



**River Forest  
Public Schools**

**Administration Building**  
7776 Lake Street  
River Forest, IL 60305  
Phone: 708-771-8282  
Fax: 708-771-8291

## **Overview – ISBE Consolidated District Plan**

The Illinois State Board of Education (ISBE) Consolidated District Plan is a comprehensive framework designed to help school districts in Illinois align and coordinate the use of federal education funds to improve student outcomes. Created in response to the Every Student Succeeds Act (ESSA), the plan serves as a central, streamlined document that meets the planning and accountability requirements of multiple federal programs. The plan must be approved for initial submission by the LEA Board.

### **Purpose and Goals**

The plan's core objective is to reduce redundancy and administrative burden by consolidating various federal funding applications into a single, unified planning tool. It encourages districts to take a holistic, strategic approach to improving student achievement, equity, and access, especially for historically underserved populations. Key goals include:

- Promoting equity and access to high-quality education
- Supporting college and career readiness
- Enhancing support for diverse learners (e.g., English learners, students with disabilities)
- Strengthening family and community engagement
- Aligning federal, state, and local resources for greater impact

### **Included Federal Programs**

The Consolidated District Plan encompasses several major federal funding streams, including:

- **Title I, Part A** – Improving basic programs for disadvantaged students
- **Title II, Part A** – Supporting effective instruction
- **Title III** – Language instruction for English learners and immigrant students
- **Title IV, Part A** – Student support and academic enrichment
- **McKinney-Vento Homeless Assistance Act** – Ensuring access for homeless students
- **IDEA Coordination** – Planning in alignment with special education services

## **Components of the Plan**

Districts must address several required sections in the plan, including:

- Needs assessment and stakeholder consultation
- Academic and non-academic goals
- Use of evidence-based interventions
- Professional development strategies
- Strategies for parent and family engagement
- Coordination with early learning programs
- Monitoring and evaluation plans

Each section asks districts to reflect on their data, prioritize needs, and articulate how they will use federal resources to close opportunity gaps and raise achievement.

## **Implementation and Accountability**

Once submitted and approved by ISBE, the plan serves as a foundation for how districts use federal funds annually. ISBE monitors implementation and outcomes through:

- Data reporting
- Program audits
- Site visits
- Performance metrics tied to the state's ESSA accountability system

## **Summary**

The ISBE Consolidated District Plan was designed to serve as a planning and accountability tool to help school districts move beyond compliance to intentional, equity-driven improvement. By aligning funding streams and strategies, districts (including D90) are better positioned to serve all students and ensure that every learner has the opportunity to succeed.

## Contact Information

Instructions

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

Last Name\*

Trendel

Phone\*\*

708 771 8282

Extension

First Name\*

Christine

Middle Initial

Email\*

trendelc@district90.org

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

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

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

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

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

(\*count of 2500 maximum characters used)

River Forest Public School District 90 does not discriminate based on gender, race, national origin, color, disability, or age. The school district makes every effort to assure full participation of all students in instructional activities. The district also ensures that the review and purchase of any core instructional resources are inclusive of diverse perspectives and cultural responsive pedagogy. All staff are included in professional development activities specific to their roles and annually engage in learning related to culturally responsive teaching and antibias training. The District has an Inclusion Advisory Board comprised of staff, parents, and community members. The District also has annual strategic action plan goals focused on equity and student achievement.

### 3. Bilingual Program Director Assurance

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

48

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

### 4. District Migrant Education Program Liaison

Last Name

Trendel

First Name

Christine

Middle Initial

Phone

708 771 8283

Extension

Email

trendelc@district90.org

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

### 5. General Completion Instructions

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

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

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

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

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

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

\*Required field, applicable for all funding sources

#### Amendments

---

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

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

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

\*Required field, applicable for all funding sources

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

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

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

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

Title I funding will support a Literacy Coach at the designated Title I school. The role of the Literacy Coach is to support teachers with job-embedded professional learning and collaboration to engage in deep investigation of instructional pedagogy and systemic and continuous review of student progress via assessments. District 90 continues to align its reading instruction to the Illinois Learning Standards and Illinois Comprehensive Literacy Plan and completed adoption and began implementation of new resources for foundational skills and language comprehension and writing in 2024-2025. The Literacy Coach is essential in leading grade level/content area collaboration to connect best practices and education research to classroom instruction and deepening teacher instructional practice with our new core resources. Using the new assessments embedded within our new core resources and the new instructional materials, including mentor texts, teachers will rely on data informed instructional decision-making to adjust instruction to meet student needs. Professional collaboration teams will also utilize NWEA-MAP, AimsWeb Plus, and new classroom-based common assessments to review overall achievement in order to provide targeted instruction to the range of learners in each classroom. Title II funding is aligned to District 90 strategic plan goals related to student growth and achievement. Title II funding is allocated to content areas that are engaged in a curriculum and materials review process to provide high-quality professional learning and job-embedded support for curriculum and instruction implementation. Title II funding will support District 90's multi-year partnership for professional learning for all certified staff to successfully implement Responsive Classroom as a Tier 1 program for all students. Title II will also continue to support the implementation of the instructional materials for literacy. Title IV funding of \$10,000 will be transferred into Title I.

Response from the approved prior year Consolidated District Plan.

