

**eGrant Management System**

**Printed Copy of Application**

Applicant: ROSELLE SCHOOL DISTRICT 12

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: ROSELLE SCHOOL DISTRICT 12

Date Generated: 8/29/2023 10:16:08 AM

Generated By: mhenderson29

**1. Contact Information for Person Completing This Form**

Last Name\*

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Middle Initial

**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]

Roselle School District 12, by policy, does not discriminate nor hinder full participation in grant-funded projects and activities based on gender, race, national origin, color, disability, or age. These factors are taken into consideration when developing the content of the grants and the related activities as are appropriate modifications and accommodations. In the event that a barrier is identified, the administrative team will meet to discuss and determine appropriate modifications and/or accommodations to optimize participation.

**3. Bilingual Program Director Assurance**

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

118

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

**4. 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 Coordinated Funding tab.

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

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

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

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

Some pages display sections based on which grants were selected on the Funding page as anticipated as funded. To change the sections that display, return to the Funding page and select or de-select grants for which funding is anticipated.

\*Required field, applicable for all funding sources

**Amendments**

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**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

**Plan Changes**

Provide a brief description of the changes which have been made to the APPROVED initial application for the fiscal year or a subsequent APPROVED amendment with this amendment. Include the name of any page that was changed.

[[count] of 5000 maximum characters used]

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\*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 2023-2024.\* [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
- ARP-ESSER III (Elementary and Secondary School Emergency Relief III)

**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)

Roselle School District 12 is primarily reliant upon local funding to support our programs. State and Federal money from the grants is used to supplement our local funds to provide specialized learning opportunities and supports to meet the needs of our at-risk learners as well as our second language learners.

Response from the approved prior year Consolidated District Plan.

Roselle School District 12 is primarily reliant upon local funding to support our programs. State and Federal money from the grants is used to supplement our local funds to provide specialized learning opportunities and supports to meet the needs of our at-risk learners as well as our second language learners.

**3. Will the LEA braid funding?\***

Indicate the funds that will be braided, and list the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, enter N/A in the text field.

**If No Braiding is selected, additional fund sources will not be checked.**

- No Braiding
- 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 IV, Part B - Rural and Low-Income Schools
- IDEA, Part B - Flow-Through
- ARP ESSER III

N/A

**4. Will the LEA hybrid-blend Title II and/or Title IV funding?\***

Indicate all that apply, and list the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by hybrid blending, enter N/A in the text field.

**If No Hybrid Funding is selected, additional hybrid blending options will not be checked.**

- No Hybrid Funding
- Title II to Title I
- Title IV to Title I
- Title II to Title IV

**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

complete this section

**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.

**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 Coordinated Funding 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**

Needs include supporting Tier 3 instruction in both reading and math. Professional learning, and resources for both small group and one-on-one interventions will be utilized.

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

**Also identify needs assessment results, including description of strategies for closing any achievement gaps and for key professional development opportunities for teachers and principals.**

Achievement gaps exist between students with and without special education needs and between students identified as EL and those who are not. Professional learning will be targeted to increase teacher efficacy in personalizing the learning of all students in order to promote student growth for all while attaining gap closing growth for students not performing at grade level. Individual school improvement plans drill down data further to identify specific students for whom additional support is needed. Additionally, professional learning to support the social emotional learning of students will be provided. Needs assessment results: Key professional learning is planned for personalizing learning, particularly in a remote and/or hybrid environment due to the pandemic.

**G. Title III - LIEP**

Achievement gaps exist between students identified as EL and those who are not. Professional learning will be targeted to increase teacher efficacy in personalizing the learning of all students in order to promote student growth for all while attaining gap closing growth for students not performing at grade level.

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

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

Needs include resources to increase students' exposure to STEM related content.

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

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

Needs include resources to support our students with special education needs such as materials and curriculum and professional learning. Professional learning will be targeted to increase teacher efficacy in personalizing the learning of all students in order to promote student growth for all while attaining gap closing growth for students not performing at grade level. Individual school improvement plans drill down data further to identify specific students for whom additional support is needed.

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

Our grant funds in this area support our preschool students who receive services through our special education cooperative.

**M. ARP-LEA Elementary and Secondary Emergency Relief Grant III**

Our needs reflect additional focus on supporting the social emotional needs of our students including daily check in programs to identify students in need and curricular resources to integrate social emotional learning into all content areas.

**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.

All students reading at grade level by the end of third grade. All students successfully completing algebra by the end of eighth grade.

<b>1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).*</b>	
<b>Check all that apply.</b>	
<input checked="" type="checkbox"/> A.	Teachers (1,7,8,9)
<input checked="" type="checkbox"/> B.	Principals (1,7,8,9)
<input checked="" type="checkbox"/> C.	Other school leaders (1,8,9)
<input type="checkbox"/> D.	Paraprofessionals (1)
<input type="checkbox"/> E.	Specialized instructional support personnel (1,2,3,4,8,9)
<input type="checkbox"/> F.	Charter school leaders (in a local educational agency that has charter schools) (1)
<input type="checkbox"/> G.	Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8,9)
<input type="checkbox"/> H.	Parent liaisons
<input type="checkbox"/> I.	Title I director (1)
<input type="checkbox"/> J.	Title II director (1)
<input checked="" type="checkbox"/> K.	Bilingual director (1,6,9)
<input type="checkbox"/> L.	Title IV director (1)
<input type="checkbox"/> M.	Special Education director
<input type="checkbox"/> N.	Guidance staff
<input type="checkbox"/> O.	Community members and community based organizations (7)
<input type="checkbox"/> P.	Business representatives (2,3,4)
<input type="checkbox"/> Q.	Researchers (7)
<input type="checkbox"/> R.	Institutions of Higher Education (7)
<input type="checkbox"/> S.	Other - specify
<input type="checkbox"/> T.	Additional Other - specify
<b>Program Footnotes:</b>	
<input type="checkbox"/>	1 = Title I, Part A - Improving Basic Programs
<input type="checkbox"/>	2 = Title I, Part D - Neglected
<input type="checkbox"/>	3 = Title I, Part D - Delinquent
<input type="checkbox"/>	4 = Title I, Part D - State Neglected/Delinquent
<input type="checkbox"/>	5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
<input type="checkbox"/>	6 = Title III, including LIEP and ISEP
<input type="checkbox"/>	7 = Title IV, Part A - Student Support and Academic Enrichment
<input type="checkbox"/>	8 = ARP-LEA (ESSER III)
<input type="checkbox"/>	9 = 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.

