

**eGrant Management System
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Applicant: MIDWEST CENTRAL CUSD 191

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: MIDWEST CENTRAL CUSD 191

Date Generated: 5/27/2026 3:00:23 PM

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Overview

All entities seeking grant funding must have an active UEI registration in SAM.gov throughout the lifecycle of the grant.

PROGRAM: Consolidated District Plan

The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C.2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

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.

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)

EL - Bilingual Service Plan (BSP)

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

Foster Care Transportation Plan

Every Student Succeeds Act (ESSA)

Individuals with Disabilities Education Act

Rehabilitation Act

Strengthening Career and Technical Education for the 21st Century Act

Workforce Innovation and Opportunity Act

Head Start Act

McKinney-Vento Homeless Assistance Act

Adult Education and Family Literacy Act

105 ILCS 5/ Illinois School Code Article 14C - Transitional Bilingual Education

23 Illinois Administrative Code 228 - Transitional Bilingual Education

DUE DATE:

District plans must be submitted to the Illinois State Board of Education and approved before any FY 2027 grant applications for included programs can be approved.

DURATION: **Submission by April 1 is recommended.**

The District Plan is submitted for the school year 2026-2027 and must be updated annually thereafter.

AMENDMENTS:

Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.

INSTRUCTIONS:

Instructions in PDF format

ESSA - Every Student Succeeds Act

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan

COMMON ABBREVIATIONS:

[ESEA] of 1965 as Amended)

Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name* Extension

Phone*

First Name* Middle Initial

Email*

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 narrative, 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)
Students, teachers, and programs will have equal access to funds. Funds will be distributed based on greatest need of the building as determined by the needs assessment. Barriers such as gender, race, origin, color, disability, or age will be removed when making decisions. Funds will be allocated in a manner that addresses the greatest need and closes the overall achievement gap for all students.

3. Bilingual Director (Administrator overseeing EL Services) Assurance

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

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

4. District Migrant Education Program Liaison

Last Name First Name Middle Initial

Phone Extension Email

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

5. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

*Required field, applicable for all funding sources

Amendments

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

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

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

*Required field, applicable for all funding sources

Needs Assessment and Programs

Instructions

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2026-2027.* [1]
NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

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

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

IDEA Flow Through and Preschool grant funds are used to pay salaries and benefits for certified staff members. The IDEA Flow Through grant funds are used specifically to support students with disabilities. IDEA and Preschool grant funds are also used to provide professional development and instructional materials. Currently, Midwest Central has examined data and determined that areas of weakness exist in supporting students with IEPs, literacy, and math. Title money and local grant money are aligned with improvement in these areas. Schools receiving funds under the Title I grant examine school level and state level data on a regular schedule to facilitate continued improvement. 1003A funds will be used to support examination of areas of weakness through staff collaboration to complete the Illinois Quality Assessment and to further examine assessment data. Funding will also be used for curriculum development and planning to implement ELA and Math curriculums. Midwest Central will align other local resources to carry out the activities through STAR and AimsWeb Plus in order to develop curriculum and align curriculum for students with IEP's. The district will use these diagnostic screenings for students at the Primary and Middle school level for both reading and math. AimsWeb Plus will be used to progress monitor students with RTI services in reading and math as well as IEP's to monitor IEP goal achievement. Staff will be getting resources to assist in ELA and math. Staff are motivated in learning how to view data, make decisions about the data and use this in teaching, as well as using formative and summative assessments. Staff will receive training in ELA and Math research based practices as well as work on utilizing research based instructional practices through the utilization of Title II funds. Staff also expressed on a needs assessment that professional development support is most needed in the following areas: IEP Best Practices; Google Accessibility; Trauma Informed Practices; Math, Reading, and Writing Instructional Strategies; and Research-Based Instructional Practices. IDEA Flow-through funds will be used to support professional development opportunities through Tazewell Mason Counties Special Education Association (TMCSEA).

Response from the approved prior year Consolidated District Plan.
IDEA Flow Through and Preschool grant funds are used to pay salaries and benefits for certified staff members. The IDEA Flow Through grant funds are used specifically to support students with disabilities. IDEA and Preschool grant funds are also used to provide professional development and instructional materials. Currently, Midwest Central has examined data and determined that areas of weakness exist in supporting students with IEPs, literacy, and math. Title money and local grant money are aligned with improvement in these areas. Schools receiving funds under the Title I grant examine school level and state level data on a regular schedule to facilitate continued improvement. 1003A funds will be used to support examination of areas of weakness through staff collaboration to complete the Illinois Quality Assessment and to further examine assessment data. Funding will also be used for curriculum development and planning to implement ELA and Math curriculums. Midwest Central will align other local resources to carry out the activities through STAR and AimsWeb Plus in order to develop curriculum and align curriculum for students with IEP's. The district will use these diagnostic screenings for students at the Primary and Middle school level for both reading and math. AimsWeb Plus will be used to progress monitor students with RTI services in reading and math as well as IEP's to monitor IEP goal achievement. Staff will be getting resources to assist in ELA and math. Staff are motivated in learning how to view data, make decisions about the data and use this in teaching, as well as using formative and summative assessments. Staff will receive training in ELA and Math research based practices as well as work on utilizing research based instructional practices through the utilization of Title II funds. Staff also expressed on a needs assessment that professional development support is most needed in the following areas: IDEA Flow-through funds will be used to support professional development opportunities through Tazewell Mason Counties Special Education Association (TMCSEA).

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

Braiding of Funds

- Yes No

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

Transfer of Funds

Yes No

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

- Title II to Title I Transfer Partial Funds Transfer All Funds
- Title IV to Title I Transfer Partial Funds Transfer All Funds
- Title II to Title IV Transfer Partial Funds Transfer All Funds
- Title IV to Title II Transfer Partial Funds Transfer All Funds

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

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

Staff were given a needs assessment survey to guide professional development offerings for the 2026-2027 school year. The needs assessment indicated that the areas of highest need were the following: IEP Best Practices; Google Accessibility; Trauma Informed Practices; Math, Reading, and Writing Instructional Strategies; and Research-Based Instructional Practices. Teachers are individually assigned to professional development activities related to areas of need and then asked to provide implementation information to peer coworkers after attending. Midwest Central has examined data and determined that areas of weakness exist in supporting students with IEPs, literacy, and math. All district supported professional development and money supporting professional development is aligned to district goals in these areas.

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

Needs Assessment Impact

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

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

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

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

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

A. Title I, Part A - Improving Basic Programs

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable)

Currently, Midwest Central has examined data and determined that areas of weakness exist in supporting students with IEPs, literacy, and math. All district supported professional development and money supporting professional development is aligned to district goals in these areas. Title money and local grant money are also aligned with improvement in these areas. Schools receiving funds under this grant examine school level and state level data on a regular schedule to facilitate continued improvement. For all students to receive significant opportunities for fair, equitable and high quality education, resources and professional development will be used to raise the achievement of our students at the Primary and Middle Schools, Midwest Central will use the funds to provide family events where parents/guardians can receive assistance in the areas of helping their students be academically successful in the areas of reading and math. Family events will happen in the evening to accommodate working families.