Title I funding will support a Literacy Coach at the designated Title I school. The role of the Literacy Coach is to support teachers through job-embedded professional learning and collaboration to engage in deep investigation of instructional pedagogy and systemic review of student assessments. District 90 continues to align its systems to the Illinois Learning Standards for reading and writing through a lens of continuous improvement. The Literacy Coach leads grade level/content area collaborations to connect best practices and education research to classroom instruction. Data informed instructional decision-making drives teacher reflection and adjustment to instruction. Professional collaboration teams utilize NWEA-MAP, AimsWeb Plus, and classroom-based common assessments to review overall achievement in order to provide targeted instruction to the range of learners in each classroom. Title II funding is aligned to District 90 goals and objectives related to student growth and achievement. Title II funding is allocated to content areas that are engaged in a curriculum and materials review process to provide high-quality professional learning and job-embedded support for curriculum and instruction implementation. Title II funding will support District 90's partnership with Responsive Classrooms to facilitate professional learning related to Social Emotional Learning and programming, and to support the implementation of the instructional materials for literacy. Title IV funding of \$10,000 will be transferred into Title I. Idea grants funds (Part B Flow-Through and Part B Preschool) will support continued differentiation including curriculum programs and materials, staff development, and staff allocations to promote academic and social growth of students who are eligible for special education services.

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

Braiding of Funds

☐ Yes ☒ No

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

Transfer of Funds

☒ Yes ☐ No

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

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

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

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

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

([count] of 7500 maximum characters used)

\$10,000 in Title IV funds will be transferred to Title I and used for professional learning for teachers through the literacy coach. The Literacy Coach leads grade level/content area collaboration to connect best practices and education research to classroom instruction in order to deepen implementation of new core literacy resources. Data from new literacy assessments will inform instructional decision-making and drive teacher reflection and adjustments to instruction. These instructional planning session will be facilitated by the Literacy Coach.

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 Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.**

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

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

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

Three times annually, School District 90 formally reviews student progress and achievement data to support the MTSS process. Subgroup data is reviewed to determine the greatest areas of need. District 90 continues its alignment to the Illinois Learning Standards for reading, mathematics, the Next Generation Science Standards, and social emotional learning. District 90 maintains the goal that subgroup status and/or student background should not be a predictor of student performance or achievement standardized assessments. Review of student data indicates that most student groups are growing at a similar rate, but the achievement gaps continue to persist in the area of reading and math. Instructional coaches review student assessment data with grade level teams to target skill areas for further development and best practices in instruction to support growth and achievement. The instructional coach will work with teachers to target specific reading (with a focus on foundational skills) and math standards and strategies to close the gap for Title I students.

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

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

District 90 conducts data review meetings three times during the academic year in the Fall, Winter, and Spring through the MTSS process. The District reviews NWEA-MAP, Aimsweb Plus, Foundations common assessments, and common reading and math assessments to determine the range of needs in each classroom. Review of student subgroup data allows teachers and the grade level teams to utilize small group instruction and/or more personalized 1:1 feedback for students within the regular classroom to offer targeted instruction explicitly aligned to student instructional needs. Title II funding provides professional development that aligns with implementation of Illinois Learning Standards in math, reading, and science standards as well as providing support for trends indicated in disaggregated student data. All professional data aligned to District goals and objectives as outlined in our Strategic Plan. D90 continues to target 90% of students will meet or exceed standards on the Illinois Assessment of Readiness in reading and mathematics. In FY 26, D90 will continue its partnership with Responsive Classroom for implementation of its Tier 1 SEL program, and consultants from Great Minds and Collaborative Classroom to support the implementation new literacy instructional materials.

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



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

Title IV funding is transferred to Title I which funds and Instructional Coach for the designated Title I school in the District. The Instructional Coach supports teachers to develop enrichment planning for students that demonstrate high-readiness/ability to engage in enriched or more challenging material. The Instructional Coach identifies enrichment resources, support review of data to identify students in need of enrichment, and coaches teachers in effective instructional practices. These transferred funds are aligned to the Title I goals for District 90.

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

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

IDEA grant funds (Part B Flowthrough) will support continued differentiation including curriculum programs, materials, resources, staff development and staff allocations to promote the academic and social growth of students who are eligible for special education services.

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

IDEA grant funds (Part B Preschool) will support continued differentiation including curriculum programs, materials, resources, staff development and staff allocations to promote the academic and social growth for students whoa are eligible for special education services.

**Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected



## Stakeholder Involvement

Instructions

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

### ISBE Goals:

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

### District Goal(s):

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

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

Check all that apply.

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

#### Program Footnotes:

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

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

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

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

{count} of 7500 maximum characters used

On May 16 and 20, 2025, District 90 administrators met with principals, directors of stakeholder programs and parent leaders. None of the stakeholders has students eligible for proportionate share of Title I funds from District 90. The consultation involved discussion of Title II funding/proportionate share and Special Education Flow Through grants for FY26.

Response from the prior year Consolidated District Plan.

On May 16, 2024, District 90 administrators met with principals, directors of stakeholder schools/programs and parent leaders. None of the stakeholders has students eligible for proportionate share of Title I funds from District 90. The consultation involved discussion of Title II funding/proportionate share and Special Education Flow Through grants for FY25.

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

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

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

{count} of 7500 maximum characters used

Beginning with early childhood screenings, River Forest partners with families to determine educational needs and develop Individualized Education Plans for eligible students. D90 utilizes developmentally appropriate, standardized measures, Illinois Learning Standards, teacher recommendations, and parent input to develop plans.

Response from the prior year Consolidated District Plan.

Beginning with the early childhood screenings, River Forest partners with families to determine educational needs and develop individualize Education Plans for eligible students. The District utilizes developmentally appropriate measures, teacher recommendation, and parent input to develop plans.

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

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

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

{count} of 7500 maximum characters used

District 90 shares its strategic goals and funding sources that support the range of students across District 90 with representative parent groups from the eligible Title I school.

Response from the prior year Consolidated District Plan.

District 90 shares its strategic goals and funding sources that support the range of students across District 90 with representative parent groups from the eligible Title I school.

**Title I Requirement:**

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

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

**Title III Requirement:**

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

**Legislative References:**

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

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

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

\*Required field

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



Private School Participation

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

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

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

Will Private Schools participate in the Program?

