

**eGrant Management System**

**Printed Copy of Application**

Applicant: CENTER CASS SD 66

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: CENTER CASS SD 66

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## Overview

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

**PROGRAM:**

Consolidated District Plan

**PURPOSE:**

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

**BOARD 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.

**FY 2027**

**Included**

**Programs:**

Title I, Part A - Improving Basic Programs

Title I, Part A - School Improvement Part 1003

Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

EL - Bilingual Service Plan (BSP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

IDEA, Part B - Flow-Through

IDEA, Part B - Preschool

Foster Care Transportation Plan

**LEGISLATION:**

[Every Student Succeeds Act \(ESSA\)](#)

[Individuals with Disabilities Education Act](#)

[Rehabilitation Act](#)

[Strengthening Career and Technical Education for the 21st Century Act](#)

[Workforce Innovation and Opportunity Act](#)

[Head Start Act](#)

[McKinney-Vento Homeless Assistance Act](#)

[Adult Education and Family Literacy Act](#)

[105 ILCS 5/ Illinois School Code Article 14C. Transitional Bilingual Education](#)

[23 Illinois Administrative Code 228 Transitional Bilingual Education](#)

**DUE DATE:**

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

**Submission by April 1 is recommended.**

**DURATION:**

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

**AMENDMENTS:**

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

**INSTRUCTIONS:**

Instructions in PDF format

**COMMON ABBREVIATIONS:**

ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended)

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan

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

Last Name\*

Rhoads

Phone\*

630 783 5096

Extension

First Name\*

Sean

Email\*

srhoads@ccsd66.org

Middle Initial

M

**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)

Center Cass School District utilizes a Professional Learning Community (PLC) process for operations. This allows for all student needs to be addressed (special education, EL, Title I). Building level PLC's meet three times per year to review student data and make recommendations for support. The Director of Student Services, oversees the grants in the district as well as collaborates with PLC's in each building to ensure needs are being met and there are no barriers to overcome. District 66 Board of Education Policy 7:10, Equal Educational Opportunities addresses equal access for all. In addition, the policy addresses access to academics, sports and activities.

**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:

112

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

Rhoads

Phone

630 210 4660

First Name

Sean

Extension

Middle Initial

M

Email

srhoads@ccsd66.org

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

**5. General Completion Instructions**

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

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

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

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

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

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

\*Required field, applicable for all funding sources

**Amendments**

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

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

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

\*Required field, applicable for all funding sources

**1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 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)

Federal dollars will be used to supplement local dollars to help support students' academic and social-emotional learning needs. Below is a breakdown of the specifics for each grant: Title I: In order to reach the needs of all students, partial funding received will be put towards reading interventionist salaries and benefits, as well as towards additional instructional reading materials and interventions for students receiving intervention services under our MTSS model. Title II: Funds will be used towards providing professional development opportunities for staff in the areas of reading, math, and social-emotional learning. Dollars will also be used for registration fees and travel expenses (no out-of-state travels). Title III: Funds will be used towards expanding and enhancing the district's existing language instruction educational programs and academic content instructional programs for Multilingual Learners (ML) and immigrant children and youth. Title IV: Funds will be used towards providing students with mandated Erin's Law education and 5th Grade Sexual Education learning outcomes. Funds will be used towards hosting various Parent Universities and workshops throughout the school year aimed at providing parents with valuable resources, workshops, and information to actively engage in their child's education and to learn about academic curriculum, student well-being, effective parenting strategies, and fostering a strong partnership between families and schools. Additionally, funds will be put toward Well Rounded Education including purchasing materials to deliver specialized or rigorous academic courses and curricula using digital learning technologies. Another area within Well Rounded Education in which funds will be utilized is bully prevention, relationship building skills, and reducing the use of exclusionary discipline practices and promoting supportive school discipline. IDEA, Part B - Flow-Through [1]: Funds towards classroom paraprofessionals' salaries and benefits. Additionally, professional development for staff in supporting students with Individualized Educational Plans (IEPs) will also be utilized, for sensory tools and supports for students, and fees associated with our special education cooperative. IDEA, Part B - Preschool Consolidated: Partial funding will be used for our preschool classroom paraprofessional salaries and benefits.