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

Staff were given a needs assessment survey to guide professional development offerings for the 2026-2027 school year. The needs assessment indicated that the area of highest need were the following: IEP Best Practices; Google Accessibility; Trauma Informed Practices; Math, Reading, and Writing Instructional Strategies; and Research-Based Instructional Practices. Teachers are individually assigned to professional development activities related to areas of need and then asked to provide implementation information to peer coworkers after attending. Midwest Central has examined data and determined that areas of weakness exist in supporting students with IEPs, literacy, and math. All district supported professional development and money supporting professional development is aligned to district goals in these areas. For the middle school, the school improvement goals are as follows: Goal #1: By the end of the 2026-2027 school year, the percentage of middle school students scoring in the Proficient or Exceeds Expectations range on the ELA section of the Illinois Assessment of Readiness (IAR) will increase by 5 percentage points from the 2025-2026 baseline, as measured by official IAR results. Progress toward this goal will be monitored through district benchmark assessments, common formative assessments, and data team meetings held each quarter. (Example: increase from 61% to 66%, a gain of 5 percentage points.) Goal #2: By the end of the 2026-2027 school year, the percentage of middle school students scoring in the Proficient or Exceeds Expectations range on the Mathematics section of the Illinois Assessment of Readiness (IAR) will increase by 5 percentage points from the 2025-2026 baseline, as measured by official IAR results. Progress toward this goal will be monitored through district benchmark assessments, common formative assessments, and quarterly review of student achievement data. (Example: increase from 30% to 35%, a gain of 5 percentage points.) Rationale: During the 2024-2025 school year, the average IAR proficiency rate across all three middle school grade levels was 51% in ELA and 30% in Math. During the 2025-2026 school year, the school implemented a new ELA curriculum, resulting in an immediate increase in student performance. The average ELA proficiency rate increased to 61%, representing a 10 percentage point gain in one year. This growth suggests that the implementation of a research-based curriculum, combined with continued staff familiarity and refinement of instructional practices, has had a positive impact on student achievement. Based on these results, the school anticipates continued progress and has established a realistic target of an additional 5 percentage point increase in ELA proficiency for the 2026-2027 school year. In Mathematics, no major curricular changes were implemented during the 2025-2026 school year, and proficiency rates remained steady at 30% across all three grade levels. For the 2026-2027 school year, the school will implement a new research-based math curriculum designed to strengthen instructional practices and improve student outcomes. With focused implementation, teacher preparation, and ongoing monitoring of student progress, the school believes a 5 percentage point increase in Math proficiency is an attainable and appropriate goal.

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

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, reducing class size, key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable).

Funds will be used for: class size reduction. To provide professional development and sub coverage to teachers and administrators in the areas of ELA, Math, and Social Emotional Learning. We will be having consultants in math and ELA working with our staff in those areas. Additional professional development will be sought after, if needed, to assist in finding ways to close any gaps. As a result of input from staff and data results, it was decided to continue our literacy curriculum and math training. Literacy curriculum training will have an emphasis on phonics instruction. PBIS and classroom management training was also suggested to continue to strengthen that area as well. Most of our professional development has been directed in these areas. Many of the district's teachers have attended and are continuing to attend professional development training from our consultants.

G. Title III - LIEP

H. Title III - ISEP

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

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps through well-rounded education, improving school conditions for student learning and improving the use of technology, and nonpublic equitable share (if applicable).

Transferring funds into Title I.

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

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

Staff were assessed using a survey of professional development opportunities that have been offered and areas that are desired to be offered. The area of highest need were the following: IEP Best Practices; Google Accessibility; Trauma Informed Practices; Math, Reading, and Writing Instructional Strategies; and Research-Based Instructional Practices.. Teachers are individually assigned to professional development activities related to areas of need and then asked to provide implementation information to peer coworkers after attending.

L. IDEA, Part B - Preschool

Staff were assessed using a survey of professional development opportunities that have been offered and areas that are desired to be offered. The area of highest need were the following: IEP Best Practices; Google Accessibility; Trauma Informed Practices; Math, Reading, and Writing Instructional Strategies; and Research-Based Instructional Practices.. Teachers are individually assigned to professional development activities related to areas of need and then asked to provide implementation information to peer coworkers after attending.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

Stakeholder Involvement

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

ISBE Goals:

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

District Goal(s):

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

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

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

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent

- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, including LIEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment
- 8 = EL - BSP

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

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

DO NOT use special characters, numbered/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 Consolidated District Plan was done in consultation with all above stakeholders. Administration along with stakeholders developed procedures for identifying the most in need students. We used the current universal screener that professional development was given to help accurately form a plan to identify the appropriate students. The group worked through the entire plan together and were in agreement of all materials written in the plan. On August 12, 2026, the plan will be shared with the staff at our opening day activities for teachers. At our October 22 & 23, 2026 parent / teacher conferences, we will be sharing the plan with parents via a handout. Throughout the year we held data meetings to target students in need and adjust their RTI when and where needed. The middle school success committee, which includes grade level representatives, special educators, administration, and parent representative will provide input for and collaborate to develop school improvement plan to use 1003A funds.

Response from the prior year Consolidated District Plan.
 The Consolidated District Plan was done in consultation with all above stakeholders. Administration along with stakeholders developed procedures for identifying the most in need students. We used the current universal screener that professional development was given to help accurately form a plan to identify the appropriate students. The group worked through the entire plan together and were in agreement of all materials written in the plan. On August 13, 2025, the plan will be shared with the staff at our opening day activities for teachers. At our October 23 & 24, 2025 parent / teacher conferences, we will be sharing the plan with parents via a handout. Throughout the year we held data meetings to target students in need and adjust their RTI when and where needed. The middle school success committee, which includes grade level representatives, special educators, administration, and parent representative will provide input for and collaborate to develop school improvement plan to use 1003A funds.

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans including the Title I Parent and Family Engagement Policy so that the plans and related activities represent the needs of varied and diverse populations. ** [2]

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

DO NOT use special characters, numbered/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)
 Per Board Policy 6: 170-E, we provide information about Title I during regularly scheduled parent/teacher conferences; hold an annual meeting for parents to ask questions, be updated on current instructional practices, and evaluation of the Title I program; schedule other individual meetings for the parents to discuss students progress during the school year; involve parents in an on-going manner in the Title I planning, review, and improvement; and together strive for cooperative development of the school involvement policy; provide school performance profiles that show school progress towards meeting state standards; organize and promote opportunities for early literacy development involving community volunteers; all students will be evaluated using norm-referenced tests, standards-based report cards, success with the core curriculum, anecdotal records, authentic assessment models, and alternate ranks. These results will be reported to parents through parent conferences and other meetings as necessary. The district will also provide individual reading incentive programs in cooperation with parents; provide regular correspondence with parents via school reminders, notes, messages, and telephone calls; provide individual STAR, IAR, and SAT results and interpretation to parents.

Response from the prior year Consolidated District Plan.
 Per Board Policy 6: 170-E, we provide information about Title I during regularly scheduled parent/teacher conferences; hold an annual meeting for parents to ask questions, be updated on current instructional practices, and evaluation of the Title I program; schedule other individual meetings for the parents to discuss students progress during the school year; involve parents in an on-going manner in the Title I planning, review, and improvement; and together strive for cooperative development of the school involvement policy; provide school performance profiles that show school progress towards meeting state standards; organize and promote opportunities for early literacy development involving community volunteers; all students will be evaluated using norm-referenced tests, standards-based report cards, success with the core curriculum, anecdotal records, authentic assessment models, and alternate ranks. These results will be reported to parents through parent conferences and other meetings as necessary. The district will also provide individual reading incentive programs in cooperation with parents; provide regular correspondence with parents via school reminders, notes, messages, and telephone calls; provide individual STAR, IAR, and SAT results and interpretation to parents. To engage English learners and immigrant parents and families, Midwest Central is committed to provide translated materials and interpretation services when needed. When registering in the school district, a home language survey is required. In addition to helping to ensure that students who need English Language Learning services are provided with it, the home language survey helps to ensure communication is accessible in families' preferred languages. Parents of English learners and immigrant students will be invited to participate in planning activities including feedback/input surveys and participation on committees. Questions on surveys will include questions specific to EL services and family engagement.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. Include Title I parent and family engagement required meetings and activities. Also include a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. ** [3]

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

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

(Count of 7500 maximum characters used)

Each year we host an Academic Night for our district students and parents. The activities planned are designed to get the parents actively engaged with their students academics. Each station is related to an academic task and literature is handed out to the parents that could help them enrich their students academic awareness. Throughout the year, the Title 1 teachers send home information to the parents that show their child's progress they have made through their interventions. A Family Math night will be hosted by the middle school staff to engage the community to support student improvement in math. To engage English learners and immigrant parents and families, Midwest Central is committed to provide translated materials and interpretation services when needed. When registering in the school district, a home language survey is required. In addition to helping to ensure that students who need English Language Learning services are provided with it, the home language survey helps to ensure communication is accessible in families' preferred languages. English learner and immigrant families are invited to school events, parent-teacher conferences, and curriculum nights. Language support will be given, as needed. Staff working with English learner families are provided with training and support to increase cultural competency and effective communication. The district utilizes trainings through WIDA and Illinois Resource Center (IRC).

Response from the prior year Consolidated District Plan.

