

**eGrant Management System**

**Printed Copy of Application**

Applicant: ANTIOCH CCSD 34

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: ANTIOCH CCSD 34

Date Generated: 4/7/2025 4:02:38 PM

Generated By: KGuntharp

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

Last Name*	First Name*	Middle Initial
<input type="text" value="Hernandez"/>	<input type="text" value="Anita"/>	<input type="text"/>
Phone*	Email*	
<input type="text" value="847"/> <input type="text" value="838"/> <input type="text" value="8470"/>	<input type="text" value="auhernandez@antioch34.com"/>	
Extension		
<input type="text"/>		

**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)

Antioch CCSD 34 provides equal access to programs which will be provided to all students and the district does not discriminate against individuals based on gender, race, color, national origin, disability or age. Antioch CCSD 34 guarantees equitable access to, and participation in federal programs for students, teachers, and other program beneficiaries with special needs. Staff are supported through the Human Resources department for accessibility and equity issues throughout their various activities of employment and engagement. Antioch CCSD 34 will provide ChildFind services in all schools including: screening, review of Individual Problem Solving Data, hold Case Study evaluation team meeting reviews, respond to all team and family requests pertaining to evaluation/service delivery revision. Through the use of our local special education cooperative, the district will provide a full continuum of special education services including: general education with support through residential/home bound support for families. Teams will access Universal Data Review data for all students in each building three times a year to determine potential eligibility for special education or the need to refer.

**3. Bilingual Program Director Assurance**

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

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

**4. District Migrant Education Program Liaison**

Last Name	First Name	Middle Initial
<input type="text" value="Redding"/>	<input type="text" value="Aimee"/>	<input type="text"/>
Phone	Extension	Email
<input type="text" value="847"/> <input type="text" value="838"/> <input type="text" value="8401"/>	<input type="text"/>	<input type="text" value="aredding@antioch34.com"/>

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

**5. General Completion Instructions**

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

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

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

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

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

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

\*Required field, applicable for all funding sources

#### Amendments

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

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

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

\*Required field, applicable for all funding sources

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

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

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

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

With stakeholder feedback, the Director of Curriculum and Instruction, Coordinator of Multilingual English Learners and the Director of Student Services will collaborate with the business office on the alignment of programs and services as related to the above funding sources throughout the entire Antioch CCSD 34 budget including local, state, and federal revenue and expenditures. Through the use of federal funds, in accordance with federal rules, regulations, and requirements, the LEA attributes this funding source toward activities allowable in each federally funded program. Federal resources are aligned with state and local resources to ensure they are used for supplemental purposes. Regular reviews with the accounting manager will take place. In addition, weekly administration meetings and monthly professional learning community meetings take place with D34 employees. Regular consultation also takes place with the non-public schools following ISBE suggested guidelines. Parental involvement in the decision-making of Proportionate Share Services/Supplies as part of the Timely Meaningful Consultation (TMC) meeting.

Response from the approved prior year Consolidated District Plan.

With stakeholder feedback, the Director of Curriculum and Instruction and the Director of Student Services will collaborate with the business office on the alignment of programs and services as related to the above funding sources throughout the entire Antioch CCSD 34 budget including local, state, and federal revenue and expenditures. Through the use of federal funds, in accordance with federal rules, regulations, and requirements, the LEA attributes this funding source toward activities allowable in each federally funded program. Federal resources are aligned with state and local resources to ensure they are used for supplemental purposes. Regular reviews with the accounting manager will take place. In addition, weekly administration meetings and monthly professional learning community meetings take place with D34 employees. Regular consultation also takes place with the non-public schools following ISBE suggested guidelines. Parental involvement in the decision-making of Proportionate Share Services/Supplies as part of the Timely Meaningful Consultation (TMC) meeting.

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

Braiding of Funds

☐ Yes ☒ No

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

Transfer of Funds

☐ Yes ☒ No

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

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

([count] of 7500 maximum characters used)

Cabinet Meetings February through June 2025  
Principal Meetings February through June 2025  
Director Meeting February 2025  
Building Instructional Leadership Teams March through June 2025  
Email collaboration with Non-public schools and phone calls February through June 2025  
Staff Feedback Survey Results were reviewed Monthly  
Union meetings  
Parent Involvement nights- Early Childhood  
Private School collaboration about needs of EL students  
Timely and Meaningful Consultation April 2025  
Antioch CCSD 34 consulted with key stakeholders on multiple occasions and with multiple groupings, to ensure valuable input was acquired and utilized. The outcome of the needs assessment indicated an continued emphasis on social emotional learning needs of students and staff so they are prepared and ready for learning. To meet proficiency on IAR a continued focus on English Language Arts and Mathematics was identified. In order to ensure ISBE's focus on the whole child and in alignment with Title IV funds, allocation should be deemed appropriate including emphasis on the fine arts, effective use of technology, and enrichment opportunities for students.

**Legislative References:**

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

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

\*Required field, applicable for all funding sources

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

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

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

Google Form survey of staff members pertaining to professional development needs/curricular needsNWEAStaff evaluationsConsult with Lake County Health DepartmentConsult with Lake Country Regional Office of EducationClass Size analysis for students with disabilitiesChild Count analysis of students with disabilities

**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.***

Needs Assessment or review of academic data has indicated the primary need to support the area of Mathematics, specific student subgroups. In addition, English Language Arts reading and writing deficits with grade level and groups of students. Social emotional and behavior data review indicated needs of students and staff's understanding on how to address high risk students identified by SAEBRS. Goals include by the end the fiscal school year, Antioch CCSD 34 will increase the number of K-8 students meeting or exceeding state standards on Illinois Assessment of Reading by 5.0% and by the end of the fiscal school year, Antioch CCSD 34 will increase the number of K-8 students meeting or exceeding state standards on Illinois Assessment of Readiness Math by 5.0%. Antioch CCSD 34 will decrease the number of K-8 students office referrals by 2% over last year. Overall, throughout the district students and staff are in need of continued learning about and executing Traumatic Informed Practices and addressing student group needs. Through the LEA needs assessment process, we identified the need for a highly effective guaranteed and viable curriculum, high quality instructional strategies, social emotional behavior understandings, access to instructional-enhancing technology, and instructional coaching as high priorities.

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

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

Title II funds will be used for class reduction. By increasing the number of sections in the fourth grade the goal is to address the low scores of student achievement and behaviors. By following the studies that have shown that smaller class sizes will allow teachers to give more personalized attention to each student. This individualized approach can help identify and address specific learning needs, enabling differentiated instruction that can better support student growth and understanding. It will also allow teachers to build stronger relationships with their students. These relationships are fundamental in motivating students, understanding their emotional and academic needs, and providing appropriate support. We also are aligning this to the district strategic plan of providing our students with high-quality teachers. Students in smaller classes achieve higher test scores and are more likely to succeed. Antioch CCSD 34 will increase the number of Antioch CCSD 34 K-8 students meeting or exceeding state standards on Spring NWEA Reading by 3.0% and by the end of the fiscal school year, Antioch CCSD 34 will increase the number of Antioch District 34 K-8 students meeting or exceeding state standards on Spring NWEA Math by 3.0%. Antioch District 34 will decrease the number of Antioch District 34 K-8 students office referrals by 2% over last year.

**G. Title III - LIEP**

A needs assessment as well as interviews of administrators and staff have identified the need for high quality literacy instructional practices for English Language Learners, as high priorities.1. In order to meet the needs of language learners and provide them with

the highest quality, research based instruction, a professional development plan to align instructional content across the day will help English learners to connect their learning and support whole-part-whole instruction will be created and implemented. 2. Professional development for staff will be provided on EL instructional strategies to continue to hone and improve staff ELL literacy instructional practices. 3. Professional development for General Ed, ELL Resource and Dual Language staff this year will continue to focus on embedding oracy into literacy and content lessons in increase reading and writing performance of ELs.4. Tier 2 and 3 Spanish research based instructional tools for students who are at risk in the area of language arts will be purchased for intermediate grade levels to continue to support the literacy needs of Dual Language students.

**H. Title III - ISEP**

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

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

Needs assessment results indicate that Antioch CCSD 34 should continue to allocate funds in the areas of Well-Rounded Education, Promoting Safe and Health, and in Effective Use of Technology. Within Well-Rounded Education funds will be used to support programming within the area of the visual and performing arts and social science to ensure access for a well-rounded program. Within Promoting Safe and Health Learning Environment funds will be used to provide professional development and resources for mental health. Within Effective Use of Technology, funds will be spent on providing professional development to teachers to ensure effective use and improve student achievement. Through the LEA needs assessment process, we identified the need for supplies, software, and professional development to support student and staff learning.1. Purchase supplies to support academic and fine arts experiences for students2. Provide technology professional development to continue to grow the staffs understanding and use of technology3. Support mental health of students

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

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

Through the LEA needs assessment process, we identified the need for expanding supplies and professional development for staff and students as high priorities.1. Purchase supplies, materials, and assessment tools for students in special education.2. Provide staff development, materials and training to special education staff and teaching assistants on research-based strategies to support effective teaching3. Provide evaluations and specialized instruction for students with hearing and visual impairments.4. Purchase research-based curriculum materials to support Tier 2 and Tier 3 interventions for students who are at risk in the area of literacy, language arts, and mathematics.5. Provide professional development, materials, and training for staff to implement Tier 2 and Tier 3 research-based curriculum and interventions in the areas of literacy, language arts, and mathematics.6. Provide professional development, materials, and training for staff to implement Tier 2, and Tier 3 research-based curriculum and interventions in the area of social-emotional learning and restorative practices.7. Employ teaching assistants to provide modifications and deliver scientifically research-based strategies to special education students.

