

**eGrant Management System**

**Printed Copy of Application**

Applicant: PLEASANTDALE SD 107

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: PLEASANTDALE SD 107

Date Generated: 6/15/2023 1:17:04 PM

Generated By: jban77

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

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Extension

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Initial

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**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)

Board of Education Policy 7:10, Equal Educational OpportunitiesEqual educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, Community Use of School Facilities. Any student may file a discrimination grievance by using Board policy 2:260 Uniform Grievance Procedure.

**3. Bilingual Program Director Assurance**

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

99

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

**4. General Completion Instructions**

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

Required fields on each page are dependent upon funding sources selected on the Coordinated Funding tab.

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

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

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

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

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

\*Required field, applicable for all funding sources

Amendments

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

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

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

Plan Changes

Provide a brief description of the changes which have been made to the APPROVED initial application for the fiscal year or a subsequent APPROVED amendment with this amendment. Include the name of any page that was changed.  
([count] of 5000 maximum characters used)

\*Required field, applicable for all funding sources

**1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2023-2024.\* [1]**

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

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

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

Funding from grants listed above are used in coordination with state and local resources to fund positions and professional development that allow for both enrichment and intervention to support the core instructional programs in District 107.

Response from the approved prior year Consolidated District Plan.

Funding from grants listed above are used in coordination with state and local resources to fund positions and professional development that allow for both enrichment and intervention to support the core instructional programs in District 107.

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

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

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

- ☒ No Braiding
- ☐ Title I, Part A - Improving Basic Programs
- ☐ Title I, Part A - School Improvement Part 1003
- ☐ Title I, Part D - Delinquent
- ☐ Title I, Part D - Neglected
- ☐ Title I, Part D - State Neglected/Delinquent
- ☐ Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- ☐ Title III - Language Instruction Educational Program (LIEP)
- ☐ Title III - Immigrant Student Education Program (ISEP)
- ☐ Title IV, Part A - Student Support and Academic Enrichment
- ☐ Title IV, Part B - Rural and Low-Income Schools
- ☐ IDEA, Part B - Flow-Through
- ☐ ARP ESSER III

N/A

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

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

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

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

Funds will be transferred from the Title IV grant to the Title IIA grant to support math coaching through Metro Chicago Math Initiative (MCMII).

**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)

Funding from grants listed above are used in coordination with state and local resources to fund positions and professional development that allow for both enrichment and intervention to support the core instructional programs in District 107.

**Legislative References:**

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

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

\*Required field, applicable for all funding sources

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

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

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

**2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable. \* Writing space appears if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.**

- 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**

Our Title I programs serve students in reading and/or math who qualify by performing at or below the 40th percentile on district assessments (MAP, Fastbridge). Our teachers meet three times a year to review the data, determine interventions, and monitor student progress towards their goals. Students in intervention are progress-monitored every two weeks. Parents receive assessment reports three times per year in reading and math. Funds are used to pay for a portion of a reading specialist (elementary school) and math specialist (middle school).

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

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

The Strategic Blueprint goal of building human capital focuses on engaging our teachers in relevant, timely, pertinent, and personalized professional development. The district plans and provides professional development that aligns with our Strategic Blueprint action steps, our curriculum review process, and has a direct impact on our Pleasantdale staff and students. Needs assessment results showed that teachers desired professional development in co-teaching, SEL, instructional technology, differentiated instruction, and curriculum planning/support. Funds will be used to provide professional learning on these topics.

**G. Title III - LIEP**

Needs are determined through the analysis of annual ACCESS data, MAP data, and IAR data. Funds are used to provide professional development, parent education, and supplies and materials for supporting ELs.

**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.**

Funds will be transferred to Title IIA for FY 24.

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

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

Needs are determined through the IEP goals of students. Funds are used to purchase services through the LADSE cooperative in psychology, speech therapy, occupational therapy, and social work.

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

Bright Beginnings is an inclusive preschool program available to children residing in Pleasantdale School District. The early childhood program utilizes researched based curriculum and developmental appropriate methodologies to teach children ages 3-4 years. Learning is best facilitated in this age group through hands-on, interactive experiences. Bright Beginnings staff members strive to engage and challenge early learners at various stages of developmental growth.

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

**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.

Strategic Blueprint Goal, Building Learning Capacity: Pleasantdale leaders and learners will cultivate advancement of global competency and cultural awareness through innovative learning experiences.Strategic Blueprint Goal, Building Learning Environments: Our schools will provide flexible learning environments that promote purposeful collaboration and a balanced educational approach to creating 21st century learners.Strategic Blueprint Goal, Building Human Capital: Ensure Pleasantdale is recruiting, hiring, and retaining high-level professionals that engage in collaborative professional development and are capable of learning and implementing innovative strategies focused on improved student learning.

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



**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)

An initial stakeholder meeting was held in the district office on June 1, 2017. Stakeholders received an overview of the Every Student Succeeds Act and the Title I Plan. Individual questions were posed to the group and small groups were formulated to elicit conversation. The small groups shared their ideas in a whole group discussion for note taking and documentation to occur. Follow up with the stakeholders has taken place. Sign-in sheets, agenda, and documentation is on file. Yearly meeting of stakeholders is held in late May/early June annually. Stakeholder meeting for FY 24 was held on June 20, 2023.

Response from the prior year Consolidated District Plan.

An initial stakeholder meeting was held in the district office on June 1, 2017. Stakeholders received an overview of the Every Student Succeeds Act and the Title I Plan. Individual questions were posed to the group and small groups were formulated to elicit conversation. The small groups shared their ideas in a whole group discussion for note taking and documentation to occur. Follow up with the stakeholders has taken place. Sign-in sheets, agenda, and documentation is on file. Yearly meeting of stakeholders is held in late May/early June annually. Stakeholder meeting for FY 23 was held on June 13, 2022.