Each year we host an Academic Night for our district students and parents. The activities planned are designed to get the parents actively engaged with their students academics. Each station is related to an academic task and literature is handed out to the parents that could help them enrich their students academic awareness. Throughout the year, the Title 1 teachers send home information to the parents that show their child's progress they have made through their interventions. A Family Math night will be hosted by the middle school staff to engage the community to support student improvement in math. To engage English learners and immigrant parents and families, Midwest Central is committed to provide translated materials and interpretation services when needed. When registering in the school district, a home language survey is required. In addition to helping to ensure that students who need English Language Learning services are provided with it, the home language survey helps to ensure communication is accessible in families' preferred languages. English learner and immigrant families are invited to school events, parent-teacher conferences, and curriculum nights. Language support will be given, as needed. Staff working with English learner families are provided with training and support to increase cultural competency and effective communication. The district utilizes trainings through WIDA and Illinois Resource Center (IRC).

Title I Requirement:

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

ESEA section 1113(G)(3)(A)

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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

Parent and Family Engagement

ESEA Section 1116(a)(2)

Each Local Educational Agency (LEA) that receives Title I funds shall develop jointly with, agree on with, and distribute to parents and family members of participating children: a written parent and family engagement policy. The policy shall be incorporated into the LEAs Consolidated District Plan, establish the LEAs expectations and objectives for meaningful parent and family involvement, and describe how the LEA will

- (A) Involve parents and family members in jointly developing the LEA Consolidated District Plan, and the development of support and improvement plans.
 - (B) Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
 - (C) Coordinate and integrate parent and family engagement strategies with other relevant federal, state and local laws and programs.
 - (D) Conduct an annual meeting and evaluate the content and effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by families and the needs of parents and family members to assist with the learning of their children; and, strategies to support successful school and family interactions.
 - (E) Use the findings of the evaluation (D) to design evidence-based strategies for more effective (E) parental involvement, and to revise, if necessary the parent and family engagement policies.
 - (F) Involve parents in the activities of the Title I schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by LEA to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.
- By checking this box, the applicant hereby certifies that they have read, understood, and will comply with the parent and family engagement policy requirements.

Resources:

[U.S. Department of Education-Parent and Family Engagement Non-Regulatory Guidance](#)
[Title Grants Administration Parent and Family Engagement Website](#)
[Parent and Family Engagement Policy Template](#)

Upload a PDF of the District's Parent and Family Engagement Policy. Please use the naming system as noted below.

- Convert all the necessary documentation into a single PDF.
- Label the document with the region-county-district-type code number of the applicant, followed by a hyphen, then the name of the applicant, followed by a hyphen, followed by PFEPolicy.
- Example: *ABC School District would name the upload as 01-234-5678-90-ABC-PFEPolicy*

DO NOT USE ANY SPACES OR SPECIAL CHARACTERS BESIDES A HYPHEN IN THE NAME.

NOTE: The PDF file size may not exceed 10MB or the upload will fail.

How To Upload A File

- Browse your files to locate the required document.
- Double-click to display it in the Browser window.
- Click on the Upload button.
- The name of the uploaded document will display in the area below.

Choose File | No file chosen

Any uploaded files will appear below. Until the application is submitted to ISBE, an uploaded document may be deleted using the Delete button below. After submitting to ISBE, any required changes must be submitted separately, adding a

Version number to the name.

Midwest Central CUSD 191 Board Policy 8.95 Parental Involvement.pdf

- Check this box to confirm that the District's Parent and Family Engagement Policy has been uploaded.*

*Required field

Private School Participation

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

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

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

Will Private Schools participate in the Program?

Yes No

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

Private School Name	School Closing	Title I Number of Low-Income Student(s):	Title II Total Enrollment Number Student(s):	Title IV Total Enrollment Number Student(s):	Nonpublic Consultation Form
Christian Life Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="checkbox"/> Choose File <input checked="" type="checkbox"/> No file chosen Christian Life Academy Letter FY27.docx
Faith Baptist Christian Church	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="checkbox"/> Choose File <input checked="" type="checkbox"/> No file chosen Faith Baptist Christian School 43-20A-np-consult- participation FY27 signed.pdf
Good Shepherd Lutheran	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="checkbox"/> Choose File <input checked="" type="checkbox"/> No file chosen Good Shepherd Lutheran Letter FY26.docx

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)

The District currently employs appropriate "child find" measures in order to identify students in need of early childhood education. This includes three, widely publicized, annual early childhood screenings that are conducted by a multi-disciplinary team and are open to the community members serviced by Midwest Central. The District also works closely with local Early Intervention agencies to transition students into the District should additional school-based services be warranted. To help with students in local preschool programs to easily transition into Kindergarten, students who will be entering Kindergarten who attend the Preschool For All program participate in a Kindergarten screening during the school day at the end of the previous school year. The Kindergarten screening is promoted using social media, local publishers, and signs around the community so that incoming students who attend other local preschool programs or do not attend a local preschool program can participate in the Kindergarten screening during a scheduled screening that is held after school hours. Along with the screening, next year Kindergarten students in the Preschool for All program participate in transition activities, which include classroom visits, eating in the cafeteria, and touring the school building to parts of the school building they will see as Kindergarteners. Prior to the school year beginning, a "Meet the Teacher" open house is held for parents and incoming students to see their classroom, tour the building, and meet the teacher. A transition to kindergarten celebration is planned to support the transition from preschool to kindergarten as well.

Response from the approved prior year Consolidated District Plan.

The District currently employs appropriate "child find" measures in order to identify students in need of early childhood education. This includes three, widely publicized, annual early childhood screenings that are conducted by a multi-disciplinary team and are open to the community members serviced by Midwest Central. The District also works closely with local Early Intervention agencies to transition students into the District should additional school-based services be warranted. To help with students in local preschool programs to easily transition into Kindergarten, students who will be entering Kindergarten who attend the Preschool For All program participate in a Kindergarten screening during the school day at the end of the previous school year. The Kindergarten screening is promoted using social media, local publishers, and signs around the community so that incoming students who attend other local preschool programs or do not attend a local preschool program can participate in the Kindergarten screening during a scheduled screening that is held after school hours. Along with the screening, next year Kindergarten students in the Preschool for All program participate in transition activities, which include classroom visits, eating in the cafeteria, and touring the school building to parts of the school building they will see as Kindergarteners. Prior to the school year beginning, a "Meet the Teacher" open house is held for parents and incoming students to see their classroom, tour the building, and meet the teacher. A transition to kindergarten celebration is planned to support the transition from preschool to kindergarten as well.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

Student Achievement and Timely Graduation

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

ISBE Goals:

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

District Goal(s):

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

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 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)

Midwest Central utilizes standards-based, grade-appropriate curriculum to instruct students. This includes coordination with ROE for math on grade level common core standards for the Primary School (K-5) and Middle School (6-8), and Houghlin & Mifflin for the High School (9-12) for mathematics. For English/Language Arts, the Primary School utilizes the Words Their Way, Lucy Caulkins Writing, Literacy Model Workshop, Heggerty Phonics, Orton Gillingham, and Fountas & Pinnell Literacy, pairing each piece of curriculum and instruction with the foundations of the Science of Reading and Illinois Common Core State Standards. The Middle School will begin implementing the myPerspectives ELA curriculum during the 2025-2026 school year. The High School continues to utilize a split English/Reading program to address Illinois Learning Standards.

Response from the prior year Consolidated District Plan:

Midwest Central utilizes standards-based, grade-appropriate curriculum to instruct students. This includes coordination with ROE for math on grade level common core standards for the Primary School (K-5) and Middle School (6-8), and Houghlin & Mifflin for the High School (9-12) for mathematics. For English/Language Arts, the Primary School utilizes the Words Their Way, Lucy Caulkins Writing, Literacy Model Workshop, and Fountas & Pinnell Literacy, pairing each piece of curriculum and instruction with the foundations of the Science of Reading and Illinois Common Core State Standards. The Middle School will begin implementing the myPerspectives ELA curriculum during the 2025-2026 school year. The High School continues to utilize a split English/Reading program to address Illinois Learning Standards. During the 2025-2026 school year, the district will work closely with Literacy Consultants to develop a comprehensive literacy model K-12. Professional development and consultation will be provided in-house with additional opportunities for learning. The Primary and Middle School math departments are working closely with the Regional Office of Education to improve instruction and better align curriculum and learning standards.

