Team LEAD program. PBIS (Positive Behavior Interventions and Supports) is a school-wide behavioral system that is focused on these four key areas: *Prevention-based school-wide systems of positive behavior support *Data-based decision-making for instruction of behavior and academics *Wraparound planning for students with complex emotional and behavioral needs and their families *Community-based supports for families, youth and schools The goal is to educate students on district behavioral expectations to increase academic success of all students. PBIS is a proactive systems approach to providing behavioral support and social and academic success. PBIS involves setting school-wide behavioral expectations. At Gurnee District 56 the expectations include: *Be Respectful *Be Responsible *Be Productive *Be Safe Behavior expectations are taught to all students in all settings and situations throughout the school day. Our emphasis is on acknowledging appropriate behavior and celebrating positive growth in individuals in the school community. When students step outside of the expected behaviors the PBIS system is used to redirect and reteach the appropriate behavior. Schools have developed online presentations, videos and eBooks that are used as resources to review and reteach appropriate behaviors with these specific students. If a staff member notices a student who requires redirection for a specific behavior, they work with the student to work through a form of redirection and reteaching. Behavioral data is monitored throughout the year by each building. When a trend is noted and identifies an increase in negative behavior in the class, grade level or entire school, they will pause general programming to reteach the behaviors that directly impact the area identified through the data review. These strategies do not compromise student health and safety. These strategies aim at empowering students to make the appropriate choices and ensure that the knowledge of appropriate behavior exists for all students. The DBAC, District Discipline and Behavior Committee also review the procedures and data frequently throughout the year to determine trends in the data at buildings and across the district. The DBAC also helps to brainstorm possible resources and understanding of potential root causes of the patterns of behavior and discipline. This committee is made up of staff members across all buildings with differing areas of specialty and expertise. Restorative Practices Restorative Practices are an approach that addresses misbehavior through the social/community lens. Processes that allow restitution and promote reconciliation are in place in all schools. Choices for restitution are provided and all choices include contact with the home, the student taking ownership of the behavior, apologies and the agreed upon restitution completed. For all students we are utilizing restorative conversations and practices as a way to make amends within the school setting. All of our classrooms are also starting their days with morning circles or morning meetings to build community amongst each classroom. D56 is able to disaggregate data on student behavior by all subgroups through the use of SWIS and Skyward. This information is also used to inform the school improvement and PBIS teams at each school to determine if there are any irregularities in suspensions and detentions and students in an identified subgroup.

Response from the prior year Consolidated District Plan.

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

[[count] of 7500 maximum characters used)

Students enrolling in Gurnee School District 56, who are determined to be homeless, are automatically provided with a number of services per Board of Education Policies 6:140 Education of Homeless Children and 7:60 Residence: Homeless Students. Students are immediately enrolled in a D56 school. Students are assigned to the building with the smallest class size available at the appropriate grade level. Families with a pre-school aged student are referred to the district run Early Learning/Early Childhood programs. Transportation begins immediately for any homeless student enrolling in the district. The district works with the district considered as the school of origin or school of attendance to share transportation. If the parent is unable to provide the needed paperwork and information to complete the registration process a District Office staff member will assist with obtaining a birth certificate, health records and academic records from the school district of origin. The District Office staff provides a backpack filled with classroom supplies suited for the student's grade level whether primary, immediate or middle school for each student in the family. Students requiring a gym uniform and lock for a locker (middle school) are provided these items, as well. All students are provided a free breakfast and lunch through the Community Eligibility Program which is part of the National School Lunch Program.Once at the school, students receive their iPad and a mobile wifi card that will provide Internet access and 24/7 access to their school materials and assignments. Each student receives a district email account that allows them to communicate within the district environment only. This allows them to communicate directly with their teacher whenever needed. Students are evaluated and provided a screening assessment to determine academic readiness assisting with class placement at the appropriate school. If needed, the students are immediately brought to the building team to create an RTI plan of services. District Social Workers and office assistants will help with referrals to related services such as medical appointments, counseling and village/community services, such as Warren Township Youth Services and Referral GPS. Transportation arrangements are made when needed, as well.