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

Through the LEA needs assessment process, we identified the need for expanding play-based instruction, maintaining TA support, and professional development for staff as high priorities.1. Curriculum and instructional materials for literacy, math, language, motor, and social-emotional development will be purchased for use with early childhood students. 2. Classroom supplies and consumables to support play-based instruction for early childhood students.3. Assessment materials for early childhood students. 4. Provide professional development materials, training, and substitute coverage for staff to implement research-based curriculum and interventions and social-emotional techniques related to early childhood students.5. Early childhood teacher assistant salaries.

**Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected

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

**ISBE Goals:**

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

**District Goal(s):**

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

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

**Check all that apply.**

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

**Program Footnotes:**

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

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



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

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

[[count] of 7500 maximum characters used)

LEA collected information and input for the initial Antioch CCSD 34's Consolidated District Plan. Meetings were held and emails were sent in an effort to ensure stakeholder involvement. Decisions about the planning for funds were adjusted based on the input from various stakeholders. Cabinet Meetings February through June 2025 Principal Meetings February through June 2025 Director Meeting February & March 2025 Building Leadership Teams February through June 2025 Email collaboration with Non-public schools and phone calls February through June 2025 Staff Feedback Survey Results were reviewed Monthly Union meetings Parent Involvement nights- Early Childhood Private School collaboration about needs of EL students

Response from the prior year Consolidated District Plan.

LEA collected information and input for the initial Antioch CCSD 34's Consolidated District Plan. Meetings were held and emails were sent in an effort to ensure stakeholder involvement. Decisions about the planning for funds were adjusted based on the input from various stakeholders. Cabinet Meetings March through June 2024 Principal Meetings March through June 2024 Director Meeting April 2024 Building Leadership Teams March through June 2024 Email collaboration with Non-public schools and phone calls April through June 2024 Staff Feedback Survey Results were reviewed Monthly Union meetings Parent Involvement nights- Early Childhood Private School collaboration about needs of EL students

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

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

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

[[count] of 7500 maximum characters used)

District CCSD 34 Board Policy Number 6:170 addresses Title I and the need for written parental involvement policy. Parent consent is obtained for all Title 1 activities. Parents complete a compact form. At the building events, parents and family members will continue to provide suggestions regarding Title grant funds spending that may warrant amendments to the grant. Building Leadership Teams will also monitor for alignment to the District Title Plan and alignment through spending of district Title Grant funds. For any school wide buildings, funds will be spent according to increase parent and family involvement in their students' educational experience.

Response from the prior year Consolidated District Plan.

District CCSD 34 Board Policy Number 6:170 addresses Title I and the need for written parental involvement policy. Parent consent is obtained for all Title 1 activities. Parents complete a compact form. At the building events, parents and family members will continue to provide suggestions regarding Title grant funds spending that may warrant amendments to the grant. Building Leadership Teams will also monitor for alignment to the District Title Plan and alignment through spending of district Title Grant funds. For any school wide buildings, funds will be spent according to increase parent and family involvement in their students' educational experience.

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

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

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

[[count] of 7500 maximum characters used)

Parent Informational Night Parent informational nights for EL/Immigrant families- explanation of ACCESS/state testing, information about curriculum and resources for their student. Beyond the school day informational and educational opportunities for families such as STEM, Reading, and Math Collaboration with our PTO Boosters organization for family events in our schools Early Learning Parent Involvement Days/Nights- collaboration with our preschool program as well as early childhood and birth to 3 families Fine Arts Performances- Music, Orchestra, and Band

Response from the prior year Consolidated District Plan.

Parent Informational Night Parent informational nights for EL/Immigrant families- explanation of ACCESS/state testing, information about curriculum and resources for their student. Beyond the school day informational and educational opportunities for families such as STEM, Reading, and Math Collaboration with our PTO Boosters organization for family events in our schools Early Learning Parent Involvement Days/Nights- collaboration with our preschool program as well as early childhood and

**Title I Requirement:**

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

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

**Title III Requirement:**

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

**Legislative References:**

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

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

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

\*Required field

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



**Private School Participation**

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

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

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

Will Private Schools participate in the Program?

☒ Yes ☐ No

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
St Bedes	<input checked="" type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="button" value="Choose File"/> No file chosen
Westlake Christian Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="button" value="Choose File"/> No file chosen Westlake Christian Academy 2025-2026 .pdf
Lions Math & Science Acadei	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="button" value="Choose File"/> No file chosen Lions Math & Science Academy 2025-2026 .pdf
Lake Forest County Day Sch	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="button" value="Choose File"/> No file chosen Lake Forest Country Day School 2025-2026 .pdf
Lake County Christian Acade	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="button" value="Choose File"/> No file chosen Lake County Christian Academy 2025-2026 .pdf
Christian Liberty Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="button" value="Choose File"/> No file chosen Christian Liberty Academy 2025-2026.pdf
Christian Heritage Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="button" value="Choose File"/> No file chosen Christian Heritage Academy 2025-2026 .pdf
American School of Correspo	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="button" value="Choose File"/> No file chosen American School of Coorespondance 2025-2026 .pdf
St. Patrick Catholic School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="button" value="Choose File"/> No file chosen St. Patrick Catholic School returned Participatin form 25-26[93].pdf
Studys Ministries Christian A	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="button" value="Choose File"/> No file chosen STUDYS Ministries returned Participation form 25-26.pdf
St. Joseph Catholic School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="button" value="Choose File"/> No file chosen St. Joseph Catholic School returned Participation form 25-26.pdf
St. John Lutheran School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="button" value="Choose File"/> No file chosen St. John Lutheran School returned Participation form 25-26.pdf
Prince of Peace Catholic Sch	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 2	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="button" value="Choose File"/> No file chosen Prince of Peace returned Participation form 25-26.pdf
Our Lady of Humility	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="button" value="Choose File"/> No file chosen Our Lady of Humility returned Participation form 25-26.pdf
Country Meadows Montessori	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 0	<input type="button" value="Choose File"/> No file chosen Country Meadows Montessori returned Participation form 25-26.pdf

Comments:



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

**ISBE Goals:**

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

**District Goal(s):**

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

Goal 1: Create a culture of high expectations for student achievement through a robust instructional system.Goal 2: Attract and hire highly effective staff members who value continuous improvement and have high expectations for students.Goal 3: Create a culture of high student character expectations for students in collaboration families and communities.Goal 4: Provide state-of-the-art learning environments for students.Goal 8: Ensure a safe and secure environment for students, staff, and visitors.

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

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

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

**No Preschool Programs**

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

[[count] of 7500 maximum characters used)

Antioch CCSD 34 special education programs include a full continuum of supports for Early Childhood students. Offered is an Early Childhood Assessment Team which screens and evaluates children from the ages of 2 years 8 months -6-years-old. Our in-district continuum of services includes blended Pre-K classrooms and Structured Learning Early Childhood classrooms. Our Early Learning programs will be housed at one location - an Early Learning Center. Our district has secured state grants of Birth to 3 and PreSchool for All allowing for 210 at-risk students to participate in schooling prior to Kindergarten. The district Birth to 3 program supports 25 families and up to 30 children. Our EC staff members will articulate in the spring in order to collaborate with each of our elementary schools, Kindergarten teachers, special education teachers, and building principals. Individual family meetings will be held for students with IEPs and 504 Plans. Data will be housed in our district data warehouse regarding interventions our students have received.Mary Kay McNeill Early Learning Center provides programming for Birth to 3, PFA 3-5, Early Childhood, and Structured Learning programming.Kindergarten transition consist of a parent supplemental informational night, kindergarten articulation meetings, and community engagement events.

Response from the approved prior year Consolidated District Plan.

Antioch CCSD 34 special education programs include a full continuum of supports for Early Childhood students. Offered is an Early Childhood Assessment Team which screens and evaluates children from the ages of 2 years 8 months -6-year-old. We have blended pre-k classroom spots and Structured Learning Early Childhood. All of our Early Learning programs will be housed at one location - an Early Learning Center. Our district has state grants of Birth to 3 and PreSchool for All allowing for 210 at-risk students to participate in schooling prior to Kindergarten. The district Birth to 3 program supports 25 families and up to 30 children. All of our EC staff members will articulate in the spring to collaborate with each of our elementary schools, the Kindergarten teachers, as well as the building principals. Individual family meetings will be held for students with IEPs and all data will be housed in our district data warehouse on the interventions our students have received.Mary Kay McNeill Early Learning Center provides programming for Birth to 3, PFA 3-5, Early Childhood, and Structured Learning programming.Kindergarten transition consists of parent supplemental informational night, kindergarten articulation meetings, and Community engagement events..

