

eGrant Management System
Printed Copy of Application

Applicant: STREATOR ESD 44

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: STREATOR ESD 44

Date Generated: 4/10/2025 10:01:00 AM

Generated By: kvirgil29

Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name*

Phone* Extension

First Name*

Email*

Middle Initial

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

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

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

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

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

(Count of 2500 maximum characters used)

The district strives to improve the performance of all teachers and students. Gender, race, national origin, disability or age will not affect equal access to and participation in program activities. The district has board policies in place to address any discrepancy in providing equitable participation.

3. Bilingual Program Director Assurance

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

4. District Migrant Education Program Liaison

Last Name	First Name	Middle Initial
Dye	Karen	
Phone	Extension	Email
815 672 4558	202	kdye@secd4.net

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@secd4.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual to determine if they are 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 JSBE.

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

*Required field, applicable for all funding sources

*Required field, applicable for all funding sources

Needs Assessment Impact

Instructions

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.

A needs-based assessment is completed by our special education cooperative for each district. Professional development surveys have been distributed to determine the focus for professional development. Centennial and Northlawn have both received summative designations of Targeted for Cohort 24. Both schools had designated groups of children with disabilities. Northlawn also had identified designated groups of Black/African American, multiracial, English Learner, Centennial had a summative designation of comprehensive for Cohort 24. The designated group for Northlawn was All students from targeted. The IEP and supporting rubric were used at both schools to determine the needs of the staff and their students. Centennial used their planning year to create their SIP to address the needs of students.

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.

I. Students are not performing to the rigorous expectations of the ISSE and district stated goals for Student Learning which is every child will make significant academic goals each year. Increase their knowledge, skill and opportunities with special attention paid to historic inequities. II. The district has utilized Title I funds to address instructional programming needs through schoolwide flexibility. In particular, there is an emphasis on providing instructional coaching and best practices with teaching strategies for certified staff in both general education and special education with an emphasis in the areas of ELA and math as well as behavioral support PD for paraprofessionals with assisting in the classrooms. Under the leadership of the principal, the district has provided the need for more consistent instructional practices in the areas of ELA and math. III. The district has provided the need for more consistent instructional practices in the areas of ELA and math for all students with rigorous instruction and identified priorities. I. Northlawn will continue to work on their plan for improving student instruction while setting goals in the areas of reading and math for each specific grade level and subgroup of students. II. Northlawn will include on their plan for improving the targeted subgroup of Children with Disabilities/ELs, Black/African American students, Multiracial, and English Learners in conjunction with the interventionists, special education teachers, general education teachers, and paraprofessionals. III. The needs assessment data are used at both the building and district level for grant planning. District and school improvement goals are based on the needs assessment data and analysis to prioritize instructional needs identified.

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

I. Kines will be in implementation year 3. In coordination with district administration, the building principal, and school improvement team met to analyze data and create a SIP to address the needs of the targeted subgroup along with the needs of this building. II. Kines will continue to work on their plan for improving student instruction while setting goals in the areas of reading and math for each specific grade level and subgroup of students. III. Kines will include on their plan for improving the targeted subgroup of Children with Disabilities/ELs in conjunction with the interventionists, special education teachers, and paraprofessionals. I. Centennial will be in implementation year 1. In coordination with district administration, the building principal, and school improvement team met to analyze data and create a SIP to address the needs of the targeted subgroup along with the needs of this building. II. Centennial will continue to work on their plan for improving student instruction while setting goals in the areas of reading and math for each specific grade level and subgroup of students. III. Northlawn will continue to work on their plan for improving student instruction while setting goals in the areas of reading and math for each specific grade level and subgroup of students. II. Northlawn will include on their plan for improving the targeted subgroup of Children with Disabilities/ELs, Black/African American students, Multiracial, and English Learners in conjunction with the interventionists, special education teachers, general education teachers, and paraprofessionals.

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.

I. The professional development surveys and feedback from school improvement teams was provided to District Administration to determine the focus for professional development. Areas of need identified were social and emotional learning needs, support for

rigorous instructional practices, and support for updated curriculum.ii. There was also an emphasis identified for creating and continuing a more positive and consistent behavior management programs for students to establish social/emotional skills that are necessary to regulate and acclimate to various settings.iii. There has been and will continue to be an increased use of professional development funding to provide Tier I expectations for each school building, Centennial piloted the Leader in Me Behavior Management program during the 2024-2025 school year and will continue with the implementation of BIST (Behavior Intervention Support Team), Northlawn and Kimes have also implemented the BIST philosophy and practices during the 2024-2025 school year. The district continues to provide follow-up support to all three buildings via BIST consultants and attendance at the National BIST Conference. Northlawn has been identified to focus on offering well-rounded students via art, FACS, & World Cultures, continued support for math and science material as well as consistent curricular resources for use in the special education classrooms.

G. Title III - LIEP

i. EL students were identified at Northlawn Junior High School as a preliminary subgroup that was underperforming in RP24. The district provides a minimum of one EL teacher at each building, but the district is struggling to find and retain qualified teachers with bilingual endorses. The students who were identified were sent to required workshops and conferences that support EL students in the school. EL staff will attend the bilingual conference in the fall to gain knowledge of best practice teaching strategies to share with their general education colleagues in ACCESS. The district will also determine the educational needs of EL students. The EL teachers work in conjunction with the classroom teacher to assist students in improving both the ACCESS scores and the benchmarking assessments in the areas of ELA and math which are given three times a year to determine student growth.

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.

i. Students are not performing to the rigorous expectations of the ISBE and district stated goals for Student Learning which is every child will make significant academic gains each year. Increase their knowledge, skill and opportunities with special attention paid to historic inequities. Needs assessment data has focused on the need for a district-wide emphasis on both providing more fine arts, STEM, and physical education for well-rounded education, and social and emotional learning to create a safe and healthy environment for student learning.ii. The district plans to continue to utilize Title IV-A funding to emphasize providing instructional resources for students to create well-rounded educational resources, such as additional musical instruments, improvement to musical instruments, and other supplies to student rhythm, sound, etc. for general music students. Art supplies for the elementary art and explore programs, and STEM supplies as needed. The district also plans to continue to emphasize instruction and professional development to provide a safe and healthy educational environment for all students and staff through programming student assemblies which focus on social/emotional learning, such as the Behavior Intervention Support Team (BIST) trainings.iii. Instructional needs assessment that focuses on well-rounded education will be used to prioritize the instruction in the areas provided for in the grant. The needs assessment data are also used to plan for social-emotional instructional needs of the district. The District Leadership Team and building level school improvement teams will plan for grant spending by analyzing the data which includes the time spent on fine arts, PE, and social-emotional learning by both students and staff through professional development.

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

i. Students are not performing to the high rigor expected of the ISBE and district stated goals for ninety percent of third grade students to be at or above grade level in reading. Fifth grade students are not performing at needs or exceeds expectations for mathematics. Centennial was identified as a comprehensive school for all students. Northlawn was identified as targeted for the subgroup of Children with Disabilities/IEPs, Black/African American students, Multiracial, and English Learners. Kimes was identified as targeted for Children with Disabilities/IEPs Cohort 24 in state determinations. ii. The district has utilized Title V Part B Rural and Low Income funds to address instructional programming needs through schoolwide flexibility. The primary use of the Rural and Low Income funds focuses on instructional supplies for schoolwide programs. In addition, there has been a concerted effort to maintain student benchmarking and progress-monitoring to address any instructional and behavioral concerns brought up in data team meetings at all buildings. iii. The needs assessment data are used at both the building and district level for grant planning. District and school improvement goals are based on the needs assessment data and reflect careful data analysis to prioritize instructional needs identified. Low-income students are identified through the needs assessment and measures of success will include assessment through Ainsweb plus, BIST resources, and common district assessments.

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

i. Needs assessment showed a need for more professional development with accommodating students with disabilities in our general education classrooms, specifically in the areas of accommodations and modifications to curricular resources. It also showed a need for continued support for students with autism and behavioral needs, specifically related to trauma.ii. Professional development opportunities are developed around these needs. Monies are allocated for supports for students with significant needs in the areas of Autism and behavior.iii. Professional development opportunities are developed around these needs. Monies are allocated for supports for students with significant needs in the areas of Autism and behavior.

L. IDEA, Part B - Preschool

i. Needs assessment showed a need for continuing professional development for staff certified and non-certified on the inclusion of students with disabilities in a general education preschool setting. Success of professional development will be shown through an increase of students who have IEPs participating in a general ed preschool setting. ii. Materials are budgeted to help support these students within that general education setting. Professional development opportunities are available tied to these needs. iii. Materials are budgeted to help support these students within that general education setting. Professional development opportunities are available tied to these needs.

Legislative Requirement:

[1] IDEA - 23 JAC 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.