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

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

DO NOT use special characters, numbered 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)

Universal Screening: Universal screening for all students is conducted four times during a school year: fall, winter, late-winter and spring. Universal screening at Midwest Central Primary is done through administration of the STAR in the areas of reading and math. Significant numbers of students meeting proficiency levels (80% or greater) based on the results of universal screening tool is an indicator that the instruction in the core curriculum is effective. When there is evidence that instruction in the core curriculum is not effective, data must be examined to determine whether the problem is school-wide or class-specific. Diagnostic Testing: If a student is identified as not meeting benchmark on the universal screening instrument (STAR 360), follow up assessment may be conducted to better understand the student's needs and determine needed interventions. When a student requires diagnostic testing, Midwest Central Primary and Middle Schools use AimsWeb Plus in the areas of reading, math, and writing, as appropriate.

Response from the prior year Consolidated District Plan:

Universal Screening: Universal screening for all students is conducted four times during a school year: fall, winter, late-winter and spring. Universal screening at Midwest Central Primary is done through administration of the STAR in the areas of reading and math. Significant numbers of students meeting proficiency levels (80% or greater) based on the results of universal screening tool is an indicator that the instruction in the core curriculum is effective. When there is evidence that instruction in the core curriculum is not effective, data must be examined to determine whether the problem is school-wide or class-specific. Diagnostic Testing: If a student is identified as not meeting benchmark on the universal screening instrument (STAR 360), follow up assessment may be conducted to better understand the student's needs and determine needed interventions. When a student requires diagnostic testing, Midwest Central Primary and Middle Schools use AimsWeb Plus in the areas of reading, math, and writing, as appropriate.

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

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

DO NOT use special characters, numbered 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)

Midwest Central MTSS Model: Data will be reviewed after each benchmarking period. Any student below the 20th percentile on STAR testing or those with teacher recommendation and supporting data will receive a Tier 2 intervention. Progress will be monitored and reviewed frequently by grade level data teams to determine if reasonable growth is occurring. If growth is not occurring, the intervention may be modified or the student may be referred for Tier 3 intervention services through the grade level data teams. Students who show reasonable growth and have demonstrated grade level proficiency at the 20th percentile, as represented in their STAR testing, will be dismissed from the Tier 2 intervention services. Students in kindergarten through second grade students with scores in 20th to 35th percentile (bubble) will receive intervention services within the classroom setting in their identified area or deficit. Students receiving this level of intervention will not be progress monitored unless the student scores below the 20th percentile on STAR testing, at which point the student would receive services in a pullout tier 2 intervention model. Students receiving Tier 3 intervention will receive frequent progress monitoring and progress will be reviewed by the grade level data teams. Students who are successful at Tier 3 may return to either Tier 2 or Tier 1 as appropriate. Students who are not successful after multiple Tier 3 interventions or require permanence of Tier 3 intensity should be considered for a referral for special education evaluation and/or other long-term planning (e.g., 504 Plan).

Response from the prior year Consolidated District Plan:

Midwest Central MTSS Model: Data will be reviewed after each benchmarking period. Any student below the 20th percentile on STAR testing or those with teacher recommendation and supporting data will receive a Tier 2 intervention. Progress will be monitored and reviewed frequently by grade level data teams to determine if reasonable growth is occurring. If growth is not occurring, the intervention may be modified or the student may be referred for Tier 3

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

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

([count] of 7500 maximum characters used)

The STAR Assessment Program offers instructional planning reports based on both individual student and class strengths and weaknesses. This allows teachers to target gaps in educational progress and reteach as needed. The STAR Assessment Program also offers a state standards report that will provide teachers information in regards to how students are progressing towards mastery. It provides for identification of core curriculum gaps and will help provide instructional direction in order to correct any deficiencies in Tier 1 instruction. Teachers are allowed opportunities for professional development throughout the school year.

Response from the prior year Consolidated District Plan.

The STAR Assessment Program offers instructional planning reports based on both individual student and class strengths and weaknesses. This allows teachers to target gaps in educational progress and reteach as needed. The STAR Assessment Program also offers a state standards report that will provide teachers information in regards to how students are progressing towards mastery. It provides for identification of core curriculum gaps and will help provide instructional direction in order to correct any deficiencies in Tier 1 instruction. Teachers are allowed opportunities for professional development throughout the school year.

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

([count] of 7500 maximum characters used)

The District meets regularly to analyze and aggregate benchmark data. One piece of demographic information that is closely monitored is Free/Reduced Lunch status. The District has a process to ensure that all teachers in the district are highly qualified as stated in Board of Education policy 5:190. The Superintendent or designee shall 1. Develop and implement a plan to ensure that all teachers who teach core academic subjects are "highly qualified." 2. Through incentives or voluntary transfers, professional development; recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers; and 3. Ensure parents/guardians of students in school receiving Title 1 money are notified: (a) of their right to request their students' classroom teachers' professional qualifications; and (b) whenever their child is assigned to, or has been taught for, 4 or more consecutive weeks by a teacher who is not highly qualified. All teachers have maintained their certification and highly qualified status on the Educator Licensure Information System (ELIS). All new employees must certify that they are highly qualified to teach the position for which they are applying. In addition, administration will check their status on ELIS.

Response from the prior year Consolidated District Plan.

The District meets regularly to analyze and aggregate benchmark data. One piece of demographic information that is closely monitored is Free/Reduced Lunch status. The District has a process to ensure that all teachers in the district are highly qualified as stated in Board of Education policy 5:190. The Superintendent or designee shall 1. Develop and implement a plan to ensure that all teachers who teach core academic subjects are "highly qualified." 2. Through incentives for voluntary transfers, professional development; recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers; and 3. Ensure parents/guardians of students in school receiving Title 1 money are notified: (a) of their right to request their students' classroom teachers' professional qualifications; and (b) whenever their child is assigned to, or has been taught for, 4 or more consecutive weeks by a teacher who is not highly qualified. All teachers have maintained their certification and highly qualified status on the Educator Licensure Information System (ELIS). All new employees must certify that they are highly qualified to teach the position for which they are applying. In addition, administration will check their status on ELIS.

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

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

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

([count] of 7500 maximum characters used)

Students in special education services have access to audio books via the community library. This helps foster further understanding and comprehension not accessible due to fluency or decoding disabilities. The current district library services are provided by a district librarian and aide. Students at the Primary School have access to the library once a week and the Middle School have access to the library twice a week. Books acquired during these times are utilized for school projects and reading enjoyment. Along with access books, library times is used to help students at the primary and middle schools develop digital literacy skills through participation in lessons on digital citizenship and internet navigation. Students at the High School level have daily access to the library for research projects and reading enjoyment. Students at the High School level also have access to digital library databases and other resources. Students at all buildings have 1:1 access to Chromebooks.

Response from the prior year Consolidated District Plan.

Students in special education services have access to audio books via the community library. This helps foster further understanding and comprehension not accessible due to fluency or decoding disabilities. The current district library services are provided by a district librarian and aide. Students at the Primary School have access to the library once a week and the Middle School have access to the library twice a week. Books acquired during these times are utilized for school projects and reading enjoyment. Along with access books, library times is used to help students at the primary and middle schools develop digital literacy skills through participation in lessons on digital citizenship and internet navigation. Students at the High School level have daily access to the library for research projects and reading enjoyment. Students at the High School level also have access to digital library databases and other resources. Students at all buildings have 1:1 access to Chromebooks.

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

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

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

([count] of 7500 maximum characters used)

Tier 1 services are differentiated at the Primary School level in order to foster further academic skills in all children at their level. Additionally, students who achieve at/above the 80%ile as assessed by the STAR Assessment System will be provided individual enrichment groups in the area of reading and mathematics. At the primary school level, this is called "enrichment;" at the middle school/high school this is called advanced/honor classes.

Response from the prior year Consolidated District Plan.

Tier 1 services are differentiated at the Primary School level in order to foster further academic skills in all children at their level. Additionally, students who achieve at/above the 80%ile as assessed by the STAR Assessment System will be provided individual enrichment groups in the area of reading and mathematics. At the primary school level, this is called "enrichment;" at the middle school/high school this is called advanced/honor 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.

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

- i. **Coordination with institutions of higher education, employers, and other local partners;*** and
- ii. **Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.***

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

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

([Count] of 7500 maximum characters used)

The District provides the following services: STEP, Work Based Learning through ICC and private employers, offer early college opportunities through ICC and Dual Credit offerings, FAFSA Night, Illinois Central College Tours/Placement Tests, Military Recruiters, Guidance Counselor, Career Nights, Career Fair, College Nights, University/College Visits, 6th Grade Orientation (at MS) 8th Grade Night (at HS).