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[[count] of 7500 maximum characters used]

Teachers, Principals, Other School Leaders, Paraprofessionals, Other Specialized Instructional Support Personnel, Special Education Administrator-consultation, review and discussion took place at multiple SMART days throughout the year (1/11/23, 2/1/23, 3/8/23 4/26/23)Parents-Bilingual Parent Advisory Council Parents-PTO (monthly)District AdministrationMonthly Leadership Team meetings

Response from the prior year Consolidated District Plan.

Teachers, Principals, Other School Leaders, Paraprofessionals, Other Specialized Instructional Support Personnel, Special Education Administrator-consultation, review and discussion took place at multiple SMART days throughout the year (1/12/22, 2/2/22, 2/16/22, 3/9/22 4/20/22)-Parents-Bilingual Parent Advisory Council -Parents-PTO (monthly)-District Administration-Monthly Leadership Team meetings

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

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[[count] of 7500 maximum characters used]

D12 has a Parent Advisory Committee, a Bilingual Parent Advisory Committee and a strong PTO. We do targeted outreach to encourage our at-risk families to participate in all of these. Administration uses these three groups to solicit parent/family input into our LEA plan. Our teachers have begun asking specific questions during conferences to invite parent input and feedback. We are a very small district so our challenge is that we often rely on the same families to participate in PAC, BPAC and PTO.

Response from the prior year Consolidated District Plan.

D12 has a Parent Advisory Committee, a Bilingual Parent Advisory Committee and a strong PTO. We do targeted outreach to encourage our at-risk families to participate in all of these. Administration uses these three groups to solicit parent/family input into our LEA plan. Our teachers have begun asking specific questions during conferences to invite parent input and feedback. We are a very small district so our challenge is that we often rely on the same families to participate in PAC, BPAC and PTO.

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

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

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[[count] of 7500 maximum characters used]

District 12 uses the following strategies to inform and engage with parents:-District 12 website and social media outlets and D12 mobile app that can be translated into numerous languages-Student News Broadcast videos emailed directly to families and available on website and social media-Monthly PTO-In person meetings once per trimester at middle school-In person meetings for BPAC -Quarterly Meet and Greets between the Board of Education and community members-Promotion of 5 Essential Survey including incentives for students who participate- BlackBoard for enhanced communications with all parents

Response from the prior year Consolidated District Plan.

District 12 uses the following strategies to inform and engage with parents:-District 12 website and social media outlets and D12 mobile app that can be translated into numerous languages-Student News Broadcast videos emailed directly to families and available on website and social media-Monthly PTO-In person meetings once per trimester at middle school-In person meetings for BPAC -Quarterly Meet and Greets between the Board of Education and community members-Promotion of 5 Essential Survey including incentives for students who participate- BlackBoard for enhanced communications with all parents

**Title I Requirement:**

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

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

**Title III Requirement:**

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

**Legislative References:**

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

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

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

\*Required field

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

**Private School Participation**

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

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

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

Using the latest available 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

[Nongublic School Consultation Form](#)

Private School Name	School Closing	Title I <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	Title II <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Title IV <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Nonpublic Consultation Form Choose File   No file chosen
St. Walter School		342	342	342	DOC_20230803105958.PDF
Trinity Lutheran School					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.

All students can identify at least one trusted adult in the school.

**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)

D12 provides Early Childhood services through a tuition-based relationship with a nearby school district. Our special education coordinator acts as the liaison between the district and this program and their families. We provide transition activities such as a "Meet and Greet" to facilitate the transition process and afford families and students with an opportunity to get to know the KDG team and specialists. Our special education coordinator serves as the liaison that assists with the needed referrals for students transitioning from EC to K and conducts the required meetings. The liaison also provides information about Kindergarten assessment during this transition process.

Response from the approved prior year Consolidated District Plan.

D12 provides Early Childhood services through a tuition-based relationship with a nearby school district. Our special education coordinator acts as the liaison between the district and this program and their families. We provide transition activities such as a "Meet and Greet" to facilitate the transition process and afford families and students with an opportunity to get to know the KDG team and specialists. Our special education coordinator serves as the liaison that assists with the needed referrals for students transitioning from EC to K and conducts the required meetings. The liaison also provides information about Kindergarten assessment during this transition process.

**Title I Requirement**

Coordination of services with preschool education programs

**Legislative References:**

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

\*Required field for Title I and/or IDEA Preschool

## Student Achievement and Timely Graduation

**INSTRUCTIONS:** 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.

All students will be reading at grade level by the end of third grade. All students will successfully complete algebra by the end of eighth grade.

**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

District 12 has developed a multi-tiered system of supports (MTSS) which includes a rigorous core curriculum in grades K-8. For FY23, we will have a full time Assistant Superintendent of Learning and Teaching, an assistant principal who will oversee MTSS, 2 instructional coaches and a Reading Specialist. We will be using Pearson's READYGen and MYPerspectives. These programs were vetted and selected because they are aligned to the New Illinois Learning Standards and include putting quality and rigorous literature in the hands of students. In FY16, we adopted a Pearson math program, also because of the alignment and rigor. Our students are exposed to STEM in grades K-5 and STEAM in grades 6-8. Our assessment plan includes the use of iReady along with FastBridge. In addition, we use various other formative assessments to guide instructional decisions. We also participate in the State mandated assessments. Our MTSS Plan includes data review meetings every 6 weeks. At these meetings, teams and administration meet to review data, determine whether students are on track to meet their growth goals, establish intervention groups and intervention plans, and identify students who need to move within our tiers of supports. The special education teachers, EL teachers, grade level team and various specialists participate in the meetings. We have an established intervention period called "WIN" or "What I Need". This will allow us to provide personalized learning opportunities for all students.

Response from the prior year Consolidated District Plan.