**Title I Requirement**

Coordination of services with preschool education programs

**Legislative References:**

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

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

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

**ISBE Goals:**

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

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

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

**District Goal(s):**

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

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

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

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

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

Antioch CCSD 34 will incorporate a variety of approaches to ensure a well-rounded instructional program to meet the academic needs of all students. District administration works with stakeholders at the district level and at the building level to ensure proper structures are in place so the items listed below can be implemented. Building administration reviews data with the Building Instructional Leadership Team and Student Learning Teams in an effort to monitor the implementation and fidelity of the instructional programming in the building and also identify students that need extra supports or need enrichment opportunities. District administration reviews data with the Superintendent Cabinet, the Building Principals, and the Board of Education to monitor implementation and fidelity of instructional programming in the district. Additional support such as professional development or coaching support is given to the grade level (s) or building (s) that shows the need. -Study of CCSS (Common Core State Standards)-Grades K-5 - Core English Language Arts Curriculum (Pearson My View) -Grades 6-8 Core English Language Arts Curriculum (StudySync) -Grades K-5 Core Math Curriculum (Eureka Math 2) -Grades 6-8 Core Math Curriculum (Carnegie Math) -Project Lead The Way (Science Technology Engineering Mathematics)-Grades K-8 NGSS (Amplify Science) -"Specials" classes include Physical Education, Art, Music, Orchestra, Band-Intervention by an interventionist in Math and Reading for students needing extra support-Gifted program with certified gifted teacher -Enrichment for high achievers-Instructional coaches to support teachers with the implementation of a well-rounded instructional program -Positive Behavior Intervention System to address social/emotional/behavior of all students-Success Class and Advisory in grades 6-8 -Study Hall in grades 6-8 used to support work completion and reteaching -K-5 Curriculum of Second Step for social emotional development in Core Social Emotional Learning Instruction -Trust Based Relational Intervention curriculum for grades 6-8 for social emotional development in Core Social Emotional Learning Instruction-Supplemental on-line tools such as Lexia and ST Math-Encore class offerings (variety of subjects including but not limited to Interactive Language Arts, and Computers) for 2 periods of the day at Middle School -Partner with the High-School to offer programing for students that are advanced -Continuum of Special Education services including co-taught, resource, instructional, and self-contained-Parent Volunteers-Early Learning Program including Birth to 3 outreach, Early Childhood, Pre-School for All, Structured Learning program -English Learners programming with EL teacher when applicable -Use of Paraprofessionals in classes when applicable-For EL/Immigrant students, the use of grant funds to supplement the curricular tools and the tutoring support for students (i.e. summer program to target language development)

Response from the prior year Consolidated District Plan.

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

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

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

Antioch CCSD 34 uses a Multi-Tiered Systems of Support (MTSS). Regular input is gathered to ensure the district is aligned with current laws, recent research, and best practices in education. The district has structures in place when official data review takes place during the school year which included Universal Data Review Days, District Leadership Team, Building Instructional Leadership Team, Student Learning Teams, Classroom Learning Community. During these meetings the 4 PLC questions are asked hence ensuring that students at-risk of failure are identified. Data utilized includes but is not limited to ACCESS (annually), CogAt, NWEA (all grades for ELA, Math & Science 3 times a year), FastBridge Learning (Progress Monitoring), IAR (annually), Common/Formative Assessments from Eureka Math, StudySync and Pearson, Teacher's Anecdotal Notes, and Diagnostic assessments. The criteria used includes triangulation of data on students identified at or below the 25%ile and/or the lowest 25%ile of students in the district given any and all assessments. The District's Administration and Data Leadership Team also works toward collection of data for stakeholders to monitor subgroups including but not limited to English Learners, homeless, minority, neglected or delinquent students, early childhood, and economically disadvantaged to ensure they are not at risk of failure. For EL/Immigrant students- individual review of state/local assessment data as well as curricular based measures to determine their individual needs as well as trend data. Collaboration with families and staff of students to determine what supplemental supports would best meet the needs of the students.

Response from the prior year Consolidated District Plan.

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

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

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

Antioch CCSD 34 offers Kindergarten screening to families in the Summer before they start school. The screening instrument includes English Language Arts items such as letter names, phonemic awareness, and math concepts such as number recognition, counting and shapes, as well as questionnaire information provided by the family. The Kindergarten Screener helps to identify Kindergarten students at risk of failure before their Kindergarten school year starts. Those identified families are provided feedback before Kindergarten which attempts to close the achievement gap. Following the district's identification of K-8 students who are at-risk of meeting State academic standards during the typical school-year, programming is intensified for the students which could include increased time, smaller group size, increase in frequency, change in provider of service to a specialist, and other additions to current programming such as reteaching. Additional programming, within general education, could include but is not limited to Reading Horizons, FastWords, Number Worlds, ST Math, SLANT, Explode the Code, and Lexia. The length of the programming is dependent on the student's need but is typically a 6-12 week cycle with service 3-5 times a week for 30 to 60 minutes a day. Antioch CCSD 34 utilizes all staff to support students needing additional help to meet the standards including not limited to classroom teachers, English Language Arts and Math interventionist, Parent Volunteers, Building Instructional Coaches, specialist, and special education services on a limited basis. Special Education Services could including Speech and Language, Occupational Therapy, Physical Therapy, Resource, Instructional, Self-Contained, Social Work/Counseling for the purpose of collection of data for a Problem Solving Meeting on a student. Within the school day, each building

has an Intervention/Enrichment time block for at least 20 minutes where many of the support services can take place. Interventionist, Specialist, and Special Services also push into the classrooms and when needed will pull students during independent work times within English Language Arts and Math blocks. Antioch CCSD 34 also offers summer programming opportunities for students at-risk through our Summer Learning Program that runs 4 days a week for 6 weeks with 2 hour English Language Arts Block and 2 hour Math block. In the middle school, there is an opportunity for students who are at risk of failure to attend Study Hall as opposed to their encore or elective class. This fifty-one minute block gives them time and support from an adult for re-teaching, work completion and content review. Antioch CCSD 34 staff builds relationships with families. Staff work with parents or care givers to provide education and supply materials to support students at home. Buildings provide activities beyond the school day such as reading, math, and STEM events in an effort to make home connections and educate the families. For EL/Immigrant students, the district will plan and offer a supplemental summer program offering to support the language development of students. In addition, the district will use grant funds to supplement the curricular materials and resources for EL/Immigrant identified students.

Response from the prior year Consolidated District Plan.

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

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([count] of 7500 maximum characters used)

Antioch CCSD 34 utilizes additional strategies that are intended to strengthen academic programs and improve school conditions. Stakeholder surveys are conducted including PBIS Survey (annually), LTS Technology Survey (annually), staff surveys and 5 Essentials. This data is then shared with staff and certain teams/committees use the data to enhance school offerings. Some of the team/committees include District, Building and Student Learning Teams, Student Council, National Junior Honors Society, and other student organized type clubs such as Why Are You Here at the Middle School. In addition to the scheduled Professional Development given during Teaching In-Services Days or during the school day, the district instructional coaches offer collaboration time. There is a focus on the Professional Learning Community questions (what do we do if they know it or they don't know it). The district works with architectural firms to monitor our learning spaces and create greater equity within our schools. Through the use of technology and maker-space type activities our Library Media Centers are continuing to define space and resources needed to promote learning for all learners and particularly to learners that are not interested in learning/reading/studying and are at-risk of failure. The middle school offers a study hall instead of an encore/elective course. The small study hall of about 10-12 students is meant to support students who are at-risk of not meeting the demands of their grade level standards. The study hall allows for re-teaching and work completion. In the elementary buildings, community meetings are conducted monthly which promotes a sense of belonging and togetherness. Each building has sponsorship money that is utilized to pay teachers after-school or before-school to offer additional supports and learning opportunities for students such as homework club, student council, robotics club and intramural sports. District 34 utilizes (Positive Behavior Intervention System) PBIS, Second Step, and Trust-Based Relational Intervention to promote learning environments that are conducive to the learning needs of the individual, the classrooms, and the school. District 34 utilizes additional cooperative instructional strategies such as Kagan, goal setting, and personal data tracking to engage students in their learning. We also offer a full continuum of Special Education Services from consulting to private therapeutic day school programming to ensure all students have the appropriate school conditions needed for learning. For EL/Immigrant students: development of a 5 week summer program that will target the language development of students.

Response from the prior year Consolidated District Plan.

Antioch CCSD 34 does utilize additional strategies that are intended to strengthen academic programs and improve school conditions. Stakeholder surveys are conducted including PBIS Survey (annually), LTS Technology Survey (annually), staff surveys and 5 Essentials. This data is then shared with staff and certain teams/committees use the data to enhance school offerings. Some of the team/committees include District, Building and Student Learning Teams, Student Council, National Junior Honors Society, other student organized type clubs such as Why Are You Here at the Middle School. In addition to the scheduled Professional Development given during Teaching In-Services Days or during the school day, the district instructional coaches offer collaboration time. There is a focus on the Professional Learning Community questions (what do we do if they know it or they don't know it). The district works with architectural firms to monitor our learning spaces and create greater equity within our schools. Through the use of technology and maker-space type activities our Library Media Centers are continuing to define space and resources needed to promote learning for all learners and particularly to learners that are not interested in learning/reading/studying and are at-risk of failure. The middle school offers a study hall instead of an encore/elective course. The small study hall of about 10-12 students is meant to support students who are at-risk of not meeting the demands of their grade level standards. The study hall allows for re-teaching and work completion. In the elementary buildings, community meetings are conducted monthly which promotes a sense of belonging and togetherness. Each building has sponsorship money that is utilized to pay teachers after-school or before-school to offer additional supports and learning opportunities for students such as homework club, student council, robotics club and intramural sports. District 34 utilizes (Positive Behavior Intervention System) PBIS and Second Step to promote learning environments that are conducive to the learning needs of the individual, the classrooms, and the school. District 34 utilizes additional cooperative instructional strategies such as Kagan, goal setting, and personal data tracking to engage students in their learning. We also offer a full continuum of Special Education Services from consulting to private therapeutic day school programming to ensure all students are in the appropriate school conditions needed for learning. For EL/Immigrant students: development of a 5 week summer program that will target the language development of students.