Response from the approved prior year Consolidated District Plan.

The District provides the following services: STEP, Work Based Learning through ICC and private employers, offer early college opportunities through ICC and Dual Credit offerings, FAFSA Night, Illinois Central College Tours/Placement Tests, Military Recruiters, Guidance Counselor, Career Nights, Career Fair, College Nights, University/College Visits, 6th Grade Orientation (at MS) 8th Grade Night (at HS).

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

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

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

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

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

([Count] of 7500 maximum characters used)

Students at the High School are allowed the opportunity to participate in the following career-focused classes: Culinary ArtsAgricultureCDA (Child Development); Licensed Daycare ProviderCNA (Certified Nursing Assistant) WeldingAg Mechanics ConstructionAdvanced Ag MechanicsAg Fabrication

Response from the approved prior year Consolidated District Plan.

Students at the High School are allowed the opportunity to participate in the following career-focused classes: FoodsAgricultureCDA (Child Development); Licensed Day Care ProviderCNA (Certified Nursing Assistant) WeldingShopAg Mechanics Ag ConstructionAg Fabrication

Legislative References:

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

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

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

Professional Development - Highly Prepared and Effective Teachers and School Leaders

INSTRUCTIONS: 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 address historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

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

For each program for which funding is anticipated for the 2026-2027 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Continued ELA and math curriculum work in the Primary and Middle schools through consultants who will be working closely with staff to align curriculum. Continued PBIS work in the Primary School. Staff at the middle school will receive professional development on Reading Instruction. Students PK-2 will continue to receive professional development on phonics and grades 3-5 will receive professional development on morphology.

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

Currently, Midwest Central has examined data and determined that areas of weakness exist in supporting students with IEPs, literacy, and math. Title money and local grant money are aligned with improvement in these areas. Schools receiving funds under the Title I grant examine school level and state level data on a regular schedule to facilitate continued improvement. 1003A funds will be used to support examination of areas of weakness through staff collaboration to complete the Illinois Quality Assessment and to further examine assessment data. Funding will also be used for curriculum development and planning to implement new ELA and math curriculums. Professional development for all teachers at the middle school is added for the 2026-27 school year. This includes the opportunity to participate in a book study on "50 strategies to Boost Cognitive Engagement: Creating a Thinking Culture in the Classroom." This is mandatory for all 1st year teachers and their mentors but is also open to all staff. A new ELA curriculum was implemented in the last school year, with continued supports in this coming school year. A new Math curriculum will be implemented, along with in-person professional development to help with roll-out application. Co-teaching training will be provided. We will also be implementing a system for learning walk-through opportunities for teachers to observe in other classrooms. To support social emotional learning, each student will be participating in direct instruction on SEL skills during Advisory.

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

Continued ELA and math curriculum work in the Primary and Middle schools through consultants who will be working closely with staff to align curriculum. Continued PBIS work in the Primary School. The district has a mentoring program for first and second year teachers.

G. Title III - LIEP

H. Title III - ISEP

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

Transferring funds to Title I

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

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

Professional development opportunities will be provided in district through IDEA funds as well as utilizing professional development opportunities through Tazewell-Mason County Special Education Association to address the goals above. Professional development opportunities provided through TMCSEA this year include instructional strategies, Autism, trauma, executive functioning, self-regulation, and technology.

L. IDEA, Part B - Preschool

Professional development opportunities will be provided in district through IDEA funds as well as utilizing professional development opportunities through Tazewell-Mason County Special Education Association to address the goals above.

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, Part A; Title IV, Part A; Title V, Part B; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

Safe and Healthy Learning Environment

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

ISBE Goals:

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

District Goal(s):

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

1. **Describe the process through which the districts will:***
 - i. **reduce incidences of bullying and harassment;**
 - ii. **reduce the overuse of discipline practices that remove students from the classroom [1];**
 - iii. **reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below [2]:**
 - a. each major racial and ethnic group;
 - b. economically disadvantaged students as compared to students who are not economically disadvantaged;
 - c. children with disabilities as compared to children without disabilities;
 - d. English proficiency status;
 - e. gender; and
 - f. migrant status.

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

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

((count] of 7500 maximum characters used)

Students K-5 receive social/emotional learning via the Second Step Program and Zones of Regulation. Students in grades 6-8 at the Middle School use time each week in their Advisory Classes to complete an SEL lesson, adapted from various programs, overseen by the Guidance Counselor and School Social Worker. These lessons are dynamic and are changed as needed to address current concerns or issues that arise. The Primary School has implemented a kindness club to promote positive character, kindness, and anti-bullying. Students K-8 participate in the Raider Way Program, a PBIS program which is aligned with the Illinois MTSS standards. This program models positive behavior supports and is designed to address all students. The Midwest Central CUSD #191 Board of Education has adopted a policy stating that preventing bullying, intimidation, and harassment is an important District goal. Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate; therefore, these behaviors will be taken seriously. Bullying, intimidation, and harassment are not acceptable in any form. Please note that "bullying" is defined as repeated harassment from one student to another.Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct including communications made in writing or electronically directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following: 1. Placing the student or students in reasonable fear of harm to the student's or students' person or property; 2. Causing a substantially detrimental effect on the student's or students' physical or mental health; 3. Substantially interfering with the student's or students' academic performance; or 4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or phot-optical system, including without limitation electric mail, Internet communications, instant messages, or facsimile communications. Cyber-bullying includes the creation of a webpage or a weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying. Cyber-bullying also includes the distribution of electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying. Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavior health needs in order to keep students in school.School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.If a student feels that he/she is a victim of bullying he/she needs to report the instance immediately to school personnel so the instance can be reported to administration for investigation.

Response from the prior year Consolidated District Plan.

Students K-5 receive social/emotional learning via the Second Step Program and Zones of Regulation. Students in grades 6-8 at the Middle School use time each day in the beginning of study hall to complete an SEL lesson, adapted from various programs, including a book study with "The 7 Habits of Highly Effective Teens". The Primary School has implemented a kindness club to promote positive character, kindness, and anti-bullying. Students K-8 participate in the Raider Way Program, a PBIS program which is aligned with the Illinois MTSS standards. This program models positive behavior supports and is designed to address all students. The Midwest Central CUSD #191 Board of Education has adopted a policy stating that preventing bullying, intimidation, and harassment is an important District goal. Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate; therefore, these behaviors will be taken seriously. Bullying, intimidation, and harassment are not acceptable in any form. Please note that "bullying" is defined as repeated harassment from one student to another.Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following: 1. Placing the student or students in reasonable fear of harm to the student's or students' person or property; 2. Causing a substantially detrimental effect on the student's or students' physical or mental health; 3. Substantially interfering with the student's or students' academic performance; or 4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or phot-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyber-bullying includes the creation of a webpage or a weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying. Cyber-bullying also includes the distribution of electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying. Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and

society, (v) serve to build and restore relationships among students, families, schools and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavior health needs in order to keep students in school. School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards. If a student feels that he/she is a victim of bullying he/she needs to report the instance immediately to school personnel so the instance can be reported to administration for investigation.

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. 111301 et seq.)*

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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)

As required by Board of Education Policy 6:140, the District will provide each child of homeless individual and each homeless youth equal access to the same free, appropriate, public education, as provided to other children and youths. Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency. The District's homeless liaison will then be notified of their enrollment. Title I money has been set aside to purchase any non-instructional supplies the student may need. In addition, all programs and services will be made available as needed and appropriate as per Board policy 7:10- Equal Educational opportunities.

Response from the prior year Consolidated District Plan.

As required by Board of Education Policy 6:140, the District will provide each child of homeless individual and each homeless youth equal access to the same free, appropriate, public education, as provided to other children and youths. Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency. The District's homeless liaison will then be notified of their enrollment. Title I money has been set aside to purchase any non-instructional supplies the student may need. In addition, all programs and services will be made available as needed and appropriate as per Board policy 7:10- Equal Educational opportunities.