☒ Yes ☐ No

[Nonpublic 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 checked="" type="radio"/> Yes <input 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
Concordia Univ EC Educ Cen	<input type="checkbox"/>	0	16	0	<a href="#">Choose File</a> No file chosen Concordia ECC.pdf
Grace Lutheran	<input type="checkbox"/>	0	173	0	<a href="#">Choose File</a> No file chosen Grace Lutheran Title II.pdf
St. Vincent Ferrer	<input type="checkbox"/>	0	43	0	<a href="#">Choose File</a> No file chosen St. Vincent Ferrer Title money participation form.pdf
St. Luke Catholic School	<input type="checkbox"/>	0	285	0	<a href="#">Choose File</a> No file chosen St Luke Title II.pdf
Keystone Montessori	<input type="checkbox"/>	0	110	0	<a href="#">Choose File</a> No file chosen Keystone Title II.pdf
Mosaic Montessori Academy	<input type="checkbox"/>	0	45	0	<a href="#">Choose File</a> No file chosen Mosaic Title II.pdf

Comments:

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

**ISBE Goals:**

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

**District Goal(s):**

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

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

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

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

**No Preschool Programs**

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

*(Count of 7500 maximum characters used)*

The District offers an inclusion preschool model; students who are developmentally delayed are in class with their typically developing peers. The program includes push-in, co-treatment services for students with interventions such as speech and language, occupational therapy, physical therapy and/or social emotional skill therapy. The inclusion preschool teacher is dually certified and engages in collaboration meetings with all service providers. Additionally, the preschool teacher engages in articulation with kindergarten teachers who carefully screen students prior to their arrival in kindergarten. The preschool team conducts transition meetings each spring for any preschool student attending kindergarten in D90 the following fall. The District school screenings for residents of the River Forest community to ensure that all students who are eligible received the necessary supports upon their arrival to D90.

Response from the approved prior year Consolidated District Plan.

The District offers an inclusion preschool model with students who are developmentally delayed and their same age, normally developing peers. The program includes push-in services for students with interventions such as speech and language, occupational therapy, physical therapy or social skills training. The inclusion preschool teacher is dually certified and conducts regular articulation with teachers who carefully screen students prior to their arrival in kindergarten. The preschool team conducts transition meetings annually for any student transitioning to kindergarten. The District school screenings for residents of the River Forest community to ensure that all students who are eligible received the necessary supports prior to their arrival to D90.

**Title I Requirement**

Coordination of services with preschool education programs

**Legislative References:**

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

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

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

**ISBE Goals:**

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

**District Goal(s):**

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

**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)

D90 engages in regular and robust curriculum reviews each year to ensure a guaranteed and viable curriculum with high quality materials that are accessible to all learners and provide equitable learning opportunities for all students. Every student is supported with access to Tier I core academic programs (conceptual and procedural mathematics programs, Amplify and IQWST for science, foundations literacy with Foundations, and language comprehension, reading and writing). Students who have been identified through MAP or AimsWeb Plus testing as "at-risk," receive Tier II or III supports both within, and in some cases, outside of the classroom. Students with Section 504 Plans and IEPs have goals that are in accordance with individual testing results to support areas of concern and are progress monitored throughout the year and reported on with our D90 report card timelines. D90 has also designated co-teaching classrooms at the middle school and identified intervention times, in order to keep students in the general education environment as much as possible.

Response from the prior year Consolidated District Plan.

D90 engages in robust curriculum reviews each year to select high-quality materials that are accessible to all learners and provide equitable learning opportunities for students. Students are supported with Tier I core academic programs (writing workshop, conceptual and procedural mathematics programs, Amplify and IQWST for science, and differentiated reading workshop). Students who have been identified as "at-risk" are flagged through MAP or AimsWeb Plus testing to receive Tier II and III supports both within, and in some cases, outside of the classroom. Students with Section 504 Plans and IEPs have goals that are in accordance with individual testing results to support areas of concern and are progress monitored across the year (Sept, Jan, May). D90 has also designated co-teaching classrooms to keep students in the mainstream and reduce the incidents of pulling students from the general education classroom.

**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)

All students in grades 3-8 participate in NWEA MAP reading and math as a universal screening in fall and spring. Students in grades 1-6 participate in AimsWeb Plus literacy and math as a universal screener in fall and spring. In winter, students that score below certain benchmark on either of these assessments can be reassessed to collect additional data. All of Kindergarten conducts AimsWeb Plus screening in January. In addition, common assessment data is collected for Foundations unit assessments in grades K-3, and for common assessments in literacy and math across all grades. The district reviews national and local norms to determine "at-risk" thresholds for student support for MAP and AimsWeb. All student data is reviewed with grade level teams in fall, winter, and spring, to determine next steps for those students who are not currently making expected growth on assessments, including which students should be moved into or out of interventions, targeted skills, progress monitoring tools, etc. Evaluation will also be conducted to determine the number of students who successfully move from Tier III to Tier II services/support.

Response from the prior year Consolidated District Plan.

All students will be screened using Fall NWEA MAP (3-8) and AimsWeb Plus (1-6). Kindergarten conducts AimsWeb Plus screening in January. The district reviews national and local norms to determine "at-risk" thresholds for student support. All student data is reviewed with grade level teams to determine next steps for those students who are not currently meeting benchmark assessments. The District conducts a Universal data review process three times per year (Sept, Jan, May). Six weeks after the data review meetings, grade level teams review the progress monitoring data to determine which students should be moved into or out of interventions. Evaluation will also be conducted to determine the number of students who successfully move from Tier III to Tier II services/support.

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

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

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 90 has a TPI program for our EL students. The WIDA screener and ACCESS scores are utilized to determine individual language acquisition needs for EL students. The EL staff provides push-in classroom services, 1:1 support for newcomers, and small group pull-out support. In some cases, the student receives services outside of the classroom with the goal being to maintain the least restrictive environment for all of our students. Students not at the locally determined benchmark will receive supportive assistance in reading, writing, speaking, and/or math based on individual student needs through supportive services of locally funded Title I staff. D90 staff conduct weekly Student Problem-Solving meetings for grade level teams. Teachers review student AimsWeb data used for progress monitoring, classroom work samples and classroom based assessments, as well as grade data. Based on data presented to the grade level team additional core+ interventions are determined. EL staff set monthly short term goals for students based on ACCESS scores and student progress monitoring data. These short term goals help EL teachers provide intentional instructional with purposeful, performance based progress monitoring for monthly professional reflection.