Response from the approved prior year Consolidated District Plan.

Federal dollars will be used to supplement local dollars to help support students' academic and social-emotional learning needs. Below is a breakdown of the specifics for each grant: Federal dollars will be used to supplement local dollars to help support students' academic and social-emotional learning needs. Below is a breakdown (specifics) for each grant: Title I: In order to reach the needs of all students, partial funding received will be put towards reading interventionist salaries and benefits, as well as towards additional instructional reading materials and interventions for students receiving intervention services under our MTSS model. Title II: Funds will be used towards providing professional development opportunities for staff in the areas of reading, math, and social-emotional learning. Dollars will also be used for registration fees and travel expenses (no out-of-state travels). Title IV: Funds will be used towards providing students with mandated Erin's Law education and 5th Grade Sexual Education learning outcomes. Funds will be used towards hosting various Parent Universities and workshops throughout the school year aimed at providing parents with valuable resources, workshops, and information to actively engage in their child's education and to learn about academic curriculum, student well-being, effective parenting strategies, and fostering a strong partnership between families and schools. Additionally, funds will be put toward Well Rounded Education including purchasing materials to deliver specialized or rigorous academic courses and curricula using digital learning technologies. Another area within Well Rounded Education in which funds will be utilized is bully prevention, relationship building skills, and reducing the use of exclusionary discipline practices and promoting supportive school discipline. IDEA, Part B - Flow-Through [1]: Funds towards classroom paraprofessionals' salaries and benefits. Additionally, professional development for staff in supporting students with Individualized Educational Plans (IEPs) will also be utilized, for sensory tools and supports for students, and fees associated with our special education cooperative. IDEA, Part B - Preschool Consolidated: Partial funding will be used for our preschool classroom paraprofessional salaries and benefits.

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

Braiding of Funds

- Yes  No

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

Transfer of Funds

Yes  No

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

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> Title II to Title I | <input checked="" type="checkbox"/> Transfer Partial Funds | <input type="checkbox"/> Transfer All Funds |
| <input type="checkbox"/> Title IV to Title I            | <input type="checkbox"/> Transfer Partial Funds            | <input type="checkbox"/> Transfer All Funds |
| <input type="checkbox"/> Title II to Title IV           | <input type="checkbox"/> Transfer Partial Funds            | <input type="checkbox"/> Transfer All Funds |
| <input type="checkbox"/> Title IV to Title II           | <input type="checkbox"/> Transfer Partial Funds            | <input type="checkbox"/> Transfer All Funds |