District 12 has developed a multi-tiered system of supports (MTSS) which includes a rigorous core curriculum in grades K-8. For FY23, we will have a full time Assistant Superintendent of Learning and Teaching, an assistant principal who will oversee MTSS, 2 instructional coaches and a Reading Specialist. We will be using Pearson's READYGen and MYPerspectives. These programs were vetted and selected because they are aligned to the New Illinois Learning Standards and include putting quality and rigorous literature in the hands of students. In FY16, we adopted a Pearson math program, also because of the alignment and rigor. Our students are exposed to STEM in grades K-5 and STEAM in grades 6-8. Our assessment plan includes the use of iReady along with FastBridge. In addition, we use various other formative assessments to guide instructional decisions. We also participate in the State mandated assessments. Our MTSS Plan includes data review meetings every 6 weeks. At these meetings, teams and administration meet to review data, determine whether students are on track to meet their growth goals, establish intervention groups and intervention plans, and identify students who need to move within our tiers of supports. The special education teachers, EL teachers, grade level team and various specialists participate in the meetings. We have an established intervention period called "WIN" or "What I Need". This will allow us to provide personalized learning opportunities for all students.

**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

D12 uses the following: iReady Assessment-for benchmarking and progress monitoring-iReady Assessment-for monitoring student growth at the individual student level, grade level, building level and district level-Fountas and Pinnel Reading Assessment- 4x per year for selected students below the 25th percentile-We also use ESGI for progress monitoring at Kindergarten-We provide Tier 1 intervention for students who are in the 25th-30th percentile-We provide Tier 2 intervention for students who are below the 25th percentile-We provide Tier 3 intervention for students who are below the 20th percentile and/or who are not responding to Tier 2 intervention

Response from the prior year Consolidated District Plan.

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

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

DO NOT use special characters, 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 provide Tier 1 intervention for students who are in the 25th-30th percentile in Reading and Math-We provide Tier 2 intervention for students who are below the 25th percentile in Reading and Math-We provide Tier 3 intervention for students who are below the 20th percentile and/or who are not responding to Tier 2 intervention in Reading and Math-We offer a homework assistance center for students whose grades are impacted by missing homework- We have a 40 minute period called "WIN" or "What I Need". This will allow us to provide personalized learning opportunities for all students. -We provide digital subscriptions to support language development of EL students as well as the ongoing professional learning for our EL teachers.-We are in year three of implementing PBIS in grades K-8. We base our behavior interventions on our PBIS data along with team and parent input. -We provide school attendance monitoring and intervention for students who have attendance rates lower than 90%

Response from the prior year Consolidated District Plan.

We provide Tier 1 intervention for students who are in the 25th-30th percentile in Reading and Math-We provide Tier 2 intervention for students who are below the 25th percentile in Reading and Math-We provide Tier 3 intervention for students who are below the 20th percentile and/or who are not responding to Tier 2 intervention in Reading and Math-We offer a homework assistance center for students whose grades are impacted by missing homework- We have a 40 minute period called "WIN" or "What I Need". This will allow us to provide personalized learning opportunities for all students. -We provide digital subscriptions to support language development of EL students as well as the ongoing professional learning for our EL teachers.-We are in year three of implementing PBIS in grades K-8. We base our behavior interventions on our PBIS data along with team and parent input. -We provide school attendance monitoring and intervention for students who have attendance rates lower than 90%

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

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

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{count} of 7500 maximum characters used

The last four years, we have focused our professional development around increasing student engagement and ownership of their learning and on implementing core curriculum with fidelity. Our data demonstrated that a focus on best practices in instruction (gradual release of ownership to students and small guided groupings). We have moved to heterogeneous instructional groupings to provide all students with access to rigorous content and modeling. We have implemented a 1:1 technology roll out which affords students with opportunities throughout the day to have voice and choice in their learning. In addition, our EL and special education teachers are engaged in high impact professional learning on co-teaching with general education students. Our EL teachers are co-teaching literacy in our general education kindergarten teachers to support language development. We will expand our implementation of What I Need to include learning opportunities within STEAM. During this period, students will work with various teachers and support team members to identify a personalized learning plan and corresponding goals and activities.

Response from the prior year Consolidated District Plan.

The last three years, we have focused our professional development around increasing student engagement and ownership of their learning and on implementing core curriculum with fidelity. Our data demonstrated that a focus on best practices in instruction (gradual release of ownership to students and small guided groupings). We have moved to heterogeneous instructional groupings to provide all students with access to rigorous content and modeling. We have implemented a 1:1 technology roll out which affords students with opportunities throughout the day to have voice and choice in their learning. In addition, our EL and special education teachers are engaged in high impact professional learning on co-teaching with general education students. Our EL teachers are co-teaching literacy in our general education kindergarten teachers to support language development. We will expand our implementation of What I Need to include learning opportunities within STEAM. During this period, students will work with various teachers and support team members to identify a personalized learning plan and corresponding goals and activities.

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

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

*DO NOT use special characters, 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 do frequent and ongoing data review meetings in D12 (every 4 to 6 weeks). This process allows us to identify growth trends as well as areas of concern. We then access our support processes (mentoring, coaching, administration) to address the concerns. Because we have adopted new and rigorous core instructional programs, all of our teachers have been and will continue to be provided with quality and on-going professional development through the use of 12 SMART days (early release days for students) into our calendar to allow for ongoing and job-embedded professional development. Our Teacher Appraisal Plan is based on the Danielson Rubric. -Ineffectiveness- Our evaluation plan is rigorous and includes peer feedback and coaching for all teachers. For teachers whose students are not demonstrating expected growth, we provide additional support through the instructional coach which includes classroom lesson observations, coaching feedback and ongoing monitoring. The building and district administrator also participates in this process. -Out-of-field teachers- we do not currently have any teachers in this category. -Inexperienced teachers- we have a mentoring program for early career teachers which includes peer observation, feedback and coaching.

Response from the prior year Consolidated District Plan.

We do frequent and ongoing data review meetings in D12 (every 4 to 6 weeks). This process allows us to identify growth trends as well as areas of concern. We then access our support processes (mentoring, coaching, administration) to address the concerns. Because we have adopted new and rigorous core instructional programs, all of our teachers have been and will continue to be provided with quality and on-going professional development through the use of 12 SMART days (early release days for students) into our calendar to allow for ongoing and job-embedded professional development. Our Teacher Appraisal Plan is based on the Danielson Rubric. -Ineffectiveness- Our evaluation plan is rigorous and includes peer feedback and coaching for all teachers. For teachers whose students are not demonstrating expected growth, we provide additional support through the instructional coach which includes classroom lesson observations, coaching feedback and ongoing monitoring. The building and district administrator also participates in this process. -Out-of-field teachers- we do not currently have any teachers in this category. -Inexperienced teachers- we have a mentoring program for early career teachers which includes peer observation, feedback and coaching.