**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.

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([count] of 7500 maximum characters used)

Antioch CCSD 34's LEA's will work with the Human Resources Department to collect data regarding teacher credentials, evaluation ratings, and teacher years of experiences. LEA will work with the Administrative Assistant to the Superintendent to gain enrollment report data and attendance areas of identified students for the 6th day of enrollment report. LEA will work with Food Service to obtain free and reduced number (low-income). LEA will work with the Director of Technology to obtain data about minority students as reported on NWEA and IRA. LEA will then use all the data collected to make comparisons using staff/pupil ratio and between attendance centers for grade 2-5 since there are multiple schools (Hillcrest Elementary School, Oakland Elementary School, and W.C. Petty Elementary School). If any disparities are present, LEA will work with stakeholders to ensure that low-income and/or minority students are not being taught at higher rates than other students by ineffective, inexperienced, and out-of-field teachers. LEA will evaluate for comparability in services provided, staff providing those services as well as curricular materials and instructional supplies.

Response from the prior year Consolidated District Plan.

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

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([count] of 7500 maximum characters used)

Antioch CCSD 34 develops effective school library programs by ensuring the district is staffed with a full-time certified school librarian. Each individual library media center is also staffed with an additional library media assistant. They introduce students to a wide range of literature, authors and texts and engage students in informational literacy skills. Each building in the district has a large library collection of materials which are selected for students and teachers based on curriculum and academic needs as well as student interests. The library also provides guided reading materials to assist our Kindergarten through Fifth Grade students in differentiated reading instruction. The district librarian works with staff and students to ensure students can find, evaluate, apply and create information, ideas and products. Students are instructed on how to use online catalogs, evaluate print and digital materials and complete research projects. These activities are accomplished through various digital and print projects embedded within the classroom. Antioch District 34's library program supports the use of the Common Core State Standards as well as the principals of 21st century learners. The Libraries utilize maker space activities, critical thinking, learning commons, green screens, etc. within the Library itself. Students in grades Kindergarten through Fourth have a thirty minutes scheduled time once a week to visit the Library. Teachers can bring their classes to the Library above the 30 minutes if they choose to. In the middle school, the classes are scheduled to visit the Library once every three weeks. They can visit more frequently if they choose to. The Library Media Assistants then work with teachers on units of study within the classroom by providing book bins and electronic supports such as TumbleBooks and Research websites. By providing these activities, the physical space, and opportunities, the district provides an effective school library program which provides students with digital literacy skills and improves student academic achievement. Recently, the Library Media Specialists also worked with Follett

Solutions to review book selections. This will help ensure all students have access to diverse and relevant texts. In addition to the opportunities provided by D34, the school district works closely with the public libraries to extend academic achievement opportunities into the community. The school district promotes the summer reading programs in the public libraries at the end of each school year to help prevent summer learning loss.

Response from the prior year Consolidated District Plan.

Antioch CCSD 34 develops effective school library programs by ensuring the district is staffed with a full-time certified school librarian. Each individual library media center is also staffed with an additional library media assistant. They introduce students to a wide range of literature, authors and texts and engage students in informational literacy skills. Each building in the district has a large library collection of materials which are selected for students and teachers based on curriculum and academic needs as well as student interests. The library also provides guided reading materials to assist our Kindergarten through Fifth Grade students in differentiated reading instruction. The district librarian works with staff and students to ensure students can find, evaluate, apply and create information, ideas and products. Students are instructed on how to use online catalogs, evaluate print and digital materials and complete research projects. These activities are accomplished through various digital and print projects embedded within the classroom. Antioch District 34's library program supports the use of the Common Core State Standards as well as the principals of 21st century learners. The Libraries utilize maker space activities, critical thinking, learning commons, green screens, etc. within the Library itself. Students in grades Kindergarten through Fifth have a thirty minutes scheduled time once a week to visit the Library. Teachers can bring their classes to the Library above the 30 minutes if they choose to. In the middle school, the classes are scheduled to visit the Library once every three weeks. They can visit more frequently if they choose to. The Library Media Assistants then work with teachers on units of study within the classroom by providing book bins and electronic supports such as TumbleBooks and Research websites. By providing these activities, the physical space, and opportunities, the district provides an effective school library program which provides students with digital literacy skills and improves student academic achievement. Recently, the Library Media Specialists also worked with Follett Solutions to review book selections. This will help ensure all students have access to diverse and relevant texts. In addition to the opportunities provided by D34, the school district works closely with the public libraries to extend academic achievement opportunities into the community. The school district promotes the summer reading programs in the public libraries at the end of each school year to help prevent summer learning loss.

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

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

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

((count) of 7500 maximum characters used)

The gifted reading program in Antioch CCSD 34 is for grades 3-5. Formal identification for this program begins in third grade. The district uses three separate assessment measures to identify gifted and talented children. One is a measure of academic achievement. Specifically, this is meant to measure "school learned" information. The District uses the NWEA Reading test to acquire this score. It is administered to all students. The second assessment we use is the CogAT, which measures cognitive ability. Cognitive ability may be defined as general intelligence or mental ability/aptitude. The CogAT allows educators to measure the reasoning abilities of students in a format that is less dependent on prior knowledge and experience of school learning. It measures reasoning ability in both verbal and nonverbal areas. The types of reasoning assessed by the test include deductive reasoning, inductive reasoning, and analogical reasoning. Finally, as a third measure we include an observation checklist. This checklist contains a variety of characteristics commonly seen in gifted children. The teacher is asked to rate the students on the frequency that these traits are exhibited. We begin our identification process with an initial screening pool that includes all second grade students who score in the 90th percentile or above on the MAP reading test. We next examined the CogAT scores. Due to the fact that our program is reading, the verbal portion is weighted double in our identification process. Typically, the students who qualify for services earn scores in the 95th-99th percentile. We also utilize the nonverbal score of the CogAT. Classroom teachers are given an observation checklist to complete for each of those children. All of these numbers are entered into a matrix and then combined for a total score. The top 5-7 percent qualify for gifted services for grades 3, 4, and 5 from one of the two gifted teachers in the district. At the middle school, high achievers and those students identified as gifted in elementary are supported through leveled coursework.

Response from the prior year Consolidated District Plan.

The gifted reading program in Antioch CCSD 34 is for grades 3-5. Formal identification for this program begins in third grade. The district uses three separate assessment measures to identify gifted and talented children. One is a measure of academic achievement. Specifically, this is meant to measure "school learned" information. The District uses the NWEA Reading test to acquire this score. It is administered to all students. The second assessment we use is the CogAT, which measures cognitive ability. Cognitive ability may be defined as general intelligence or mental ability/aptitude. The CogAT allows educators to measure the reasoning abilities of students in a format that is less dependent on prior knowledge and experience of school learning. It measures reasoning ability in both verbal and nonverbal areas. The types of reasoning assessed by the test include deductive reasoning, inductive reasoning, and analogical reasoning. Finally, as a third measure we include an observation checklist. This checklist contains a variety of characteristics commonly seen in gifted children. The teacher is asked to rate the students on the frequency that these traits are exhibited. We begin our identification process with an initial screening pool that includes all second grade students who score in the 90th percentile or above on the MAP reading test. We next examined the CogAT scores. Due to the fact that our program is reading, the verbal portion is weighted double in our identification process. Typically, the students who qualify for services earn scores in the 95th-99th percentile. We also utilize the nonverbal score of the CogAT. Classroom teachers are given an observation checklist to complete for each of those children. All of these numbers are entered into a matrix and then combined for a total score. The top 5-7 percent qualify for gifted services for grades 3, 4, and 5 from one of the two gifted teachers in the district. At the middle school, high achievers and those students identified as gifted in elementary are supported through leveled coursework.

**Title I Requirements:**

Ensure that all children receive a high-quality education.

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

**Legislative References:**

- [1] Title I, Part A, Section 1112(b)(1)(A)
- [2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646
- [4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646
- [5] Title I, Part A, Section 1112(b)(2)
- [6] Title I, Part A, Section 1112(b)(13)(B)
- [7] Title I, Part A, Section 1112(b)(13)(A)

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

\*\*Required field for only Title I, Part A



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

**ISBE Goals:**

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

**District Goal(s):**

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

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

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

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

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

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

([count] of 7500 maximum characters used)

Antioch CCSD 34 (elementary district) works collaboratively with Antioch High School District 117 (high school district). District 34 supplies D117 the students 8th grade scores on NWEA that the high school then uses for class placements. District 117 counselors visit District 34 students on District 34 property for one hour during the school day in May to introduce themselves and discuss the transition to D117/High School. District 117 also offers an evening Open House on their campus which Antioch CCSD 34 advertises and promotes. When appropriate, students from Antioch CCSD 34 do take courses on D117 campus to meet their accelerated academic needs. Throughout the school year, when appropriate, parents from both districts are invited to evening information sessions on topics such as teen suicide, Lake County Cyber Crime Unit, and cyber bullying. Students who have an IEP or 504 attend their own transition meetings. At district level events and committees, Antioch District 34 attempts to have a D117 high school representative on the committee. Currently, D117 staff are part of Antioch CCSD 34 Leadership Team, Curriculum Oversight Committee, and Antioch CCSD Title 1 Writing Committee. They also served on Antioch CCSD 34 Strategic Planning Process. D117 high school students have been part of focus groups for Antioch Strategic Planning Process and Curriculum, Instruction and Assessment Audit. Antioch CCSD 34 middle school department chairs meet twice annually with the Antioch District 117 Department Chairs in an effort to align curriculum, instruction, and assessments. Antioch CCSD 34 middle school office keeps literature of D117 offerings in case middle school students or parents are interested. Annual articulation takes place with D117 and the other feeder schools (Millburn, Lake Villa, Emmons, and Grass Lake) to align goal writing related to Special Education Services.