The district is working toward goals established by ISBE Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue success and 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 emotional needs of each and every child.

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 II, including LEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment
- 8 = EL - BSP

2. Articulate how the IEA consulted with the stakeholders identified above in the development of this plan. ** Describe how stakeholders' input was used in the development of the plan. This section will be reviewed by the IEA and will be used to document stakeholder engagement as 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, numberator bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

(Count of 2500 maximum characters used)
School Improvement teams, Social Emotional team, Special services and EL team met throughout the year to discuss needs of students and staff regarding the current plan and to provide input for the fiscal year 2025 federal funding plans. The teams consist of (Administration Team, Teachers, including representatives from the Title, special education, and EL programs, and parents). These meetings occurred: Sept 25-Centennial/Kimes/Northlawn, January 29 - Centennial/Kimes/Northlawn; February 26 - EL; October 30 - Sped; Oct 30 - Title team. Grade level teams and department (disciplinary level) teams also met each trimester. Admin provided input for the coming year in Spring 2024. CDP released to Board members prior to May Board meeting. The elements for the new plan include the suggestions to provide PBST training all staff and all new District teachers to address student behavior issues. Summer school will be held in June. More rigorous instructional practices and strategies at Northlawn.

Response from the prior year Consolidated District Plan.
School Improvement teams, Social Emotional team, 2024-2025 federal funding plans. The teams consist of (Administration Team, Teachers, including representatives from the Title, special education, and EL programs, and parents). These meetings occurred: Sept 25-Centennial/Kimes/Northlawn, November 8 - Kimes; February 14 - EL; October 4 sped; Oct 18, Title team. Grade level teams and department (disciplinary level) teams also met each trimester. Admin provided input for the coming year in Spring 2024. CDP released to Board members prior to April Board meeting. The elements for the new plan include the suggestions to provide BLST training for Northlawn staff and all new District teachers to address student behavior issues. Summer school will be held in June. More rigorous instructional practices and strategies at Northlawn.

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, numberator bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

(Count of 2500 maximum characters used)
Streator ESD implements effective parental involvement strategies by providing emotional, educational and social support to families. Special efforts are made to reach parents with at risk children, and families who are economically, and/or educationally disadvantaged. Streator recognizes the needs of families. Services and activities are designed to help parents develop skills and confidence. Through a variety of programs, parents learn the importance of intellectual, language, social-emotional and motor development that promotes learning and readiness. The following areas are addressed through the implementation SEL curriculum and other parent educational formats: 1. Child growth and development, including social emotional development 2. Family structure and management 3. Prevention of child abuse 4. The physical, mental, emotional, social, economic and psychological aspects of interpersonal and family relationships 5. Parenting skill development
Specific Strategies: - School Orientation parents experience the 'daily schedule', classroom orientation; overview of the curriculum; general goals for enrollment; introduction to staff; review of parental involvement opportunities and responsibilities. - Identification of parental needs is done through a needs assessment available to all parents. Faculty/staff regularly meet/communicate with parents to promote opportunities to address needs and involves parents in school and help parents develop skills and confidence. Anti-Bullying Action Plan, regularly scheduled parent meetings (academic content), Family Fun Nights, Field Trips, participation in the classroom (through career/hobby sharing and/or reading/learning along with students), sharing cultural similarities and differences, lending library participation, Open House/Conferences, open houses (including backpack night reading nights), attendance with children at home. The project asks for 15 minutes of reading at home every day. - Personal Visits are scheduled as needed and provided by faculty/staff. - Routine Contact: Teachers are available on a daily basis to meet with or be contacted by parents (before/after each school day). Teachers also make other appointments to meet the needs of families. Home-school newsletters and the district website keep communication lines open. The staff is available onsite to provide support through the book/boy/resource lending library, and by providing resource materials as needed. -the online district parent Resource Network is available online 24/7 to link family to community services. Parent Involvement: The 2019-20 District's Parent Involvement Plan was developed by the District Improvement Team, which includes at least one district parent, during their review of the Parent Needs Assessment, the parent fall survey and Parent Involvement Indicators. The district plan is a work in progress and will be updated annually. The district will continue to update their new parent involvement plans with parent participation on an annual basis. Title 1 Parent/School Compact are reviewed annually by the Title 1 Director, Title 1 team and parents as well as the district administration team. The compacts are sent home, signed by teachers, parents and students and maintained for all students in Title 1 programs. In addition to the Parent/Teacher Conference survey, the district will completed the 5 Essentials Survey for all schools for staff, parents and 4-8 grade students.

Response from the prior year Consolidated District Plan.
Streator ESD implements effective parental involvement strategies by providing emotional, educational and social support to families. Special efforts are made to reach parents with at risk children, and families who are economically, and/or educationally disadvantaged. Streator recognizes the needs of families. Services and activities are designed to help parents develop skills and confidence. Through a variety of programs, parents learn the importance of intellectual, language, social-emotional and motor development that promotes learning and readiness. The following areas are addressed through the implementation SEL curriculum and other parent educational formats: 1. Child growth and development, including social emotional development 2. Family structure and management 3. Prevention of child abuse 4. The physical, mental, emotional, social, economic and psychological aspects of interpersonal and family relationships 5. Parenting skill development
Specific Strategies: School Orientation parents experience the 'daily schedule', classroom orientation; overview of the curriculum; general goals for enrollment; introduction to staff; review of parental involvement opportunities and responsibilities. - Identification of parental needs is done through a needs assessment available to all parents. Faculty/staff regularly meet/communicate with parents to promote opportunities to address needs and involves parents in school and help parents develop skills and confidence. Anti-Bullying Action Plan, regularly scheduled parent meetings (academic content), Family Fun Nights, Field Trips, participation in the classroom (through career/hobby sharing and/or reading/learning along with students), sharing cultural similarities and differences, lending library participation, Open House/Conferences, open houses (including backpack night reading nights), attendance with children at home. The project asks for 15 minutes of reading at home every day. - Personal Visits are scheduled as needed and provided by faculty/staff. - Routine Contact: Teachers are available on a daily basis to meet with or be contacted by parents (before/after each school day). Teachers also make other appointments to meet the needs of families. Home-school newsletters and the district website keep communication lines open. The staff is available onsite to provide support through the book/boy/resource lending library, and by providing resource materials as needed. -the online district parent Resource Network is available online 24/7 to link family to community services. Parent Involvement: The 2019-20 District's Parent Involvement Plan was developed by the District Improvement Team, which includes at least one district parent, during their review of the Parent Needs Assessment, the parent fall survey and Parent Involvement Indicators. The district plan is a work in progress and will be updated annually. The district will continue to update their new parent involvement plans with parent participation on an annual basis. Title 1 Parent/School Compact are reviewed annually by the Title 1 Director, Title 1 team and parents as well as the district administration team. The compacts are sent home, signed by teachers, parents and students and maintained for all students in Title 1 programs. In addition to the Parent/Teacher Conference survey, the district will completed the 5 Essentials Survey for all schools for staff, parents and 4-8 grade students.

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, numberator 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)

Streator ESD 44 will utilize parent involvement funds in the federal grants to provide parent informational reading and math nights, including BRAC family engagement nights, provide reading kits (including books and instructional games), pamphlets, and books to assist the district in engaging parents in their child(ren)'s education. In addition, the district will promote the family engagement activities in the community through social media, webpages, and newspaper articles. Parents and community members will be invited and encouraged to participate in school programming through Science Nights, STEM Activities, Academic Nights, Band and Chorus performances (both in district and in the community) and establish relationships with local community agencies (such as the Y and the Community Center).

Response from the prior year Consolidated District Plan.

Streator ESD 44 will utilize parent involvement funds in the federal grants to provide parent informational reading and math nights, including BRAC family engagement nights, provide reading kits (including books and instructional games), pamphlets, and books to assist the district in engaging parents in their child(ren)'s education. In addition, the district will promote the family engagement activities in the community through social media, webpages, and newspaper articles. Parents and community members will be invited and encouraged to participate in school programming through Science Nights, STEM Activities, Academic Nights, Band and Chorus performances (both in district and in the community) and establish relationships with local community agencies (such as the Y and the Community Center).

Title I Requirement:

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

ESEA section 1112(a)(1)(A)

Title III Requirement:

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

Legislative References:

[1] Title I, Part A, Section 1112(e) (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(e)(2) and Section 1112(b)(7)

*Required field

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

Private School Participation

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

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

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

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

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

Will Private Schools participate in the Program?

☒ Yes

☐ No

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form	
St Michael the Archangel Sch	☐	☒ Yes ☐ No Number of Low-Income Student(s) 34	☒ Yes ☐ No Total Enrollment Number Student(s) 173	☒ Yes ☐ No Total Enrollment Number Student(s) 173	Choose File No file chosen FY26Non-Public.pdf	

Comments:

Preschool Coordination

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.
- ☐ The district is working toward goals established by ISBE, Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue success and 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.