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

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

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[[count] of 7500 maximum characters used)

A strong home/school partnership is critical to student success. Two way communication is vital to sustaining this partnership. Reaching out to families for input and feedback provides the opportunity for families to have a voice and a way to capture family input throughout the written parental document . Some ways the district brings parents into system development include surveys, parent committees, planning meetings with a variety of stakeholders present, and special events that allow their child to be showcased. A supportive structure is built in an atmosphere in which all stakeholders feel valued. This provides the foundation for a trusting relationship.

Response from the prior year Consolidated District Plan.

A strong home/school partnership is critical to student success. Two way communication is vital to sustaining this partnership. Reaching out to families for input and feedback provides the opportunity for families to have a voice and a way to capture family input throughout the written parental document . Some ways the district brings parents into system development include surveys, parent committees, planning meetings with a variety of stakeholders present, and special events that allow their child to be showcased. A supportive structure is built in an atmosphere in which all stakeholders feel valued. This provides the foundation for a trusting relationship.

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

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

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[[count] of 7500 maximum characters used)

The district holds a variety of parent engagement opportunities, including curriculum nights, informational events on meeting students' social-emotional needs, parent coffees, and interactive student/parent activities. Our EL teachers hold informational meetings with our parents of English language learners 2-3 times per year to review the EL program, ACCESS information, and instructional strategies.

Response from the prior year Consolidated District Plan.

The district holds a variety of parent engagement opportunities, including curriculum nights, informational events on meeting students' social-emotional needs, parent coffees, and interactive student/parent activities. Our EL teachers hold informational meetings with our parents of English language learners 2-3 times per year to review the EL program, ACCESS information, and instructional strategies.

**Title I Requirement:**

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

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

**Title III Requirement:**

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

**Legislative References:**

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

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

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

\*Required field

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



Private School Participation

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

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

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

Will Private Schools participate in the Program?  
☒ Yes ☐ No

Nonpublic School Consultation Form					
Private School Name	School Closing	Title I <input checked="" type="radio"/> Yes <input type="radio"/> No	Title II <input checked="" type="radio"/> Yes <input type="radio"/> No	Title IV <input type="radio"/> Yes <input checked="" type="radio"/> No	Nonpublic Consultation Form
Trinity Lutheran	<input type="checkbox"/>	Number of Low-Income Student(s): 10	Total Enrollment Number Student(s): 98	Total Enrollment Number Student(s): 98	<div>Choose File   No file chosen</div> <div>grant 2.pdf</div>

Comments:

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

**ISBE Goals:**

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

**District Goal(s):**

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

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

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

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

**No Preschool Programs**

*DO NOT use special characters, 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)

Response from the approved prior year Consolidated District Plan.

The district houses a preschool program. The preschool teachers are familiar with the kindergarten curriculum and Illinois Learning Standards as they participate in articulation sessions with the kindergarten teachers. Much of the preschool curriculum is comprised of the prerequisites needed for students to successfully transition into the kindergarten programming. The preschool program is housed in the elementary building with students in kindergarten through grade 4. This allows for the partnering of grade levels to offer a buddy support system and role models to the children. Transition meetings occur for students with special needs to ensure their success. Throughout the building, the same language is shared in regard to expectations, social and emotional learning, data, and academic standards.

**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.

Strategic Blueprint Goal, Building Learning Capacity: Pleasantdale leaders and learners will cultivate advancement of global competency and cultural awareness through innovative learning experiences.Strategic Blueprint Goal, Building Learning Environments: Our schools will provide flexible learning environments that promote purposeful collaboration and a balanced educational approach to creating 21st century learners.Strategic Blueprint Goal, Building Human Capital: Ensure Pleasantdale is recruiting, hiring, and retaining high-level professionals that engage in collaborative professional development and are capable of learning and implementing innovative strategies focused on improved student learning.

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

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.  
*DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

Through mindful planning and preparation, standards are presented to students in such a way that they hold meaning with relation to the world around them. Making lessons relevant provide the students the bridge between the classroom and the real world. This heightens student engagement and deepens understanding. Standards will be available to staff, students, and parents in order to provide an overview of foundation and progression. Connections are purposefully built in for smooth transition while opportunities such as showcases and extensions are provided to enrich, elaborate, and strengthen understanding. Checks for student understanding occur in order to determine if interventions or enrichment extensions should be put in place. Ties to 21st Century learning and social emotional learning help to further develop the foundation and relevance of the instructional program.

Response from the prior year Consolidated District Plan.

Through mindful planning and preparation, standards are presented to students in such a way that they hold meaning with relation to the world around them. Making lessons relevant provide the students the bridge between the classroom and the real world. This heightens student engagement and deepens understanding. Standards will be available to staff, students, and parents in order to provide an overview of foundation and progression. Connections are purposefully built in for smooth transition while opportunities such as showcases and extensions are provided to enrich, elaborate, and strengthen understanding. Checks for student understanding occur in order to determine if interventions or enrichment extensions should be put in place. Ties to 21st Century learning and social emotional learning help to further develop the foundation and relevance of the instructional program.

**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)

Universal screener assessment scores are utilized as data points for the benchmarking of students and their progress. While the NWEA MAP assessment is used for all students in grades first through eight, there are some grades/ individuals that use other assessments, as appropriate. The primary grades use Fountas and Pinnell and Fastbridge for all students in order to monitor the development of the students' growth through multiple data points. Cut scores determine whether additional testing will take place. The additional testing provides a closer look at a student's strengths and areas for growth. These multiple data points are brought to a grade level data meeting, at which each student and their data is discussed. At this time, the teachers are able to provide input in regard to the students' classroom performance. The data meeting provides a time for a plan of action to be developed. This plan is put into action as soon as possible in order to strengthen the the path toward success.

