

eGrant Management System

Printed Copy of Application

Applicant: STREATOR ESD 44

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: STREATOR ESD 44

Date Generated: 3/16/2026 1:14:04 PM

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1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
<input type="text" value="Alstadt"/>	<input type="text" value="Jeffrey"/>	<input type="text"/>
Phone*	Extension	Email*
<input type="text" value="815"/> <input type="text" value="672"/> <input type="text" value="2926"/>	<input type="text" value="253"/>	<input type="text" value="jalstadt@ses44.net"/>

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

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

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

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

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

([count] of 2500 maximum characters used)

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

3. Bilingual 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
<input type="text" value="Dye"/>	<input type="text" value="Karen"/>	<input type="text"/>
Phone	Extension	Email
<input type="text" value="815"/> <input type="text" value="672"/> <input type="text" value="4558"/>	<input type="text" value="214"/>	<input type="text" value="kdye@ses44.net"/>

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant Program Liaison may notify ISBE at 312-814-3850 or Multilingual@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 ISBE.

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

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 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, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.* ([count] of 7500 maximum characters used)

Streator ESD 44 will be utilizing the Title I-A, Title II-A, Title III LIEP, Title IV-A, Title V, IDEA Part B flow through, and IDEA Part B preschool and will co-ordinate resources from the federal grants with any local funding, state evidence-based funding and State of Illinois grants such as PreK for All and Library per Capita grants in order to provide equitable services to address ISBE and district goals. The district will be coordinating funds to address needs assessment programming such as staffing needs, instructional needs and curriculum, programming needs, professional development needs, technology resource needs, specialty programming needs (i.e., reading interventions, math interventions, classroom support, IEP and 504 needs, EL needs).

Response from the approved prior year Consolidated District Plan.

Streator ESD 44 will be utilizing the Title I-A, Title II-A, Title III LIEP, Title IV-A, Title V, IDEA Part B flow through, and IDEA Part B preschool and will co-ordinate resources from the federal grants with any local funding, state evidence-based funding and State of Illinois grants such as PreK for All and Library per Capita grants in order to provide equitable services to address ISBE and district goals. The district will be coordinating funds to address needs assessment programming such as staffing needs, instructional needs and curriculum, programming needs, professional development needs, technology resource needs, specialty programming needs (i.e., reading interventions, math interventions, classroom support, IEP and 504 needs, EL needs).

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

Braiding of Funds

- Yes No

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

Transfer of Funds

- Yes No

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

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

[[count] of 7500 maximum characters used)

Professional Development Surveys, School Improvement Plans, and Summative Designations were used to help determine the focus of the professional development for the year. Data from the school report card, 5 Essentials Survey, Aimseb Plus, School Improvement Plans and local climate surveys guide the direction and use of funds.

Legislative References:

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

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

*Required field, applicable for all funding sources

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

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

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

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

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable.*

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

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

A. Title I, Part A - Improving Basic Programs

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)

i. Students are not performing to the rigorous expectations of the ISBE and district stated goals for Student Learning which is every child will make significant academic goals each year, increase their knowledge, skill and opportunities with special attention paid to historic inequities. ii. The district has utilized Title I funds to address instructional programming needs through schoolwide flexibility. In particular, there is an emphasis on providing instructional coaching and best practices with teaching strategies for certified staff in both general education and special education with an emphasis in the areas of ELA and math as well as behavioral support PD for paraprofessionals with assisting in the classrooms (under the direction of instructional coaches, administration, and classroom teachers). In addition, a concerted effort to maintain student benchmarking and progress-monitoring to address any instructional and behavioral concerns brought up in data team meetings in all buildings.iii. The needs assessment data are used at both the building and district level for grant planning. District and school improvement goals are based on the needs assessment data and analysis to prioritize instructional needs identified.