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

(Count of 7500 maximum characters used)
DO NOT use special characters, number/or bulleted lists copied from Word, see above, or N/A as this may delay the submission or approval of your plan.

The district coordinates and integrates services provided with other agencies in order to serve students. Another outcome of integrated services is smoother transition when students move from one program or class to the next. District employees direct families to the options in Sreator that best meet the needs of students and families. At least once annually, the district holds a parent meeting for all eligible Kindergarten age children in the community to learn about our kindergarten programs and school enrollment boundaries (May 8, 2024). The district also communicates with local daycares, Head Start, the YMCA, Tot Lot and other programs about the State Early Learning Standards and what is expected for a successful start to kindergarten. Available educational services: "At Risk" Pre-K, Head Start, ECC, IVCC Family Literacy Project, Private/Parochial Pre-K, Child and Family Connections (CFC), LEASE, Title I, EL, Sreator ESD, and Sreator Township High School. The district is intentional when planning for its administrators, teachers, aides, parent educators, nurses, psychologists, school social workers, and other staff to function as a multidisciplinary team who approach student(s) need with creative problem-solving responses and flexible delivery of services to our students and families. The district holds monthly PreK meetings to address any concerns or issues regarding student services. The district provides the following activities or programs for the students and parents: Early intervention transition meetings, IEP meetings, beginning of the year and end of the year progress meetings, Eligibility meetings for special services, OT/PT services as needed, Transition to Kindergarten parent informational meetings, and coordinate with individual nurses. Coordination with Title services will be through EOY assessment benchmarks to ascertain if interventions need to occur at the beginning of the next school year according to the early literacy skills assessed in the benchmark.

Response from the approved prior year Consolidated District Plan.

The district coordinates and integrates services provided with other agencies in order to serve students. Another outcome of integrated services is smoother transition when students move from one program or class to the next. District employees direct families to the options in Sreator that best meet the needs of students and families. At least once annually, the district holds a parent meeting for all eligible Kindergarten age children in the community to learn about our kindergarten programs and school enrollment boundaries (May 8, 2024). The district also communicates with local daycares, Head Start, the YMCA, Tot Lot and other programs about the State Early Learning Standards and what is expected for a successful start to kindergarten. Available educational services: "At Risk" Pre-K, Head Start, ECC, IVCC Family Literacy Project, Private/Parochial Pre-K, Child and Family Connections (CFC), LEASE, Title I, EL, Sreator ESD, and Sreator Township High School. The coordination of educational services and funding streams allows the district to more appropriately meet the needs of students, specifically as related to poverty, low literacy and generational disadvantaged households. Sreator develops a staff that has a deep understanding of differences in children's environments, ethnicity, and culture while deliberately including such differences as visible in children's growth and development, particularly children living in poverty. The district is intentional when planning for its administrators, teachers, aides, parent educators, nurses, psychologists, school social workers, and other staff to function as a multidisciplinary team who approach student(s) need with creative problem-solving responses and flexible delivery of services to our students and families. The district holds monthly PreK meetings to address any concerns or issues regarding student services. The district provides the following activities or programs for the students and parents: Early intervention transition meetings, IEP meetings, beginning of the year and end of the year progress meetings, Eligibility meetings for special services, OT/PT services as needed, Transition to Kindergarten parent informational meetings, and coordinate with individual nurses. Coordination with Title services will be through EOY assessment benchmarks to ascertain if interventions need to occur at the beginning of the next school year according to the early literacy skills assessed in the benchmark.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 11120(8)

*Required field for Title I and/or IDEA Preschool

The District provides a reading teacher and part-time para-professionals at each building to assist student in meeting the Academic Standards established by the State. The part-time para-professionals are funded through the Title I grant. The students are provided with core curriculum and additional assistance through the reading teachers and para-professionals at Kimes, Centennial and Northlam. Kimes Elementary School houses pre-kindergarten students, kindergarten students, and first grade students. Centennial Elementary School houses specialized special education classrooms, second grade students, third grade students, and fourth grade students. Northlam will continue to house fifth grade students, sixth grade students, seventh grade students, and eighth grade students and will continue to house ninth grade students. Kimes will continue to house fifth grade students, sixth grade students, seventh grade students, and eighth grade students. At the elementary levels (Kimes and Centennial), the students are served in a pull out model for additional assistance in English Language Arts. The district also utilizes a before and after school tutoring program for at-risk students in an as needed basis. Each building has a part-time para-professional to assist students with social and emotional issues that might impact learning in the classroom. English language learners are provided support to any EL students that might need.

Response from the prior year Consolidated District Plan:

The District provides a reading teacher at each building to assist student in meeting the Academic Standards established by the State. The part-time para-professionals are funded through the Title I grant. The reading teachers are not funded through the grant due to the higher Federal Title I rate. The students are provided with core curriculum and additional assistance through the reading teachers and para-professionals at Kimes, Centennial and Northlam. The district closed Sherman Elementary at the end of the 2016-2017 year and moved to attendance centers. Kimes Elementary School houses pre-kindergarten students, kindergarten students, and first grade students. Centennial Elementary School houses specialized special education classrooms, second grade students, third grade students, and fourth grade students. Northlam will continue to house fifth grade students, sixth grade students, seventh grade students, and eighth grade students. At the elementary levels (Kimes and Centennial), the students are served in a pull out model for additional assistance in English Language Arts. The district also utilizes a before and after school tutoring program for at-risk students in an as needed basis. Each building has a part-time para-professional to assist students with social and emotional issues that might impact learning in the classroom. English language learners are provided support in a pull in and pull out model. There are 3 EL teachers in the Pre-K-4 buildings and 1 in the Junior High building. The Junior High also has an EL study hall that provides homework and classroom support to any EL students that might need.

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. * [24]

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, numberator 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)

Administrators in schools monitor teaching through informal observations and walk-throughs as well as formal evaluations. District Administration team meetings to discuss strategies and implementation of curriculum with fidelity. Shared decisions are made on how to address any concerns with teaching curriculum with fidelity. The district utilizes AVIDweb Plus benchmarking and progress monitoring throughout the school year and the data gathered are used as indicators for student instructional planning. A schedule for professional development is created and maintained at the district level based on the calendar. There are designated early release Wednesdays designed to be a Building Level Professional Development opportunity and content is correlated to the SIP needs of each school. Principals schedule professional development for their buildings at these times. The dates may be shifted for professional development for teachers, administrators and school service personnel as needed. Funding is also used for substitutes teachers attending professional development opportunities. In-District trainings are encouraged, and the focus is primarily determined at by the administration. Team and/or from School Improvement teams. The district continues to address technology needs through the purchase of Pro Boards for every classroom, updated infrastructure, as well as providing resources for teachers to better address student learning needs. (i.e. NGSS curriculum, STEM learning, instructional needs) Students have exposure to excellent online learning programs, project based learning opportunities, cooperative learning grounds, and hands on manipulatives as well as individual Chromebooks. The EL teachers and classroom teachers have been provided training in the STOP model and that is used within the classroom. Spanish phonics, biographies in Spanish, AR books in Spanish, NGSS content books, or teaching workshops. Parent meetings are all provided and used as strategies to support the language program.

Response from the prior year Consolidated District Plan:

Administrators in schools monitor teaching through informal observations and walk-throughs as well as formal evaluations. District Administration team meetings to discuss strategies and implementation of curriculum with fidelity. Shared decisions are made on how to address any concerns with teaching curriculum with fidelity. The district utilizes AVIDweb Plus benchmarking and progress monitoring throughout the school year and the data gathered are used as indicators for student instructional planning. A schedule for professional development is created and maintained at the district level based on the calendar. There are designated early release Wednesdays designed to be a Building Level Professional Development opportunity and content is correlated to the SIP needs of each school. Principals schedule professional development for their buildings at these times. The dates may be shifted for professional development for teachers, administrators and school service personnel as needed. Funding is also used for substitutes teachers attending professional development opportunities. In-District trainings are encouraged, and the focus is primarily determined at by the administration. Team and/or from School Improvement teams. The district continues to address technology needs through the purchase of Pro Boards for every classroom, updated infrastructure, as well as providing resources for teachers to better address student learning needs. (i.e. NGSS curriculum, STEM learning, instructional needs) Students have exposure to excellent online learning programs, project based learning opportunities, cooperative learning grounds, and hands on manipulatives as well as individual Chromebooks. The EL teachers and classroom teachers have been provided training in the STOP model and that is used within the classroom. Spanish phonics, biographies in Spanish, AR books in Spanish, NGSS content books, or teaching workshops. Parent meetings are all provided and used as strategies to support the language program.