Response from the prior year Consolidated District Plan.

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Title I Requirement:

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

Legislative Requirements:

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

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

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

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

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1002 - VIKING SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2001 - PRAIRIE TRAIL SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	04/22/2026
2002 - SPAULDING ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	04/22/2026
2003 - RIVER TRAIL 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.

- District annual goals are set increasing the percentage of students that meet or exceed their targeted growth for both reading and math for all schools. We will use professional learning in the areas of aligning school improvement plans to the district 5 year strategic plan on the development and implementation of a guaranteed viable curriculum. This will help us to meet the goals described below. We will also hire staff to supplement the district program in SEL, classroom management, and targeted interventions in reading and mathematics.

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)

Prairie Trail School, Viking School, and Spaulding School all earned the designation of targeted during the 2025-26 school year. As a result, we are reviewing the existing comprehensive assessment of performance and program options in each school building as compared to the other school that did not receive that designation. Additional funds to support retraining of staff or additional programming options, will be allocated to support the areas noted as deficient. Additional assessment sessions including standardized and local formative would be put into place to enhance the already ongoing measurement of student growth towards the state standards. The district has been working with AIR to implement changes identified during the Needs Assessment process. We have identified areas of improvement and are targeting those areas in our School Improvement efforts.We have included a wide range of stakeholders in the process both during the planning year and now that we are in implementation. This has been critical for success and improvement. The first step in the process was to assemble the School Improvement Teams and dedicate time to complete a self-reflection using the Illinois Quality Framework Rubric.The second step was to facilitate a Root-Cause analysis with the SIP teams and further analyze those areas in which we felt we needed to improve on the IQFR.Throughout this process, we have engaged our SIP Teams in book studies to explore concepts of trauma-informed practices and Inclusionary Practices with a focus on co-teaching as a service delivery model for our Sped and EL students. Most of the planning process has involved members of our SIP Teams only as we want to identify and develop plans based on the needs assessment data.Lastly, we have engaged in summer work with our SIP Teams to design professional learning based on the goals identified through the planning process.For the 2025-26 school year we have met the requirements of schoolwide funding without the need to complete the waiver for both of our Title 1 schools. For the 2026-27 school year we meet those requirements again so we will provide schoolwide support to our two Title 1 schools. Title 1 funds have been used to provide additional programming and a higher degree of support for students enrolled in those schools identified as homeless, low-income or at risk for academic failure. The impact of these additions is measured with the district's use of nationally normed local assessments as well as the full RTI process as noted in the response to question 1. District annual goals are set increasing the percentage of students that meet or exceed their targeted growth for both reading and math for all schools. Additional intervention programs are available at the Title I schoolwide designated schools delivered by specific interventionist staff and/or the regular classroom teacher. And, teachers will receive professional learning as described in the goal above.

Response from the approved prior year Consolidated District Plan.

Prairie Trail School, Viking School, and Spaulding School all earned the designation of targeted during the 2024-25 school year. As a result, we are reviewing the existing comprehensive assessment of performance and program options in each school building as compared to the other school that did not receive that designation. Additional funds to support retraining of staff or additional programming options, will be allocated to support the areas noted as deficient. Additional assessment sessions including standardized and local formative would be put into place to enhance the already ongoing measurement of student growth towards the state standards. The district has been working with AIR to implement changes identified during the Needs Assessment process. We have identified areas of improvement and are targeting those areas in our School Improvement efforts.We have included a wide range of stakeholders in the process both during the planning year and now that we are in implementation. This has been critical for success and improvement. The first step in the process was to assemble the School Improvement Teams and dedicate time to complete a self-reflection using the Illinois Quality Framework Rubric.The second step was to facilitate a Root-Cause analysis with the SIP teams and further analyze those areas in which we felt we needed to improve on the IQFR.Throughout this process, we have engaged our SIP Teams in book studies to explore concepts of trauma-informed practices and Inclusionary Practices with a focus on co-teaching as a service delivery model for our Sped and EL students. Most of the planning process has involved members of our SIP Teams only as we want to identify and develop plans based on the needs assessment data.Lastly, we have engaged in summer work with our SIP Teams to design professional learning based on the goals identified through the planning process.For the 2024-25 school year we have met the requirements of schoolwide funding without the need to complete the waiver for both of our Title 1 schools. For the 2025-26 school year we meet those requirements again so we will provide schoolwide support to our two Title 1 schools. Title 1 funds have been used to provide additional programming and a higher degree of support for students enrolled in those schools identified as homeless, low-income or at risk for academic failure. The impact of these additions is measured with the district's use of nationally normed local assessments as well as the full RTI process as noted in the response to question 1. District annual goals are set increasing the percentage of students that meet or exceed their targeted growth for both reading and math for all schools. Additional intervention programs are available at the Title I schoolwide designated schools delivered by specific interventionist staff and/or the regular classroom teacher. Programs such as Second Step, ST Math, and Imagine Learning, all supplement the core instructional programs at the Title I identified schools. And, teachers will receive professional learning as described in the goal above.