Response from the approved prior year Consolidated District Plan.

Antioch CCSD 34 (elementary district) works collaboratively with Antioch High School District 117 (high school district). District 34 supplies D117 the students 8th grade scores on NWEA that the high school then uses for class placements. District 117 counselors visit District 34 students on District 34 property for one hour during the school day in May to introduce themselves and discuss the transition to D117/High School. District 117 also offers an evening Open House on their campus which Antioch CCSD 34 advertises and promotes. When appropriate, students from Antioch CCSD 34 do take courses on D117 campus to meet their accelerated academic needs. Throughout the school year, when appropriate, parents from both districts are invited to evening information sessions on topics such as teen suicide, Lake County Cyber Crime Unit, and cyber bullying. Students that have an IEP or 504 attend their own transition meetings. At district level events and committees, Antioch District 34 attempts to have a D117 high school representative on the committee. Currently, D117 staff are part of Antioch CCSD 34 Leadership Team, Curriculum Oversight Committee, and Antioch CCSD Title 1 Writing Committee. They also served on Antioch CCSD 34 Strategic Planning Process. D117 high school students have been part of focus groups for Antioch Strategic Planning Process and Curriculum, Instruction and Assessment Audit. Antioch CCSD 34 middle school department chairs meet twice annually with the Antioch District 117 Department Chairs in an effort to align curriculum, instruction, and assessments. Antioch CCSD 34 middle school office keeps literature of D117 offerings in case middle school students or parents are interested. Annual articulation takes place with D117 and the other feeder schools (Millburn, Lake Villa, Emmons, and Grass Lake) to align goal writing related to Special Education Services.

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

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

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

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

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

([count] of 7500 maximum characters used)

Being an elementary district only (PreK-8), there is no requirement for career and technical content for the purpose of occupations and industries or work-based learning opportunities. However, at the middle school, we do participate in Science Technology Engineering, and Mathematics Fair at Community College through our Robotics Club. At the elementary level, the Robotics Club participates in a fair hosted by 4-H. At the middle school, staff do expose students to careers through the use of curricular ties and goal setting. The district does work with outside organizations to offer learning opportunities for students.

Response from the approved prior year Consolidated District Plan.

Being an elementary district only (PreK-8), there is no requirement for career and technical content for the purpose of occupations and industries or work-based learning opportunities. However, at the middle school, we do participate in Science Technology Engineering, and Mathematics Fair at Community College through our Robotics Club. At the elementary level, the Robotics Club participates in a fair hosted by 4-H. At the middle school, staff do expose students to careers through the use of curricular ties and goal setting. The district does work with outside organizations to offer learning opportunities for students.

**Legislative References:**

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

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

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



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

**ISBE Goals:**

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

**District Goal(s):**

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

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

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

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

**Program and Description**

A. Title I, Part A - Improving Basic Programs

CCSS SEL StandardsProfessional Development Standards Eureka Math 2Guided Math StudySync Pearson My View Carnegie Math PBISIAGC Gifted Restorative Practices Trauma-Informed PracticesAmplify ScienceEngagement and instructional strategiesInstructional Coaching Mentor and mentee

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

CCSS SEL StandardsProfessional Development Standards Eureka Math Guided Math StudySync Carnegie Math Pearson My View PBISIAGC Gifted Restorative Practices Trauma Informed PracticesAmplify ScienceEngagement and instructional strategiesInstructional Coaching Mentor and mentee Effective Use of Technology

G. Title III - LIEP

Internal and external professional development opportunities for EL/ Bilingual staff members and administration in D34 to highlight and strengthen understanding in the following:Family engagementStudent academic successWIDA standards reviewStudent Progress MonitoringCurricular supports such as: Language for Learning and Language Power

H. Title III - ISEP

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

Effective Use of TechnologySocial Emotional Learning Fine ArtsSocial Science

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

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

Wilson Reading/Fundations ProgramCrisis Prevention InstitutePyramid Model TrainingSocial Emotional Learning InstitutesDyslexia TrainingStructured Learning CoachingSTARS Curriculum TrainingUnique Learning Curriculum Training

L. IDEA, Part B - Preschool

Crisis Prevention InstitutePyramid TrainingSocial Emotional Learning InstitutesBlended Programming for PreK studentsSTARS Curriculum Training

**Legislative Requirement:**

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

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

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



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

**ISBE Goals:**

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

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

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

**District Goal(s):**

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

Goal 1: Create a culture of high expectations for student achievement through a robust instructional system.Goal 2: Attract and hire highly effective staff members who value continuous improvement and have high expectations for students.Goal 3: Create a culture of high student character expectations for students in collaboration families and communities.Goal 4: Provide state-of-the-art learning environments for students.Goal 8: Ensure a safe and secure environment for students, staff, and visitors.

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

**i. reduce incidences of bullying and harassment;**

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

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

a. each major racial and ethnic group;

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

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

d. English proficiency status;

e. gender; and

f. migrant status.

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

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

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

Antioch CCSD 34 implements the Pyramid Model (PreK), Second Step, a general education social emotional curriculum K-5, Trust-Based Relational Intervention grades 6-8, and participates in Positive Behavior Intervention System (PBIS) for all students, all grades, and all buildings. Data is collected in the PBIS Rewards database on office discipline referrals and is reviewed at Universal Team Building meetings (Tiers 1, 2, and 3) within each building. That data is then reviewed at the district level during district PBIS meetings. Changes to PBIS programming is made based upon the review of the data. Booster educational sessions are provided to all students as needs are identified in a building or upon return from breaks. With PBIS, differentiated instruction and support is provided to students through Check-In Check-Out, SAIG group lessons, and mentoring. Data is collected on these students and then analyzed by the team working with that child to monitor the students progress and look for needed changes. The Director of Technology assists the district to collect data such as PBIS data and disaggregate it by the above-mentioned subgroups at the building levels and at the district level. Currently there are PBIS coaches that help support the implementation of PBIS in each building. The PBIS coaches will analyze the data by subgroups moving forward. The district is also training staff in Restorative Practices and Community Circles. The middle school, has a bullying reporting tab on their website that anyone can report bullying so Administration can deal with the situation right away. Suicide Prevention & Awareness Committee was developed and curriculum created and implemented. The social workers in each of the buildings provide professional development and meet with teams to discuss strategies teachers can try in their classrooms to help with the above mentioned topics. District 34 Administration believes in restorative practices and uses suspensions sparingly. The district provides professional development to the teachers in an effort better equip the teachers to handle and support students in the classroom and help to reduce the removal of students from classrooms.

Response from the prior year Consolidated District Plan.

Antioch CCSD 34 implements Second Step, a general education social emotional curriculum K-8 and participates in Positive Behavior Intervention System (PBIS) for all students, all grades, and all buildings. Data is collected in the PBIS Rewards database on office discipline referrals and is reviewed at Universal Team Building meetings within each building. That data is then reviewed at the district level during district PBIS meetings. Changes to PBIS programming is made based upon the review of the data. Booster educational sessions are provided to all students as needs are identified in a building or upon return from breaks. With PBIS, differentiated instruction and support is provided to students through Check-In Check-Out, SAIG group lessons, and mentoring. Data is collected on these students and then analyzed by the team working with that child to monitor the students progress and look for needed changes. The Director of Technology helps the district to take data such as PBIS data and disaggregate it by the above-mentioned subgroups at the building levels and at the district level. Currently there are PBIS coaches that help support the implementation of PBIS in each building. The PBIS coaches will look at the data by subgroups moving forward. The district is also training staff in Restorative Practices and Community Circles. The middle school, has a bullying reporting tab on their website that anyone can report bullying so Administration can deal with the situation right away. Suicide Prevention & Awareness Committee was developed and curriculum created and implemented. The social workers in the buildings provide professional development and meet with teams to discuss strategies teachers can try in their classrooms to help with the above mentioned topics. District 34 Administration believes in restorative practices and uses suspensions sparingly. The district provides professional development to the teachers in an effort better equip the teachers to handle and support students in the classroom and help to reduce the removal of students from classrooms.

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

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

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

On the Illinois School Report Card, Antioch CCSD 34's homeless is reported as less than one percent. The Director for Student Services is the Homeless Liaison and coordinates with Lake County Regional Office of Education to provide support to families found eligible for services under the McKinney-Vento Homeless Assistance Act. The LEA then works with the district's Director of Student Services on the topic. District 34 Administration coordinates with school staff as well as other school districts, where our students may be residing, to coordinate continuous educational services for students found eligible. Services include daily transportation, access to weekend Back Pack food program which is coordinated with the local food pantry, and coordination of breakfast, if needed. Families found eligible for McKinney-Vento are offered school supplies, toiletries, and clothing, if needed. Additionally, families are offered support in obtaining school records, if families do not have the appropriate records. The LEA will work with the Director for Student Services to ensure homeless children have the needs met and do not become at risk of failing grade level state standards. LEA will as the Director of Technology to provide data sets on the children identified as homeless for identification and monitoring such as NWEA and IAR scores as well as teachers evaluation of performance on formative assessments.

Response from the prior year Consolidated District Plan.