Response from the prior year Consolidated District Plan.

Universal screener assessment scores are utilized as data points for the benchmarking of students and their progress. While the NWEA MAP assessment is used for all students in grades first through eight, there are some grades/ individuals that use other assessments, as appropriate. The primary grades use Fountas and Pinnell and Fastbridge for all students in order to monitor the development of the students' growth through multiple data points. Cut scores determine whether additional testing will take place. The additional testing provides a closer look at a student's strengths and areas for growth. These multiple data points are brought to a grade level data meeting, at which each student and their data is discussed. At this time, the teachers are able to provide input in regard to the students' classroom performance. The data meeting provides a time for a plan of action to be developed. This plan is put into action as soon as possible in order to strengthen the the path toward success.

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

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.  
*DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

The additional education assistance provided to students is dependent upon the student needs. While analysis of the assessment results help to determine the initial intervention, the interventionist is able to determine the intensity and speed of the instruction based on the individualized needs of the child. Depending on student needs, some interventions will work to fill a knowledge gap to provide a stronger understanding of prerequisite knowledge, while others will focus on additional exposure to current instruction. Interventions occur individually or in a small group format to target individual needs, heighten engagement, and structure conditions for learning. Connections made to life outside of school and student interest help to create a purpose for learning and strengthen understanding through motivation. While participating in the intervention, the teacher monitors the progress of the student in order to determine the effectiveness of the intervention and whether the instruction should follow the current path or a different intervention should be implemented.For our English language learners in the district, analysis of our ACCESS data indicates that students need more practice and support in the area of writing. Supplemental writing resources will be purchased to use with small groups based on ACCESS level and grade level bands.

Response from the prior year Consolidated District Plan.

The additional education assistance provided to students is dependent upon the student needs. While analysis of the assessment results help to determine the initial intervention, the interventionist is able to determine the intensity and speed of the instruction based on the individualized needs of the child. Depending on student needs, some interventions will work to fill a knowledge gap to provide a stronger understanding of prerequisite knowledge, while others will focus on additional exposure to current instruction. Interventions occur individually or in a small group format to target individual needs, heighten engagement, and structure conditions for learning. Connections made to life outside of school and student interest help to create a purpose for learning and strengthen understanding through motivation. While participating in the intervention, the teacher monitors the progress of the student in order to determine the effectiveness of the intervention and whether the instruction should follow the current path or a different intervention should be implemented.For our English language learners in the district, analysis of our ACCESS data indicates that students need more practice and support in the area of writing. Supplemental writing resources will be purchased to use with small groups based on ACCESS level and grade level bands.

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

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.  
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([count] of 7500 maximum characters used)

Through developing a structure to link academics with social emotional learning, general classroom and intervention instruction both share a focus on building capacity for a growth mindset. The intervention selected for each student is based on individual need and monitored to determine effectiveness. The academics are instructed through a means that places an additional focus on soft skills such as communication and group problem solving. Formative assessment structures are being researched in order to allow a more streamlined approach to differentiating instruction based on data. Opportunities are explored in which students are provided experiences to be communicators, problem solvers, global citizens, and individuals.For our English language learners in the district,

our EL teachers will support students in the area of writing by working with small groups based on ACCESS data and grade level bands.

Response from the prior year Consolidated District Plan.

Through developing a structure to link academics with social emotional learning, general classroom and intervention instruction both share a focus on building capacity for a growth mindset. The intervention selected for each student is based on individual need and monitored to determine effectiveness. The academics are instructed through a means that places an additional focus on soft skills such as communication and group problem solving. Formative assessment structures are being researched in order to allow a more streamlined approach to differentiating instruction based on data. Opportunities are explored in which students are provided experiences to be communicators, problem solvers, global citizens, and individuals. For our English language learners in the district, our EL teachers will support students in the area of writing by working with small groups based on ACCESS data and grade level bands.

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

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

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

([count] of 7500 maximum characters used)

The district does not experience any such disparities.

Response from the prior year Consolidated District Plan.

The district does not experience any such disparities.

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

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

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([count] of 7500 maximum characters used)

The district works to support students in generating their own questions while they are on their way to becoming critical thinkers. Teaching students how to question is an important aspect of successfully accomplishing this goal. The path to developing digital literacy while improving academic achievement includes explicit instruction on researching relevant information and fact checking. Students need to build an understanding of the internet and how it works. This includes learning how to search for multiple, trusted sources and the ability to clearly articulate their thought process and understanding of a topic while remaining a responsible digital citizen. The goal of this explicit instruction is to foster curiosity while scaffolding the student's ability to ask and answer their own questions.

Response from the prior year Consolidated District Plan.

The district works to support students in generating their own questions while they are on their way to becoming critical thinkers. Teaching students how to question is an important aspect of successfully accomplishing this goal. The path to developing digital literacy while improving academic achievement includes explicit instruction on researching relevant information and fact checking. Students need to build an understanding of the internet and how it works. This includes learning how to search for multiple, trusted sources and the ability to clearly articulate their thought process and understanding of a topic while remaining a responsible digital citizen. The goal of this explicit instruction is to foster curiosity while scaffolding the student's ability to ask and answer their own questions.

**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.

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([count] of 7500 maximum characters used)

The needs of high level learners are met through the district's Advanced Learning and Talent Development Program. Students are identified and receive services when their score data meet the criteria from benchmarking assessments, such as MAP and CogAT, and local criteria, such as writing samples and course grades. Prior to that time, classroom teachers use a variety of different strategies to provide adequate challenge for students whose needs transcend the general curriculum. Once a student is identified, their progress will be monitored to align their level of need with an appropriate level of service. Specific opportunities vary by course and by grade level, and may include curriculum differentiation by the classroom teacher in identified areas of the curriculum, services from the gifted instructor including classroom visits by that teacher and pull-out sessions related to the classroom curriculum, and/or enrollment in the extended/advanced classes.