Response from the prior year Consolidated District Plan.

District 90 has a TPI program for our EL students. The WIDA screener and ACCESS scores are utilized to determine individual language acquisition needs for EL students. The EL staff provides push-in classroom services, 1:1, and small groups. In some cases, the student receives services outside of the classroom with the goal being to maintain the least restrictive environment for all of our students. Students not at the locally determined benchmark will receive supportive assistance in reading, writing, and/or math based on individual student needs through supportive services of locally funded Title I staff. D90 staff conduct weekly Student Problem-Solving meetings for grade level teams. Teachers review student AimsWeb data used for progress monitoring, classroom work samples and classroom based assessments, as well as grade data. Based on data presented to the grade level team additional core+ interventions are determined.

**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.

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)

D90 teachers meet weekly in grade level teams to review student work and discuss strategies to support student learning and reflect on their instructional practices. Teachers analyze classroom assessments and student work using common rubrics from core curriculum that is aligned to the Illinois Learning Standards. Our new literacy curriculum includes end of unit assessments and performance tasks that teams can review and reflect on if students mastered the unit objectives. Professional development is aligned to district goals and initiatives as outlined in our Strategic Plan and School Improvement Plans. The district conducts yearly surveys with staff to capture their interests and needs as well as evaluations of professional development after it has been conducted to inform future decision-making. Administrators work in partnership with Literacy and Math Coaches to support teachers with best practices and curriculum implementation and with regular classroom visits to determine continued professional learning needs. 100% of teachers in District 90 are Highly Qualified and certified in the content areas they teach. At this time there are no teachers that have been identified as unsatisfactory or need improvement. All students are currently taught by proficient or excellent teachers. The District monitors the distribution of teachers across the district and their individual evaluation ratings each year. Should a teacher be identified as Insufficient, that teacher will immediately engage in a Professional Development Plan as required by PERA. The Board of Education has developed equity goals and one aspect of monitoring this goal is to ensure that all students are taught by highly effective teachers.

Response from the prior year Consolidated District Plan.

D90 teachers meet weekly in grade level teams to review student work and discuss strategies to support student learning and enhance differentiated instructional practices. Teachers analyze classroom assessments and student artifacts using rubrics tightly aligned to the



Illinois Learning Standards. Content areas are beginning to implement end-of-unit performance tasks and common assessments to triangulate with the objective data gathered from MAP and AimsWeb. Professional development is aligned to district goals and initiatives as outlined in our Strategic Plan and Curriculum Implementation Plans. The district conducts routine surveys with staff to capture their interested and needs as well as evaluations of professional development after it has been conducted to inform future decision-making. Best practices training in the areas of math, ELA, science, and social emotional learning help inform the construction of walk-through tools that allow administrators to monitor implementation of new learning and initiatives.

**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)

100% of teachers in District 90 are Highly Qualified and certified in the content areas they teach. At this time there are no teachers that have been identified as unsatisfactory or need improvement. All students are currently taught by proficient or excellent teachers. The District monitors the distribution of teachers across the district and their individual evaluation ratings each year. Should a teacher be identified as insufficient, that teacher will immediately engage in a Professional Development Plan as required by PERA. The Board of Education has developed equity goals and one aspect of monitoring this goal is to ensure that all students are taught by highly effective teachers.

Response from the prior year Consolidated District Plan.

100% of teachers in District 90 are Highly Qualified and certified in the content areas they teach. At this time there are no teachers that have been identified as unsatisfactory or need improvement. All students are currently taught by proficient or excellent teachers. The District monitors the distribution of teachers across the district and their individual evaluation ratings each year. Should a teacher be identified as insufficient, that teacher will immediately engage in a Professional Development Plan as required by PERA. The Board of Education has developed equity goals and one aspect of monitoring this goal is to ensure that all students are taught by highly effective teachers.

**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.

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 90 Library directors are collaborating closely with the Technology Integration Specialists and Technology Director to develop a digital citizenship curriculum and scope and sequence for students K-8 which will be shared and implemented across all three buildings in the district. The librarians and technology team highlight the importance of digital citizenship, internet safety, and 21st century learning that includes the evolution of print media, social media, and healthy screen time habits to support student growth and achievement.

Response from the prior year Consolidated District Plan.

District 90 Library directors are collaborating closely with the Technology Integration Specialists and Technology Director to develop a digital citizenship curriculum and scope and sequence for students K-8 which will be shared and implemented across all three buildings in the district. The librarians and technology team highlight the importance of providing 21st century learning that includes the evolution of print media and cyber learning and how to balance the two to support student growth and achievement.

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

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

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

([count] of 7500 maximum characters used)

District 90 utilizes a student performance "Matrix" that captures objective data (ex. NWEA-MAP scores from fall and spring, classroom assessments, performance task) to determine eligibility for academic enrichment or acceleration. Data is reviewed on an annual basis to inform student class placement.

Response from the prior year Consolidated District Plan.

District 90 utilizes a student performance "Matrix" that captures objective data (ex. NWEA-MAP) to determine eligibility for academic enrichment or acceleration. Data is reviewed on an annual basis to inform student class placement.