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

i. Kimes will be in Implementation year 4. In coordination with district administration, the building principal, and school improvement team met to analyze data and create a SIP to address the needs of the targeted subgroup along with the needs of the building. ii. Kimes will continue to work on their plan for improving student instruction while setting goals in the areas of reading and math for each specific grade level and subgroup of students. iii. Kimes will include on their plan for improving the targeted subgroup of Children with Disabilities/IEPs in conjunction with the interventionists, special education teachers, general education teachers, and paraprofessionals. i. Centennial will be in Implementation year 1. In coordination with district administration, the building principal, and school improvement team completed the IL Quality Assurance Rubric. There was a need for rigorous instructional practices in the areas of math and ELA to focus on the needs of all students. ii. Centennial has recognized the need for more consistent instructional practices with rigorous expectations for all students in the areas of ELA and math.iii. Centennial will continue to work on their plan for improving instruction in the areas of ELA and math for all students with rigorous instruction and identified priorities.i. Northlawn will be in Implementation year 2. In coordination with district administration, the building principal, and school improvement team met to analyze data and create a SIP to address the needs of the targeted subgroup along with the needs of the building.

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).

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

G. Title III - LIEP

i. EL students were identified at Northlawn Junior High School as a preliminary subgroup that was underperforming in FY24. The district provides a minimum of one EL teacher at each building, but the district is struggling to find and retain qualified teachers with bilingual endorsements. The students are served with both push-in and pull-out models to serve the students in the most effective environment for learning.ii. The district provides professional development funds from LIEP to send staff to requested workshops and conferences that support EL students in the school. EL staff will attend the bilingual conference in the fall to gain knowledge of best practice teaching strategies to share with their general education colleagues and students. iii. ACCESS testing and results are used to determine the educational needs of EL students. The EL teachers work in conjunction with the classroom teacher to assist students in improving both the ACCESS scores and the benchmarking assessments in the areas of ELA and math which are given three times a year to determine student growth.

H. Title III - ISEP

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

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).

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

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

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

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

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

L. IDEA, Part B - Preschool

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

development opportunities are available tied to these needs. iii. Materials are budgeted to help support these students within that general education setting. Professional development opportunities are available tied to these needs.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

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

District Goal(s):

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

The district is working toward goals established by ISBE. Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so the graduate equipped to pursue success and paying special attention to addressing historic inequities. Learning Conditions: All schools will receive the resources necessary to create, safe, healthy, and welcoming learning environments and will be equipped to meet the unique academic and emotional needs of each and every child.

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

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

Throughout the current academic year, several key groups-including School Improvement, Social-Emotional, Special Services, and English Learner (EL) teams-met regularly to evaluate the needs of students and staff and to provide direct input for the Fiscal Year 2025 federal funding plans. These diverse teams were comprised of district administration, teachers representing Title I, Special Education, and EL programs, and parent stakeholders. Formal planning and feedback sessions were conducted on September 25 and January 29 for Centennial, Kimes, and Northlawn schools. Additional specialized meetings were held on October 30 for the Special Education and Title I teams, followed by an EL-specific session on February 26. Furthermore, grade-level and departmental disciplinary teams met each trimester to ensure instructional alignment. Administrative leaders provided final input for the upcoming year in Spring 2026, and the Consolidated District Plan (CDP) was released to Board of Education members for review prior to the March Board meeting. Key elements of the new plan incorporate stakeholder suggestions to implement BIST training for all staff and new district teachers to effectively address student behavior. The plan also prioritizes the continuation of summer school programming in June and the integration of more rigorous instructional practices and strategies at Northlawn Junior High.

Response from the prior year Consolidated District Plan.

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

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.

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([count] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

Streator ESD implements effective parental involvement strategies by providing emotional, educational and social support to families. Special efforts are made to

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

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. 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.

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([count] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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Title I Requirement:

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

[ESEA section 1113\(c\)\(3\)\(A\)](#)

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.

Parent Engagement Plan 2026.pdf
Parent Engagement Policy.pdf

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

*Required field

Private School Participation

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

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

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
St. Michael the Archangel Sc	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): 36	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): 199	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): 199	<input type="button" value="Choose File"/> No file chosen Non Public Participation.pdf

Comments:

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

ISBE Goals:

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

District Goal(s):

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

The district is working toward goals established by ISBE. Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so the graduate equipped to pursue success and paying special attention to addressing historic inequities. Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