Response from the prior year Consolidated District Plan.

The needs of high level learners are met through the district's Talented and Gifted Program. Students are identified and receive services when their score data meet the criteria from benchmarking assessments, such as MAP and CogAT, and local criteria, such as writing samples and course grades. Prior to that time, classroom teachers use a variety of different strategies to provide adequate challenge for students whose needs transcend the general curriculum. Once a student is identified, their progress will be monitored to align their level of need with an appropriate level of service. Specific opportunities vary by course and by grade level, and may include curriculum differentiation by the classroom teacher in identified areas of the curriculum, services from the gifted instructor including classroom visits by that teacher and pull-out sessions related to the classroom curriculum, and/or enrollment in the extended/advanced classes.

**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.

Strategic Blueprint Goal, Building Learning Capacity: Pleasantdale leaders and learners will cultivate advancement of global competency and cultural awareness through innovative learning experiences.Strategic Blueprint Goal, Building Learning Environments: Our schools will provide flexible learning environments that promote purposeful collaboration and a balanced educational approach to creating 21st century learners.Strategic Blueprint Goal, Building Human Capital: Ensure Pleasantdale is recruiting, hiring, and retaining high-level professionals that engage in collaborative professional development and are capable of learning and implementing innovative strategies focused on improved student learning.

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

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

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

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

The district structures articulation sessions between the middle school teachers and administration and high school departments to align curriculum and discuss needs. This articulation provides an ongoing collaboration between the middle and high schools that bridges the path for students. Students in the eighth grade receive a tour of the high school from the district's former students while they learn about course options, clubs and activities they will have available to them. Freshmen are asked to take a survey in order for the district to learn about their experiences and how the experience for others can be improved.

Response from the approved prior year Consolidated District Plan.

The district structures articulation sessions between the middle school teachers and administration and high school departments to align curriculum and discuss needs. This articulation provides an ongoing collaboration between the middle and high schools that bridges the path for students. Students in the eighth grade receive a tour of the high school from the district's former students while they learn about course options, clubs and activities they will have available to them. Freshmen are asked to take a survey in order for the district to learn about their experiences and how the experience for others can be improved.

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

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

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

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

Elementary District - Career and technical education is not applicable to this district.

Response from the approved prior year Consolidated District Plan.

Elementary District - Career and technical education is not applicable to this district.

**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.

Strategic Blueprint Goal, Building Learning Capacity: Pleasantdale leaders and learners will cultivate advancement of global competency and cultural awareness through innovative learning experiences.Strategic Blueprint Goal, Building Learning Environments: Our schools will provide flexible learning environments that promote purposeful collaboration and a balanced educational approach to creating 21st century learners.Strategic Blueprint Goal, Building Human Capital: Ensure Pleasantdale is recruiting, hiring, and retaining high-level professionals that engage in collaborative professional development and are capable of learning and implementing innovative strategies focused on improved student learning.

**For each program for which funding is anticipated for the 2023-2024 school year, provide a brief description of professional development activities to be funded by the program as applicable.\* [1]**

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

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

**Program and Description**

A. Title I, Part A - Improving Basic Programs

N/A

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

Funds will be used to pay the membership to the Metro Chicago Math Initiative (MCMI), an organization that provides professional development in improving math instruction to math teach and administrators. Funds will also be used to pay for coaching support through MCMI. Funds will also be used to send teachers to workshops relating to differentiated instruction, instructional technology, and SEL.

G. Title III - LIEP

Funds will be used to send EL teachers to the Annual Bilingual/Multilingual Conference.

H. Title III - ISEP

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

NOT PROVIDING - Transfer to Title IIA

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

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

Funds will be used to train resource and general education teachers in co-teaching practices. Funds will be used to hire a consultant through West 40 ROE to train all new co-teachers and current pairs.

L. IDEA, Part B - Preschool

Funds will be used to train resource and general education teachers in current best practices through Starnet.

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

**Legislative Requirement:**

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

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

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



**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.

Strategic Blueprint Goal, Building Learning Capacity: Pleasantdale leaders and learners will cultivate advancement of global competency and cultural awareness through innovative learning experiences.Strategic Blueprint Goal, Building Learning Environments: Our schools will provide flexible learning environments that promote purposeful collaboration and a balanced educational approach to creating 21st century learners.Strategic Blueprint Goal, Building Human Capital: Ensure Pleasantdale is recruiting, hiring, and retaining high-level professionals that engage in collaborative professional development and are capable of learning and implementing innovative strategies focused on improved student learning.

**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]**

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

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

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[[count] of 7500 maximum characters used)

Due to a well established and ever evolving Social Emotional Learning program, the district has remained proactive in order to keep a low number of discipline instances. The district has been working to establish a common language amongst grade levels to support a smooth transition from one grade level to the next. Guidelines and expectations are presented in a clear and preventative manner. This includes coverage such as role playing, providing examples, and written matrices. The reteaching of expectations occurs on an as needed basis. Positive Behavior Support Teams are in place to brainstorm and problem solve as new ideas are required to ensure success. It is critical that staff and students have a clear understanding of the behavior systems that have been put into place. The structure of these systems provide various levels of support and individualized on a case by case basis. Ultimately, the district is promoting behavior that demonstrates the Eagle Way and the I's of the Tiger, in the Elementary and Middle buildings, respectively. With a focus on positive reinforcements, students following the Eagle Way receive Eagle Feathers as an incentive, while those demonstrating the I's of the Tiger receive Tiger Stripes. These incentives allow students the opportunity to win prizes and praise. In the Middle School, a Kindness Club was developed and multiple activities took place during National Bullying Prevention Month and continued throughout the school year. Students are taught to consider multiple perspectives prior to making decisions in order to support an empathetic lifestyle.