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)

We currently identify students in need of support through multiple measures including financial need, local assessments, and nationally-normed benchmarking. Many more were able to be served because our Title I schools receive schoolwide support. For the 2026-27 school year we will not need to complete the waiver because our two highest Title 1 buildings will be above 40%. We continue to provide pull-out services in the areas of math and reading, and with school-wide services we will continue to provide professional learning for all staff that would allow us to meet the needs of more students, including those at risk of failing to meet rigorous state standards.

Response from the approved prior year Consolidated District Plan.

We currently identify students in need of support through multiple measures including financial need, local assessments, and nationally-normed benchmarking. Many more were able to be served because our Title I schools receive schoolwide support. For the 2025-26 school year we will not need to complete the waiver because our two highest Title 1 buildings will be above 40%. We continue to provide pull-out services in the areas of math and reading, and with school-wide services we will continue to provide professional learning for all staff that would allow us to meet the needs of more students, including those at risk of failing to meet rigorous state standards.

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

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
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If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only**

([count] of 7500 maximum characters used)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

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

*Required field

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

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

ISBE Goals:

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

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

- Student-centered learning opportunities with an emphasis on background knowledge, reading, writing, and mathematics. The establishment of a learning environment that supports reflective thinking and a free exchange of ideas. The use of AIMSweb testing to facilitate intervention revisions, differentiated instruction, and targeted student interventions. Use data accurately to quickly predict those students who will need the most support in meeting annual IEP goals. To monitor student progress to ensure at least one year of growth for one year of experience.

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

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

([count] of 7500 maximum characters used)

The needs assessments have shown that some District 56 students have performance deficits in the areas of reading, math and social emotional learning. Available assessment data indicates that we are performing below state averages in both reading and math in all schools. Local SWIS data, social work and special education caseloads, and administrative referrals indicate an increase in significant behavioral issues across all grade levels. The need for more special education teachers due to workload increases and possibly additional paraprofessionals has led to additional staffing for the 2026-27 school year. The funds will be used to hire paraprofessionals, provide professional development in the areas of training on data collection and updating of FBAs and writing BIPs, Facilitated IEPs, Goal Writing as well as to provide contract OT and PT services, and proportionate share.

Response from the approved prior year Consolidated District Plan.

The needs assessments have shown that some District 56 students have performance deficits in the areas of reading, math and social emotional learning. Available assessment data indicates that we are performing below state averages in both reading and math in all schools. Local SWIS data, social work and special education caseloads, and administrative referrals indicate an increase in significant behavioral issues across all grade levels. The need for more special education teachers due to workload increases and possibly additional paraprofessionals has led to additional staffing for the 2026 - 2026 school year. The funds will be used to hire paraprofessionals, provide professional development in the areas of training on data collection and updating of FBAs and writing BIPs, Facilitated IEPs, Goal Writing as well as to provide contract OT and PT services, and proportionate share.

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

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([count] of 7500 maximum characters used)

Professional Development - De Escalation training, updating of Functional Behavioral Assessment and Behavior Intervention Plan training, Crisis Prevention Intervention training with an increased emphasis on Trauma and Mental Health as well as the other related components, and IEP goal writing training. Staffing - paraprofessional salaries that are not paid for by local funds, contract occupational therapy and physical therapy salaries, Infinitic membership, tuition for students being serviced through SEDOL, the district cooperative and other private placements.