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

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

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

No Preschool Programs

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 coordinates and integrates services provided with other agencies in order to serve students. Another outcome of integrated services is smoother transition when students move from one program or class to the next. District employees direct families to the options in Streator that best meet the needs of students and families. At least once annually, the district holds a parent meeting for all eligible Kindergarten age children in the community to learn about our kindergarten programs and school enrollment boundaries (occurring May 2025). The district also communicates with local daycares, Head Start, the YMCA Tot Lot and other programs about the State Early Learning Standards and what is expected for a successful start to kindergarten. Available educational services: "At Risk" Pre- K, Head Start, ECE, IVCC Family Literacy Project, Private/Parochial Pre- K, Child and Family Connections (CFC), LEASE, Title I, ELL, Streator ESD, and Streator Township High School. The coordination of educational services and funding streams allows the district to more appropriately meet the needs of students, specifically as related to poverty, low literacy and generational disadvantaged households. Streator develops a staff that has a deep understanding of differences in children's environments, ethnicity, and culture while deliberately indicating such differences are visible in child(ren) growth and development, particularly children living in poverty. The district is intentional when planning for its administrators, teachers, aides, parent educators, nurses, psychologists, school social workers, and other staff to function as a multidisciplinary team who approach student(s) need with creative problem-solving responses and flexible delivery of services to our students and families. The district holds monthly PreK meetings to address any concerns or issues regarding student services. The district provides the following activities or programs for the students and parents: Early Intervention transition meetings, IEP meetings, beginning of the year and end of the year progress meetings, Eligibility meetings for special services, OT/PT services as needed, Transition to Kindergarten parent informational meetings, and coordinate with individual nurses. Coordination with Title services will be through EOY assessment benchmarks to ascertain if interventions need to occur at the beginning of the next school year according to the early literacy skills assessed in the benchmark.

Response from the approved prior year Consolidated District Plan.

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Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

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

(({count}) of 7500 maximum characters used)

The Superintendent, Director of Student Services, and the Director of Special Services are responsible for leading the district improvement and student learning outcome efforts. This occurs in conjunction with the District Administration Team, and the School Improvement teams. In addition, the Superintendent, along with the District Administration Team is responsible for facilitating the professional development focus for the district as well as communication with the administrators and teachers to continue the movement toward improvement of teaching and learning at the school level. Teachers are provided with teaching strategies and approaches to better meet the educational needs of all of the subgroups in the building. Much of the instructional and professional development focus has been on Illinois New Learning Standards in English Language Arts and Mathematics, Next Generation Science Standards, Technology Integration, Social Emotional Strategies, and utilizing Student Assessment Data for more informed decision making for lesson planning and planning differentiated lessons for students. To ensure each child's success, we have set high learning standards that are reflected in what is taught in our classrooms. State and federal law also address student assessment and accountability requirements. We are using our District Improvement plan, developed as required by law, to address our district and school improvement needs. The School Board, administration, and school staff are collaborating on proven methods to improve student performance, including evaluating and improving the curriculum and instruction, increasing staff effectiveness, enhancing the learning environment, and increasing parental participation. The district fully implemented the ELA and Mathematics, Illinois New Learning Standards for curriculum alignment and assessment. The focus provides opportunities for evaluating rigor, text complexity, assessment for learning, and utilizing data for improving instruction. The district serves all PK-8 students with Title I dollars through Schoolwide funding. Title I funding has provided the flexibility to better prepare the students for the 21st Century. Our poverty level is 65% plus and the district needs to be able to utilize the resources for all students, especially the most at risk. Our priorities for Schoolwide funding and services in each building focuses on providing at least two part-time Title I reading paraprofessionals for a reading teacher in each building. The reading teachers are not paid with federal funds. The aides work under the supervision of the reading teachers to provide differentiated instruction to students who are struggling to maintain grade level skills in reading fluency and comprehension. The monitoring and/or assessing of students is happening regularly within our classrooms. Teachers constantly assess student needs and abilities. All students are benchmarked by AIMSweb Plus reading and math 3 times per year. Students involved in Tiered interventions are progress monitored weekly or bi-weekly based on needs. Classroom data is collected daily on all students by teachers. Kindergarten teachers enter data 3 times per year for the KIDS assessment based on classroom observations and assessments. Data is constantly being analyzed at weekly meetings. Interventions are being evaluated and changed as needed. Other methods of assessment include Early STAR and STAR Reading, STAR Math, ESGI (Kindergarten and First Grade).

Response from the prior year Consolidated District Plan.