Response from the prior year Consolidated District Plan.

Due to a well established and ever evolving Social Emotional Learning program, the district has remained proactive in order to keep a low number of discipline instances. The district has been working to establish a common language amongst grade levels to support a smooth transition from one grade level to the next. Guidelines and expectations are presented in a clear and preventative manner. This includes coverage such as role playing, providing examples, and written matrices. The reteaching of expectations occurs on an as needed basis. Positive Behavior Support Teams are in place to brainstorm and problem solve as new ideas are required to ensure success. It is critical that staff and students have a clear understanding of the behavior systems that have been put into place. The structure of these systems provide various levels of support and individualized on a case by case basis. Ultimately, the district is promoting behavior that demonstrates the Eagle Way and the I's of the Tiger, in the Elementary and Middle buildings, respectively. With a focus on positive reinforcements, students following the Eagle Way receive Eagle Feathers as an incentive, while those demonstrating the I's of the Tiger receive Tiger Stripes. These incentives allow students the opportunity to win prizes and praise. In the Middle School, a Kindness Club was developed and multiple activities took place during National Bullying Prevention Month and continued throughout the school year. Students are taught to consider multiple perspectives prior to making decisions in order to support an empathetic lifestyle.

**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)

The district identifies barriers to education that students have due to homelessness and provide supports such as transportation. Children that are homeless receive access to all services available to children that are not homeless. There are not any exclusions.

Response from the prior year Consolidated District Plan.

The district identifies barriers to education that students have due to homelessness and provide supports such as transportation. Children that are homeless receive access to all services available to children that are not homeless. There are not any exclusions.

**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
1001 - PLEASANTDALE MIDDLE SCH	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/21/2023
2002 - PLEASANTDALE ELEMENTARY SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/21/2023

Describe anticipated Reorganizations:

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

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

**ISBE Goals:**

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

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

- ☒ Strategic Blueprint Goal, Building Learning Capacity: Pleasantdale leaders and learners will cultivate advancement of global competency and cultural awareness through innovative learning experiences.Strategic Blueprint Goal, Building Learning Environments: Our schools will provide flexible learning environments that promote purposeful collaboration and a balanced educational approach to creating 21st century learners.Strategic Blueprint Goal, Building Human Capital: Ensure Pleasantdale is recruiting, hiring, and retaining high-level professionals that engage in collaborative professional development and are capable of learning and implementing innovative strategies focused on improved student learning.

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

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

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)

Neither one of our schools have been identified as comprehensive or targeted. However, should one of the schools become identified as comprehensive or targeted, goals for the district's school improvement plans are determined through the use of data including formative assessment, parent surveys, teacher and staff surveys, and building climate surveys. Leadership teams work to set goals based on the results of the data analysis. Teams work through gap analysis and prioritization of goals. The goals guide the district planning of staff development, curriculum, and programming. Through precise data analysis, the district is better equipped to differentiate opportunities in order to meet individualized needs.

Response from the approved prior year Consolidated District Plan.

Neither one of our schools have been identified as comprehensive or targeted. However, should one of the schools become identified as comprehensive or targeted, goals for the district's school improvement plans are determined through the use of data including formative assessment, parent surveys, teacher and staff surveys, and building climate surveys. Leadership teams work to set goals based on the results of the data analysis. Teams work through gap analysis and prioritization of goals. The goals guide the district planning of staff development, curriculum, and programming. Through precise data analysis, the district is better equipped to differentiate opportunities in order to meet individualized needs.

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

- ☐ Yes
- ☒ No

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

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

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

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

[Section 1114 and 1115](#)

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([count] of 7500 maximum characters used)

The targeted assistance program is designed to provide supports to students in both academics and social-emotional development. Students at both Pleasantdale Elementary (K-4th Grade) School and Pleasantdale Middle School (5th-8th Grade) are identified for support in reading, math, and social-emotional needs through universal screening and teacher recommendation. These students participate in interventions that take place in the classroom and through pull-out support during the school day. Through the targeted assistance program, each student's progress is monitored to determine whether the student will continue in the chosen intervention, change to a different intervention, or be exited from the intervention. Students can qualify for targeted assistance in reading, math, and social-emotional needs at any time throughout the school year and can receive support and intervention, and students can move flexibly in and out of intervention groups, depending on need and progress made.

Response from the approved prior year Consolidated District Plan.

The targeted assistance program is designed to provide supports to students in both academics and social-emotional development. Students at both Pleasantdale Elementary (K-4th Grade) School and Pleasantdale Middle School (5th-8th Grade) are identified for support in reading, math, and social-emotional needs through universal screening and teacher recommendation. These students participate in interventions that take place in the classroom and through pull-out support during the school day. Through the targeted assistance program, each student's progress is monitored to determine whether the student will continue in the chosen intervention, change to a different intervention, or be exited from the intervention. Students can qualify for targeted assistance in reading, math, and social-emotional needs at any time throughout the school year and can receive support and intervention, and students can move flexibly in and out of intervention groups, depending on need and progress made.

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

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

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

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

([count] of 7500 maximum characters used)

The district identifies students that would benefit from targeted assistance through the use of assessment data and classroom performance. At this time, the specific area in which the child will receive intervention is also identified. Following the identification of the students, parents are notified to inform them of the supports that will be available to their child. Throughout the process, there are open lines of communication between the student, interventionist, parent, and classroom teacher to discuss the progress of the student.

Response from the approved prior year Consolidated District Plan.