**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.

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

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

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

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

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

*((count) of 7500 maximum characters used)*

District 90 engages in articulation with Oak Park River Forest High School District 200 throughout the school year. District 90 has a data sharing agreement with D200 to provide 8th grade student data to Oak Park and River Forest High School. This agreement allows D90 to provide information that allows D200 to make appropriate class placement recommendations to families and identify students in need of academic intervention at the high school level. Student data is also reviewed to determine areas for growth in order to strengthen the middle school instructional practices. Starting in 2024-2025, D90 and D200 teacher teams began aligning common outcomes for rising 9th graders in the area of math with hope of also completing this process for ELA.

*Response from the approved prior year Consolidated District Plan.*

District 90 engaged in articulation with Oak Park River Forest High School District 200 across the school year. District 90 provides 8th grade student data to Oak Park and River Forest High School in order to inform appropriate class placement and identify students in need of academic intervention at the high school level. Student data is also reviewed to determine areas for growth in order to strengthen the middle school instructional practices.

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

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

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

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

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

*((count) of 7500 maximum characters used)*

As an elementary District, we provide STEM instruction to support student interest in the areas of math and science. The District will continue to utilize funds from the Career and Technical Improvement Grant to develop the District Middle School STEM and robotics program. The District is implementing project-based performance tasks in science (5-8) to supplement the IQWST curriculum aligned to the Next Generation Science Standards. Students have access to STEM as an exploratory class beginning in 4th grade all the way through 8th grade. In addition, in 5th-8th grade, students take a technology based digital citizenship exploratory class. Our PAC Framework is embedded within these exploratory courses.

*Response from the approved prior year Consolidated District Plan.*

As an elementary District, we provide STEM instruction to support student interest in the areas of math and science. The District will continue to utilize funds from the Career and Technical Improvement Grant to develop the District Middle School STEM and robotics program. The District is implementing project-based performance tasks in science (5-8) to supplement the IQWST curriculum aligned to the Next Generation Science Standards. The expansion of the STEM teacher role will allow for them to partner with K-4 classroom teachers to co-teach science units.

**Legislative References:**

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

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

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

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

**ISBE Goals:**

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

**District Goal(s):**

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

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

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

- Be sure to include information on how participating private schools will be included in the professional development plans.

- NOTE - writing space appears only if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

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

Title II funding will support the District's training and implementation of the new instructional materials for literacy and social emotional learning to provide equitable instruction and assessment for all students in the area of English language arts. The non-public schools will utilize funds for workshops (virtual and in-person) for math, reading, writing, and science.

G. Title III - LIEP

H. Title III - ISEP

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

District 90 will transfer Title IV funds over to Title I.

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

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

IDEA, Part-B Flow Through funding will be used to provide professional development and coaching to support academic, behavioral, social emotional and target instructional needs.

L. IDEA, Part B - Preschool

IDEA, Part B - Preschool, funding will be used to provide professional development and coaching to support academic, behavioral, social emotional and target instructional needs.

**Legislative Requirement:**

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

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

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

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

**ISBE Goals:**

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

**District Goal(s):**

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

**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.

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

([count] of 7500 maximum characters used)

The district carefully tracks all instances of bullying and harassment and this data is reviewed regularly. No pattern of disproportionality has been identified. District 90 also annually reviews student discipline data to identify any patterns of overuse of discipline or student removal from classroom based on race, ethnicity, EL status, gender, or students who qualify for FRL. District 90 also utilizes the Second Step and Responsive Classroom curricula for K-4 elementary students to engage in anti-bullying training through an SEL/community building lens. Students grades 5-8 engage in an Advisory program using Responsive Classroom for the same purpose and will have an additional SEL unit in one exploratory course starting next school year. We also have trained CPI personnel in each building to support de-escalation and coping strategies for students.

Response from the prior year Consolidated District Plan.

The district carefully tracks all instances of bullying and harassment and is reviewed regularly. No pattern of disproportionality has been identified. District 90 also annually reviews student discipline data to identify any patterns of overuse of discipline or student removal from classroom based on race, ethnicity, EL status, gender, or students who qualify for FRL. District 90 also utilizes the Second Step and Responsive Classroom curricula for K-4 elementary students to engage in anti-bullying training through an SEL/community building lens. Students grades 5-8 engage in an Advisory program for the same purpose. We also have trained CPI personnel in each building to support de-escalation and coping strategies for students.

**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.):\*

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

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

([count] of 7500 maximum characters used)

The District will provide supplies and materials to homeless students to improve reading and math. The district also provides transportation when circumstances require. 95% of identified students will show a 5% increase in reading and math scores. Students will be evaluated by measuring their performance on the MAP assessment. Students are also supported through Math Homework Lab.

Response from the prior year Consolidated District Plan.

The District will provide supplies and materials to homeless students to improve reading and math. The district also provides transportation when circumstances require. 95% of identified students will show a 5% increase in reading and math scores. Students will be evaluated by measuring their performance on the MAP assessment. Students are also supported through Math Homework Lab.

**Title I Requirement:**

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

**Legislative Requirements:**

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

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

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

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

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1002 - ROOSEVELT SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2001 - LINCOLN ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2005 - WILLARD ELEM SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations: \_\_\_\_\_

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

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

**ISBE Goals:**

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

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

☐

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

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

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

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

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

**No schools identified under this part**

[(count) of 7500 maximum characters used]

No schools identified under this part.

Response from the approved prior year Consolidated District Plan.

No schools identified under this part.

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

- ☐ Yes
- ☒ No

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

[Measures of Poverty from 1113.5\(A\) and \(B\)](#)

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

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

[Section 1114 and 1115](#)

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

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

[(count) of 7500 maximum characters used]

For FY25 Willard Elementary School is designated for Title I Funding. The school presents with the highest level of low income students as identified through FRL. Targeted assistance provided to these students for school supplies needs, parent education on the importance of school attendance and reading at home, as well as targeted instructional support from an instructional specialist based on the at risk status, growth, and achievement. By the end of 2025-6 school year, 90% of Title I students at Willard Elementary School will attain a level 4 or 5 on the Illinois Assessment for Readiness assessment indicating college and career readiness. District 90 does not have any delinquent or neglected students living in local institutions or community day programs.