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 11112(b)(11)

[2] Title I, Part A, Section 11111(c)(2); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 11112(b)(6)

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

Attendance Center Designation

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

Attendance Center Designation

	Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 -	MIDWEST CENTRAL HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	6/17/2026
1003 -	MIDWEST CENTRAL MIDDLE SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	6/17/2026
2003 -	MIDWEST CENTRAL PRIMARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6/17/2026

Describe anticipated Reorganizations:

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

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

ISBE Goals:

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

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

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

Section 1111(d).

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

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

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

No schools identified under this part

(count) of 2500 maximum characters used)

Currently, Midwest Central has examined data and determined that areas of weakness exist in supporting students with IEPs, literacy, and math. Title money and local grant money are aligned with improvement in these areas. Schools receiving funds under the Title I grant examine school level and state level data on a regular schedule to facilitate continued improvement. 1003A funds will be used to support examination of areas of weakness through staff collaboration to complete the Illinois Quality Assessment and to further examine assessment data. Funding will also be used for curriculum development and planning to implement new ELA and Math curriculums. Professional development for all teachers at the middle school is added for the 2026-27 school year. This includes the opportunity to participate in a book study on "50 strategies to Boost Cognitive Engagement: Creating a Thinking Culture in the Classroom." This is mandatory for all 1st year teachers and their mentors but is also open to all staff. A new ELA curriculum was implemented in the last school year, with continued supports in this coming school year. A new Math curriculum will be implemented, along with in-person professional development to help with roll-out application. Co-teaching training will be provided. We will also be implementing a system for learning walk-through opportunities for teachers to observe in other classrooms. To support social emotional learning, each student will be participating in direct instruction on SEL skills during Advisory. The school improvement goals are: For the middle school, the school improvement goals are as follows: Goal #1: By the end of the 2026-2027 school year, the percentage of middle school students scoring in the Proficient or Exceeds Expectations range on the ELA section of the Illinois Assessment of Readiness (IAR) will increase by 5 percentage points from the 2025-2026 baseline, as measured by official IAR results. Progress toward this goal will be monitored through district benchmark assessments, common formative assessments, and data team meetings held each quarter. (Example: increase from 61% to 66%, a gain of 5 percentage points.) Goal #2: By the end of the 2026-2027 school year, the percentage of middle school students scoring in the Proficient or Exceeds Expectations range on the Mathematics section of the Illinois Assessment of Readiness (IAR) will increase by 5 percentage points from the 2025-2026 baseline, as measured by official IAR results. Progress toward this goal will be monitored through district benchmark assessments, common formative assessments, and quarterly review of student achievement data. (Example: increase from 30% to 35%, a gain of 5 percentage points.) Goal #1: Goal #2:

Response from the approved prior year Consolidated District Plan.

Midwest Central Middle School has been listed as targeted. Midwest Central's superintendent will work in partnership with the Middle School principal and leadership team to analyze data to develop the school improvement plan. The school improvement goals are: Goal # 1: Based on STAR benchmarking data, the total number of students grades 6-8 with disabilities (IEPs & 504s), will increase their total percentile scores in Reading from 33% in Spring 2025 to 38% in Spring of 2026. Goal # 2: Based on STAR benchmarking data, the total number of students grades 6-8 with disabilities (IEPs & 504s), will increase their total percentile scores in Math from 36% in Spring 2025 to 40% in Spring of 2026. Professional development for all teachers is added for the 2025-2026 school year including professional development on classroom management and a book study on "Your Students, My Students, Our Students" by LeAnn Jung to improve supporting students with IEPs. A new ELA curriculum will be implemented. A Math curriculum study will occur. Co-teaching training will be provided. Two ELA and a social studies teacher will be attending a writing cohort during the school year with the ROE. Mentoring will occur for new staff, including a staff wide book study on "50 strategies to Boost Cognitive Engagement: Creating a Thinking Culture in the Classroom." To support social emotional learning, each student will be participating in a book study, "The Seven Habits of Highly Effective Teens" and direct instruction on SEL skills.

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

- Yes
- No

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

Measures of Poverty from 1113(5)(A) and (B)

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

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

Section 1114 and 1115

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

([count] of 7500 maximum characters used)

Targeted Assistance Using the identification criteria previously discussed, students identified in the bottom 20% will receive intensive remediation of skills in the area of reading. The goal of this program is to increase overall reading abilities, such that students will read at grade level. Schoolwide Programs Using the identification criteria previously discussed, students identified in the bottom 20% will receive intensive remediation of skills in the areas of reading and/or mathematics. The goal of these programs is to increase overall reading/math abilities, such that students will perform at grade level. The following assistance program is available to qualified students: -Reading Recovery (Grade 1 only): 1:1 assistance for 12-20 weeks, 30 minutes daily. The program is researched based and has specific eligibility requirements. -Title 1 Pull-Out Groups (Grades K-5): 1-4-5 assistance as needed, 15-30 minutes daily on targeted reading and/or mathematics skills (Quick Readings, Leveled Literacy Kits, Strategies to Achieve Reading Success)- Title 1 Push-In Groups (Grades K-5): 1-4-5 assistance as needed, 15-30 minutes daily on targeted reading and/or mathematics skills (teacher directed) At this time, as reported on NCLB records, the District does not have any children receiving services who are defined as neglected or delinquent.

Response from the approved prior year Consolidated District Plan.

Targeted Assistance Using the identification criteria previously discussed, students identified in the bottom 20% will receive intensive remediation of skills in the area of reading. The goal of this program is to increase overall reading abilities, such that students will read at grade level. Schoolwide Programs Using the identification criteria previously discussed, students identified in the bottom 20% will receive intensive remediation of skills in the areas of reading and/or mathematics. The goal of these programs is to increase overall reading/math abilities, such that students will perform at grade level. The following assistance program is available to qualified students: -Reading Recovery (Grade 1 only): 1:1 assistance for 12-20 weeks, 30 minutes daily. The program is researched based and has specific eligibility requirements. -Title 1 Pull-Out Groups (Grades K-5): 1-4-5 assistance as needed, 15-30 minutes daily on targeted reading and/or mathematics skills (Quick Readings, Leveled Literacy Kits, Strategies to Achieve Reading Success)- Title 1 Push-In Groups (Grades K-5): 1-4-5 assistance as needed, 15-30 minutes daily on targeted reading and/or mathematics skills (teacher directed) At this time, as reported on NCLB records, the District does not have any children receiving services who are defined as neglected or delinquent.

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, number 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)

Midwest Central Middle School administers a benchmark assessment 4 times a year. The school uses this benchmark data in order to identify students in the lowest 20% as students in need of skill remediation. In order to provide educational support, teachers plan small-group and individualized lessons targeted at increasing students' reading and math abilities. Paraprofessionals are sometimes utilized as facilitators in these lessons. Students continue participation in these groups until the next benchmark, where their progress is monitored. Student data is then re-analyzed and aggregated in order to determine if continued support is warranted. Continued support includes 1:1 instruction provided by a staff member hired to serve as an interventionist. Parents are informed of Midwest Central Middle School intervention policies through the student handbook. Additional information can be accessed through the school's MTSS manual.

Response from the approved prior year Consolidated District Plan.

Midwest Central Middle School administers a benchmark assessment 4 times a year. The school uses this benchmark data in order to identify students in the lowest 20% as students in need of skill remediation. In order to provide educational support, teachers plan small-group and individualized lessons targeted at increasing students' reading and math abilities. Paraprofessionals are sometimes utilized as facilitators in these lessons. Students continue participation in these groups until the next benchmark, where their progress is monitored. Student data is then re-analyzed and aggregated in order to determine if continued support is warranted. Continued support includes 1:1 instruction provided by a staff member hired to serve as an interventionist. Parents are informed of Midwest Central Middle School intervention policies through the student handbook. Additional information can be accessed through the school's MTSS manual.

Title 1 Requirement:
 To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

*Required field

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

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

ISBE Goals:

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

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

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

DO NOT use special characters, number or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
 ([count] of 7500 maximum characters used)
 The needs assessment identified areas of academics that need more professional development, specifically ELA and Math and how to bridge students with IEPs into more inclusive settings. IDEA funds will be used to pay paraprofessional salaries and benefits as well for the IEP writing program to create more inclusive schedules. IDEA funds will also be utilized to provide PD from the local special education cooperative on specifically requested topics.
 Response from the approved prior year: Consolidated District Plan.