Response from the approved prior year Consolidated District Plan.

Professional Development - De Escalation training, updating of Functional Behavioral Assessment and Behavior Intervention Plan training, Crisis Prevention Intervention training with an increased emphasis on Trauma and Mental Health as well as the other related components, and IEP goal writing training. Staffing - paraprofessional salaries that are not paid for by local funds, contract occupational therapy and physical therapy salaries, Infinitic membership, tuition for students being serviced through SEDOL, the district cooperative and other private placements.

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)

N/A

Response from the approved prior year Consolidated District Plan.

N/A

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

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

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([count] of 7500 maximum characters used)

Suspension and Expulsion The district has dedicated in-service time to support professional development in the areas of Crisis Prevention and Intervention Practices (CPI), De escalation training, Behavior, autism and ED student needs, conducting Functional Behavior Assessment and writing Behavior Intervention Plans, Goal Writing training and Facilitated IEP training. Gurnee School District 56 utilizes SWIS data to guide our interventions and services for those students who have disabilities in the area of social emotional learning/functioning. The goal is to provide staff with professional development on these important topics in order to reduce our suspension and expulsion rates. Educational Environments Gurnee School District 56 is a member of SEDOL, a special education cooperative and we partner with other private and public institutions to meet the special education needs of our students. This provides us with a wide range of programs and services to support students and the special education continuum of services. Gurnee School has 395 students receiving services for special education. Of these 395 students, students are provided services through SEDOL and other public or private institutions. We utilize some of the IDEA funds to assist with their tuition costs. The district has dedicated in-service time to support professional development in the areas of Crisis Prevention and Intervention Practices (CPI), De escalation training, Behavior, autism and ED student needs, conducting Functional Behavior Assessment and writing Behavior Intervention Plans and Facilitated IEP training. These professional

development topics help staff to understand the needs of students and how to provide them the services they need to be successful.

*Required field

Overview

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

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

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

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

Contact Information

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
Solomon	Rachel	Director of Pupil Services	rsolomon@d56.org
Phone*			
847	336	0800	

[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*
Herrera	Veronica	Supervisor of Transportation	vherrera@d56.org
Phone*			
847	336	8997	

[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.

Best Interest Determination Factors/Considerations: Appropriateness of the current educational setting and proximity of foster placement; Preferences of the child; Preferences of the child's parent(s) or education decision-maker(s); The child's attachment to the school of origin, 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 socio-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; and Whether the child is an English Learner 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 Equal Educational Opportunities Act (EEOA). The Foster Care team members are: Rachel Solomon, Director of Pupil Services; Veronica Herrera, Transportation Supervisor; Miriam Torres, Multilingual and Assessment Coordinator; Melissa Dunbar, School Social Worker; Lydia Scher, School Counselor; Lauren Wright, Behavior Facilitator; Laura Liphardt, Certified School Nurse

Response from the approved prior year Consolidated District Plan.

Best Interest Determination Factors/Considerations: Appropriateness of the current educational setting and proximity of foster placement; Preferences of the child; Preferences of the child's parent(s) or education decision-maker(s); The child's attachment to the school of origin, 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 socio-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; and Whether the child is an English Learner 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 Equal Educational Opportunities Act (EEOA). The Foster Care team members are: Rachel Solomon, Director of Pupil Services; Steve Kirwan, Transportation Supervisor; Veronica Herrera, Transportation Assistant; Miriam Torres, Multilingual and Assessment Coordinator; Melissa Dunbar, School Social Worker; Lydia Scher, School Counselor; Lauren Wright, Behavior Facilitator; Laura Liphardt, Certified School Nurse

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.

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Any student within the LEA that is eligible under IDEA or Section 504 will be afforded all rights. Federal and state laws will be followed to ensure the student receives the support that they are entitled to based on their eligibility determination. If the Youth in Care is moved outside the school district the district will meet with the guardian and DCFS caseworker to determine the child's best interest for meeting the student's educational, social and emotional needs. The district will support the decision and either work with the new school district to make a smooth transition and provide all needed paperwork for the child to continue receiving the services afforded to them by their IEP or 504, or the district will work to transport the child in order for the child to continue in the current school environment.