Response from the approved prior year Consolidated District Plan.

For FY24 Willard Elementary School is designated for Title I Funding. The school presents with the highest level of low income students as identified through FRL. Targeted assistance provided to these students for school supplies needs, parent education on the importance of school attendance and reading at home, as well as targeted instructional support from an instructional specialist based on the at risk status, growth, and achievement. By the end of 2024-25 school year, 90% of Title I students at Willard Elementary School will attain a level 4 or 5 on the Illinois Assessment for Readiness assessment indicating college and career readiness. District 90 does not have any delinquent or neglected students living in local institutions or community day programs.

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

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

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

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

[(count) of 7500 maximum characters used]

The District utilizes MAP (3-8) and AimsWeb (K-6) to identify its at-risk students to develop instructional support plans in the areas of literacy and math. School leaders facilitate data review and progress monitoring meetings three times a year to review student data. Parents are notified if their student falls below local norms and invited to partner with the student's teachers to develop a student support plan. Identified students are progress monitored every six weeks to review growth and make any necessary adjustments to the instructional plan. The District takes a team approach that includes parents, administrators, paraprofessionals, and instructional specialist in the development and communication of the plan.

Response from the approved prior year Consolidated District Plan.

The District utilizes MAP (3-8) and AimsWeb (K-6) to identify its at-risk students to develop instructional support plans in the areas of literacy and math. School leaders facilitate data review and progress monitoring meetings three times a year to review student data. Parents are notified if their student falls below local norms and invited to partner with the student's teachers to develop a student support plan. Identified students are progress monitored every six weeks to review growth and make any necessary adjustments to the

Instructional plan. The District takes a team approach that includes parents, administrators, paraprofessionals, and instructional specialist in the development and communication of the plan.

**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.

24

\*Required field



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

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

**ISBE Goals:**

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

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

☐

**1. How was the comprehensive needs assessment information used for planning grant activities?\*** This section should include the comprehensive needs identified that will be targeted by the activities and programs funded by IDEA.  
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.  
(count) of 7500 maximum characters used  
Staff and parent feedback indicate the need for: Increased SEL supports for students, parent support (supporting academics, supporting SEL), expanded diagnostic & progress monitoring tools  
Response from the approved prior year Consolidated District Plan.  
Staff and parent feedback indicate the need for: Increased SEL supports for students, parent support (supporting academics, supporting SEL), expanded diagnostic & progress monitoring tools

**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  
Additional SEL instructional resources for social workers to support students, the purchase of additional diagnostic tools, providing parent support meetings focused on the topics identified as priorities by parents, additional supplemental instructional resources to support student academic needs.  
Response from the approved prior year Consolidated District Plan.  
Additional SEL instructional resources for social workers to support students, the purchase of additional diagnostic tools, providing parent support meetings focused on the topics identified as priorities by parents, additional supplemental instructional resources to support student academic needs.

**3. Describe any changes in the scope or nature of services from the prior fiscal year.\***  
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.  
(count) of 7500 maximum characters used  
There is not a change in the scope or nature of services from the prior fiscal year. We continue to see the need to prioritize SEL learning, evaluations and aligning our services with the needs of our student population. We have always provided parents supports, and will continue to offer several parent support meetings during the year to bring parents with similar needs together.  
Response from the approved prior year Consolidated District Plan.  
There is not a change in the scope or nature of services from the prior fiscal year. We continue to see the need to prioritize SEL learning, evaluations and aligning our services with the needs of our student population. We have always provided parents supports, and will continue to offer several parent support meetings during the year to bring parents with similar needs together.

**4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable. For a listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.**  
<https://www.isbe.net/Pages/SPPAPR-Indicators.aspx>  
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.  
(count) of 7500 maximum characters used  
District 90 has met all SSP indicators. We will continue to offer a full continuum of services and placement options to students preschool through 8th grade, ensure timely evaluations/transitions from EI, monitor our student demographic data as it relates to disproportionality, and support parents to ensure they are equal participants in the IEP process.

\*Required field



---

## Overview

---

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

**PROGRAM:** Youth In Care Stability

**PURPOSE:** To comply with ESSA requirements for educational stability for students who are Youth In Care.

**REQUIRED FOR:** All Illinois school districts and state-authorized charter schools

**RESOURCES:** [FD and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)  
[US Department of Education \(USDE\) web page for Students in Foster Care](#)  
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)  
[Educational Stability Requirements \(Effective October 7, 2008\)](#)  
[Public Act 099-0781 \(effective 8/12/2016\)](#)  
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)  
[Finance Budgets & Funding Transportation Programs \(scroll to Foster Care Transportation section\)](#)  
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

### BACKGROUND

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

### DEFINITION AND REFERENCES

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

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

Vehicle Usage:

[https://www.isbe.net/Documents/school\\_vehicle\\_guidance.pdf](https://www.isbe.net/Documents/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

---

**Contact Information**

---

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

☐ [Click here to add information for an additional Youth in Care/Foster Care LEA-POC.](#)

2. LEA Transportation Director - required\*

Last Name*	First Name*	Position/Title*	Email*
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

☐ [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.

When a student is placed in foster care or changes residence while in foster care, the Child Welfare Agency (CWA) worker assigned to the student notifies the student's current school. If the student moves to a new residence, and is not in the same school zone, the foster care point of contact for the district (Director of Curriculum and/or Director of Special Education) is notified and invited to participate in the Best Interest Determination. The Child Welfare Agency worker, foster care point of contact, and other essential members of the Best Interest Determination share information on the appropriateness of the current educational setting. The CWA takes into account this information and the distance from the potential placements to the student's current school in the decision-making process. The School of Origin transportation designee (School Business Officer) identifies the potential ways the student could be transported. This information is given to the foster care point of contact to include in the Best Interest Determination. District will utilize the Best Interest Determination Evaluation Form that assesses whether or not changing schools is in the best interest of the child. The evaluation tool assesses student success in current placement, permanency goals, length of commute, safety considerations, the extent to which the current placement meets the student's academic needs (general and special education). Supporting documentation to accompany the evaluation may include: report cards, progress reports, achievement and attendance data, IEPs or 504, and any email correspondence from individuals that were consulted. Individuals involved in this process include: Christine Trendel, Title I Director/LEA-POC/Director of Curriculum and Instruction; Anthony Cozzi, Transportation Director; Debbie Lubeck, Director of Student Services; Brittany Yelnick, School Social Worker.