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

DO NOT use special characters, number or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
 ([count] of 7500 maximum characters used)
 Paraprofessional salaries, paraprofessional benefits, professional development, software programs to create inclusive programming opportunities for all students will paid for with IDEA funds, and literacy curriculum materials.
 Response from the approved prior year: Consolidated District Plan.
 Paraprofessional salaries, paraprofessional benefits, professional development, software programs to create inclusive programming opportunities for all students will paid for with IDEA funds, and literacy curriculum materials.

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

DO NOT use special characters, number or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
 ([count] of 7500 maximum characters used)
 Funds from the grant will support researched based instructional literacy curriculum materials to address the need to support staff in improving ELA instruction within the special education classroom to allow students to more fully access FAPE.
 Response from the approved prior year: Consolidated District Plan.

Funds from the grant will support researched based instructional literacy curriculum materials to address the need to support staff in improving ELA instruction within the special education classroom to allow students to more fully access FAPE.

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

<https://www.isbe.net/Pages/Special-Education-Programs.aspx>
DO NOT use special characters, number or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
 ([count] of 7500 maximum characters used)
 To increase graduation rates, and decrease drop-out rates, IDEA funds provide professional development in improving and materials to improve instructional strategies to foster student growth and increase student access to FAPE. Professional development related to de-escalation techniques and behavioral strategies decreases suspensions, as well as improves education environments. Positive early childhood outcomes are supported with IDEA funds by supporting the hiring of qualified paraprofessionals and providing quality professional development opportunities and instructional materials to preschool staff. Funds from IDEA also allow the hiring of a paraprofessional to support students in our work training program as well as professional development and support for staff related to secondary transition and post-school outcomes.

*Required field

Overview

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

- PROGRAM:** Youth in Care Stability
- PURPOSE:** To comply with ESSA requirements for educational stability for students who are Youth in Care. All Illinois school districts and state-authorized charter schools
- REQUIRED FOR:** 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
- RESOURCES:** [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 med-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the drivers side door will stipulate NPV 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/vehicle_use_summary.pdf
<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>
Transportation Programs:
<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

REQUIREMENTS

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

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

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

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

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

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

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

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

Contact Information

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
Jackson	Julie	Director of Special Education	jackson@midwestcentral.org
Phone*			
309	968	6464	

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

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
April	Ramme	Director of Transportation	ramme@midwestcentral.org
Phone*			
309	968	6868	

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.

If a child moves to a new residence and is not in the same school zone, the foster care point of contact will be notified and be invited to participate in the best interest determination. The Child Welfare Agency worker, foster care point of contact, social worker, teacher, and other essential members of best interest determination will share information on the appropriateness of the current educational setting. Factors that should be considered in determining whether the child remains in the school of origin include: How long is the placement expected to last and what is the permanent plan? How many schools has the child attended this year? The past few years? How strong is the child academically? Which school does the child prefer? Why? Does the child have siblings placed in the school? Does the child have positive peer relationships? Connection to staff? Would the timing of a transfer coincide with a logical juncture such as after testing, end of semester, or end of the school year? How would the length of commute impact the child? Does the youth have any anxieties about the upcoming move or changes in his/her life? Are there any safety issues to consider? If the best interest determination decision is that the student will remain in the current school, the foster care point of contact will notify the school of origin transportation designee, who will then assist the child welfare agency worker in arranging transportation. Due to the mobility rate of youth experiencing foster care, all efforts will be made to keep foster care youth in the school of origin.

Response from the approved prior year Consolidated District Plan.

If a child moves to a new residence and is not in the same school zone, the foster care point of contact will be notified and be invited to participate in the best interest determination. The Child Welfare Agency worker, foster care point of contact, social worker, teacher, and other essential members of best interest determination will share information on the appropriateness of the current educational setting. Factors that should be considered in determining whether the child remains in the school of origin include: How long is the placement expected to last and what is the permanent plan? How many schools has the child attended this year? The past few years? How strong is the child academically? Which school does the child prefer? Why? Does the child have siblings placed in the school? Does the child have positive peer relationships? Connection to staff? Would the timing of a transfer coincide with a logical juncture such as after testing, end of semester, or end of the school year? How would the length of commute impact the child? Does the youth have any anxieties about the upcoming move or changes in his/her life? Are there any safety issues to consider? If the best interest determination decision is that the student will remain in the current school, the foster care point of contact will notify the school of origin transportation designee, who will then assist the child welfare agency worker in arranging transportation. Due to the mobility rate of youth experiencing foster care, all efforts will be made to keep foster care youth in the school of origin.

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

See IDEA legislation here: See Section 504 here

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

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

Students who are in foster care or are identified as IDEA or 504 eligible will have educational services as determined by the IEP or 504 plan to ensure there is not an interruption to the student's education or services. The Special Education team will be included in the best interest determination. The need for consistency must be considered when making a determination in the best interest of the student. Consideration also needs to be given to the individual needs of the student and what educational program each district can provide.

Response from the approved prior year Consolidated District Plan.

Students who are in foster care or are identified as IDEA or 504 eligible will have educational services as determined by the IEP or 504 plan to ensure there is not an interruption to the student's education or services. The Special Education team will be included in the best interest determination. The need for consistency must be considered when making a determination in the best interest of the student. Consideration also needs to be given to the individual needs of the student and what educational program each district can provide.

- 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.

Students in foster care who are identified as ELL have rights under Title IV and the equal education opportunity act of 1974 to receive meaningful and equal educational program. Consideration also needs to be given to the individual needs of the student and what educational program each district can provide.

Response from the approved prior year Consolidated District Plan.

Students in foster care who are identified as ELL have rights under Title IV and the equal education opportunity act of 1974 to receive meaningful and equal educational program. Consideration also needs to be given to the individual needs of the student and what educational program each district can provide.

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

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

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

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

If a dispute arises over eligibility, school selection, or enrollment in regards to transportation, parents or staff will contact the district superintendent as the dispute manager. The superintendent will work with DCFS to guide those through the dispute management process including a written description of the problem and the follow up steps. This includes immediate enrollment and provided transportation to the preferred district that creates the most stable and consistent environment based on where the student had previously been enrolled. DCFS has the final say if an agreement cannot be reached by all parties.

Response from the approved prior year Consolidated District Plan.

If a dispute arises over eligibility, school selection, or enrollment in regards to transportation, parents or staff will contact the district superintendent as the dispute manager. The superintendent will work with DCFS to guide those through the dispute management process including a written description of the problem and the follow up steps. This includes immediate enrollment and provided transportation to the preferred district that creates the most stable and consistent environment based on where the student had previously been enrolled. DCFS has the final say if an agreement cannot be reached by all parties.

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

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

Training will be provided to staff annually about rights for students identified as Youth in Care.

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

Students who are youth in care automatically qualify for transportation in order to keep their best interest of consistency in their serving school as long as it does not create a hardship for the student or district. Individuals involved include parents and/or guardians, students, case workers, director of special education and director of transportation as well as necessary members from a cooperating school district. The director of special education serves as the foster care liaison and communicates with both local and neighboring district transportation directors to create a smooth daily transportation plan to get the student to the enrolled district of best interest. Factors to be considered when developing the transportation procedures for a student in foster care include but not limited to safety, duration of need for services, time/length of daily travel, time of placement change, type of transportation available, traffic patterns, flexibility in school schedule, academic success, impact on extra curricular activities or clubs, maturity and behavioral capacity of student, and housing address and proximity to bus routes for neighboring districts.

Response from the approved prior year: Consolidated District Plan.

Students who are youth in care automatically qualify for transportation in order to keep their best interest of consistency in their serving school as long as it does not create a hardship for the student or district. Individuals involved include parents and/or guardians, students, case workers, director of special education and director of transportation as well as necessary members from a cooperating school district. The director of special education serves as the foster care liaison and communicates with both local and neighboring district transportation directors to create a smooth daily transportation plan to get the student to the enrolled district of best interest. Factors to be considered when developing the transportation procedures for a student in foster care include but not limited to safety, duration of need for services, time/length of daily travel, time of placement change, type of transportation available, traffic patterns, flexibility in school schedule, academic success, impact on extra curricular activities or clubs, maturity and behavioral capacity of student, and housing address and proximity to bus routes for neighboring districts.

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 procedures for a student who is Youth in Care.*

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

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

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

The following funding options will also be considered when developing the Transportation Procedures and plan for a foster care student: 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 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.

The following funding options will also be considered when developing the Transportation Procedures and plan for a foster care student: 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 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.