On the Illinois School Report Card, Antioch CCSD 34's homeless is reported as less than one percent. The Director for Student Services is the Homeless Liaison and coordinates with Lake County to provide support to families found eligible for services under the McKinney-Vento Homeless Assistance Act. The LEA then works with the district's Director of Student Services on the topic. District 34 Administration coordinates with school staff as well as other school districts, where our students may be residing, to coordinate continuous educational services for students found eligible. Services include daily transportation, access to weekend Back Pack food program which is coordinated with the local food pantry, and coordination of breakfast, if needed. Families found eligible for McKinney-Vento are offered school supplies, toiletries, and clothing, if needed. Additionally, families are offered support in obtaining school records, if families do not have the appropriate records. The LEA will work with the Director for Student Services to ensure homeless children have the needs met and do not become at risk of failing grade level state standards. LEA will as the Director of Technology to provide data sets on the children identified as homeless for identification and monitoring such as NWEA and IAR scores as well as teachers evaluation of performance on formative assessments.

**Title I Requirement:**

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

**Legislative Requirements:**

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

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

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

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

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1002 - ANTIOCH UPPER GRADE SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2004 - OAKLAND ELEMENTARY SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2005 - W C PETTY ELEMENTARY SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	04/15/2025
2006 - HILLCREST ELEMENTARY SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	04/15/2025
3001 - MARY KAY MCNEILL ELC	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

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

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

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

**ISBE Goals:**

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

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

☐

**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)

At the current time, District 34 is not identified as comprehensive or targeted. If we were to be identified under one of these terms, LEA would work with stakeholders to enhance current school improvement plans to reflect the focused areas of need.

Response from the approved prior year Consolidated District Plan.

At the current time, District 34 is not identified as comprehensive or targeted. If we were to be identified under one of these terms, LEA would work with stakeholders to enhance current school improvement plans to reflect the focused areas of need.

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

- ☐ Yes
- ☒ No

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

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

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

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

[Section 1114 and 1115](#)

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

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

([count] of 7500 maximum characters used)

WCPetty Elementary School and Hillcrest Elementary School will at run a targeted assistant program. All buildings will run their programs from September 1st through August 31st. Programming for all buildings will include pull-out and push-in targeted ELA and Math Supports for at-risk students, parent education, and if funding allows summer learning and before/after school sessions. All programming will focus on well rounded programming to develop well rounded students. Main focus will take place in the areas of English Language Arts, Math, Enrichment/Gifted, English Learner when appropriate, Parent and Family Engagement and Social Emotional Development. Some focus will take place in the area of technology, health and safety, and additional programming such as musical offerings and physical education with appropriate Title Grant funds such as Title IV and Title II. Antioch has no children living in local institutions or community day programs for neglected or delinquent children. In writing the Consolidated Plan, the LEA or Director for Curriculum and Instruction, along with stakeholders will use the our Curriculum, Instruction, and Assessment, Social Emotional Learning results, needs assessments, and data analysis from all data gathered, including but not limited to NWEA, IAR, ACCESS, CogAT, Local Assessments, Common Formative Assessments, to further develop and implement a well-rounded instructional program in D34. Goals include by the end the fiscal school year, Antioch CCSD 34 will increase the number of K-8 students meeting or exceeding state standards on Illinois Assessment of Reading by 5.0% and by the end of the fiscal school year, Antioch CCSD 34 will increase the number of K-8 students meeting or exceeding state standards on Illinois Assessment of Readiness Math by 5.0%. Antioch CCSD 34 will decrease the number of K-8 students office referrals by 2% over last year.

Response from the approved prior year Consolidated District Plan.

WCPetty Elementary School and Hillcrest Elementary School will at run a targeted assistant program. All buildings will run their programs from September 1st through August 31st. Programming for all buildings will include pull-out and push-in targeted ELA and Math Supports for at-risk students, parent education, and if funding allows summer learning and before/after school sessions. All programming will focus on well rounded programming to develop well rounded students. Main focus will take place in the areas of English Language Arts, Math, Enrichment/Gifted, English Learner when appropriate, Parent and Family Engagement and Social Emotional Development. Some focus will take place in the area of technology, health and safety, and additional programming such as musical offerings and physical education with appropriate Title Grant funds such as Title IV and Title II. Antioch has no children living in local institutions or community day programs for neglected or delinquent children. In writing the Consolidated Plan, the LEA or Director for Curriculum and Instruction, along with stakeholders will use the our Curriculum, Instruction, and Assessment, Social Emotional Learning results, needs assessments, and data analysis from all data gathered, including but not limited to NWEA, IAR, ACCESS, CogAT, Local Assessments, Common Formative Assessments, to further develop and implement a well-rounded instructional program in D34. Goals include by the end the fiscal school year, Antioch CCSD 34 will increase the number of K-8 students meeting or exceeding state standards on Illinois Assessment of Reading by 7.0% and by the end of the fiscal school year, Antioch CCSD 34 will increase the number of K-8 students meeting or exceeding state standards on Illinois Assessment of Readiness Math by 9.0%. Antioch CCSD 34 will decrease the number of K-8 students office referrals by 2% over last year.

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

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

([count] of 7500 maximum characters used)

Kindergarten Screening is one process used to evaluate students for Title 1 services. Parents and Kindergarten staff are involved in the process of identifying students that could be eligible for summer learning opportunities using the criteria of 40th percentile for students that were screened. Throughout the school year, Antioch CCSD 34 criteria includes triangulating data. NWEA ELA and Math data K-8 for fall, winter, spring is used. Students scoring at 25th percentile and lower in Reading and Math are looked at for services as well as looking at the lowest 40 percent of students in a grade level. We look at classroom achievement in reading and math on formative assessments along with teacher recommendation. Students not understanding concepts, needing assistance or reteaching of concepts, as well as the students that are receiving a one on their report cards are looked at for services. When warranted, additional diagnostic assessment data, such as phonemic awareness or high frequency words lists, are given to verify qualification for services. District 34 also looks for students that are not making personal growth on assessments or are flat lining and perhaps will become at risk because the rigor of state requirements will increase and the student will not keep up with the rate of the rigor. Additional data is collected and used to identify students at risk of failure such as attendance data, truancy data, tardy data, office discipline referrals, PBIS data, and Social Emotional Universal Screener. District 34 has structures in place that identify students for intervention and enrichment and monitor their progress. Problem Solving Team which includes but is not limited to parents, building administrators, general education teachers, special education teachers, paraprofessionals, and support personnel such as psychologist, social worker, speech/language pathologist, interventionist, gifted, EL and is a meeting where individual student data is reviewed and monitored. Universal Data Meetings and Building Leadership Teams could include the same personnel as mentioned in Problem Solving Structure and is a meeting when building data/grade level data is reviewed and monitored. Student Learning Teams include teachers, and could include coaches, interventionists, specialists, and administrators and is a meeting in which class and individual student data is reviewed and monitored. Core instruction, assessments, and instructional strategies are also discussed in Student Learning Teams or PLC's.

Response from the approved prior year Consolidated District Plan.

Kindergarten Screening is one process used to evaluate students for Title 1 services. Parents and Kindergarten staff are involved in the process of identifying students that could be eligible for summer learning opportunities using the criteria of 40th percentile for students that were screened. Throughout the school year, Antioch CCSD 34 criteria includes triangulating data. NWEA ELA and Math data K-8 for fall, winter, spring is used. Students scoring at 25th percentile and lower in Reading and Math are looked at for services as well as looking at the lowest 40 percent of students in a grade level. We look at classroom achievement in reading and math on formative assessments along with teacher recommendation. Students not understanding concepts, needing assistance or reteaching of concepts, as well as the students that are receiving a one on their report cards are looked at for services. When warranted, additional diagnostic assessment data, such as phonemic awareness or high frequency words lists, are given to verify qualification for services. District 34 also looks for students that are not making personal growth on assessments or are flat lining and perhaps will become at risk because the rigor of state requirements will increase and the student will not keep up with the rate of the rigor. Additional data is collected and used to identify students at risk of failure such as attendance data, truancy data, tardy data, office discipline referrals, PBIS data, and Social Emotional Universal Screener. District 34 has structures in place that identify students for intervention and enrichment and monitor their progress. Problem Solving Team which includes but is not limited to parents, building administrators, general education teachers, special education teachers, paraprofessionals, and support personnel such as psychologist, social worker, speech/language pathologist, interventionist, gifted, EL and is a meeting where individual student data is reviewed and monitored. Universal Data Meetings and Building Leadership Teams could include the same personnel as mentioned in Problem Solving Structure and is a meeting when building data/grade level data is reviewed and monitored. Student Learning Teams include teachers, and could include coaches, interventionists, specialists, and administrators and is a meeting in which class and individual student data is reviewed and monitored. Core instruction, assessments, and instructional strategies are also discussed in Student Learning Teams or PLC's.

**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.

- ☒ Goal 1: Create a culture of high expectations for student achievement through a robust instructional system. Goal 2: Attract and hire highly effective staff members who value continuous improvement and have high expectations for students. Goal 3: Create a culture of high student character expectations for students in collaboration families and communities. Goal 4: Provide state-of-the-art learning environments for students. Goal 8: Ensure a safe and secure environment for students, staff, and visitors.

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

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

([count] of 7500 maximum characters used)

The comprehensive needs assessment included interviews with administrators, staff, and leadership planning meetings. Through the LEA needs assessment process, we identified the need for expanding literacy supports, maintaining TA support, and professional development for staff as high priorities. 1. Employ teaching assistants to provide modifications and deliver scientifically research-based strategies to special education students. 2. Purchase services/subscriptions for students in special education. 3. Purchase supplies, materials, and assessment tools for students in special education. 4. Provide staff development. 5. Provide compensation for staff to participate in the planning, development, and evaluation of district-wide special education programs and curriculum training.