Response from the approved prior year Consolidated District Plan.

Any student within the LEA that is eligible under IDEA or Section 504 will be afforded all rights. Federal and state laws will be followed to ensure the student receives the support that they are entitled to based on their eligibility determination. If the Youth in Care is moved outside the school district the district will meet with the guardian and DCFS caseworker to determine the child's best interest for meeting the student's educational, social and emotional needs. The district will support the decision and either work with the new school district to make a smooth transition and provide all needed paperwork for the child to continue receiving the services afforded to them by their IEP or 504, or the district will work to transport the child in order for the child to continue in the current school environment.

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.

Any Youth in Care with the LEA that is eligible for services as an English Learner will be afforded all rights. Federal and state laws will be followed to ensure that the student receives the support that they are entitled to based on their eligibility determination. Written and verbal communications with families and the student(s) will be provided in their native language whenever possible.

Response from the approved prior year Consolidated District Plan.

Any Youth in Care with the LEA that is eligible for services as an English Learner will be afforded all rights. Federal and state laws will be followed to ensure that the student receives the support that they are entitled to based on their eligibility determination. Written and verbal communications with families and the student(s) will be provided in their native language whenever possible.

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.

DCFS, specifically the guardianship administrator or authorized agent and his or her team (including the ISBE point of contact), provides written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and the school) of its best interest determination with supporting justification within three business days after making the decision. Any party may challenge the decision within three business days of receiving the determination by providing written notice to the child welfare agency. DCFS must schedule a meeting within three business days after receiving the written challenge. The meeting is to be conducted no later than 10 business days from the date the written challenge was received and is to be held at the school of origin. The LEA must coordinate with DCFS to arrange space for the meeting. At the meeting, all parties may present facts and statements relevant to the student's best interest. The DCFS administrator will consider all statements and evidence presented at the hearing and issue a written final determination within three business days. This decision is final and will be based upon the guidelines set forth in the Best Interest Guidelines.

Response from the approved prior year Consolidated District Plan.

DCFS, specifically the guardianship administrator or authorized agent and his or her team (including the ISBE point of contact), provides written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and the school) of its best interest determination with supporting justification within three business days after making the decision. Any party may challenge the decision within three business days of receiving the determination by providing written notice to the child welfare agency. DCFS must schedule a meeting within three business days after receiving the written challenge. The meeting is to be conducted no later than 10 business days from the date the written challenge was received and is to be held at the school of origin. The LEA must coordinate with DCFS to arrange space for the meeting. At the meeting, all parties may present facts and statements relevant to the student's best interest. The DCFS administrator will consider all statements and evidence presented at the hearing and issue a written final determination within three business days. This decision is final and will be based upon the guidelines set forth in the Best Interest Guidelines.

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.

Professional Development: Offer regular sessions with administrative teams to transfer information to building based teams of teachers. These sessions can cover relevant laws, regulations, and best practices for supporting educational stability for students in care. Training sessions can be conducted by knowledgeable staff, external experts, or representatives from child welfare agencies. Dedicated time during staff meetings to discuss ESSA requirements related to educational stability for students in foster care. Provide updates on any changes to policies or procedures and share resources, tools, and case studies to help staff understand their roles and responsibilities in supporting these students. Designate a specific staff member or team within the school/district to serve as the point of contact for questions, concerns, or support related to ESSA requirements for students in foster care. This person/team can provide guidance, resources, and assistance to school personnel as needed. Collaboration with Child Welfare Agencies: Establish and maintain partnerships with local child welfare agencies to facilitate communication and collaboration between schools and agencies responsible for students in foster care. Regular meetings, joint training sessions, and sharing of information can help ensure that all stakeholders are informed and aligned with ESSA requirements. Data Tracking and Monitoring: Implement systems for tracking and monitoring the educational progress and stability of students in foster care. Utilize student information systems or other data management tools to identify students in care, track their academic performance, monitor school transfers, and ensure compliance with ESSA requirements. Ongoing Communication: Foster open and ongoing communication channels between school personnel, caregivers, caseworkers, and other stakeholders involved in the education and well-being of students in foster care. Regular communication can help ensure that everyone is aware of ESSA requirements and working together to support student success. By implementing these strategies, the district/school can ensure that all appropriate school personnel are aware of ESSA requirements for educational stability for students in foster care and are equipped to effectively support these students' academic and overall well-being.