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, numberator 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 makes every effort to hire in-field licensed teachers and place them in classrooms that are balanced according to several criteria. The criteria for classroom student placement is based on being high learners, at-risk in reading and/or math, having English language learning needs, special education needs. If there is a classroom that for some reason has an inexperienced teacher that creates disparities in learning, the building administrator adjusts the classroom roster as needed or requests additional resources, such as a part-time para-professional, for assisting at-risk students in the classroom. Based on teacher evaluation ratings, no teachers are in "Needs Improvement" status.

Response from the prior year Consolidated District Plan:

The District makes every effort to hire in-field licensed teachers and place them in classrooms that are balanced according to several criteria. The criteria for classroom student placement is based on being high learners, at-risk in reading and/or math, having English language learning needs, special education needs. If there is a classroom that for some reason has an inexperienced teacher that creates disparities in learning, the building administrator adjusts the classroom roster as needed or requests additional resources, such as a part-time para-professional, for assisting at-risk students in the classroom. Based on teacher evaluation ratings, no teachers are in "Needs Improvement" status or are teaching "out of their field".

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, numberator 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)

Provides a part time district library secretary and part-time library clerks at each building, impacting the school setting in some of the following ways:-Display appropriate books that are based on student interest, readability level, holidays, vocabulary development, curriculum projects-Create an organizational system based on each school's individual needs, i.e. based on AR level, author, subject or genre-Promote a love of books/literacy by helping students to choose appropriate books that match their interest and ability level-Oversee Scholastic Book Fair (This is somewhat unique to Kimes as our current and past librarians have had the dual role of also serving as PTO president as well.) This year the Scholastic book fair generated approximately \$4000 to be spent buying Scholastic books for our library. Teachers were also allowed to choose books from the fair to supplement their classroom library. -Provides the Follett System to keep track of district literature. This can be accessed by librarians as well as parents, teachers, and students. -Maintains a library link on our district website with a library catalog link as well as other links such as "AR" The district is in the process of updating and expanding the AR books. -Provides Renaissance Place- Accelerated Reader- which coordinates with the library system's leveled reading approach. This helps students in choosing books at their independent reading level to promote success and enjoyment.

Response from the prior year Consolidated District Plan:

Provides a part time district library secretary and part-time library clerks at each building, impacting the school setting in some of the following ways:-Display appropriate books that are based on student interest, readability level, holidays, vocabulary development, curriculum projects-Create an organizational system based on each school's individual needs, i.e. based on AR level, author, subject or genre-Promote a love of books/literacy by helping students to choose appropriate books that match their interest and ability level-Oversee Scholastic Book Fair (This is somewhat unique to Kimes as our current and past librarians have had the dual role of also serving as PTO president as well.) This year the Scholastic book fair generated approximately \$4000 to be spent buying Scholastic books for our library. Teachers were also allowed to choose books from the fair to supplement their classroom library. -Provides the Follett System to keep track of district literature. This can be accessed by librarians as well as parents, teachers, and students. -Maintains a library link on our district website with a library catalog link as well as other links such as "AR" The district is in the process of updating and expanding the AR books. -Provides Renaissance Place- Accelerated Reader- which coordinates with the library system's leveled reading approach. This helps students in choosing books at their independent reading level to promote success and enjoyment.

7. Describe how the district will identify and serve gifted and talented students by using objective criteria. ** [17]

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/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)

Due to lack of State funding of a gifted and talented program, the District has provided for gifted and talented students through classroom instruction through differentiation at the K-5 grade levels. The District utilizes the AIMSweb benchmarking data, IXL, Star reading, Lexia Scores, classroom assessments and teacher observation in order to plan for differentiated instruction for high achievers. Enrichment programs are provided by the classroom teacher via means of small groups, differentiated instruction and classroom extensions. This could include Accelerated Reader, Math Challenge problems, or alternative projects. Many times students at interventions and an extension activity is provided in the classroom. At the 6-8 level, students identified as being high achieving are provide a high level academic section in Mathematics, English Language Arts and Science. IAR scores are sometimes used as an additional resource when determining the Honors classes at 6-8 grade. Those students are provided with a curriculum determined to better meet the high achievers' academic needs (i.e., Algebra at the 8th grade level). Math curriculum including online programs Waggie (K-5) and DL (6-8) provide opportunity for personalized learning at all grade levels. The District is dedicated to the principle that all gifted and talented students should be provided with access to educational programs appropriate to their needs. To the extent possible with the resources available, all gifted and talented students shall have an opportunity to participate in appropriate programs. Therefore, the Board recognizes that conditions necessary to ensure appropriate educational opportunities for gifted and talented students include: system for identifying gifted and talented students early in their schooling experience (utilizing AIMSweb benchmarking, Star Reading, Lexia Core 5, IXL Math, and teacher observation); An identification system which ensure all students equal access to gifted and talented programs, regardless of social, economic, linguistic, and ethnic background; Educational programs that include access at all grade levels and which encompass all of the fundamental areas of learning; The gifted program should provide for continuity among grade levels, and the objectives of the program should be in keeping with the long-range goals for the District; Qualified instructional and administrative personnel with appropriate knowledge, training, and experience shall be required to implement an effective program; Professional development programs which address the need for all teachers to be knowledgeable about the characteristics and learning needs of gifted and talented students should be made available; Cooperative relationships among classroom teachers, parents, and the gifted program staff shall be maintained; The placement of students in the gifted program should be continually evaluated and documented, with periodic progress reports issued to parents. The Superintendent or designee shall implement an education program for gifted and talented learners. If the State Superintendent of Education issues a Request for Proposals because sufficient State funding is available to support local programs of gifted education, the Superintendent or designee shall inform the Board concerning the feasibility and advisability of developing a "plan for gifted education" that would qualify for State funding. Eligibility to participate in the gifted program shall not be conditioned upon race, religion, sex, disability, or any factor other than the student's identification as gifted or talented learner. Teachers follow grading procedures that recognize students that exceed the common core state standards. The district recognizes excellence through student award assemblies and honors night. The district also invests in special events such as: Young Author, Science Fairs, Art & Music programs, Academic and Math Teams.

Response from the prior year Consolidated District Plan.

Due to lack of State funding of a gifted and talented program, the District has provided for gifted and talented students through classroom instruction through differentiation at the K-5 grade levels. The District utilizes the AIMSweb benchmarking data, IXL, Star reading, Lexia Scores, classroom assessments and teacher observation in order to plan for differentiated instruction for high achievers. Enrichment programs are provided by the classroom teacher via means of small groups, differentiated instruction and classroom extensions. This could include Accelerated Reader, Math Challenge problems, Moby Max online programs, or alternative projects. Many times students at interventions and an extension activity is provided in the classroom. At the 6-8 level, students identified as being high achieving are provide a high level academic section in Mathematics, English Language Arts and Science. IAR scores are sometimes used as an additional resource when determining the Honors classes at 6-8 grade. Those students are provided with a curriculum determined to better meet the high achievers' academic needs (i.e., Algebra at the 8th grade level). New math curriculum including online programs Waggie (K-5) and ALIAS (6-8) provide opportunity for personalized learning at all grade levels. The District is dedicated to the principle that all gifted and talented students should be provided with access to educational programs appropriate to their needs. To the extent possible with the resources available, all gifted and talented students shall have an opportunity to participate in appropriate programs. Therefore, the Board recognizes that conditions necessary to ensure appropriate educational opportunities for gifted and talented students include: system for identifying gifted and talented students early in their schooling experience (utilizing AIMSweb benchmarking, Star Reading, Lexia Core 5, IXL Math, and teacher observation); An identification system which ensure all students equal access to gifted and talented programs, regardless of social, economic, linguistic, and ethnic background; Educational programs that include access at all grade levels and which encompass all of the fundamental areas of learning; The gifted program should provide for continuity among grade levels, and the objectives of the program should be in keeping with the long-range goals for the District; Qualified instructional and administrative personnel with appropriate knowledge, training, and experience shall be required to implement an effective program; Professional development programs which address the need for all teachers to be knowledgeable about the characteristics and learning needs of gifted and talented students should be made available; Cooperative relationships among classroom teachers, parents, and the gifted program staff shall be maintained; The placement of students in the gifted program should be continually evaluated and documented, with periodic progress reports issued to parents. The Superintendent or designee shall implement an education program for gifted and talented learners. If the State Superintendent of Education issues a Request for Proposals because sufficient State funding is available to support local programs of gifted education, the Superintendent or designee shall inform the Board concerning the feasibility and advisability of developing a "plan for gifted education" that would qualify for State funding. Eligibility to participate in the gifted program shall not be conditioned upon race, religion, sex, disability, or any factor other than the student's identification as gifted or talented learner. Teachers follow grading procedures that recognize students that exceed the common core state standards. The district recognizes excellence through student award assemblies and honors night. The district also invests in special events such as: Young Author, Science Fairs, Art & Music programs, Academic and Math Teams.