Response from the approved prior year Consolidated District Plan.

The comprehensive needs assessment included interviews with administrators and staff and leadership planning meetings. Through the LEA needs assessment process, we identified the need for expanding literacy supports, maintaining TA support, and professional development for staff as high priorities. 1. Employ teaching assistants to provide modifications and deliver scientifically research-based strategies to special education students. 2. Purchase purchased services/subscriptions for students in special education. 3. Purchase supplies, materials, and assessment tools for students in special education. 4. Provide staff development, materials, and training. 5. Provide compensation for staff to participate in the planning, development, and evaluation of district-wide special education programs.

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

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

([count] of 7500 maximum characters used)

Based on the comprehensive needs assessment, activities and programs to be funded through the grant include: 1. Purchase supplies, materials, and assessment tools for students in special education. 2. Provide staff development, materials, and training to special education staff and teaching assistants on research-based strategies to support effective teaching. 3. Compensate for staff for participation planning, development, and evaluation of district-wide special education programs. 4. Provide access to purchased services that support best practices for special education students. 5. Employ teaching assistants to provide modifications and deliver scientifically research-based strategies to special education students.

Response from the approved prior year Consolidated District Plan.

Based on the comprehensive needs assessment, activities and programs to be funded through the grant include: 1. Purchase supplies, materials, and assessment tools for students in special education. 2. Provide staff development, materials, and training to special education staff and teaching assistants on research-based strategies to support effective teaching. 3. Compensate for staff for participation planning, development, and evaluation of district-wide special education programs. 4. Provide access to purchased services that support best practices for special education students. 5. Employ teaching assistants to provide modifications and deliver scientifically research-based strategies to special education students.

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

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([count] of 7500 maximum characters used)

In an effort to provide students with equitable access to least restrictive settings, District 34 is expanding Blended Preschool programming and other inclusion initiatives throughout the district. The expansion of more inclusive practices will allow more students to receive specialized support within general education classrooms, providing them access to their general education peers and general education curriculum. Additional training, materials, and consultation will be provided over the next several years in order to support this initiative. Special education programming is being focused on the needs of the students.

Response from the approved prior year Consolidated District Plan.

In an effort to provide students with equitable access to least restrictive settings, District 34 is expanding Blended Preschool programming and other inclusion initiatives throughout the district. The expansion of more inclusive practices will allow more students to receive specialized support within general education classrooms, providing them more access to their general education peers and general education curriculum. Additional training, materials, and consultation will be provided over the next several years in order to support this initiative.

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

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

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([count] of 7500 maximum characters used)

SPP Indicator 5: A results indicator that measures the percentage of school-aged students with IEPs served: Inside the general education classroom 80% or more of the school day, Inside the general education classroom less than 40% of the day, or In separate schools/residential facilities/home/hospital placements. The district will utilize funds to support students with IEPs being served in their Least Restrictive Environment through increase in co-teaching partnerships after staff have undergone professional development and coaching. Programming for students with disabilities are also utilizing funds through provision of differentiated learning, universal design, evidence-based practices, and specialized instructional practices through professional development. SPP Indicator 6: A results indicator that measures the percentage of preschool children with IEPs attending: A regular early childhood (EC) program and receiving the majority of special education and related services in the regular EC program, A separate special education class/separate school/residential facility, or in the home. The district will utilize funds to support students with IEPs being served in the preschool environment by increasing opportunities to serve students the majority of their day and services in the regular early childhood program through increasing the number of teachers, teaching assistants, and classrooms. Professional development will also provide staff the knowledge and skills to serve additional students with IEPs.

\*Required field

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## Overview

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

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

## BACKGROUND

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

## DEFINITION AND REFERENCES

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

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

Vehicle Usage:

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

Transportation Programs:

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

## REQUIREMENTS

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

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

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

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

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

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

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

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

## 5. Local funds

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**Contact Information**

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

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

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

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

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

Last Name\*

First Name\*

Position/Title\*

Email\*

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

2. LEA Transportation Director - required\*

Last Name\*

First Name\*

Position/Title\*

Email\*

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

\*Required field

## Best Interest Determination as it relates to School Stability

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

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

Collaboration with the family, DCFS, staff members at both districts (principals, teachers, transportation directors, Foster Liaisons, and superintendents) to determine which school of attendance would be the best for the student. Factors to include: length of school in school or origin, distance from the housing, relationships at the schools with students/staff, relationships in their housing neighborhood (would it be best to attend with local students), past history of school transfers, various experiences in the schools, student's report on their experience at the most recent school of attendance, the climate of the various schools, including acceptances of students with needs, placement of foster siblings, placement of biological siblings, special education needs (EL service, sped service, etc.) that may require specialized supports and positive relationships with staff, student preference, and foster care family preference. If the schools are in two districts, the two districts and the DCFS department will determine financial responsibility and feasibility of transporting back to the school the student started in this year. Factors to consider while determining if SOO is in the best interest of the student: Safety Duration of the need for services The time/length of travel time for the student each day Time of placement change Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.) Traffic patterns Flexibility in school schedule Impact of extracurricular activities on transportation options. Maturity and behavioral capacity of student Staff Involved: Teacher, principal, district foster liaison Students who have an IEP or a 504 will have an additional component of an IEP meeting or 504 meeting to revise their plan documents to reflect the decision of the team.

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

See IDEA legislation here See Section 504 here

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

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Response from the approved prior year Consolidated District Plan.

All students who are Special Education eligible will have the consideration of the Specialized Transportation section, which means based on their special education needs, do they require any specialized transportation accommodations, services, or supports. This is a process in the IEP planning that is considered for all students who are IDEA or 504 eligible for services. Students who have an IEP or a 504 will have an additional component of an IEP meeting or 504 meeting to revise their plan documents to reflect the decision of the team.

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

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

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Response from the approved prior year Consolidated District Plan.

As with all students, if there are English Learning needs-- transportation will be notified of any language barriers while considering any specialized transportation with DCFS. Families will have opportunity to communicate with necessary parties with support from a translator.

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

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

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

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Response from the approved prior year Consolidated District Plan.

Through our Regional Office of Education the foster/homeless liaisons will be of assistance during a dispute. As with homeless disputes, they have a process of bringing the two districts together, I would imagine they would also help with the DCFS participation in the dispute resolution. If we have a dispute, district will contact our ROE Foster Liaisons (Matt and Jim) to determine how to set up a dispute resolution process. If a dispute resolution is required: Review of all known data, determinant factors, invite all stakeholders to a meeting, hold a meeting at a neutral location such as the Regional Office of Education, have an agenda, review the needs of the student and the positions of each participant. During the dispute process the School of Origin will be responsible for transportation for the student/s. As stated above in this descriptor, DCFS has the final say if a dispute cannot be determined.

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

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

\*Required field

## Youth in Care Stability Plan Development

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

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.  
DCFS case worker- explain the needs of the student/families involved Upon notice of a student placed in foster care or a change of foster care placement, the school team will initiate a discussion with the necessary stakeholders in the next step decision making: DCFS Financial Authority- determine the allocation of DCFS funds School Principal- collaborate with district level admin of the needs of the child Foster Care Liaison- district admin who will collaborate with the two districts involved and the DCFS financial allocation director Business Manager/Title 1 manager- determine district funds that could be allocated to support this Factors to consider about if the school or origin is the best for the student: The following factors should be considered when developing the transportation procedures for a student in foster care: 1. Safety 2. Duration of the need for services 3. The time/length of travel time for the student each day 4. Time of placement change 5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.) 6. Traffic patterns 7. Flexibility in school schedule 8. Impact of extracurricular activities on transportation options 9. Maturity and behavioral capacity of student

### 2. 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.

Response from the approved prior year Consolidated District Plan.  
Holding a meeting with all parties involved including the case manager. It is through this collaboration that we will be able to determine, what, if anything is a feasible option to offer the family. DCFS funding for the student, foster parent transport (reimbursed by either DCFS or SOO), School District Funds (cab or bus provision) Documentation of all efforts and communications between parties maintained

### 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.

Response from the approved prior year Consolidated District Plan.  
Collaboration with the ROE foster liaisons. Consult with district legal team. Jim Menzer and Matt Tabor (ROE foster liaisons) will assist us in contacting DCFS to schedule a resolution meeting with all parties, similarly to what has been the process for McKinny Vento dispute resolutions. The Regional Office has been willing to host the location for dispute resolution meetings. Should a disagreement arise surrounding the best interest determination, the student shall remain in his or her school of origin during the pendency of the dispute. The child welfare agency worker shall resolve disputes between the school of origin and the school in which the child now resides regarding the best interest determination.

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

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

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

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

Response from the approved prior year Consolidated District Plan.  
Possible options: offer foster parents to be reimbursed for transport, agree to have all three parties (two districts and DCFS) split the cost of routing the student in the process of the dispute being reconciled. The school of origin is responsible for the transportation while all disputes are being resolved.

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

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

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

Response from the approved prior year Consolidated District Plan.  
Email those on the student's "need to know" team, including the students' school team and family. Have a written, formal plan for the student. As with the district homeless information, website documentation (including the federal laws and the process) will be included on our D34 website available for all staff and public. Share information on foster care supports with all building principals to disseminate to all staff during monthly staff meetings as with all critical information that needs to be shared in the district.