The district identifies students that would benefit from targeted assistance through the use of assessment data and classroom performance. At this time, the specific area in which the child will receive intervention is also identified. Following the identification of the students, parents are notified to inform them of the supports that will be available to their child. Throughout the process, there are open lines of communication between the student, interventionist, parent, and classroom teacher to discuss the progress of the student.

**Title I Requirement:**

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

\*Required Field

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

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

**ISBE Goals:**

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

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

- ☒ Strategic Blueprint Goal, Building Learning Capacity: Pleasantdale leaders and learners will cultivate advancement of global competency and cultural awareness through innovative learning experiences.Strategic Blueprint Goal, Building Learning Environments: Our schools will provide flexible learning environments that promote purposeful collaboration and a balanced educational approach to creating 21st century learners.Strategic Blueprint Goal, Building Human Capital: Ensure Pleasantdale is recruiting, hiring, and retaining high-level professionals that engage in collaborative professional development and are capable of learning and implementing innovative strategies focused on improved student learning.

**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 survey identified: Continued support of and research into best practices to ensure high-quality instructional programming for students with disabilities (FAPE); Continued support for students with a variety of academic and behavioral needsThis information was used to identify ongoing needs for instructional supplies and materials to support students with disabilities; dedicated personnel to support student needs ; professional development to support academic and behavioral needs of students and payments to the special education cooperative to support the education of students with disabilities.

Response from the approved prior year Consolidated District Plan.

The comprehensive needs survey identified: Continued support of and research into best practices to ensure high-quality instructional programming for students with disabilities (FAPE); Continued support for students with a variety of academic and behavioral needsThis information was used to identify ongoing needs for instructional supplies and materials to support students with disabilities; dedicated personnel to support student needs ; professional development to support academic and behavioral needs of students and payments to the special education cooperative to support the education of students with disabilities.

**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)

Activities include: Provision of professional development to staff in the area of co-teaching to provide high quality instruction to students with disabilities, Purchase of serviced from special education cooperative to support individual student needs (occupational therapy, physical therapy,) Early childhood evaluations to identify appropriate support for students transitioning from Early Intervention nor identified during Child Find process; NPPS funds used to provide speech services directly to students who attend private/parochial schools located within the district.

Response from the approved prior year Consolidated District Plan.

Activities include: Provision of professional development to staff in the area of co-teaching to provide high quality instruction to students with disabilities, Purchase of serviced from special education cooperative to support individual student needs (occupational therapy, physical therapy,) Early childhood evaluations to identify appropriate support for students transitioning from Early Intervention nor identified during Child Find process; NPPS funds used to provide speech services directly to students who attend private/parochial schools located within the district.

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

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

([count] of 7500 maximum characters used)

There are no significant changes to the scope or nature of services from the prior fiscal year.

Response from the approved prior year Consolidated District Plan.

There are no significant changes to the scope or nature of services from the prior fiscal year.

**4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable.**

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)

Funds will be used to train resource and general education teachers in co-teaching practices. Funds will be used to hire a consultant through West 40 ROE to train all new co-teachers and current pairs.

\*Required Field



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## Overview

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

**PROGRAM:** Youth in Care Stability

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

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

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

### BACKGROUND

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

### DEFINITION AND REFERENCES

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

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

Vehicle Usage:

[https://www.isbe.net/Documents/school\\_vehicle\\_guidance.pdf](https://www.isbe.net/Documents/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*
<a href="#">Parker</a>	<a href="#">Beth</a>	<a href="#">Director of Student Services</a>	<a href="mailto:bparker@d107.org">bparker@d107.org</a>

2. LEA Transportation Director - required\*

Last Name*	First Name*	Position/Title*	Email*
<a href="#">Sonntag</a>	<a href="#">Griffin</a>	<a href="#">Business Manager/CSBO/Director of Transportation</a>	<a href="mailto:gsonntag@d107.org">gsonntag@d107.org</a>

☐ 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.*

In order to determine the best interests of a child placed into foster care, or who a child changes residences while in foster care, the school social worker, the building principal, and the Director of Special Education (homeless liaison and foster care POC) would communicate with DCFS personnel and the foster parents to discuss the needs of the student and the appropriate placement into school programs. Factors to be considered may include:- Preferences of the child;- Preferences of the child's parent(s) or education decision maker(s)29;- The child's attachment to the school, including meaningful relationships with staff and peers;- Placement of the child's sibling(s);- Influence of the school climate on the child, including safety;- The availability and quality of the services in the school to meet the child's educational and social emotional needs;- History of school transfers and how they have impacted the child;- How the length of the commute would impact the child, based on the child's developmental stage;- Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and- Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

Response from the approved prior year Consolidated District Plan.

In order to determine the best interests of a child placed into foster care, or who a child changes residences while in foster care, the school social worker, the building principal, and the Director of Special Education (homeless liaison and foster care POC) would communicate with DCFS personnel and the foster parents to discuss the needs of the student and the appropriate placement into school programs. Factors to be considered may include:- Preferences of the child;- Preferences of the child's parent(s) or education decision maker(s)29;- The child's attachment to the school, including meaningful relationships with staff and peers;- Placement of the child's sibling(s);- Influence of the school climate on the child, including safety;- The availability and quality of the services in the school to meet the child's educational and social emotional needs;- History of school transfers and how they have impacted the child;- How the length of the commute would impact the child, based on the child's developmental stage;- Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and- Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

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

See IDEA legislation hereSee Section 504 here

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

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

We would follow the same process outlined above for a child with an IEP or 504 plan. If a child in foster care has an alternative placement other than our elementary or middle school, the district would provide transportation to and from that placement as we are already required to do under IDEA guidelines.

Response from the approved prior year Consolidated District Plan.

We would follow the same process outlined above for a child with an IEP or 504 plan. If a child in foster care has an alternative placement other than our elementary or middle school, the district would provide transportation to and from that placement as we are already required to do under IDEA guidelines.