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.

The District is working toward the following goal established by ISBE, 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. 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.

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:*

- 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,* and**

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, which is a PK through 8 School District, provides several transition efforts for our eighth grade students to move on to the high school district. The building administrator and the 8th grade teachers have ongoing communication, through face-to-face meetings and e-mails, with the High School administrator and teachers about Northlawn curriculum and High School expectations. Both the high school district and the elementary district participated in a combined training effort in developing a curriculum in the IL New Learning Standards in English Language Arts and Mathematics. The sixth through twelfth Science teachers also trained together to review and plan using the Next Generation Science Standards for curriculum development and continuity between programs. With the addition of Exploratory classes to NL, the Explore teachers meet with high school teachers (of same discipline) to discuss transition between the grades in those classes. Grade 8 teachers will meet with Freshman teachers and department heads to discuss transition and curriculum. The District provides opportunities for the eighth graders to discuss and register for high school classes by hosting high school district registration times for each student at Northlawn. Special needs students IEPs are attended by both elementary and high school representatives to guide in the transition of services. Every attempt is made to assist students in making the transition to the high school district smoothly, with as little loss of instructional planning as possible. As the District educates students to the high school level, we have no formal process in place to assist students in transitioning beyond high school. We do, however, utilize local community people to provide opportunities to learn about careers in the communities, such as working with the hospital on a school garden. The district participated in CTE explore day in January 2024 with plans to participate in 2026. Vertical articulation meetings with the local high school occurred within the math content area in January 2025.

Response from the approved prior year Consolidated District Plan:

The District, which is a PK through 8 School District, provides several transition efforts for our eighth grade students to move on to the high school district. The building administrator and the 8th grade teachers have ongoing communication, through face-to-face meetings and e-mails, with the High School administrator and teachers about Northlawn curriculum and High School expectations. Both the high school district and the elementary district participated in a combined training effort in developing a curriculum in the IL New Learning Standards in English Language Arts and Mathematics. The sixth through twelfth Science teachers also trained together to review and plan using the Next Generation Science Standards for curriculum development and continuity between programs. With the addition of Exploratory classes to NL, the Explore teachers meet with high school teachers (of same discipline) to discuss transition between the grades in those classes. Grade 8 teachers will meet with Freshman teachers and department heads to discuss transition and curriculum. The District provides opportunities for the eighth graders to discuss and register for high school classes by hosting high school district registration times for each student at Northlawn. Special needs students IEPs are attended by both elementary and high school representatives to guide in the transition of services. Every attempt is made to assist students in making the transition to the high school district smoothly, with as little loss of instructional planning as possible. As the District educates students to the high school level, we have no formal process in place to assist students in transitioning beyond high school. We do, however, utilize local community people to provide opportunities to learn about careers in the communities, such as working with the hospital on a school garden. The district participated in CTE explore day in January 2024 with plans to participate in 2026. Vertical articulation meetings with the local high school have been planned to occur.

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

- Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential 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)

Academic and CTE: Streater ESD #44 provides instruction about college and career opportunities through play-based learning at the PreK level. At the elementary level, the goal is to expose students to a variety of career opportunities. Community members from local banks, police, fire department, doctor and dentist offices are invited to speak with the children. Teachers also invite family members to share their careers. Within the curriculum, students read about other careers and opportunities. Social Studies materials for grades K-5, explore careers and the community. 8th grade students will participate in the Illinois Valley Community College Career Expo and in Streater High School CTE explore event, which gives the students an opportunity to learn about careers they might be interested in as an adult and at high school. Exploratory classes (Art, STEW, PECS, World Cultures) at Northlawn provide opportunities for students to explore opportunities, various disciplines and obtain i.e., coding, budgeting, culinary. Northlawn also works with Community organizations to provide learning opportunities for the students (i.e. OSH Health, YWCA) such as gardening, sewing, cooking, sports, and the fine arts. The students of today face a world that is full of change and challenge. The rapid technological advancement and the expansion of knowledge emphasizes the need for students to have the opportunity to develop an awareness of their own potential, a sense of dignity and pride in accomplishment, and the confidence to move forward toward their goals. In recognition of the prime importance of work in our society and in recognition of the role of schools in occupational education, District 44 School Board believes that the constructive attitudes and concepts involving the dignity of all kinds of work should be woven into existing curriculum beginning with the primary grades. The District will approach occupational education through career motivation and exploratory programs. Career Education shall be part of the general education offered all students and will be directed toward career awareness and exploration. Career education is defined as the totality of experiences through which students learn about and prepare to engage in work as part of their way of living. The District 44 Career Education program shall be based upon the following assumptions:-The social objectives of career education are to help all individuals to want to work, acquire the skills necessary for work, and engage in work that is satisfying to the individual and beneficial to society.-The individualistic goals of career education are to make working possible, meaningful, and satisfying for each individual.-If students can see relationships between what they are being asked to learn in school and the world of work, they will have more motivation to be engaged in school and to be prepared to enter the workforce.-The career education program should be developed to a significant degree during elementary school years and are essential for implementation of a Career Education Program. All classroom teachers will -Devise and/or locate methods and materials designed to help students understand and appreciate the career implications of the subject matter being taught.-As one means of educational motivation and where appropriate, use career-oriented methods and materials in the instructional program.-Help students acquire and use good work habits.-Help students develop, clarify, and assimilate personally meaningful sets of work values.Since SES#44 is an elementary district, there is no academic credit or work-based learning program.

Response from the approved prior year Consolidated District Plan:

Academic and CTE: Streater ESD #44 provides instruction about college and career opportunities through play-based learning at the PreK level. At the elementary level, the goal is to expose students to a variety of career opportunities. Community members from local banks, police, fire department, doctor and dentist offices are invited to speak with the children. Teachers also invite family members to share their careers. Within the curriculum, students read about other careers and opportunities. Social Studies materials for grades K-5, explore careers and the community. 8th grade students will participate in the Illinois Valley Community College Career Expo and in Streater High School CTE explore event, which gives the students an opportunity to learn about careers they might be interested in as an adult and at high school. Exploratory classes (Art, STEW, PECS, World Cultures) at Northlawn provide opportunities for students to explore opportunities, various disciplines and obtain i.e., coding, budgeting, culinary. Northlawn also works with Community organizations to provide learning opportunities for the students (i.e. OSH Health, YWCA) such as gardening, sewing, cooking, sports, and the fine arts. The students of today face a world that is full of change and challenge. The rapid technological advancement and the expansion of knowledge emphasizes the need for students to have the opportunity to develop an awareness of their own potential, a sense of dignity and pride in accomplishment, and the confidence to move forward toward their goals. In recognition of the prime importance of work in our society and in recognition of the role of schools in occupational education, District 44 School Board believes that the constructive attitudes and concepts involving the dignity of all kinds of work should be woven into existing curriculum beginning with the primary grades. The District will approach occupational education through career motivation and exploratory programs. Career Education shall be part of the general education offered all students and will be directed toward career awareness and exploration. Career education is defined as the totality of experiences through which students learn about and prepare to engage in work as part of their way of living. The District 44 Career Education program shall be based upon the following assumptions:-The social objectives of career education are to help all individuals to want to work, acquire the skills necessary for work, and engage in work that is satisfying to the individual and beneficial to society.-The individualistic goals of career education are to make working possible, meaningful, and satisfying for each individual.-If students can see relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.-Basic academic skills a personally meaningful set of work values and good work habits represent adaptability tools needed by all students to work in today's rapidly changing society.-Work values, a part of the student's personal value system, are developed to a significant degree during elementary school years and are

Modifiable during those years. Occupational stereotyping hinders full freedom of occupational choice and should be avoided. While the emphasis and methodology of the Career Education Program will vary from one grade level to another, the following kinds of tasks are essential for implementation of a Career Education Program. All classroom teachers will: Devise and/or locate methods and materials designed to help students understand and appreciate the career implications of the subject matter being taught. As one means of occupational motivation and where appropriate, use career-oriented methods and materials in the instructional program. Help students acquire and use good work habits. Help students develop, clarify, and assimilate personally meaningful sets of work values. Since SES-44 is an Elementary District, there is no academic credit or work based learning program.

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

Professional Development – Highly Prepared and Effective Teachers and School Leaders

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.

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.