Response from the approved prior year Consolidated District Plan.

When a student is placed in foster care or changes residence while in foster care, the Child Welfare Agency (CWA) worker assigned to the student notifies the student's current school. If the student moves to a new residence, and is not in the same school zone, the foster care point of contact for the district (Director of Curriculum and/or Director of Special Education) is notified and invited to participate in the Best Interest Determination. The Child Welfare Agency worker, foster care point of contact, and other essential members of the Best Interest Determination share information on the appropriateness of the current educational setting. The CWA takes into account this information and the distance from the potential placements to the student's current school in the decision-making process. The School of Origin transportation designee (School Business Officer) identifies the potential ways the student could be transported. This information is given to the foster care point of contact to include in the Best Interest Determination. District will utilize the Best Interest Determination Evaluation Form that assesses whether or not changing schools is in the best interest of the child. The evaluation tool assesses student success in current placement, permanency goals, length of commute, safety considerations, the extent to which the current placement meets the student's academic needs (general and special education). Supporting documentation to accompany the evaluation may include: report cards, progress reports, achievement and attendance data, IEPs or 504, and any email correspondence from individuals that were consulted. Individuals involved in this process include: Christine Trendel, Title I Director/LEA-POC/Director of Curriculum and Instruction; Anthony Cozzi, Transportation Director; Debbie Lubeck, Director of Student Services; Brittany Yelnick, School Social Worker.

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

See IDEA legislation here See Section 504 here

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

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

Students in foster care with an IEP or 504 plan will have the same protections under IDEA and 504 as students that are not in foster care. The availability of programming and services within the student's IEP within the School of Origin and the proposed new district will be considered. There will be no lapse in services.

Response from the approved prior year Consolidated District Plan.

Students in foster care with an IEP or 504 plan will have the same protections under IDEA and 504 as students that are not in foster care. The availability of programming and services within the student's IEP within the School of Origin and the proposed new district will be considered. There will be no lapse in services.

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.

English Language Learners in foster care will have the same opportunity for a transportation plan as a student not in foster care. The availability of services within the School of Origin and the proposed new district will be considered. There will be no lapse in service.

Response from the approved prior year Consolidated District Plan.

English Language Learners in foster care will have the same opportunity for a transportation plan as a student not in foster care. The availability of services within the School of Origin and the proposed new district will be considered. There will be no lapse in service.

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.

If an agreement between the district and the Child Welfare Agency cannot be reached, the student must remain in his/her School of Origin while any dispute regarding transportation costs are being resolved. If there is a disagreement regarding school placement for a child in foster care, the Child Welfare Agency should be considered the final decision maker in making the Best Interest Determination (unless State law or policy dictates otherwise). The Child Welfare Agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, students, schools, and the court in making these decisions.

Response from the approved prior year Consolidated District Plan.

If an agreement between the district and the Child Welfare Agency cannot be reached, the student must remain in his/her School of Origin while any dispute regarding transportation costs are being resolved. If there is a disagreement regarding school placement for a child in foster care, the Child Welfare Agency should be considered the final decision maker in making the Best Interest Determination (unless State law or policy dictates otherwise). The Child Welfare Agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, students, schools, and the court in making these decisions.

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

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

Professional development will be provided.

\*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.**

When a student is placed in foster care or changes residence while in foster care, the Child Welfare Agency worker assigned to the student notifies the student's current school. If the student moves to a new residence and is not in the same school zone, the foster care point of contact for the district is notified and invited to participate in the Best Interest Determination. The Child Welfare Agency Worker, foster care point of contact, and other essential members of the Best Interest Determination share information on the appropriateness of the current educational setting. The Child Welfare Agency takes into account this information and the distance from the potential placements to the student's current school in the decision-making process. The School or Origin transportation designee identifies the potential ways that the student could be transported. This information is provided to the foster care point of contact to include in the Best Interest Determination. Factors to consider when developing the transportation plan will include: student safety, duration, time of placement change, type of transportation available, traffic patterns, impact of extracurricular activities on transportation options, and maturity and behavioral capacity. The Title I Director/Coordinator, LEA Point of Contact, LEA DCFS (if any), LEA for transportation, CWA POC, and any other relevant party (social services rep, student) will be involved in the transportation planning.

Response from the approved prior year Consolidated District Plan.

When a student is placed in foster care or changes residence while in foster care, the Child Welfare Agency worker assigned to the student notifies the student's current school. If the student moves to a new residence and is not in the same school zone, the foster care point of contact for the district is notified and invited to participate in the Best Interest Determination. The Child Welfare Agency Worker, foster care point of contact, and other essential members of the Best Interest Determination share information on the appropriateness of the current educational setting. The Child Welfare Agency takes into account this information and the distance from the potential placements to the student's current school in the decision-making process. The School or Origin transportation designee identifies the potential ways that the student could be transported. This information is provided to the foster care point of contact to include in the Best Interest Determination. Factors to consider when developing the transportation plan will include: student safety, duration, time of placement change, type of transportation available, traffic patterns, impact of extracurricular activities on transportation options, and maturity and behavioral capacity. The Title I Director/Coordinator, LEA Point of Contact, LEA DCFS (if any), LEA for transportation, CWA POC, and any other relevant party (social services rep, student) will be involved in the transportation planning.