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

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Local assessments include AIMSweb benchmarking in Reading and Mathematics three times a year at each building. The benchmarking data is used to create a tiered system of support and each building utilizes the data to provide the necessary support for students in each identified tier. Reading teachers and interventionists also assess students through progress monitoring throughout the year. We also utilize Lexia, IXL math, Star Reading and STAR Math assessments. Students are given local assessments that are correlated to the classroom curriculum to assess progress throughout the school year. At the Jr High level, assessments are given to students each trimester to assess summative progress for each period. Data from all of these assessments are used to guide instruction through data driven decision making. MTSS teams meet on a weekly or monthly basis to determine the next steps in providing for the at-risk students. The MTSS team members consist of an administrator, reading teacher, math teacher, EL teacher, and Special Education teachers, social workers, and psychologists as individual student's needs indicate. An overall

progress report (for each grading period) is created for each student by the teacher. The teachers work with the parents to improve student learning in all areas. Constant and continuing contact between parents and teachers is the expectation. MTSS teams include a psychologist so concerns regarding academic, behavioral, or social emotional needs are addressed, and interventions are put into place to assist any child, not just those with IEP's. EL students are supported with local assessments as well as assessments and practice using Lexia English and Imagine Learning

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

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([count] of 7500 maximum characters used)

The District provides a reading teacher and part-time paraprofessionals at each building to assist student in meeting the Academic Standards established by the State. The part-time paraprofessionals are funded through the Title I grant. The students are provided with core curriculum and additional assistance through the reading teachers and para-professionals at Kimes, Centennial and Northlawn. Kimes Elementary School houses pre-kindergarten students, kindergarten students, and first grade students. Centennial Elementary School houses specialized special education classrooms, second grade students, third grade students, and fourth grade students. Northlawn will continue to house fifth grade students, sixth grade students, seventh grade students, and eighth grade students and specialized special education classrooms. At the elementary levels (Kimes and Centennial), the students are served in both a push in and pull out format to receive additional instruction or guidance from the reading teacher or paraprofessionals. At Northlawn, students are served in a pull out model for additional assistance in English Language Arts. The part-time paraprofessionals at Northlawn are used in a push in format to assist students in the general education classroom. The district also utilizes a before and after school tutoring program for at-risk students in an as needed basis. Each building has a part-time paraprofessional to assist students with social and emotional issues that might impact learning in the classroom. English Language Learners are provided support in a push in and pull out model. There are 3 EL teachers in the PreK-4 buildings and 1 in the junior high building. The junior high also has an EL study hall that provides homework and classroom support to any EL students that might need.

Response from the prior year Consolidated District Plan.

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

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

Response from the prior year Consolidated District Plan.

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

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

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([count] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

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

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([count] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

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

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

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([count] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646

[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646

[5] Title I, Part A, Section 1112(b)(2)

[6] Title I, Part A, Section 1112(b)(13)(B)

[7] Title I, Part A, Section 1112(b)(13)(A)

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

**Required field for only Title I, Part A

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

ISBE Goals:

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

District Goal(s):

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

The District is working toward the following goals established by ISBE. Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities. Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

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

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

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

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([count] of 7500 maximum characters used)

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

([count] of 7500 maximum characters used)

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

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

Response from the approved prior year Consolidated District Plan.

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

Legislative References:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

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

For each program for which funding is anticipated for the 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

Streator ESD #44 is not providing PD with Title I funds. The non-public school does not provide PD with Title I funds.

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

Streator ESD #44 is not providing PD with Title I funds - School Improvement for Kimes or Northlawn. Streator ESD #44 may provide PD with Title I funds for Centennial. This school is in their planning year. Both Northlawn Junior High and Centennial partner with the Illinois Principals Association with administrator coaching.

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

PD is provided for all teachers and paraprofessionals. It is supported by stipends for paraprofessionals who attend training sessions, workshops, and conferences outside of the school day. (Additional time for teachers is supported by local funds). This could include team/department time to plan instructional strategies. Additionally, substitute salary for coverage for teachers/paraprofessionals who attend PD during the student attendance days. Funds are also used for attendance at professional conferences. The district may contract with consultants to provide professional development in house for the teachers, paraprofessionals, and administrators. This includes virtual and in-person trainings for curricular materials.

G. Title III - LIEP

PD is provided via workshops for ML and general education staff related to the education of ML students. ML staff attends conferences virtually and in-person to support ML in the classroom. Workshops will include PD regarding materials and continuation of work with Imagine Learning and Lexia English.