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

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

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{count} of 7500 maximum characters used

Students in D12 are learning digital literacy skills during core content instruction. We are a 1:1 Chrome Book district. We have an Assistant Superintendent for Learning and Teaching who supports grade level teams in planning and developing digital literacy learning that is embedded in core instruction. Our Media Center Directors work with grade level teams on research skills.

Response from the prior year Consolidated District Plan.

Students in D12 are learning digital literacy skills during core content instruction. We are a 1:1 Chrome Book district. We have an Assistant Superintendent for Learning and Teaching who supports grade level teams in planning and developing digital literacy learning that is embedded in core instruction. Our Media Center Directors work with grade level teams on research skills.

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

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

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

{count} of 7500 maximum characters used

Our Multi-Tiered Systems of Supports will identify students scoring in the top 10% at each grade level using multiple measures (iReady and other formative assessments) for challenge learning opportunities that will take place daily during WIN (What I Need) time. Our instructional coach provides supports students directly through our District Acceleration Plan

Response from the prior year Consolidated District Plan.

Our Multi-Tiered Systems of Supports will identify students scoring in the top 10% at each grade level using multiple measures (iReady and other formative assessments) for challenge learning opportunities that will take place daily during WIN (What I Need) time. Our instructional coach provides supports students directly through our District Acceleration Plan

**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.

All students can identify at least one trusted adult at school and reports feeling connected to the school community.

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

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

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

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

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{[count] of 7500 maximum characters used}

D12 is a feeder district to Lake Park High School. As such, there is a robust transition process in place which includes numerous opportunities for the 8th grade team, administration and support service staff to interact with and share information with the high school staff. The middle school principal, special education coordinator and school social worker act as liaisons with at-risk families to support the transition. Our transition activities include bringing high school staff to the middle school to meet with the middle school teams and students, bringing the 8th grade students to visit the high school campus and meet key staff for freshmen, individual transition meetings for students who receive any type of support services, and various open houses and informational events for families.

Response from the approved prior year Consolidated District Plan.

D12 is a feeder district to Lake Park High School. As such, there is a robust transition process in place which includes numerous opportunities for the 8th grade team, administration and support service staff to interact with and share information with the high school staff. The middle school principal, special education coordinator and school social worker act as liaisons with at-risk families to support the transition. Our transition activities include bringing high school staff to the middle school to meet with the middle school teams and students, bringing the 8th grade students to visit the high school campus and meet key staff for freshmen, individual transition meetings for students who receive any type of support services, and various open houses and informational events for families.

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

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

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

{[count] of 7500 maximum characters used}

Currently, our district is focusing on school attendance (90% or better) as one of our benchmarks to show that students are high school ready. Research demonstrates that attendance is crucial to high school and career/college readiness.

Response from the approved prior year Consolidated District Plan.

Currently, our district is focusing on school attendance (90% or better) as one of our benchmarks to show that students are high school ready. Research demonstrates that attendance is crucial to high school and career/college readiness.

**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.

All students reading at grade level by the end of third grade. All students successfully completing algebra by the end of eighth grade.

**For each program for which funding is anticipated for the 2023-2024 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 Coordinated Funding 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

Not providing

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Parochial school will consult with LEA on their professional learning needs that will utilize grant funding. Social-emotional learning and personalization of learning will be the focus of professional learning.

G. Title III - LIEP

Understanding best practice in supporting EL students in the general education classroom as well as understanding WIDA standards and can-do descriptors will be the focus of professional learning.

H. Title III - ISEP

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

Not providing

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

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

Not providing

L. IDEA, Part B - Preschool

Not providing

M. ARP-LEA Elementary and Secondary School Emergency Relief Grant III

Not providing

**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; IDEA, Part B Preschool; and/or ESSER III



## Safe and Healthy Learning Environment

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

All students will report having a trusted adult at school and responds positively when asked if they feel connected to the school community.

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

##### i. reduce incidences of bullying and harassment

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

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

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

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

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[[count] of 7500 maximum characters used]

As part of our MTSS Process, we are implementing PBIS (Positive Behavior Interventions and Supports). Our PBIS team meets monthly to look at our behavior data. Our system allows us to filter the data so that we can look at our racial/ethnic groups, economically disadvantaged students, students with disabilities, EL, and Gender. We do not currently have students who are considered migrant status. If we did, we could add this as a filter and look at their data specifically for over representation. Our Code of Conduct was rewritten to comply with the new discipline laws. Through PBIS, we have incorporated behavior supports and interventions into our day. We have seen a significant decrease in office referrals, specifically in the area of students being removed from instruction. We are in the early phase of addressing bullying with Restorative Strategies. We have trained our administration and social workers in how to use restorative strategies and will continue to do so. Currently, our data do not demonstrate that we have over representation by any group for i, ii and iii as listed above.

Response from the prior year Consolidated District Plan.

As part of our MTSS Process, we are implementing PBIS (Positive Behavior Interventions and Supports). Our PBIS team meets monthly to look at our behavior data. Our system allows us to filter the data so that we can look at our racial/ethnic groups, economically disadvantaged students, students with disabilities, EL, and Gender. We do not currently have students who are considered migrant status. If we did, we could add this as a filter and look at their data specifically for over representation. Our Code of Conduct was rewritten to comply with the new discipline laws. Through PBIS, we have incorporated behavior supports and interventions into our day. We have seen a significant decrease in office referrals, specifically in the area of students being removed from instruction. We are in the early phase of addressing bullying with Restorative Strategies. We have trained our administration and social workers in how to use restorative strategies and will continue to do so. Currently, our data do not demonstrate that we have over representation by any group for i, ii and iii as listed above.

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

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

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[[count] of 7500 maximum characters used]

In addition to our Multi-Tiered Systems of Support (MTSS) we also provide TBE and TPI services and supports, Special Education services and supports, Positive Behavior Interventions and Supports (PBIS), homework assistance and financial assistance with co-curricular participation. We hope to offer an online summer learning opportunity that is designed to prevent summer regression. For students served under McKinney-Vento, we provide transportation services, access to school supplies and other necessary items such as clothing and materials needed for co-curricular participation.