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

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

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

Again, we would follow the same process outlined above in item #1. In addition, if translation services were needed to communicate with the child or foster parents, we would enlist the assistance of our translators within the district, or utilize an outside agency if it were a language other than Spanish, Polish, Ukrainian, or Serbian.

Response from the approved prior year Consolidated District Plan.

Again, we would follow the same process outlined above in item #1. In addition, if translation services were needed to communicate with the child or foster parents, we would enlist the assistance of our translators within the district, or utilize an outside agency if it were a language other than Spanish, Polish, Ukrainian, or Serbian.

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

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

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

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

In the event that a decision is made and not all parties are in agreement, the stakeholder wishing to dispute the decision would contact the superintendent, report the issue, and the superintendent would then follow the dispute process. The district would first address the dispute by calling a meeting of all stakeholders (district personnel, foster parents, DCFS representative, board attorney if needed) and attempt to work out the dispute and reach an agreement. The ultimate decision would be in the hands of the DCFS representative if an agreement could not be reached. The district would be responsible for transportation during the dispute until it is resolved.

Response from the approved prior year Consolidated District Plan.

In the event that a decision is made and not all parties are in agreement, the stakeholder wishing to dispute the decision would contact the superintendent, report the issue, and the superintendent would then follow the dispute process. The district would first address the dispute by calling a meeting of all stakeholders (district personnel, foster parents, DCFS representative, board attorney if needed) and attempt to work out the dispute and reach an agreement. The ultimate decision would be in the hands of the DCFS representative if an agreement could not be reached. The district would be responsible for transportation during the dispute until it is resolved.

\*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.**

Once the district has been notified that a child in foster care is residing in the district, the foster child point of contact (our director of special education) would convene a meeting with the child welfare worker assigned to the child to discuss the best interests of the student and whether or not the child should continue enrollment at the school of origin or has special transportation needs as required by an IEP. At that point, the transportation options would be discussed and the transportation director and/or superintendent would be notified if transportation needs required unique services. The following factors would be considered in determining how transportation would be provided to students who qualify:- 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

Response from the approved prior year Consolidated District Plan.

Once the district has been notified that a child in foster care is residing in the district, the foster child point of contact (our director of special education) would convene a meeting with the child welfare worker assigned to the child to discuss the best interests of the student and whether or not the child should continue enrollment at the school of origin or has special transportation needs as required by an IEP. At that point, the transportation options would be discussed and the transportation director and/or superintendent would be notified if transportation needs required unique services. The following factors would be considered in determining how transportation would be provided to students who qualify:- 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

### 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.**

Our district sets aside funds in our transportation budget to allow for transportation changes and adjustments that may occur throughout the year. If the cost to support the transportation needs for a child in foster care were to exceed the amount budgeted, we would amend our budget to cover the costs. We would explore low cost/no cost options first, such as using pre-existing bus routes and route to route hand-offs. Funding considerations also include: - Title IV-E of the Social Security Act if the student is eligible- 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)- IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation- State special education transportation funds, if the student has an IEP- Local funds

Response from the approved prior year Consolidated District Plan.

Our district sets aside funds in our transportation budget to allow for transportation changes and adjustments that may occur throughout the year. If the cost to support the transportation needs for a child in foster care were to exceed the amount budgeted, we would amend our budget to cover the costs. We would explore low cost/no cost options first, such as using pre-existing bus routes and route to route hand-offs. Funding considerations also include: - Title IV-E of the Social Security Act if the student is eligible- 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)- IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation- State special education transportation funds, if the student has an IEP- Local funds

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

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

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

As stated previously, we would convene a meeting of the team members to resolve any disputes that might arise. If an agreement cannot be reached through the existing team, we would seek assistance from the ROE, special education co-op, attorneys, and/or advocates.

Response from the approved prior year Consolidated District Plan.

As stated previously, we would convene a meeting of the team members to resolve any disputes that might arise. If an agreement cannot be reached through the existing team, we would seek assistance from the ROE, special education co-op, attorneys, and/or advocates.

### 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.**

While the school of origin is responsible for transportation while all disputes are being resolved, the district would likely continue to provide transportation during the dispute until it reaches a resolution. The district would likely look to an outside provider, such as a taxi service, public transportation, or reimbursement of foster care parent for transportation to allow the student to continue in the district of origin until a resolution is reached.

Response from the approved prior year Consolidated District Plan.

While the school of origin is responsible for transportation while all disputes are being resolved, the district would likely continue to provide transportation during the dispute until it reaches a resolution. The district would likely look to an outside provider, such as a taxi service, public transportation, or reimbursement of foster care parent for transportation to allow the student to continue in the district of origin until a resolution is reached.

**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.*

Office staff, principals, and/or social workers will immediately notify the foster child point of contact (special education director and homeless liaison) when made aware of a child being enrolled who is currently in foster care, or if a child currently in our district has entered into the foster care system. The foster child point of contact will then work with the appropriate district and school personnel to determine placement and a plan for the student, in addition to any transportation needs. The foster child point of contact will notify all supporting school and district personnel once the plan has been created and approved. Both district and school office staff, principals, and social workers have all been trained in procedures for working with both homeless students and students placed in foster care.

Response from the approved prior year Consolidated District Plan.

Office staff, principals, and/or social workers will immediately notify the foster child point of contact (special education director and homeless liaison) when made aware of a child being enrolled who is currently in foster care, or if a child currently in our district has entered into the foster care system. The foster child point of contact will then work with the appropriate district and school personnel to determine placement and a plan for the student, in addition to any transportation needs. The foster child point of contact will notify all supporting school and district personnel once the plan has been created and approved. Both district and school office staff, principals, and social workers have all been trained in procedures for working with both homeless students and students placed in foster care.