H. Title III - ISEP

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

PD is provided for specialists who might not otherwise be provided with enriching staff development. This includes teachers of Fine Arts, PE, and FACS. The district also plans to use funds for social-emotional professional development to provide a safe and healthy school environment. This include BIST and Suite 360. Included will be Fine Arts, PE, and FACS conferences, workshops, substitute salary for teachers who attend PD during student attendance days, mileage, hotels and per diem meals. Non-public schools will use funds for instructional supplies to support safe and healthy learning environments and the arts.

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

Not providing

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

This grant provides professional development opportunities bringing training to the district, sending staff to training opportunities outside of the school district and paying for the associated costs with those professional development opportunities. Any professional development related to educating students with disabilities, either within the general education setting or special education setting, is funded through this grant.

L. IDEA, Part B - Preschool

Not providing - Streator ESD #44 preschool teachers are dually certified and access professional development activities through the IDEA Flow-Through Grant.

Legislative Requirement:

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

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

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

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

ISBE Goals:

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District Goal(s):

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

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.

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.

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([count] of 7500 maximum characters used)

Discipline is a means of fostering the growth of students toward maturity and responsibility. The educational environment of the District shall be such that the administration and teachers shall demonstrate fair, just, and flexible attitudes and disciplinary efforts toward all District students. The School Board may also institute policies whereby students, parents, teachers, administrators, Board members and community persons work together in recognizing and developing alternative programs for dealing with student misconduct or disobedience. Such programs may include: 1. The involvement of students in defining acceptable school behavioral standards. 2. The involvement of parents/guardians in instances where the student has repeatedly exhibited unacceptable conduct. 3. The involvement of the social agencies when the services may benefit a student's behavioral pattern. 4. Individual student counseling by classroom teachers and trained social workers/counselors. 5. Psychological testing and services for students. The District follows SB100 guidelines when enforcing discipline throughout the district schools. Every attempt is made to keep students in the classroom to benefit from instruction of the teacher. If a student does have to be removed from the classroom due to behavior that disrupts the learning of the individual student or the classroom learning, the student's discipline is decided on a case-by-case basis. Students may be referred to a Part-Time Paraprofessional as part of our Response-to-Intervention process for social and emotional issues to assist the student in working out the issues responsible for causing the class disruption. The student may also be referred to the Social Worker in the building if the issue is beyond the Paraprofessionals capabilities. The next step may be to refer the student to the Assistant Principals/deans or principals at each building. In each situation, the parents may be contacted to assist in understanding how best to meet the student's needs going forward. For example, depending on the severity of the situation, the student may be assigned a before or after school detention, Learning Adjustment Center (LAC) or out of school suspension. LAC would require the students to receive assistance from the classroom teacher to provide the educational resources needed to continue student learning. Rarely, and only for serious infractions that might cause harm to the student or other students, the student may be assigned an out-of-school suspension. Those situations are communicated with the parent and notifications are sent to the District administrator. Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations: 1. During any school-sponsored education program or activity. 2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities. 3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment. 4. Through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school related activity, function, or program. Each District employee completes a bullying and harassment training annually in order to recognize what bullying and harassment looks like and how to address it with their students. In addition, a bullying and harassment student assembly or training is provided on an annual basis. School Social workers, teachers and administrators work to reduce bullying and harassment incidences in accordance with local Board policy and state and federal laws. Monthly discipline reports are provided from each building to the Superintendent for monthly board reports. In serious discipline cases, the information is sent immediately to the Superintendent and shared with the Board of Education through a daily or weekly memo. Civil Rights Report data will be used to address the disaggregation of data based on the following groups on at least an annual basis as required by law: 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 standard. e. gender. f. migrant status. In addition to the discipline guidelines, the district utilizes informational emails to encourage teachers and students to interact using positive language and actions. Updated trainings are provided on an annual basis. Grades K - 6 have been provided BIST training and are in the implementation stages. BIST training will be provided at Kimes. Input from the School Improvement teams includes looking at additional programs, such as an incentive program or Student Assistance Programs, or small group assemblies or student discussions about behaviors. Grades 5 - 8 have received PBIS training and work with Suite 360 program that began Fall of 2021. This program fosters safe, healthy, learning environment.