Response from the prior year Consolidated District Plan.

In addition to our Multi-Tiered Systems of Support (MTSS) we also provide TBE and TPI services and supports, Special Education services and supports, Positive Behavior Interventions and Supports (PBIS), homework assistance and financial assistance with co-curricular participation. We hope to offer an online summer learning opportunity that is designed to prevent summer regression. For students served under McKinney-Vento, we provide transportation services, access to school supplies and other necessary items such as clothing and materials needed for co-curricular participation.

### Title I Requirement:

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

### Legislative Requirements:

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

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

**Attendance Center Designation**

[Instructions](#)

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

**Attendance Center Designation**

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1005 - ROSELLE MIDDLE SCHOOL		•			6/20/23
2004 - SPRING HILLS ELEM SCHOOL		•			6/20/23

**Describe anticipated Reorganizations:**

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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 Coordinated Funding 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.

- All students reading at grade level by the end of third grade. All students successfully completing algebra by the end of eighth grade.

**1. 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\(d\)](#)

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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}

Our Multi-Tiered System of Support Plan (MTSS) is a research-based process that is used to identify needs, establish and implement research-based interventions, and appropriate progress monitoring.

Response from the approved prior year Consolidated District Plan.

Our Multi-Tiered System of Support Plan (MTSS) is a research-based process that is used to identify needs, establish and implement research-based interventions, and appropriate progress monitoring.

**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,
- 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.

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{[count] of 7500 maximum characters used}

Children who are economically disadvantaged, children with disabilities, migrant children or limited English proficient children, are eligible for services under this part on the same basis as other children selected to receive services under this part; including students served under McKinney-Vento. In addition to our Multi-Tiered Systems of Support (MTSS) we also provide TBE and TPI services and supports, Special Education services and supports, Positive Behavior Interventions and Supports (PBIS), homework assistance and financial assistance with co-curricular participation. We hope to offer an online summer learning opportunity to prevent summer regression. We partner with our Regional Office of Education to provide alternative to suspension programs and services. At this time, we do not have any students receiving services in this program but they are available if needed.

Response from the approved prior year Consolidated District Plan.

Children who are economically disadvantaged, children with disabilities, migrant children or limited English proficient children, are eligible for services under this part on the same basis as other children selected to receive services under this part; including students served under McKinney-Vento. In addition to our Multi-Tiered Systems of Support (MTSS) we also provide TBE and TPI services and supports, Special Education services and supports, Positive Behavior Interventions and Supports (PBIS), homework assistance and financial assistance with co-curricular participation. We hope to offer an online summer learning opportunity to prevent summer regression. We partner with our Regional Office of Education to provide alternative to suspension programs and services. At this time, we do not have any students receiving services in this program but they are available if needed.

**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}

Our MTSS Plan includes an ongoing data review process which allows us to quickly identify students who are at the 30th percentile and below for targeted academic and behavioral interventions. We cross reference our academic and behavior data with our students who are on free/reduced lunch to make certain that we are looking specifically at our at-risk students. Our EL staff and Special Education staff participate in the data review process to make certain that our students with IEPs and EL needs are making

expected growth. If they are not, our process allows for targeted intervention in addition to core instruction and any specialized instruction such as special education or EL. We also monitor our behavior data and include students in behavioral support and intervention. Our MTSS plan is shared with our Board of Education and with all parents. Parents on our Parent Advisory Committee, Bilingual Parent Advisory Committee and PTO have the opportunity to provide input and feedback. Our support personnel are a part of our data review meetings and MTSS process. Currently, our paraprofessionals are not formally a part of our data review meetings or other meetings related to MTSS. The case manager does interview the paraprofessionals at the grade level for input.

Response from the approved prior year Consolidated District Plan.

Our MTSS Plan includes an ongoing data review process which allows us to quickly identify students who are at the 30th percentile and below for targeted academic and behavioral interventions. We cross reference our academic and behavior data with our students who are on free/reduced lunch to make certain that we are looking specifically at our at-risk students. Our EL staff and Special Education staff participate in the data review process to make certain that our students with IEPs and EL needs are making expected growth. If they are not, our process allows for targeted intervention in addition to core instruction and any specialized instruction such as special education or EL. We also monitor our behavior data and include students in behavioral support and intervention. Our MTSS plan is shared with our Board of Education and with all parents. Parents on our Parent Advisory Committee, Bilingual Parent Advisory Committee and PTO have the opportunity to provide input and feedback. Our support personnel are a part of our data review meetings and MTSS process. Currently, our paraprofessionals are not formally a part of our data review meetings or other meetings related to MTSS. The case manager does interview the paraprofessionals at the grade level for input.

**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 Coordinated Funding page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funds, return to the Coordinated Funding 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.

- All students reading at grade level by the end of third grade All students successfully completing algebra by the end of eighth grade.

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  
 Information from school report cards, school improvement plans and staff input were used to identify needs to address through grant. The academic achievement gap between students with and without special education needs is the district's highest priority.  
 Response from the approved prior year Consolidated District Plan.  
 Information from school report cards, school improvement plans and staff input were used to identify needs to address through grant. The academic achievement gap between students with and without special education needs is the district's highest priority.

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan.  
 [[count]] of 7500 maximum characters used  
 The goal is to provide resources and professional learning to close the achievement gap between students who are identified as having special education needs and those who do not. Utilization of resources that provide for personalized learning Professional learning to increase teacher efficacy in personalized learning and co-teaching  
 Response from the approved prior year Consolidated District Plan.  
 The goal is to provide resources and professional learning to close the achievement gap between students who are identified as having special education needs and those who do not. Utilization of resources that provide for personalized learning Professional learning to increase teacher efficacy in personalized learning and co-teaching

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  
 No changes identified  
 Response from the approved prior year Consolidated District Plan.  
 No changes identified

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.

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  
 Indicator 3: Co-teaching is utilized to enhance the support of and increased time in the general education classroom.