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	<u>Streator ESD #44 is not providing PD with Title I funds. The non-public school does not provide PD with Title I funds.</u>
B. Title I, Part A - School Improvement Part 1003	<u>Streator ESD #44 is not providing PD with Title I funds - School Improvement for Kines or Northham. Streator ESD #44 may provide PD with Title I funds for Centennial. This school is in their planning year.</u>
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	<u>PD is provided for all teachers and paraprofessionals. It is supported by stipends for paraprofessionals who attend training sessions, workshops, and conferences outside of the school day. (Additional time for teachers is supported by local funds). This could include team/department time to plan instructional strategies. Additionally, substitute salary for coverage for teachers/paraprofessionals who attend PD during the student attendance days. Funds are also used for attendance at professional conferences. The district may contract with consultants to provide professional development in house for the teachers, paraprofessionals, and administrators. This includes virtual and in-person trainings for curricular materials.</u>
G. Title III - LEP	<u>PD is provided via workshops for ML and general education staff related to the education of ML students. ML staff attends conferences virtually and in-person to support ML in the classroom. Workshops will include PD regarding materials and continuation of work with Imagine Learning and Lexia English.</u>
H. Title III - ISEP	
I. Title IV, Part A - Student Support and Academic Enrichment	<u>PD is provided for specialists who might not otherwise be provided with enriching staff development. This includes teachers of Fine Arts, PE, and PACS. The district also plans to use funds for social-emotional professional development to provide a safe and healthy school environment. This includes BIST and Site 360. Included will be Fine Arts, PE, and PACS conferences, workshops, substitute salary for teachers who attend PD during student attendance days, mileage, hotels and per diem meals. Non-public schools will use funds for instructional supplies to support safe and healthy learning environments and the arts.</u>
J. Title V, Part B - Rural and Low Income Schools	
	<u>Not providing</u>
K. IDEA, Part B - Flow-Through [2]	<u>This grant provides professional development opportunities bringing training to the district, sending staff to training opportunities outside of the school district and paying for the associated costs with those professional development opportunities. Any professional development related to educating students with disabilities, either within the general education setting or special education setting, is funded through this grant.</u>
L. IDEA, Part B - Preschool	<u>Not providing - Streator ESD #44 preschool teachers are dually certified and access professional development activities through the IDEA Flow-Through Grant.</u>

Legislative Requirement:

- [1] Title III, Section 3115(c)(2)
- [2] 34 CFR 300.207 ; 21.22(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

1111

Author's Note

ports toward
product or
involvement of
beliefs
g of the
student in
signed a
ely, and
g on the
r, order of
characteristic
chool-
hat is
process or
ion, or
ining is
to the
with
a language
ditional
osters safe,

In additional programs, such as an incentive program or Student Assistance Programs, or small group assemblies or student discussions about behaviors. Grades 5 - 8 have received PBIS training and will work with Navigate 360 program that began Fall of 2021. This program fosters safe, healthy, learning environment. Additional training will take place during the 2024-25 school year.

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 provides homeless services to children that meet this criteria. The district liaison manages homeless services and provides oversight and advocacy to students and families who are homeless. The Regional Office of Education assists the liaison with program and grant activities. The district liaison utilizes a liaison kit provided by the ROE and ISBE, reviews it routinely, then updates district staff about paperwork/procedures. The liaison and district social workers work with teachers and key school personnel on identification practices. Posters and handouts are available in each school building regarding homelessness. These measures are designed to ensure standardized district action. Procedures are established in district to manage data and services. School secretaries, faculty and staff provide the names of homeless students to the school social workers or the district liaison directly. The liaison then evaluates each situation and determines the next action. Services that may be provided to a student and/or family include tutoring, expedited evaluations, professional development, referral services, excess transportation, early childhood/preschool programs, services and assistance, before/after school, mentoring and summer programs, enrollment records, parent education, coordination school and agencies, pupil services/counseling, domestic violence, adaptation of space and supplies, school supplies, extraordinary/emergency assistance. If another district is involved due to the homeless circumstances, the district liaison coordinates with the other district's homeless liaison to ensure that education consistency can be maintained in the best interests of the student. This coordination may involve transportation services, programming, and coordination of billing.

Response from the prior year Consolidated District Plan.

The district provides homeless services to children that meet this criteria. The district liaison manages homeless services and provides oversight and advocacy to students and families who are homeless. The Regional Office of Education assists the liaison with program and grant activities. The district liaison utilizes a liaison kit provided by the ROE and ISBE, reviews it routinely, then updates district staff about paperwork/procedures. The liaison and district social workers work with teachers and key school personnel on identification practices. Posters and handouts are available in each school building regarding homelessness. These measures are designed to ensure standardized district action. Procedures are established in district to manage data and services. School secretaries, faculty and staff provide the names of homeless students to the school social workers or the district liaison directly. The liaison then evaluates each situation and determines the next action. Services that may be provided to a student and/or family include tutoring, expedited evaluations, professional development, referral services, excess transportation, early childhood/preschool programs, services and assistance, before/after school, mentoring and summer programs, enrollment records, parent education, coordination school and agencies, pupil services/counseling, domestic violence, adaptation of space and supplies, school supplies, extraordinary/emergency assistance. If another district is involved due to the homeless circumstances, the district liaison coordinates with the other district's homeless liaison to ensure that education consistency can be maintained in the best interests of the student. This coordination may involve transportation services, programming, and coordination of billing.

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](#)

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

Attendance Center Designation

	Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1005 - NORTLAWN JR HIGH SCHOOL		☐	☐	☐	☐	03/18/2024
2001 - CENTENNIAL ELEM SCHOOL		☐	☐	☐	☐	03/18/2024
2003 - KIMES ELEM SCHOOL		☐	☐	☐	☐	03/18/2024

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 for their efforts to provide each and every child an education that meets their needs.

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

- ☒ The District is working toward goals set by ISBE. 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.

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)

Northlawn Junior High School was identified as a Targeted School. The summative designation FY24 was for Black/African American, Multiracial, and Children with a Disability/IEPs, and English Language Learner. The district uses Title I grant funds with schoolwide flexibility for all of our buildings. Northlawn Junior high school students are benchmarked, and progress monitored for instructional growth a minimum of three times per year. The grant funds are used for instructional supplies and intervention programs as well as providing funds for 3 part time paraprofessionals to work with students on both academic and behavioral needs. FY25 is the first year of the School Improvement Grant for Northlawn. Structure and processes put in place will be continued during FY26. Centennial as well as Title I School Improvement grant funds with schoolwide flexibility for all of our buildings. Centennial students are benchmarked, and progress monitored for instructional growth a minimum of three times per year. The grant funds are used for instructional supplies and intervention programs as well as providing funds for five part time paraprofessionals to work with students on both academic and behavioral needs. The FY25 was a planning year for Centennial with a School Improvement Plan and will continue to track the goals established from the needs assessment. Kimes received a Targeted designation in 2024 - Children with Disabilities/IEP. The district uses title I grant funds with a schoolwide flexibility for all buildings. Kimes students are benchmarked three times per year and progress monitored for instructional growth. The grant funds are used for instructional supplies and intervention programs as well as providing funds for four part time paraprofessionals to work with students on both academic and behavioral needs. FY24 was the second year for Kimes.

Response from the approved prior year Consolidated District Plan.

Northlawn Junior High School was identified as a Comprehensive School. The summative designation FY23 was for all students. The district uses Title I grant funds with schoolwide flexibility for all of our buildings. Northlawn Junior high school students are benchmarked, and progress monitored for instructional growth a minimum of three times per year. The grant funds are used for instructional supplies and intervention programs as well as providing funds for 3 part time paraprofessionals to work with students on both academic and behavioral needs. FY24 is the final year of the School Improvement Grant for Northlawn. Structure and processes put in place will be continued during FY25. Centennial has been identified as a Targeted School due to its Children with Disabilities/IEP subgroup. The district uses Title I School Improvement grant funds with schoolwide flexibility for all of our buildings. Centennial students are benchmarked, and progress monitored for instructional growth. The grant funds are used for instructional supplies and intervention programs as well as providing funds for four part time paraprofessionals to work with students on both academic and behavioral needs. FY23 was the planning year for Kimes. The district reviewed various options for district wide adoptions of Science and Math curriculum. Current math curriculum was supported by the publisher one more year and then replaced by the updated editions for grade K - 5. Grade 6 - 8 implemented new curriculum. All new math curricula will include personalized online practice and instruction to reinforce and differentiate instruction. Science curriculum varied throughout the district. New curriculum adoptions allow for a seamless transition between grade levels as well as aligning to State and NGSS goals. Additional science kits and supplies will be purchased to enhance curriculum at all grade levels.

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(f)(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)

Streator ESD #44 operates schoolwide programs in all attendance centers: Kimes Elementary School, Centennial Elementary School, and Northlawn Jr High School. The original Schoolwide plans were approved for the 2013-2014 school year. The district has chosen to utilize the Schoolwide flexibility option in order to address the District Improvement Plans, which are tied to the District Improvement plan. The district utilizes the Title I funds to provide part time paraprofessionals to assist with reading instruction, social emotional instruction, and overall instruction in the classrooms. The part-time para-professionals work under the direction of the building administrator, the reading specialist, and the district administrator to produce students who have the ability to succeed with in Secondary and Post secondary education, work experience and beyond. In particular, maintaining updated curriculum, including supplies and materials, and assessments that are aligned to the State Standards.