Response from the prior year Consolidated District Plan.

Discipline is a means of fostering the growth of students toward maturity and responsibility. The educational environment of the District shall be such that the administration and teachers shall demonstrate fair, just, and flexible attitudes and disciplinary efforts toward all District students. The School Board may also institute policies whereby students, parents, teachers, administrators, Board members and community persons work together in recognizing and developing alternative programs for dealing with student misconduct or disobedience. Such programs may include: 1. The involvement of students in defining acceptable school behavioral standards. 2. The involvement of parents/guardians in instances where the student has repeatedly exhibited unacceptable conduct. 3. The involvement of the social agencies when the services may benefit a student's behavioral pattern. 4. Individual student counseling by classroom teachers and trained social workers/counselors. 5. Psychological testing and services for students. The District follows SB100 guidelines when enforcing discipline throughout the district schools. Every attempt is made to keep students in the classroom to benefit from instruction of the teacher. If a student does have to be removed from the classroom due to behavior that disrupts the learning of the individual student or the classroom learning, the

student's discipline is decided on a case-by-case basis. Students may be referred to a Part-Time Paraprofessional as part of our Response-to-Intervention process for social and emotional issues to assist the student in working out issues the issues responsible for causing the class disruption. The student may also be referred to the Social Worker in the building if the issue is beyond the Paraprofessionals capabilities. The next step may be to refer the student to the Assistant Principals/deans or principals at each building. In each situation, the parents may be contacted to assist in understanding how best to meet the student's needs going forward. For example, depending on the severity of the situation, the student may be assigned a before or after school detention, Learning Adjustment Center (LAC) or out of school suspension. LAC would require the students to receive assistance from the classroom teacher to provide the educational resources needed to continue student learning. Rarely, and only for serious infractions that might cause harm to the student or other students, the student may be assigned an out-of-school suspension. Those situations are communicated with the parent and notifications are sent to the District administrator. Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations: 1. During any school-sponsored education program or activity. 2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities. 3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment. 4. Through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school related activity, function, or program. Each District employee completes a bullying and harassment training annually in order to recognize what bullying and harassment looks like and how to address it with their students. In addition, a bullying and harassment student assembly or training is provided on an annual basis. School Social workers, teachers and administrators work to reduce bullying and harassment incidences in accordance with local Board policy and state and federal laws. Monthly discipline reports are provided from each building to the Superintendent for monthly board reports. In serious discipline cases, the information is sent immediately to the Superintendent and shared with the Board of Education through a daily or weekly memo. Civil Rights Report data will be used to address the disaggregation of data based on the following groups on at least an annual basis as required by law: a. each major racial and ethnic group b. economically disadvantage students as compared to students who are not economically disadvantaged. c. children with disabilities as compared to children without disabilities. d. English Proficiency standard. e. gender, and f. migrant status. In addition to the discipline guidelines, the district utilizes informational emails to encourage teachers and students to interact using positive language and actions. Updated trainings are provided on an annual basis. Grades K - 6 have been provided BIST training and are in the implementation stages. BIST training will be provided at Kimes. Input from the School Improvement teams includes looking at additional programs, such as an incentive program or Student Assistance Programs, or small group assemblies or student discussions about behaviors. Grades 5 - 8 have received PBIS training and work with Suite 360 program that began Fall of 2021. This program fosters safe, healthy, learning environment.

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

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

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

([count] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

Title I Requirement:

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

Legislative Requirements:

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

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

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

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

Attendance Center Designation

[Instructions](#)

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
1005 - NORTHLAWN JR HIGH SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	03/19/2026
2001 - CENTENNIAL ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	03/19/2026
2003 - KIMES ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	03/19/2026

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

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

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

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

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

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

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

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

No schools identified under this part

([count] of 7500 maximum characters used)

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

Response from the approved prior year Consolidated District Plan.

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

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.

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([count] of 7500 maximum characters used)

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

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

([count] of 7500 maximum characters used)

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

Response from the approved prior year Consolidated District Plan.