\*Required Field

## Overview

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

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

## 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/school_vehicle_guidance.pdf)
- [https://www.isbe.net/Documents/vehicle\\_use\\_summary.pdf](https://www.isbe.net/Documents/vehicle_use_summary.pdf)
- <https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

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

## REQUIREMENTS

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

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

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

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

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

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

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

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)



3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds

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**Contact Information**

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**\*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*
Zinni	James	Student Services Coordinator	jzinni@sd12.org

**2. LEA Transportation Director - required\***

Last Name*	First Name*	Position/Title*	Email*
Zinni	James	Student Services Coordinator	jzinni@sd12.org

[Click here to add information for other personnel involved in the plan development.](#)

\*Required field

**Best Interest Determination as it relates to School Stability**

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

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

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

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

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

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

The team as identified would be gathered to discuss and determine:-What are the student's needs? This determination needs to be done by a team convened for this purpose comprised of coordinator of student services, building administrator, social worker, school psychologist, classroom teacher, and any other relevant specialists.RequirementsA. The following factors should be considered when developing the transportation procedures for a student in foster care:1. Existing relationships and structures in the child's life that are positive and what placement will best maintain these.2. Student's academic progress3. Student attendance4. Safety-are there safety concerns that need to be taken into consideration when making a school placement choice? Because of our size, we only have one elementary and one middle school. This means that we would have to collaborate with neighboring districts if safety in our schools was an issue. Student safety will be one of the primary factors when making a decision. 5. Duration of the need for services. Do we anticipate that this will be a short term or longer term need? Safety and stability will be primary factors when making a decision. 6. The time/length of travel time for the student each day. Excessive time spent on travel (over 1 hour) will be considered as a less-than-optimal circumstance for the student because we are an elementary district. 7. Timing of any potential placement change. If placement change occurs prior to December and the situation is anticipated to be a longer term need, enrollment in the new district would be the preference. If the placement change takes place after Winter Break, enrollment in the district of origin will be maintained to provide stability.

Response from the approved prior year Consolidated District Plan.

The team as identified would be gathered to discuss and determine:-What are the student's needs? This determination needs to be done by a team convened for this purpose comprised of coordinator of student services, building administrator, social worker, school psychologist, classroom teacher, and any other relevant specialists.RequirementsA. The following factors should be considered when developing the transportation procedures for a student in foster care:1. Existing relationships and structures in the child's life that are positive and what placement will best maintain these.2. Student's academic progress3. Student attendance4. Safety-are there safety concerns that need to be taken into consideration when making a school placement choice? Because of our size, we only have one elementary and one middle school. This means that we would have to collaborate with neighboring districts if safety in our schools was an issue. Student safety will be one of the primary factors when making a decision. 5. Duration of the need for services. Do we anticipate that this will be a short term or longer term need? Safety and stability will be primary factors when making a decision. 6. The time/length of travel time for the student each day. Excessive time spent on travel (over 1 hour) will be considered as a less-than-optimal circumstance for the student because we are an elementary district. 7. Timing of any potential placement change. If placement change occurs prior to December and the situation is anticipated to be a longer term need, enrollment in the new district would be the preference. If the placement change takes place after Winter Break, enrollment in the district of origin will be maintained to provide stability. -Of the available options, what is in the student's best interest regarding educational placement? Is there a benefit to the student attending school in the School of Origin or in a school closest to their foster placement?Once needs were established and prioritized, the various transportation options would be discussed. Safety would be the primary factor when considering the options and making a decision.

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

See IDEA legislation hereSee Section 504 here

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

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

The Special Education Administrator and appropriate IEP/504 staff would be included in the discussion before final decisions were made. All appropriate regulations and requirements would be followed if the arrangements were to constitute a change in or deviation from the IEP or 504 Plan. All appropriate outside agencies would be involved and communicated with as required by the IEP or 504 Plan

Response from the approved prior year Consolidated District Plan.

The Special Education Administrator and appropriate IEP/504 staff would be included in the discussion before final decisions were made. All appropriate regulations and requirements would be followed if the arrangements were to constitute a change in or deviation from the IEP or 504 Plan. All appropriate outside agencies would be involved and communicated with as required by the IEP or 504 Plan

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

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

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

The Director of EL would be the administrator responsible for making sure that the needs and rights of all EL students were followed and protected. Finding a transportation mode that has the ability to communicate in the native language would be preferred.

Response from the approved prior year Consolidated District Plan.

The Director of EL would be the administrator responsible for making sure that the needs and rights of all EL students were followed and protected. Finding a transportation mode that has the ability to communicate in the native language would be preferred.

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

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

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

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

In the event of a dispute, D12 would reach out to these organizations for support, assistance and mediation:-DuPage Regional Office of Education-ISBE-DCFSLevel 1 Dispute-Building Level Team, Principal and Regional Office of Education Liaison. If the parties involved cannot agree on school placement and/or transportation, the Building Principal will initiate a Level 1 Disput Meeting. During this meeting, the criteria from Box 1 above (Best Interest and Transportation Methods) will be reviewed. The problem will be identified and documented. The representative from the Regional Office of Education will serve as an impartial mediator for this step and work to help find resolution that is agreeable to the Foster Care Provider and the School District. Level 2 Dispute-Building Administrator, Superintendent, ROE Liaison, DCFS and ISBE. In the event that resolution cannot be identified in the Level 1 meeting, the District will involve the superintendent, a representative from DCFS and/or from ISBE. The School of Origin will be responsible for the transportation while all disputes are resolved.DCFS has the final say if a resolution cannot be determined.

Response from the approved prior year Consolidated District Plan.

In the event of a dispute, D12 would reach out to these organizations for support, assistance and mediation:-DuPage Regional Office of Education-ISBE-DCFSLevel 1 Dispute-Building Level Team, Principal and Regional Office of Education Liaison. If the parties involved cannot agree on school placement and/or transportation, the Building Principal will initiate a Level 1 Disput Meeting. During this meeting, the criteria from Box 1 above (Best Interest and Transportation Methods) will be reviewed. The problem will be identified and documented. The representative from the Regional Office of Education will serve as an impartial mediator for this step and work to help find resolution that is agreeable to the Foster Care Provider and the School District. Level 2 Dispute-Building Administrator, Superintendent, ROE Liaison, DCFS and ISBE. In the event that resolution cannot be identified in the Level 1 meeting, the District will involve the superintendent, a representative from DCFS and/or from ISBE. The School of Origin will be responsible for the transportation while all disputes are resolved.DCFS has the final say if a resolution cannot be determined.