Response from the approved prior year Consolidated District Plan.

Stratton ESO #44 operates schoolwide programs in all attendance centers: Kinross Elementary School, Centennial Elementary School, and Northawn Jr High School. The original Schoolwide plans were approved for the 2013-2014 school year. The district has chosen to utilize the Schoolwide flexibility option in order to address the District Improvement Plans and the Building Improvement Plans, which are tied to the District Improvement plan. The district utilizes the Title I funds to provide part time paraprofessionals to assist with reading instruction, social emotional instruction, and overall instruction in the classrooms. The part-time para-professionals work under the direction of the building administrator, the reading intervention teacher, or the classroom teachers in order to address the at-risk students in the district. The goals of the Title I program are to provide optimum learning for all students in the district, utilizing funds to address learning needs in order to produce students who have the ability to succeed with in Secondary and Post secondary education, work experience and beyond. In particular, maintaining updated curriculum, including supplies and materials, and assessments that are aligned to the State Standards.

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AVID 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 does not operate any targeted assistance program in the district schools. We do, however, provide targeted assistance services for the non-public school in our district. The at-risk students are benchmarked using Aimsweb Plus three times a year. At risk non-public school students are provided with educational resources, including technology, and English Language Arts Tutor (s) to provide instruction and/or progress monitoring to guide instruction at the non-public school.

Response from the approved prior year Consolidated District Plan.

The district does not operate any targeted assistance program in the district schools. We do, however, provide targeted assistance services for the non-public school in our district. The at-risk students are benchmarked using Aimsweb Plus three times a year. At risk non-public school students are provided with educational resources, including technology, and English Language Arts Tutor (s) to provide instruction and/or progress monitoring to guide instruction at the non-public school.

Title I Requirement:

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

*Required field

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

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

ISBE Goals:

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

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

☒ Student 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.

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, number 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 LEASE cooperative does a needs assessment every year for special education staff. The information in that needs assessment is used to figure out what professional development topics need to be focused on and to make sure staff has opportunities to get the professional development they need to be effective special education teachers. It also addresses needed services and supports for students that may be unfilled in the district. We have a great deal of need for social emotional topics based on our needs assessment. Teachers are to get more training in this area as well as get more materials related to social emotional learning and trauma. Another need is Autism professional development opportunities for staff in that area as well as materials and supports within the classroom to assist with students on the Autism Spectrum. We are also focusing more on inclusion and how to support teachers with accommodations and modifications within the general education classrooms, specifically with the use of technology.

Response from the approved prior year Consolidated District Plan.

The LEASE cooperative does a needs assessment every year for special education staff. The information in that needs assessment is used to figure out what professional development topics need to be focused on and to make sure staff has opportunities to get the professional development they need to be effective special education teachers. It also addresses needed services and supports for students that may be unfilled in the district. We have a great deal of need for social emotional topics based on our needs assessment. Teachers are to get more training in this area as well as get more materials related to social emotional learning and trauma. Another need is Autism professional development opportunities for staff in that area as well as materials and supports within the classroom to assist with students on the Autism Spectrum. We are also focusing more on inclusion and how to support teachers with accommodations and modifications within the general education classrooms, specifically with the use of technology.

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

DO NOT use special characters, number 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 IDEA grant will cover a variety of activities and programs with regards to special education. Some funds are used for paraprofessionals to support both teachers and individual students in both general and special education settings. Funds are put aside for materials for special education teachers, speech pathologists, social workers, school psychologists so that individual student needs can be met. Professional development opportunities are covered within the IDEA grant. Payments to our LEASE cooperative are also covered by our grant which provides our teachers supports and professional development opportunities through the cooperative. Some money is also used to provide support to our most needy students that require placements outside of our district. Proportionate share money is also used to provide services to homeschooled and parochial students.

Response from the approved prior year Consolidated District Plan.

The IDEA grant will cover a variety of activities and programs with regards to special education. Some funds are used for paraprofessionals to support both teachers and individual students in both general and special education settings. Funds are put aside for materials for special education teachers, speech pathologists, social workers, school psychologists so that individual student needs can be met. Professional development opportunities are covered within the IDEA grant. Payments to our LEASE cooperative are also covered by our grant which provides our teachers supports and professional development opportunities through the cooperative. Some money is also used to provide support to our most needy students that require placements outside of our district. Proportionate share money is also used to provide services to homeschooled and parochial students.

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

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

((count)) of 7500 maximum characters used)

No changes in services from previous year.

Response from the approved prior year Consolidated District Plan.

No changes in services from previous year.

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

<https://www.isbe.net/Pages/SPP2019-Indicators.aspx>

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

((count)) of 7500 maximum characters used)

Funds in this grant are used to support learning for special education students so that they can improve their academic achievements as measured by the IAR, relating to Indicators 3 and 17. Materials are purchased through this grant to support, including students in the district with suspensions and expulsions, relating to Indicator 5. The grant also provides materials for social-emotional curriculum and supports to help reduce the number of special education students getting disciplined, specifically with regards to suspensions and expulsions with Indicator 4. Our IDEA preschool grant provides materials to support inclusion in our preschool program, Indicator 6, as well as to improve outcomes for those students in preschool, Indicator 7.

*Required field

Overview

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

Program:

Youth in Care Stability

Purpose:

To comply with ESSA requirements for educational stability for students who are Youth in Care.

Required For:

All Illinois school districts and state-authorized charter schools

Resources:

ED and DHS 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 095-0781 (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)

[ESSA of 1965 as Amended, Section 6312\(c\)](#)

BACKGROUND

Section 6312(5)(B) of ESSA 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 med-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, MPVY (Multi-Purpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

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

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

<https://www.isbe.net/Documents/ISBE-VISUAL-VEHICLE-USE-GUIDE.pdf>

Transportation Programs:

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

REQUIREMENTS

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

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

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

1. Pre-existing transportation route
 2. New transportation route
 3. Route-to-Route hand-offs
 4. District-to-district boundary hand-offs
 5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
 - a. Contracted services - taxis, student transport companies, etc. - see note below
 - b. Public transportation such as city buses, trains, 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.**
- REMINER: 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 ESSA of 1965 as Amended by ESSA (except that funds reserved 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

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 5/10-20.55, 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*

Schultz

First Name*

Field

Position/Title*

Director of Special Services

Email*

bschultz@ssj44.net

2. LEA Transportation Director - required*

Last Name*

Essman

First Name*

Carissa

Position/Title*

SIS/Transportation/HR Coordinator

Email*

cessman@ssj44.net

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

*Required field

*Required field

*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.

Foster Care students shall be transported in accordance with Section 6312 (c) (5) (B) of the Elementary and Secondary Education Act. The suggested sequence of events starts with, when a student is placed in foster care of changes residence while in foster care, the CWA worker assigned to the student, notifies the student's current school. If the child moves to a new residence and is not in the same school zone, the foster care POC is notified and invited to participate in the Best Interest Determination (BID). The CWA worker, foster care POC (District Director of Special Services/Heldi Schulz), and other essential members of the BID, such as foster parents, share information on the appropriateness of the current educational setting. The CWA takes into account this information and the distance from potential placements to the child's current school in the decision making process. The SDO transportation designees identify potential ways that the child could be transported. This information is given to the foster care POC to include in the BID. If the BID decision is that the student will remain in the current school, the foster care POC notifies the SDO transportation designees, who then assist the CWA worker in arranging transportation to and from school.

Response from the approved prior year Consolidated District Plan.

Foster Care students shall be transported in accordance with Section 6312 (c) (5) (B) of the Elementary and Secondary Education Act. The suggested sequence of events starts with, when a student is placed in foster care of changes residence while in foster care, the CWA worker assigned to the student, notifies the student's current school. If the child moves to a new residence and is not in the same school zone, the foster care POC is notified and invited to participate in the Best Interest Determination (BID). The CWA worker, foster care POC (District Director of Special Services/Heldi Schulz), and other essential members of the BID, such as foster parents, share information on the appropriateness of the current educational setting. The CWA takes into account this information and the distance from potential placements to the child's current school in the decision making process. The SDO transportation designees identify potential ways that the child could be transported. This information is given to the foster care POC to include in the BID. If the BID decision is that the student will remain in the current school, the foster care POC notifies the SDO transportation designees, who then assist the CWA worker in arranging transportation to and from school. Options to consider when developing the Foster Care Transportation Plan include the student's safety, duration, timing of the placement change, type of transportation that is available for the student, traffic patterns for transportation, the flexibility of school schedules, the impact of extracurricular activities, and student maturity and behavioral concerns.