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

Title I Requirement:

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

*Required field

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

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

ISBE Goals:

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

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

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

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

DO NOT use special characters, 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 LEASE cooperative does a needs assessment every year for special education staff. The information in that needs assessment is used to figure out what professional development topics need to be focused on and to make sure staff has opportunities to get the professional development they need to be effective special education teachers. It also addresses needed services and supports for students that may be unfulfilled in the district. We have a great deal of need for social emotional topics based on our needs assessment. Teachers are to get more training in this area as well as get more materials related to social emotional learning and trauma. Another need is Autism professional development opportunities for staff in that area as well as materials and supports within the classroom to assist with students on the Autism Spectrum. We are also focusing more on inclusion and how to support teachers with accommodations and modifications within the general education classrooms, specifically with the use of technology.

Response from the approved prior year Consolidated District Plan.

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

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

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([count] of 7500 maximum characters used)

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

Response from the approved prior year Consolidated District Plan.

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

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

DO NOT use special characters, 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)

No changes in service from previous year.

Response from the approved prior year Consolidated District Plan.

No changes in services from previous year.

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

<https://www.isbe.net/Pages/Special-Education-Programs.aspx>

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

([count] of 7500 maximum characters used)

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

*Required field

Overview

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

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

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

<https://www.isbe.net/Documents/ISBF-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*
Martin	Jennifer	Director of Special Services	jmartin@ses44.net
Phone*			
815	672	2926	

[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*
Essman	Carissa	SIS/Transportation/HR Coordinator	cessman@ses44.net
Phone*			
815	672	2926	

[Click here to add information for other personnel involved in the plan development.](#)

*Required field

Best Interest Determination as it relates to School Stability

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

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

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

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

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

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

When a student is placed in foster care or changes residence while in foster care, the CWA worker assigned to the student, notifies the Streator ESD Director of Special Services, Heidi Schultz. The Director of Special Services contacts the current school the student attends and works with the foster care parents, the caseworker, and the current school to determine the best placement of the student. The placement will be based on educational impact, location of the new placement, and other considerations determined to be in the best interest of the student. An SEA, in collaboration with the State or tribal child welfare agency, must ensure that in determining whether it is in a child's best interest to remain in his or her school of origin, an LEA takes into consideration all factors relating to a child's best interest. These factors include the appropriateness of the current educational setting and proximity of placement. (ESEA section 1111(g)(1)(E)(i)). SEAs, LEAs, and child welfare agencies have flexibility in determining which factors should be considered as part of evaluating the appropriateness of the current educational setting, as well as any additional factors that pertain to a child's best interest. Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors may include preferences of the child, Preferences of the child's parent(s) or education decision maker(s); The child's attachment to the school, including meaningful relationships with staff and peers; Placement of the child's sibling(s); Influence of the school climate on the child, including safety; The availability and quality of the services in the school to meet the child's educational and socio-emotional needs; History of school transfers and how they have impacted the child; How the length of the commute would impact the child, based on the child's developmental stage; Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and, Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA. Transportation costs should not be considered when determining a child's best interest, which is consistent with the program instruction released by HHS subsequent to the passage of the Fostering Connections Act

Response from the approved prior year Consolidated District Plan.

When a student is placed in foster care or changes residence while in foster care, the CWA worker assigned to the student, notifies the Streator ESD Director of Special Services, Heidi Schultz. The Director of Special Services contacts the current school the student attends and works with the foster care parents, the caseworker, and the current school to determine the best placement of the student. The placement will be based on educational impact, location of the new placement, and other considerations determined to be in the best interest of the student. An SEA, in collaboration with the State or tribal child welfare agency, must ensure that in determining whether it is in a child's best interest to remain in his or her school of origin, an LEA takes into consideration all factors relating to a child's best interest. These factors include the appropriateness of the current educational setting and proximity of placement. (ESEA section 1111(g)(1)(E)(i)). SEAs, LEAs, and child welfare agencies have flexibility in determining which factors should be considered as part of evaluating the appropriateness of the current educational setting, as well as any additional factors that pertain to a child's best interest. Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors may include preferences of the child, Preferences of the child's parent(s) or education decision maker(s); The child's attachment to the school, including meaningful relationships with staff and peers; Placement of the child's sibling(s); Influence of the school climate on the child, including safety; The availability and quality of the services in the school to meet the child's educational and socio-emotional needs; History of school transfers and how they have impacted the child; How the length of the commute would impact the child, based on the child's developmental stage; Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and, Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA. Transportation costs should not be considered when determining a child's best interest, which is consistent with the program instruction released by HHS subsequent to the passage of the Fostering Connections Act

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.