\*Required field



**Youth in Care Stability Plan Development**

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

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

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

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

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

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

The Child Welfare Agency worker, foster care point of contact, transportation director, principal, social worker, and other essential members shall meet to determine transportation for foster care youth. Factors that should/can be considered for transportation include: safety, duration of the need for services, the time/length of travel time for the student each day, type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.), traffic patterns, flexibility in school schedule, impact of extracurricular activities on transportation options, and maturity and behavioral capacity of student

Response from the approved prior year Consolidated District Plan.

The Child Welfare Agency worker, foster care point of contact, transportation director, principal, social worker, and other essential members shall meet to determine transportation for foster care youth. Factors that should/can be considered for transportation include: safety, duration of the need for services, the time/length of travel time for the student each day, type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.), traffic patterns, flexibility in school schedule, impact of extracurricular activities on transportation options, and maturity and behavioral capacity of student

**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.*

Because we receive very limited Title Grant funds, it is most likely that the district would be paying these costs from the district budget. If the student has an IEP, we would determine whether or not IDEA funds are available to offset costs. We would also investigate any funds available through DCFS or other community organizations.

Response from the approved prior year Consolidated District Plan.

Because we receive very limited Title Grant funds, it is most likely that the district would be paying these costs from the district budget. If the student has an IEP, we would determine whether or not IDEA funds are available to offset costs. We would also investigate any funds available through DCFS or other community organizations.

**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.*

In the event of a dispute, D12 would reach out to these organizations for support, assistance and mediation: -DuPage Regional Office of Education-ISBE-DCFS

Response from the approved prior year Consolidated District Plan.

In the event of a dispute, D12 would reach out to these organizations for support, assistance and mediation: -DuPage Regional Office of Education-ISBE-DCFS

**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.*

It is most likely that we would secure transportation by cab or District-to-District hand off during a dispute. Because of our size, it is not likely that the school of origin would be in our district as we only have one elementary and one middle school so interdistrict transportation does not apply. 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.

It is most likely that we would secure transportation by cab or District-to-District hand off during a dispute. Because of our size, it is not likely that the school of origin would be in our district as we only have one elementary and one middle school so interdistrict transportation does not apply. 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.*

Once a plan is agreed upon, it will be considered a "need to know" document. This means that all staff members who interact with the student and/or who play a role in transportation, will be provided with an electronic copy of the plan the day that the plan is approved. All staff will be provided with professional development regarding Foster Care Transportation and will be directed to immediately notify the building principal if they suspect or become aware that a student may be eligible for a Foster Care Transportation Plan.

Response from the approved prior year Consolidated District Plan.

Once a plan is agreed upon, it will be considered a "need to know" document. This means that all staff members who interact with the student and/or who play a role in transportation, will be provided with an electronic copy of the plan the day that the plan is approved. All staff will be provided with professional development regarding Foster Care Transportation and will be directed to immediately notify the building principal if they suspect or become aware that a student may be eligible for a Foster Care Transportation Plan.

\*Required field

## BSP Overview

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<b>Program Name:</b>	EL - Bilingual Service Plan
<b>Purpose:</b>	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.
<b>Rules:</b>	<a href="#">23 Ill. Admin. Code, Part 228.50</a>
<b>Contact:</b>	Multilingual Department at 312-814-3850 <a href="mailto:multilingual@isbe.net">multilingual@isbe.net</a>

**BSP Contact Information**

118 English Learners (ELs) are in the district

**Provide information below for the Program Director/individual who completed this application:**

Last Name\*

Petelle

Phone\*

630 529 2091

First Name\*

Karen

Email\*

kpetelle@sd12.org

Middle Initial

-

**EL Program Director Requirements:**

Does the Program Director meet the administrator requirements?\*

Yes



No



[Administrator Requirements](#)

If not, provide an action plan describing how the district will meet the requirements in the space below:

Exempt from requirements due to having less than 200 EL students

**Comments:**

Use this text area for any needed explanations to ISBE in regard to this program.

([count] of 3000 maximum characters used)

\*Required field





**If one or more attendance centers has EL enrollment but no ESL/Bilingual endorsed teachers above, then describe how the district will ensure that EL students receive appropriate language support for their education from properly endorsed teachers.**

{[count] of 2500 maximum characters used}

\*If district has more than 25 attendance centers, please contact Multilingual Department

11# English Learners (ELs) are in the district

BSP Short Form Page - Use only for Districts with 1 to 19 ELs.

118 English Learners (ELs) are in the district

**PROGRAM ENROLLMENT**

Check the type(s) of Program Enrollment offered

TBE  TPI

**SPANISH LANGUAGE ARTS CURRICULUM**

Indicate whether or not the district is offering Spanish language arts. All districts with a full-time TBE Spanish program must offer Spanish language arts.

Does the district offer Spanish language arts to TBE/TPI students?\*

Yes  No

Describe the instructional and evaluation methods used to measure student progress with respect to the Illinois [Spanish Language Arts Standards](#).

Spanish A-Z is used for small group instruction or one-on-one to reinforce reading strategies taught in English Language Arts. Spanish Newsela is used for Spanish non-fiction text with connection to current events.

**REMINDER: Districts that offer Spanish language arts instruction to TBE or TPI students must provide at least one training session annually related to the implementation of the Illinois Spanish Language Arts Standards to staff who provide instruction in Spanish language arts.**

Indicate whether the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3) and has the part-time TBE rational template in the students' records.

Yes  No

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

\*Required field

118 English Learners (ELs) are in the district

**Parent Advisory Committee Page-** Complete this page ONLY if the district has a TBE program. A district is required to have a Bilingual Parent Advisory Committee if an attendance center has 20 or more EL students with the same language group (Preschool counted separately).

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

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

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review district's annual Bilingual Service Plan and EBF spending plan submitted to the State Board of Education.

Identify all members of the Bilingual Parent Advisory Committee. Indicate under Role whether they are a parent (P), legal guardian (G), teacher (T), counselor (C) or community member (CM). Indicate the language(s) spoken by the member. Indicate the members home address and phone number where they can be reached.