### 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.**

Specific written procedures will be developed for each situation that requires a foster care transportation plan. If additional costs are assumed outside of the ordinary costs, the School of Origin will work in coordination with the Child Welfare Agency the discuss options for payment, such as the School or Origin assuming the cost of transportation, the Child Welfare Agency agreeing to reimburse the School of Origin for transportation, or the sharing of costs between the School or Origin and the Child Welfare Agency. Costs related to District 90 will be supported through local funds.

Response from the approved prior year Consolidated District Plan.

Specific written procedures will be developed for each situation that requires a foster care transportation plan. If additional costs are assumed outside of the ordinary costs, the School of Origin will work in coordination with the Child Welfare Agency the discuss options for payment, such as the School or Origin assuming the cost of transportation, the Child Welfare Agency agreeing to reimburse the School of Origin for transportation, or the sharing of costs between the School or Origin and the Child Welfare Agency. Costs related to District 90 will be supported through local funds.

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

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

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

If an agreement between the district and the Child Welfare Agency cannot be reached, the student must remain in his/her School of Origin while any dispute regarding transportation costs are being resolved. District will utilize guidance from the National Association for the Education of Homeless Children and Youth to facilitate the dispute resolution process. Superintendent or designee will initiate the dispute, LEA will share decision with CWA, Level 2 of dispute appeals to the SEA. SEA decision will be immediately implemented.

Response from the approved prior year Consolidated District Plan.

If an agreement between the district and the Child Welfare Agency cannot be reached, the student must remain in his/her School of Origin while any dispute regarding transportation costs are being resolved. District will utilize guidance from the National Association for the Education of Homeless Children and Youth to facilitate the dispute resolution process. Superintendent or designee will initiate the dispute, LEA will share decision with CWA, Level 2 of dispute appeals to the SEA. SEA decision will be immediately implemented.

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

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

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

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

The School or Origin will communicate with the Child Welfare Agency to ensure the foster student is attending the School of Origin. 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.

The School or Origin will communicate with the Child Welfare Agency to ensure the foster student is attending the School of Origin. 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.

The transportation plan for Student in Foster Care will be distributed to administrators in River Forest District 90 to ensure the procedures are followed. Transportation Plan for Students in Foster Care will be reviewed at an administrative meeting as well as at building level staff meetings that are mandatory for all staff members to attend. Follow-up meetings will be conducted with relevant grade level teams if students in foster care are identified.

Response from the approved prior year Consolidated District Plan.

The transportation plan for Student in Foster Care will be distributed to administrators in River Forest District 90 to ensure the procedures are followed. Transportation Plan for Students in Foster Care will be reviewed at an administrative meeting as well as at building level staff meetings that are mandatory for all staff members to attend. Follow-up meetings will be conducted with relevant grade level teams if students in foster care are identified.

\*Required field

BSP Overview

Program Name:	EL - Bilingual Service Plan
Purpose:	The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.
Rules:	<a href="#">23 Ill. Admin. Code, Part 228.50</a>
Contact:	Multilingual Department at 312-814-3850 <a href="mailto:multilingual@isbe.net">multilingual@isbe.net</a>



**BSP Contact Information**

48 English Learners (ELs) are in the district

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

Last Name\*

Trendel

Phone\*

708 771 8283

First Name\*

Christine

Middle  
Initial

Email\*

trendeic@district90.org

**EL Program Director Requirements:**

Administrative Endorsement



ESL/Bilingual Endorsement



[Administrator Requirements](#)

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

The Program Director attends the ISBE Multilingual Conference each year to fulfill the training requirement in order to maintain eligibility as Program Director.

\*Required field

Attendance Center Enrollment Information

Instructions

48 English Learners (ELs) are in the district

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

Key: Types of Instructional Design

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

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

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

([count] of 2500 maximum characters used)

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

48 English Learners (ELs) are in the district

**PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES**

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

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

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

Activity *	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input type="checkbox"/> Current Research in the Teaching of EL Students		<input type="checkbox"/>	<input type="checkbox"/>	
<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	10/31/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	20
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to EL Students with Disabilities		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Program Standards		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> District Identification Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Program Design	10/31/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	08/18/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	20
<input type="checkbox"/> Spanish Language Arts		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

**Comments:**

\*Required field

BSP TBE Requirements

Instructions

48 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes ☐ No ☐

Comments:

\*Required field

TBE Parent Advisory Committee

Instructions

48 English Learners (ELs) are in the district

Does your district offer a TBE program?

Yes ☐  
No ☒

**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.

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.

v.01.31.2024

**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?ci=ecfr&rowseq=Title02/2cfr200\\_main\\_02.to](http://www.ecfr.gov/cgi-bin/text-idx?ci=ecfr&rowseq=Title02/2cfr200_main_02.to)

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

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&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 completion 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 employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.



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

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

#### DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

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

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

Instructions

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

Before completing this certification, read instructions below.

**CERTIFICATION**

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

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

**Instructions for Certification**

1. By checking the box above and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms covered transaction, debarred, 'suspended,' 'ineligible,' 'lower tier covered transaction,' 'participant,' 'person,' 'primary covered transaction,' 'principal,' 'proposal,' and 'voluntarily excluded,' as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the GSA Government-Wide System for Award Management Exclusions (SAM Exclusions) at: [www.sam.gov](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.01.10.2025

**Certification Regarding Lobbying**

Instructions

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

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

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

v.04.23.2021

**GEPA 442 Assurances**

Instructions

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

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

**DEFINITIONS**

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

**PROJECT**

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

applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.

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

v.01.31.2024

## Assurances

Instructions

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

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

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

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

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

Assurances for all covered programs

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

v.09.08.2021

Not calling IWAS Web Service

Signature of School District Superintendent / Agency Administrator

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

---

Submit

Instructions

---

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

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

Application was created on:

5/27/2025

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5