If a foster care student has an IEP and a 504, the Director of Special Services will work with the Caseworker, the current principal, and the possible new placement principal to determine needed services. The IEP and 504 services will continue in the new placement.

Response from the approved prior year Consolidated District Plan.

If a foster care student has an IEP and a 504, the Director of Special Services will work with the Caseworker, the current principal, and the possible new placement principal to determine needed services. The IEP and 504 services will continue in the new placement.

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.

If a foster care student has an EL plan, the Director of EL programming will work with the current principal, and the possible new placement principal to determine needed services. The EL plan services will continue in the new placement.

Response from the approved prior year Consolidated District Plan.

If a foster care student has an EL plan, the Director of EL programming will work with the current principal, and the possible new placement principal to determine needed services. The EL plan services will continue in the new placement.

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.

The district follows a dispute resolution process at the local level with other involved agencies (CWA, other school district, Foster Parents) to address disagreements over the best interest determination decision. Since the best interest determination process will ideally represent input from multiple parties, a clear dispute resolution process may help to clarify a complicated process and enable parents and families to address disagreements about school placement in an orderly manner. The dispute resolution process should be fair to all parties and reached in an expeditious manner. Once the decision is made, a written explanation should be provided to all involved parties. Child welfare agencies, SEAs, and LEAs each bring valuable perspectives to the best interest determination. Recognizing this, both the Fostering Connections Act and Title I require coordination among agencies at the State and local level to ensure the educational stability of children in foster care. Given these coordination requirements, the relevant agencies should make every effort to reach agreement regarding the appropriate school placement of children in foster care. However, if there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the best interest determination (unless State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making this decision. To the extent feasible and appropriate, an LEA must ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. (See ESEA section 1111(g)(1)(E)(i))

Response from the approved prior year Consolidated District Plan.

The district follows a dispute resolution process at the local level with other involved agencies (CWA, other school district, Foster Parents) to address disagreements over the best interest determination decision. Since the best interest determination process will ideally represent input from multiple parties, a clear dispute resolution process may help to clarify a complicated process and enable parents and families to address disagreements about school placement in an orderly manner. The dispute resolution process should be fair to all parties and reached in an expeditious manner. Once the decision is made, a written explanation should be provided to all involved parties. Child welfare agencies, SEAs, and LEAs each bring valuable perspectives to the best interest determination. Recognizing this, both the Fostering Connections Act and Title I require coordination among agencies at the State and local level to ensure the educational stability of children in foster care. Given these coordination requirements, the relevant agencies should make every effort to reach agreement regarding the appropriate school placement of children in foster care. However, if there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the best interest determination (unless State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making this decision. To the extent feasible and appropriate, an LEA must ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. (See ESEA section 1111(g)(1)(E)(i))

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.

The District will require mandated trainings and professional development regarding students who are identified as Youth in Care. This can include but not limited to webinars, in-person PD, and collaboration with outside agencies regarding services for students.

*Required field

Youth in Care Stability Plan Development

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

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

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

- h. Other - describe _____
- i. Other - describe _____
- j. Other - describe _____

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

*Required field

BSP Overview

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

BSP Contact Information

166 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*

Phone*

First Name*

Middle
Initial

Email*

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

166 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.

166 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)

The District does not offer a TBE program due to lack of applicants. The job has been opened for four years without any applicants. We are looking at current staff getting endorsed.

*Required field

BSP TBE Requirements[Instructions](#)

166 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[Instructions](#)

166 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

- 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.

03/19/2026

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

- 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.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1>

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

<https://www.ilga.gov/Legislation/ILCS/Articles?ActID=3559&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 competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.
11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

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

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

GENERAL CERTIFICATIONS AND ASSURANCES

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

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

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

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

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

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

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Certification Regarding Lobbying

Instructions

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

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

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

v.02.17.2026

GEPA 442 Assurances

Instructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably. "GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant," "award," and "project" may be used interchangeably.

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

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

v.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

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[Not calling IWAS Web Service](#)

[JEFFREY ALSTADT](#)

Signature of School District Superintendent / Agency Administrator

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

Agreed to on this Date: 03/16/2026
RCDT when agreed to: 35-050-0440-02