Name	Maria Flores (Villegas)	Role	P	Language(s)	Spanish	Telephone	630 439 4718
Street	20 Walnut C, Apt 1	City	Roselle	State	IL	Zip+4	60172 2293
Name	Ysable Flores (Capicha)	Role	P	Language(s)	Spanish	Telephone	331 871 1839
Street	350 Howard Ave	City	Roselle	State	IL	Zip+4	60172 2293
Name	Melissa Barber	Role	T	Language(s)	Spanish	Telephone	630 529 1183
Street	560 Pinacraft	City	Roselle	State	IL	Zip+4	60172 2293
Name	Olga Wiatr	Role	T	Language(s)	Polish	Telephone	630 529 1183
Street	560 Pinacraft	City	Roselle	State	IL	Zip+4	60172 2293
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

✓ I certify that the Bilingual Parent Advisory Committee has had an opportunity to review this Bilingual Service Plan. I furthermore assure on behalf of the district that the Bilingual Advisory Committee has had the opportunity to review the EL-EBF Spending Plan as required by 23 IL Admin Code Part 228.30, section C, (4) A, by or before October 31, 2023.

Date: 08/01/2023

Name of Committee Chairperson: Olga Wiatr

A committee chair must be a member of the BPAC.

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

**Projected Dates 7/1/23**

**Meeting**

**- 6/30/24**

**Activity**

- | Meeting | Date       | Activity   |
|---------|------------|--|
| 1.      | 09/30/2023 | Bilingual Advisory Committee Training (required activity). |
| 2.      | 02/01/2024 | ACCESS Testing Information (parent education)              |
| 3.      | 05/01/2024 | Review District's FY 25 Bilingual Service Plan             |
| 4.      | 06/01/2024 | Review District's FY 25 EBF Spending Plan                  |

118 English Learners (ELs) are in the district

**PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES**

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

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

Inservice activities must be provided to all TBE/TPI staff at least twice yearly. Specify the areas to be addressed, which must include, but need not be limited to, one of the following: Current Research in the Teaching of EL Students; Methods for Teaching in the Native Language and Methods of Teaching ESL; Content Area and Language Proficiency Assessment of EL Students; Issues Related to the Native Culture and the Culture of the United States; and Issues Related to EL Students with Disabilities. Additionally, for new certificated and noncertificated program staff, the following must be addressed: Minimum Program Standards; District Identification and Assessment Procedures; Program Design; and Basic Instructional Techniques for Teachers of EL Students.

Districts that offer Spanish language arts must offer at least one session related to the implementation of Spanish language arts for staff members who provide the instruction in that course subject.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	11/15/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	48
<input type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Language Assessment	12/15/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to EL Students with Disabilities		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Program Standards	02/10/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	48
<input type="checkbox"/> District Identification Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Program Design		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Spanish Language Arts		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

\*Required field\*Required field

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**Board Approval, Certification, and Assurances**

Instructions

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

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

06/20/2023

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

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

v01.2021

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**Grant Application Certifications and Assurances**

Instructions

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

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

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

**DEFINITIONS**

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

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

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

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



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

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

#### **LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS**

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

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

[http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl)

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

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

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

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

#### **NO BINDING OBLIGATION**

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

#### **PROJECT**

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

#### **FUNDING**

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

#### **INVOLUNTARY TERMINATION**

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

#### **GENERAL CERTIFICATIONS AND ASSURANCES**

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

26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.

27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

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

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

29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:

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

- 1) 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.
- 2) Specifying the actions that will be taken against employees for violations of such prohibition.
- 3) Notifying the employee that, as a condition of employment on such contract or grant, the
  - A) Abide by the terms of the statement; and
  - B) 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:

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

v.09.08.2021

**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 falls to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

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

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

v.09.08.2021

**GEPA 442 Assurances**

Instructions

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

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

**DEFINITIONS**

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

**PROJECT**

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

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

v.09.08.2021

## 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 certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages 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

Not calling IWAS Web Servir

MARY HENDERSON

Signature of School District Superintendent / Agency Administrator

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

Agreed to on this Date: 08/17/2023  
RCDT when agreed to: 19-022-0120-02

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

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

Application was created on:	8/3/2023
Assurances were agreed to on:	8/17/2023
Consistency Check was run on:	8/17/2023
District Data Entry Business Manager	
District Administrator submitted to ISBE on:	8/17/2023
ISBE Program Administrator #1 forwarded for ISBE Program Admin #2 review on:	8/21/2023
ISBE Program Administrator #2	
ISBE Program Administrator #3	
ISBE Program Administrator #4	
ISBE Program Administrator #5	

Application History(Read Only)

Instructions

Status Change	UserId	Action Date
1st Program Review Complete	epesmcmillan	08-21-2023 10:32 AM
Submitted to ISBE	mhenderson29	08-17-2023 4:17 PM
Consistency Check	mhenderson29	08-17-2023 4:16 PM

Page Review Status Instructions

✓ Expand All

**Consolidated District Plan**

Page Status

Open Page for editing

[Consolidated District Plan](#)

Contact Information

OPEN

Needs Assessment and Programs

OPEN

[Plan Specifics](#)

Needs Assessment Impact

OPEN

Stakeholders

OPEN

Private Schools Participation

OPEN

Preschool Coordination

OPEN

Student Achievement

OPEN

College and Career

OPEN

Professional Development

OPEN

Safe Learning Environment

OPEN

[Title I Specific Pages](#)

Title I Specific - Part One

OPEN

Title I Specific - Part Two

OPEN

IDEA Specific Requirements

OPEN

[Youth in Care Stability Plan](#)

Youth in Care Stability Plan Contacts

OPEN

Best Interest Determination Plan

OPEN

Youth In Care Transportation Plan

OPEN

[Bilingual Service Plan](#)

[BSP Plan Specifics](#)

BSP Program Contact

OPEN

BSP Program Info

OPEN

BSP Short Form

OPEN

BSP Program Enrollment

OPEN

BSP Parent Advisory Committee

OPEN

BSP Professional Development

OPEN

[Assurance Pages](#)

Plan Assurances

OPEN

State Assurances

OPEN

Debarment

OPEN

Lobbying

OPEN

GEPA 442

OPEN

AssurancesText

OPEN

Save

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**Selectable Application Print**

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

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**Request Print Job**

[Consolidated District Plan](#)

**Requested Print Jobs**

- [Requested by mhenderson29 on 8/29/2023](#)
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- [Requested by lthernhi on 8/29/2023](#)
- [Requested by wmebaffv on 8/29/2023](#)
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