\*Required field





## BSP Overview

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**Program Name:** EL - Bilingual Service Plan

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

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

**Contact:** Multilingual Department at 312-814-3850  
[multilingual@isbe.net](mailto:multilingual@isbe.net)

BSP Contact Information

211 English Learners (ELs) are in the district

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

Last Name\*

Redding

Phone\*

847 477 5985

First Name\*

Aimee

Middle Initial

Email\*

aredding@antioch34.com

EL Program Director Requirements:

Administrative Endorsement



ESL/Bilingual Endorsement



[Administrator Requirements](#)

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

\*Required field

Attendance Center Enrollment Information

Instructions

211 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	Parent Refusal	1	2	3	4	5	6	ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement	ELS-TBE or ELS-VIT Endorsement	
																<a href="#">Language Codes Alphabetical</a>
1.	Oakland Elementary School	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
2.	Hillcrest Elementary School	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6	0	1	0	001
3.	WC Petty Elementary School	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4	0	1	0	001
4.	Antioch Upper Grade School	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5	0	0	0	
5.	Mary Kay McNeill Early Learning Center	PreK/EC	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4	0	0	0	
6.	Fairhaven School	PreK-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0	
7.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
8.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
9.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
21.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
22.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
23.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
24.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
25.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

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

([count] of 2500 maximum characters used)

We currently have two postings for bilingual education teachers to service Antioch Upper Grade School and Oakland School. We have been unable to fill them to date but are continuing to seek out qualified candidates.

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

211 English Learners (ELs) are in the district

**PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES**

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

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

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

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	04/15/2026	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	425
<input type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Language Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to EL Students with Disabilities		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Program Standards		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> District Identification Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Program Design		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	09/17/2025	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	425
<input checked="" type="checkbox"/> Spanish Language Arts	11/01/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

**Comments:**

\*Required field

## BSP TBE Requirements

Instructions

211 English Learners (ELs) are in the district

## PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes ☒ No ☐

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

Yes ☒ No ☐

Indicate if the district is keeping the evidence for part-time rationale in the students file to support the state criteria (part-time rationale template or evidence to support the placement). If the answer is no, please describe in the comment box below actions to be taken to ensure that district has a process in place to maintain the rational for part-time placement.

Yes ☒ No ☐

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

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

Yes ☐ No ☐

Does your district use [Spanish Language Arts Standards](#)?

Yes ☒ No ☐

Describe the instructional method(s) with respect to the Illinois [Spanish Language Arts Standards](#).

The district is using the Spanish versions of My View (Mi Vision) and Imagine Espanol to address the Spanish Language Arts Standards.

Describe evaluation method(s) used to measure students Spanish progress with respect to the Illinois [Spanish Language Arts Standards](#).

Students take formative and summative assessments in Spanish that align to the tier 1 curricular resource. NWEA MAP test is given in the student's dominant language three times per year. Also, Imagine Espanol gives diagnostic and benchmark assessments three times per year.

## Comments:

\*Required field

## TBE Parent Advisory Committee

Instructions

211 English Learners (ELs) are in the district

## Does your district offer a TBE program?

Yes ☒  
No ☐

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

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

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review the districts annual Bilingual Service Plan and EL-EBF Spending Plan that was submitted to ISBE for the upcoming fiscal year. (Required activities can be listed on separate dates, but the review of the BSP must occur after the release of the CDP/BSP and prior to the submission of the CDP/BSP. EL-EBF must be reviewed prior to Oct. 31 of the upcoming fiscal year.)

Identify all members of the Bilingual Parent Advisory Committee. Indicate their role (P-parent, G-guardian, T-teacher, C-counselor, CM-community member) and complete all other fields for each member.						
Committee Chairperson	Patricia Martin	Role	P	Language(s)	English, Spanish	Telephone
Street	40232 N Deep Lake Rd	City	Antioch	State	IL	Zip+4
						847 553 1596
						60002
Committee Member	Aimee Redding	Role	T	Language(s)	English, Spanish	Telephone
Street	964 Spafford Street	City	Antioch	State	IL	Zip+4
						847 477 5985
						60002
Committee Member	Astrid Martinez	Role	T	Language(s)	English, Spanish	Telephone
Street	964 Spafford Street	City	Antioch	State	IL	Zip+4
						847 838 8400
						60002

Committee Member	Jamie Paramski	Role	T	Language(s)	English, Spanish	Telephone	847	838	8301
Street	800 W Highview Dr	City	Antioch	State	IL	Zip+4	60002		
Committee Member	Selia Rodriguez	Role	P	Language(s)	English, Spanish	Telephone	847	751	0088
Street	529 Northgate Rd	City	Lindenhurst	State	IL	Zip+4	60046		
Committee Member		Role		Language(s)		Telephone			
Street		City		State		Zip+4			
Committee Member		Role		Language(s)		Telephone			
Street		City		State		Zip+4			
Committee Member		Role		Language(s)		Telephone			
Street		City		State		Zip+4			
Committee Member		Role		Language(s)		Telephone			
Street		City		State		Zip+4			
Committee Member		Role		Language(s)		Telephone			
Street		City		State		Zip+4			

☒ The district certifies that the Bilingual Parent Advisory Committee has had an opportunity to review the Bilingual Service Plan for the upcoming fiscal year prior to submission of this plan to the state.

Name of Committee Chairperson:  
Patricia Martin  
Date: 05/15/2025

☒ The district certifies that the Bilingual Parent Advisory Committee will have an opportunity to review the EL-EBF Spending Plan as required by 23 Ill. Admin. Code Part 228.30, Section C, (4) A, by or before Oct. 31.

Name of Committee Chairperson:  
Patricia Martin  
Date: 10/02/2025

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

Projected Dates		Activity
Meeting	(7/1/2025 - 6/30/2026)	
1.	08/12/2025	Bilingual Advisory Committee Training (required activity).
2.	10/02/2025	Explaining Digital Platforms, EL-EBF
3.	12/10/2025	Assessment Accommodations for ELs, ACCESS
4.	03/12/2025	Supporting Students at Home, Home-School Connection

Comments:

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

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

04/15/2025

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

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

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

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

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

**DEFINITIONS**

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

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

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

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

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

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



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

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

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

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

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

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

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

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

#### **NO BINDING OBLIGATION**

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

#### **PROJECT**

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

#### **FUNDING**

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

#### **INVOLUNTARY TERMINATION**

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

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

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

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

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

#### **DRUG-FREE WORKPLACE CERTIFICATION**

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

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

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

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

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

Instructions

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

**Before completing this certification, read instructions below.**

**CERTIFICATION**

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

**Instructions for Certification**

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

v.01.10.2025

**Certification Regarding Lobbying**

Instructions

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

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

v.04.23.2021

**GEPA 442 Assurances**

Instructions

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

**DEFINITIONS**

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

**PROJECT**

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

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

v.01.31.2024

## Assurances

Instructions

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

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

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

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

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

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

v.09.08.2021

Not calling IWAS Web Service  
ARON BOROWIAK

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  
RCDT when agreed to: 34-049-0340-04

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

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

Application was created on:

3/6/2025

Assurances were agreed to on:

3/20/2025

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

This Application has not been submitted

Page Review Status Instructions

☒ Expand All

**Consolidated District Plan**

Page Status

Open Page  
for editing

[Consolidated District Plan](#)

Contact Information	OPEN	<input type="checkbox"/>
Needs Assessment and Programs	OPEN	<input type="checkbox"/>

[Plan Specifics](#)

Needs Assessment Impact	OPEN	<input type="checkbox"/>
Stakeholders	OPEN	<input type="checkbox"/>
Private Schools Participation	OPEN	<input type="checkbox"/>
Preschool Coordination	OPEN	<input type="checkbox"/>
Student Achievement	OPEN	<input type="checkbox"/>
College and Career	OPEN	<input type="checkbox"/>
Professional Development	OPEN	<input type="checkbox"/>
Safe Learning Environment	OPEN	<input type="checkbox"/>

[Title I Specific Pages](#)

Title I Specific - Part One	OPEN	<input type="checkbox"/>
Title I Specific - Part Two	OPEN	<input type="checkbox"/>
IDEA Specific Requirements	OPEN	<input type="checkbox"/>

[Youth in Care Stability Plan](#)

Youth in Care Stability Plan Contacts	OPEN	<input type="checkbox"/>
Best Interest Determination Plan	OPEN	<input type="checkbox"/>
Youth In Care Transportation Plan	OPEN	<input type="checkbox"/>

[Bilingual Service Plan](#)

[BSP Plan Specifics](#)

BSP Program Contact	OPEN	<input type="checkbox"/>
Attendance Center Enrollment Information	OPEN	<input type="checkbox"/>
BSP Professional Development	OPEN	<input type="checkbox"/>
BSP TBE Requirements	OPEN	<input type="checkbox"/>
BSP Parent Advisory Committee	OPEN	<input type="checkbox"/>

[Assurance Pages](#)

Plan Assurances	OPEN	<input type="checkbox"/>
State Assurances	OPEN	<input type="checkbox"/>
Debarment	OPEN	<input type="checkbox"/>
Lobbying	OPEN	<input type="checkbox"/>
GEPA 442	OPEN	<input type="checkbox"/>
AssurancesText	OPEN	<input type="checkbox"/>

Save

Selectable Application Print

<b>Request Print Job</b>
<input type="checkbox"/> <a href="#">_Consolidated District Plan</a>
<b>Requested Print Jobs</b>
<a href="#">Requested by KGuntharp on 4/7/2025</a>
<b>Completed Print Jobs</b>
<a href="#">Completed - KGuntharp on 4/3/2025 12:01:59 PM</a>
<a href="#">Completed - KGuntharp on 4/4/2025 12:01:24 PM</a>
<a href="#">Completed - KGuntharp on 4/7/2025 4:00:59 PM</a>