*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.

Transportation costs should not be considered when determining a child's best interest. Some children in Youth in Care will need transportation to remain in their school of origin when it is in their best interest. An LEA receiving Title I funds must collaborate with the state or local child welfare agency or agencies to ensure that transportation for Youth in Care is provided, arranged, and funded. SEAs and state or tribal child welfare agencies also play a key role in ensuring the adequate provision of transportation for Youth in Care as part of their overall responsibilities under Title I and the Fostering Connections Act to provide educational stability for these children. When registering a student that is identified as a Youth in Care, the district registrar must contact the Youth in Care Student Point of Contact (POC) immediately.

Response from the approved prior year Consolidated District Plan.

Transportation costs should not be considered when determining a child's best interest. Some children in Youth in Care will need transportation to remain in their school of origin when it is in their best interest. An LEA receiving Title I funds must collaborate with the state or local child welfare agency or agencies to ensure that transportation for Youth in Care is provided, arranged, and funded. SEAs and state or tribal child welfare agencies also play a key role in ensuring the adequate provision of transportation for Youth in Care as part of their overall responsibilities under Title I and the Fostering Connections Act to provide educational stability for these children. When registering a student that is identified as a Youth in Care, the district registrar must contact the Youth in Care Student Point of Contact (POC) immediately.

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 POC works closely with the District Transportation Department in looking at routes that are already established to see if the Youth in Care can be placed on an existing route. This route could be one that is a district route or one that operates for another district that could be shared. If an already established route is not available we will create a new route. If the district does not have the vehicle or certified driver to do so, then we will consider alternate transportation such as a contract route with a local company (Safeway or Topline), who we have established relationships with. The following funding options will be considered: 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

Response from the approved prior year Consolidated District Plan.

The POC works closely with the District Transportation Department in looking at routes that are already established to see if the Youth in Care can be placed on an existing route. This route could be one that is a district route or one that operates for another district that could be shared. If an already established route is not available we will create a new route. If the district does not have the vehicle or certified driver to do so, then we will consider alternate transportation such as a contract route with a local company (Safeway or Topline), who we have established relationships with. The following funding options will be considered: 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

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 student will remain in their school of origin while any dispute regarding the transportation costs are being resolved. The stakeholders will meet to discuss the following considerations; safety, duration of route, time of placement change, type of transportation available, traffic, school schedules, extracurricular involvement and transportation options, maturity and behavior of the Youth(s) in Care. Also, the options for transportation and funding. This meeting will be timely and without delay or having any effect on the education of the child. If this group cannot come to an agreement the Board of Education or designee will act as a hearing officer and hear all relevant information as listed above.

Response from the approved prior year Consolidated District Plan.

The student will remain in their school of origin while any dispute regarding the transportation costs are being resolved. The stakeholders will meet to discuss the following considerations; safety, duration of route, time of placement change, type of transportation available, traffic, school schedules, extracurricular involvement and transportation options, maturity and behavior of the Youth(s) in Care. Also, the options for transportation and funding.

This meeting will be timely and without delay or having any effect on the education of the child. If this group cannot come to an agreement the Board of Education or designee will act as a hearing officer and hear all relevant information as listed above.

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.