If a dispute arises over eligibility, school selection, or enrollment in regards to transportation, parents or staff will contact the district superintendent as the dispute manager. The superintendent along with DCFS will guide those through the dispute management process including a written description of the problem and the follow up steps. This includes immediate enrollment and provided transportation to the preferred district that creates the most stable and consistent environment based on where the student had previously been enrolled. DCFS has the final say if an agreement cannot be reached by all parties.

Response from the approved prior year: Consolidated District Plan.

If a dispute arises over eligibility, school selection, or enrollment in regards to transportation, parents or staff will contact the district superintendent as the dispute manager. The superintendent along with DCFS will guide those through the dispute management process including a written description of the problem and the follow up steps. This includes immediate enrollment and provided transportation to the preferred district that creates the most stable and consistent environment based on where the student had previously been enrolled. DCFS has the final say if an agreement cannot be reached by all parties.

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

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

The best interest of the student will be taken into consideration when determining student transportation options. Student transportation will continue to be implemented by the enrolled school district while disputes are being resolved. Disputes will be worked through with all stakeholder groups. We will use our school fleet and drivers with options A-G above. The district will defer to the child welfare worker's input on the best interest of the child and the school of origin would be responsible for transportation during a dispute.

Response from the approved prior year Consolidated District Plan.

The best interest of the student will be taken into consideration when determining student transportation options. Student transportation will continue to be implemented by the enrolled school district while disputes are being resolved. Disputes will be worked through with all stakeholder groups. We will use our school fleet and drivers with options A-G above. The district will defer to the child welfare worker's input on the best interest of the child and the school of origin would be responsible for transportation during a dispute.

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.

During the beginning of the year trainings, school personnel are informed of transportation plan processes for youth in care. They are also provided professional development on definitions of youth in care, unaccompanied youth, and foster care so that they can aid in identifying a youth who may have changed residency or be living on their own.

Response from the approved prior year Consolidated District Plan.

During the beginning of the year trainings, school personnel are informed of transportation plan processes for youth in care. They are also provided professional development on definitions of youth in care, unaccompanied youth, and foster care so that they can aid in identifying a youth who may have changed residency or be living on their own.

*Required field

BSP Overview

Program Name:

EL - Bilingual Service Plan

Purpose:

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

Rules:

23.Ill. Admin. Code, Part 228-50

Contact:

Multilingual Department at 312-814-3850
multilingual@isbe.net

BSP Contact Information

3 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Provide information below for the Bilingual Director (Administrator overseeing EL Services)

Last Name* Jackson
First Name* Julie
Middle Initial
Phone* 309 968 6464
Email* jackson@midwestcentral.org

EL Program Director Requirements:

- a. Administrative Endorsement
- AND
- b. ESL/Bilingual Endorsement
- OR
- Eight (8) Hours of Professional Development Related to EL Education

*Required field

Attendance Center Enrollment Information

Instructions

3 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Types of Instructional Design Offered in Your District (Mark all that apply.)

- Dual Language One-Way
- Dual Language Two-Way
- Transitional Bilingual Education Program
- Transitional Program of Instruction

Staffing Levels in Your District (Mark all that apply.)

- We have sufficient ESL-certified staff to provide services.
- We have sufficient bilingual-endorsed staff to provide services.
- We do not have sufficient staff and are working to increase the number of bilingual/ESL-endorsed staff to meet district needs.

BSP Professional Development

Instructions

3 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional development activities must be provided to all staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff. *The required professional development will be provided.

- Yes
 No

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

*Required field

BSP TBE Requirements

3 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes No

*Required field

TBE Parent Advisory Committee

3 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Does your district offer a TBE program?

Yes No

Board Approval, Certification, and Assurances

- 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.

06/17/2026

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 and Religious Expression in Public Elementary and Secondary Schools on the U.S. Department of Education website.

v.02.17.2026

Grant Application Certifications and Assurances

- 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

<https://www.ed.gov/current/titles-2/subtitle-A/chapter-II/part-2002toc.html>

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

<https://www.ilga.gov/legislation/ILCS/Articles?ActID=35598&ChapterID=7>

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

<https://ilga.gov/agencies/JCAR/Sections?PartID=04407000>

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
 3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
 4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.
- #### **PROJECT**
5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
 6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
 7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
 9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
 10. The applicant will maintain records for three years following completion of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.
 11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such regulations and maintaining effective internal control over the operations of the approved grant.
 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.
- #### **INVOLUNTARY TERMINATION**
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).
 16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
 17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a

grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).

19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.

20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education employees during any part of the application process or during the Term of the Grant Agreement.

21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.

22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.

23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).

24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.

25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee; who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (C) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(C)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).

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

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

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

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

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

- a) Publishing a statement:
 - i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.

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

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

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.

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.

CERTIFICATION

Instructions for Certification

1. By checking the box above and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms covered transaction, debarred, suspended, ineligible, lower tier covered transaction, participant, person, primary covered transaction, principal, proposal, and voluntarily excluded, as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the GSA Government-Wide System for Award Management Exclusions (SAM Exclusions) at: www.sam.gov
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.02.17.2026

Certification Regarding Lobbying

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 loan, the making of any federal grant, 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 LSBE 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.02.17.2026

GEPA 442 Assurances

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.02.17.2026

Assurances

Instructions

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

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

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

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

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

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

Not calling IWAS Web Service
 TODD HELLRIGEL

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

Agreed to on this Date: 05/27/2026
 RCDT when agreed to: 53-060-1910-26

v.02.17.2026

Attention!

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 and 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. **By hitting "Submit" on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.**

Lock Application Unlock Application

Application was created on: 3/19/2026
Assurances were agreed to on: 5/27/2026
Consistency Check was run on: 5/27/2026
District Data Entry submitted for district review on: 5/27/2026

Business Manager
District Administrator
ISBE Program Administrator # 1
ISBE Program Administrator # 2
ISBE Program Administrator # 3
ISBE Program Administrator # 4
ISBE Program Administrator # 5

Submit to ISBE

Disapprove

Application History(Read Only)

Instructions

Status Change	UserId	Action Date
Submitted for Review	jacksonmc191	05-27-2026 12:30 PM
Consistency Check	jacksonmc191	05-27-2026 12:30 PM

Page Review Status Instructions

Expand All **Consolidated District Plan** **Page Status** **Open Page for editing**

	Page Status	Open Page for editing
<u>Consolidated District Plan</u>		
Contact Information		
Needs Assessment and Programs		
Plan Specifics		
Needs Assessment Impact	OPEN	<input type="checkbox"/>
Stakeholders	OPEN	<input type="checkbox"/>
Parent and Family Engagement	OPEN	<input type="checkbox"/>
Private Schools Participation	OPEN	<input type="checkbox"/>
Preschool Coordination	OPEN	<input type="checkbox"/>
Student Achievement	OPEN	<input type="checkbox"/>
College and Career	OPEN	<input type="checkbox"/>
Professional Development	OPEN	<input type="checkbox"/>
Safe Learning Environment	OPEN	<input type="checkbox"/>
Title I Specific Pages		
Title I Specific - Part One	OPEN	<input type="checkbox"/>
Title I Specific - Part Two	OPEN	<input type="checkbox"/>
IDEA Specific Requirements		
Youth in Care Stability Plan	OPEN	<input type="checkbox"/>
Youth in Care Stability Plan Contacts	OPEN	<input type="checkbox"/>
Best Interest Determination Plan	OPEN	<input type="checkbox"/>
Youth In Care Transportation Plan		
Bilingual Service Plan		
BSP Plan Specifics		
BSP Program Contact	OPEN	<input type="checkbox"/>
Attendance Center Enrollment Information	OPEN	<input type="checkbox"/>
BSP Professional Development	OPEN	<input type="checkbox"/>
BSP TBE Requirements	OPEN	<input type="checkbox"/>
BSP Parent Advisory Committee	OPEN	<input type="checkbox"/>
Assurance Pages		
Plan Assurances	OPEN	<input type="checkbox"/>
State Assurances	OPEN	<input type="checkbox"/>
Debarment	OPEN	<input type="checkbox"/>
Lobbying	OPEN	<input type="checkbox"/>
GEPA 442	OPEN	<input type="checkbox"/>
AssurancesText	OPEN	<input type="checkbox"/>

Save