\*Required field

**BSP Overview**

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



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**BSP Contact Information**

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99 English Learners (ELs) are in the district

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

Last Name\*

Parker

Phone\*

708 784 2175

First Name\*

Beth

Middle

Initial

Email\*

bparker@d107.org

**EL Program Director Requirements:**

Does the Program Director meet the administrator requirements?\*

Yes

☒

No

☐

[Administrator Requirements](#)

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

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**Comments:**

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

([count] of 3000 maximum characters used)

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\*Required field

99 English Learners (ELs) are in the district

**Complete the requested information below.**

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 - Enter zero if no teachers in a category.			ELS-TBE and ELS-VIT - Enter zero if no teachers in a category.	Language Codes
			TBE	TPI	1	2	3	4	5	6	Number of PEL Teachers with ESL Endorsement Only	Number of PEL Teachers with Bilingual Endorsement Only	Number of PEL Teachers with ESL and Bilingual Endorsement	Number of Teachers with ELS-TBE or ELS-VIT Endorsements	
	In addition to district attendance centers that have ELs, special education co-ops and non-public special education program attendance centers that have out placed dually identified (ELs with IEPs) students must be listed.*														
1.	Pleasantdale Elementary School	PreK-4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	0	0	0
2.	Pleasantdale Middle School	5-8	<input 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"/>	<input type="checkbox"/>	1	0	0	0
3.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
4.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
5.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
6.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
7.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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 has EL enrollment but no ESL/Bilingual endorsed teachers above, then describe how the district will ensure that EL students receive appropriate language support for their education from properly endorsed teachers.**

([count] of 2500 maximum characters used)

N/A

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

99 English Learners (ELs) are in the district

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

99

English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Check the type(s) of Program Enrollment offered

TBE

☒

TPI

☒

SPANISH LANGUAGE ARTS CURRICULUM

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

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

Yes

☐

No

☒

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

Yes

☒

No

☐

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

\*Required field

## TBE Parent Advisory Committee

Instructions

99 English Learners (ELs) are in the district

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

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

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

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

Identify all members of the Bilingual Parent Advisory Committee. Indicate under Role whether they are a parent (P), legal guardian (G), teacher (T), counselor (C) or community member (CM). Indicate the language(s) spoken by the member. Indicate the members home address and phone number where they can be reached.							
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

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

Date: 06/15/2023

Name of Committee Chairperson: Beth Parker

A committee chair must be a member of the BPAC.

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

**Projected Dates (7/1/23)**

<u>Meeting</u>	<u>- 6/30/24)</u>	<u>Activity</u>
1.	09/01/2023	Bilingual Advisory Committee Training (required activity).
2.	11/01/2023	Meeting #1
3.	02/01/2024	Meeting #2
4.	05/01/2024	Meeting #3

99 English Learners (ELs) are in the district

### PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

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

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

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

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

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	09/01/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	60
<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 checked="" type="checkbox"/> Program Design	10/01/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	60
<input type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Spanish Language Arts		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

\*Required field\*Required field



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

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

06/21/2023

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

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

v01.2021

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

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

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

#### DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

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

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

#### **NO BINDING OBLIGATION**

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

#### **PROJECT**

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

#### **FUNDING**

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

#### **INVOLUNTARY TERMINATION**

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

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

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

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

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

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

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

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

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

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

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

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

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

- a) Publishing a statement:
  - 1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
  - 2) Specifying the actions that will be taken against employees for violations of such prohibition.
  - 3) Notifying the employee that, as a condition of employment on such contract or grant, the
    - A) Abide by the terms of the statement; and
    - B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- b) Establishing a drug-free awareness program to inform employees about:
  - 1) The dangers of drug abuse in the workplace;
  - 2) The grantees or contractors policy of maintaining a drug-free workplace;
  - 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
  - 4) The penalties that may be imposed upon an employee for drug violations.
- c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
- f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

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

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Instructions

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

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

**CERTIFICATION**

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

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

**Instructions for Certification**

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

v.09.08.2021

**Certification Regarding Lobbying**

Instructions

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. 1352. Any person who 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.09.08.2021

**GEPA 442 Assurances**

Instructions

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

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

**DEFINITIONS**

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

**PROJECT**

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

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

v.09.08.2021

## Assurances

## Instructions

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

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

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

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

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

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

Not calling IWAS Web Service

Jennifer M Ban

Signature of School District Superintendent / Agency Administrator

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

Agreed to on this Date: 06/14/2023  
RCDT when agreed to: 06-016-1070-02

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

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

Application was created on:

6/1/2023

Assurances were agreed to on:

6/14/2023

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

This Application has not been submitted

☒ Expand All

Consolidated District Plan				Page Status	Open Page for editing
<a href="#">Consolidated District Plan</a>					
Contact Information				OPEN	<input type="checkbox"/>
Needs Assessment and Programs				OPEN	<input type="checkbox"/>
<a href="#">Plan Specifics</a>					
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"/>		
<a href="#">Title I Specific Pages</a>					
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"/>	
<a href="#">Youth in Care Stability Plan</a>					
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"/>			
<a href="#">Bilingual Service Plan</a>					
<a href="#">BSP Plan Specifics</a>					
BSP Program Contact	OPEN	<input type="checkbox"/>			
BSP Program Info	OPEN	<input type="checkbox"/>			
BSP Short Form	OPEN	<input type="checkbox"/>			
BSP Program Enrollment	OPEN	<input type="checkbox"/>			
BSP Parent Advisory Committee	OPEN	<input type="checkbox"/>			
BSP Professional Development	OPEN	<input type="checkbox"/>			
<a href="#">Assurance Pages</a>					
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 iban77 on 6/15/2023</a>
<b>Completed Print Jobs</b>