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

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

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

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

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

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, see above, or N/A as this may delay the submission or approval of your plan.
The district follows a dispute resolution process at the local level with other involved agencies to clarify a complicated process and enable parents and families to address disagreements about school placement in an orderly manner. The dispute resolution process should be fair to all parties and reached in an expeditious manner. Once the decision is made, a written explanation should be provided to all involved parties.
Based on the approved prior year Consolidated District Plan.
Title IV E will be considered, but not all children in foster care may be eligible, tribal foster children may be eligible, and the state CWA is responsible for the non-federal portion. Title I: Funds reserved for the comparable services for homeless children and youth may not be used for transportation. If the student has an Individualized Education Plan (IEP) that includes provisions for specialized transportation, it must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on the Illinois special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE.

Response from the approved prior year Consolidated District Plan.
Title IV E will be considered, but not all children in foster care may be eligible, tribal foster children may be eligible, and the state CWA is responsible for the non-federal portion. Title I: Funds reserved for the comparable services for homeless children and youth may not be used for transportation. If the student has an Individualized Education Plan (IEP) that includes provisions for specialized transportation, it must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on the Illinois special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE.

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, see above, or N/A as this may delay the submission or approval of your plan.
The district follows a dispute resolution process at the local level with other involved agencies to clarify a complicated process and enable parents and families to address disagreements about school placement in an orderly manner. The dispute resolution process should be fair to all parties and reached in an expeditious manner. Once the decision is made, a written explanation should be provided to all involved parties.

Response from the approved prior year Consolidated District Plan.
The district follows a dispute resolution process at the local level with other involved agencies (CWA, other school district, Foster Parents) to address disagreements over the best interest determination decision. Since the best interest determination process will ideally represent input from multiple parties, a clear dispute resolution process may help to clarify a complicated process and enable parents and families to address disagreements about school placement in an orderly manner. The dispute resolution process should be fair to all parties and reached in an expeditious manner. Once the decision is made, a written explanation should be provided to all involved parties.

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 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 of Origin will provide or arrange adequate and appropriate transportation to and from the school of origin during the time of any dispute between districts regarding transportation needs and costs.

Response from the approved prior year Consolidated District Plan.

The School of Origin will provide or arrange adequate and appropriate transportation to and from the school of origin during the time of any dispute between districts regarding transportation needs and costs.

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 Foster Care POC will be providing professional development and training to school staff on the Title I provisions and educational needs of children in foster care, as needed. The district POC has provided trauma training to all staff to assist them in serving students who have experienced trauma. The Foster Care transportation plan will be shared with staff in order to establish procedures for notifying the POC of any students who may be eligible for Foster Care Transportation services. The POC will also work closely with the CWA, foster parents, and school staff to ensure students who are entitled to transportation services are provided based on the Best Interest Determination.

Response from the approved prior year Consolidated District Plan.

The Foster Care POC will be providing professional development and training to school staff on the Title I provisions and educational needs of children in foster care, as needed. The district POC has provided trauma training to all staff to assist them in serving students who have experienced trauma. The Foster Care transportation plan will be shared with staff in order to establish procedures for notifying the POC of any students who may be eligible for Foster Care Transportation services. The POC will also work closely with the CWA, foster parents, and school staff to ensure students who are entitled to transportation services are provided based on the Best Interest Determination.

*Required field

BSP Overview

Program Name:

EL - Bilingual Service Plan

Purpose:

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

Rules:

[23 Ill. Admin. Code, Part 228.30](#)

Contact:

Multilingual Department at 312-814-3850

multilingual@sbs.net

BSP Contact Information

1157 English Learners (ELs) are in the district

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

Last Name*

Dye

Phone*

815 672 2926

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 District has advertised for a bilingual teacher for the past 7 years. To address the needs of students, the District has taken the following actions (in the absence of FTE). Student materials are translated into native language using Google Translate, supplementary ELA and handwriting materials are available in other languages (specifically Spanish) and provided in-person resources for use. Curricular materials in the areas of math and science are provided to non-English speaking students. EL teachers provide support in the classroom.

First Name*

Karen

Email*

kdye@sesta.net

Middle Initial

*Required field

Attendance Center Enrollment Information

Instructions

157 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	
			TBE	TPI	Refusal	Parent	1	2	3	4	5	6	ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement	ELS-TBE or ELS-VIT Endorsement
1.	Kines	PK-1	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	001
2.	Centennial	2-4	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	001
3.	Northlawn	5-8	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	001
4.	SOAR	K-8	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
5.			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
6.			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
7.			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
8.			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
9.			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
10.			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
11.			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
12.			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
13.			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
14.			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
15.			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
16.			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
17.			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
18.			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
19.			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
20.			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
21.			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
22.			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
23.			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
24.			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
25.			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

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 (referrals/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)

EL teacher at Northlawn also services students at Centennial to cover students in EL program. We have one student placed at SOAR school, which is a special education cooperative run program for students with Social/Emotional needs. They do not have an EL or bilingual endorsed staff member at that school. SES #44 EL staff are available to their staff for any collaboration or consultation that is needed. SES #44 EL staff also to SOAR to administer the ACCESS assessment each year.

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

BSP Professional Development

Instructions

157 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
☒ Current Research in the Teaching of EL Students	12/03/2025	☒	☐	5
☐ Methods for Teaching in the Native Language and Method of Teaching ESL		☐	☐	
☐ Language Assessment		☐	☐	
☐ Issues Related to the Native Culture and the Culture of the United States		☐	☐	
☐ Issues Related to EL Students with Disabilities		☐	☐	
☒ Program Standards	10/08/2025	☒	☐	5
☐ District Identification Assessment		☐	☐	
☐ Program Design		☐	☐	
☒ Basic Instructional Techniques for Teachers of EL Students	09/24/2025	☒	☐	5
☐ Spanish Language Arts		☐	☐	
☐ Others (Specify):		☐	☐	

Comments:

*Required field

BSP TBE Requirements

Instructions

157 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

157 English Learners (ELs) are in the district

Does your district offer a TBE program?

Yes ☐ No ☒

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.ed.gov/edcibio/sect-405-70a.html#sect405-70a-000-main-02-401>
- Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.
<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChargedID=2>
- Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000
<https://ileg.soy/commission/leg/adminicoded/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 heretofore 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 areas 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 property.
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 User designation under Evidence-Based Funding will be utilized by JSBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-B.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 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 grantees, 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 101/1 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 (705 ILCS 22/1 et seq.), the Illinois Anti-Sexual Harassment Act (705 ILCS 22/1 et seq.), the Illinois Human Rights Act (705 ILCS 22/1 et seq.), the Illinois Human Rights Act (705 ILCS 22/1 et seq.), the Americans with Disabilities Act (42 U.S.C. 6101, et seq.) and 34 CFR part 110, Titles VII and VIII of the Civil Rights Act of 1964 (42 U.S.C. 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 5/15-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-robbing.
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 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 monies 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 will 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 11 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 (a) 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 (e) 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 subsection (e) 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 compliance with the Drug-Free Workplace Act and shall provide evidence of such compliance. Failure to do so may result in the award recipient's failure to comply with the terms of the award. The award recipient shall provide 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 3465, 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 will 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 (GSA Exclusions) at www.gsam.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.

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 JSBE 88-327 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.

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. 1232k, 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, 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.

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 the 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

01/08/2024

Not calling IWAS Web Service
KELLI VIRGIL

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

Agreed to on this Date: 03/20/2025
RCOT when agreed to: 35-USO-0440-02

Submit

Instructions

The application has been submitted for review.

Consistency Check Lock Application Unlock Application

Application was created on:

Assurances were agreed to on:

Consistency Check was run on:

District Data Entry

Business Manager

District Administrator submitted to ISBE on:

ISBE Program Administrator #1 forwarded for ISBE Program Admin #2 review on:

ISBE Program Administrator #2 forwarded for ISBE Program Admin #3 review on:

ISBE Program Administrator #3 forwarded for ISBE Program Admin #4 review on:

ISBE Program Administrator #4 forwarded for ISBE Program Admin #5 review on:

ISBE Program Administrator #5

3/6/2025

3/20/2025

3/20/2025

3/20/2025

3/20/2025

4/8/2025

4/8/2025

4/8/2025

4/8/2025

Application History(Read Only)		Instructions	
Status Change	User Id	Action Date	
4th Program Review Complete	Cowser60	04-08-2025 2:09 PM	
3rd Program Review Complete	aholley24	04-08-2025 9:11 AM	
2nd Program Review Complete	snodhu1	04-08-2025 9:01 AM	
1st Program Review Complete	caseywillis305	03-20-2025 3:47 PM	
Submitted to TSSE	kvirgil29	03-20-2025 2:59 PM	
Consistency Check	kvirgil29	03-20-2025 2:57 PM	