Federal guidance provides that "if there is a disagreement regarding school placement for a Youth in Care, the child welfare agency should be considered the final decision-maker in making the best interest determination." Further, federal guidance also states that "legislation addresses action that should be taken when parties are in disagreement about the best interest determination. Any party can challenge the decision within three business days of receiving the notice by using the dispute resolution process for a child welfare treatment plan." Such disagreements are to be resolved "expeditiously" and the burden of proof is placed upon the child welfare system to show that its decision is in the child's best interest." The School of Origin SOO is responsible for the transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

Federal guidance provides that "if there is a disagreement regarding school placement for a Youth in Care, the child welfare agency should be considered the final decision-maker in making the best interest determination." Further, federal guidance also states that "legislation addresses action that should be taken when parties are in disagreement about the best interest determination. Any party can challenge the decision within three business days of receiving the notice by using the dispute resolution process for a child welfare treatment plan." Such disagreements are to be resolved "expeditiously" and the burden of proof is placed upon the child welfare system to show that its decision is in the child's best interest." The School of Origin SOO is responsible for the transportation while all disputes are being resolved.

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

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

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

When registering a student that is identified as a Youth in Care, the district registrar must contact the Youth in Care Point of Contact (POC) immediately. POC will contact child welfare agency representative. POC will obtain information on student's previous school and placement. POC and child welfare agency/representative will discuss factors listed below for educational consideration. The Youth in Care Care Transportation Plan will be included in the Transportation and Staff handbook, building administration review the handbook with staff during the opening days of school.

Response from the approved prior year Consolidated District Plan.

When registering a student that is identified as a Youth in Care, the district registrar must contact the Youth in Care Point of Contact (POC) immediately. POC will contact child welfare agency representative. POC will obtain information on student's previous school and placement. POC and child welfare agency/representative will discuss factors listed below for educational consideration. The Youth in Care Care Transportation Plan will be included in the Transportation and Staff handbook, building administration review the handbook with staff during the opening days of school.

*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

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

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

Last Name*

Phone*

First Name*

Middle
Initial

Email*

EL Program Director Requirements:

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

*Required field

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

Types of Instructional Design Offered in Your District (Mark all that apply.)

- Dual Language One-Way
- Dual Language Two-Way
- Transitional Bilingual Education Program
- Transitional Program of Instruction

Staffing Levels in Your District (Mark all that apply.)

- We have sufficient ESL-certified staff to provide services.
- We have sufficient bilingual-endorsed staff to provide services.
- We do not have sufficient staff and are working to increase the number of bilingual/ESL-endorsed staff to meet district needs.

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

PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional development activities must be provided to all staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff.

*The required professional development will be provided.

Yes

No

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

Spanish Language Arts StandardsBiliteracy Training for staffSIOP Strategies

*Required field

BSP TBE RequirementsInstructions

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

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes No

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

Yes No

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

Yes No

Does your district use Spanish Language Arts Standards?

Yes No

*Required field

TBE Parent Advisory CommitteeInstructions

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

Does your district offer a TBE program?Yes No **Please check all that apply to the districts Bilingual Parent Advisory Committee (BPAC).**

The district attests that:

- The BPAC meets at least 4 times a year.
- The BPAC minutes, bylaws, and attendance information is maintained by the district.
- The BPAC reviews the bilingual service plan and EL-EBF plan annually.
- The BPAC is composed of a majority of TBE parents.

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

None

- 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.

04/22/2026

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

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

v.02.17.2026

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

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

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

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

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

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

NO BINDING OBLIGATION

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

PROJECT

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

FUNDING

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

INVOLUNTARY TERMINATION

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

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

GENERAL CERTIFICATIONS AND ASSURANCES

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

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

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

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

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

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

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Certification Regarding Lobbying

Instructions

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

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

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

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GEPA 442 Assurances

Instructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably. "GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant," "award," and "project" may be used interchangeably.

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan, or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

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Assurances

Instructions

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

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

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

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

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

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

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[Not calling IWAS Web Service](#)

[Pete Helfers](#)

Signature of School District Superintendent / Agency Administrator

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

Agreed to on this Date: 03/03/2026
RCDT when agreed to: 34-049-0560-02

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

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

Application was created on:

3/3/2026

Assurances were agreed to on:

3/3/2026

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator # 1

ISBE Program Administrator # 2

ISBE Program Administrator # 3

ISBE Program Administrator # 4

ISBE Program Administrator # 5

This Application has not been submitted

Expand All

Consolidated District Plan

Page Status

Open Page
for editing

[Consolidated District Plan](#)

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

Save