**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)

Center Cass School District 66 conducts a comprehensive annual needs assessment to guide the allocation of federal funds in alignment with student, staff, and community needs. The process incorporates a range of data sources and stakeholder input (students, staff, administrators, parents, and BOE members) to ensure decisions are evidence-based, student-centered, and connected to the District Strategic Plan. The following instruments were used to inform the needs assessment: School and District Report Cards: Key performance indicators were analyzed, including academic performance, student demographic data, financial data, and accountability designations. Patterns in performance helped identify strengths and areas needing additional support. 5Essentials Survey has been replaced by using Panorama Education's ISBE approved surveys: Results from students, staff, and families was reviewed to evaluate school climate, instructional environment, and leadership effectiveness. Feedback highlighted areas of growth, particularly around the importance of strengthening student engagement and fostering professional collaboration among educators. Student Achievement Data (Disaggregated by Student Groups): Data results from universal screeners, standardized assessments, and local benchmarks were analyzed to uncover performance gaps among student subgroups such as English Learners, students with disabilities, and economically disadvantaged students. These findings guided the prioritization of targeted supports and interventions. District and School Professional Development Plans: These plans were reviewed to ensure staff professional learning is aligned with instructional needs and equity goals. Gaps in instructional capacity, especially in reading, math, and social-emotional learning, were identified and prioritized. School Improvement Plans and District Strategic Plan: Both building-level School Improvement Plans and the overarching District Strategic Plan were reviewed to ensure coherence across initiatives. Goals around academic achievement, student well-being, and community partnership were evaluated to help prioritize use of resources. As part of its ongoing improvement efforts, District 66 conducted a comprehensive needs assessment aligned with its Strategic Plan. Three core goals were identified to guide district-wide improvement: (1) advancing student achievement by creating clear learning outcomes, fostering an engaging instructional environment, and using feedback to support demonstration of learning; (2) strengthening essential educational supports by implementing consistent communication strategies, building community partnerships, expanding extracurricular opportunities, and prioritizing students' social-emotional development; and (3) cultivating a future-ready learning environment by ensuring financial stability, recruiting and retaining quality staff, maintaining safe and modernized facilities, and providing professional development for all employees. These goals reflect the district's commitment to empowering every learner to thrive academically, socially, and emotionally through equitable and innovative educational practices. Our district reviews its needs on a quarterly basis through structured meetings with the District Leadership Team (DLT) and the three District Strategic Plan Goal Committees, each aligned to one of our strategic goals. Frequent analysis and discussion allow leadership to remain responsive and adjust course as needed. Federal funds will supplement local resources to address identified priorities: Title I will support reading interventionist positions, instructional materials, and intervention services under the MTSS framework. Title II funding will be used to provide professional learning in the areas of reading, math, and social-emotional learning instruction, including registration and travel (in-state only). Title III dollars will enhance language instruction and academic content support for English Learners and immigrant students. Title IV funds will support Erin's Law and sexual education requirements, parent engagement events, digital learning materials, bully prevention, and the promotion of supportive school discipline practices. IDEA, Part B - Flow-Through and Preschool Consolidated funds will be allocated toward salaries and benefits for paraprofessionals, professional development for staff, sensory tools and supports, and cooperative special education fees. By aligning funding decisions with a multi-dimensional needs assessment process, Center Cass School District 66 ensures that federal investments are both targeted and impactful for students, families, and educators. It is also important to note that no transferring of Funds from Title II and/or Title IV is needed at this time. The funds supported at this time are appropriate based on the results from the needs assessment process at this time.

**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.

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**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)**

The District developed a Strategic Plan that was adopted by the Board of Education in Spring of 2022 and is currently in the beginning process of a renewal cycle. The MTSS Committee and its sub-committees continuously oversees the implementation of the District's Strategic Plan and the three primary goal areas, which included the following: academic (reading), social-emotional learning, and financial stability. The Building Leadership Teams at each school will continue to analyze data three times throughout the school year. Development and achievement for all by ensuring every student and staff member develops themselves through D66 teaching and learning sessions, as well as other opportunities to meet Goal 1 and Goal 2 of the the Strategic Plan. Goal 1 of the Strategic Plan consists of the following: Goal 1: District 66 will reach our Educational Vision by:- Creating and Measuring Learning Outcomes- Creating an Instructional Environment that is Engaging and Empowering- Providing Feedback on the Demonstration of Learning Goal Two: District 66 will reach our Essential Supports Vision by:- Creating and Consistently Implementing a Communications Plan- Developing Ongoing Partnerships with Parents, Organizations and Businesses - Ensuring Every K-8 Student is in a Before/After School Activity or Club- Fostering a Culture where Everyone is Valued and Differences are Celebrated- Committing to Develop the Whole Child by Teaching and Assessing SEL Furthermore, in order to reach the needs of all students, partial funding received will be put towards reading interventionist salaries and benefits, as well as towards additional instructional reading materials for students receiving intervention services under our MTSS model.

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

**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).**

Title II funds will be allocated to support professional development opportunities for staff in the areas of reading, mathematics, social-emotional learning, and/or salaries for class-size reduction teachers if applicable. Funds will

cover registration fees and in-state travel expenses (no out-of-state travel). Additionally, stipends may be provided to teachers, principals, and other school leaders for leading or participating in workshops or training sessions.

**G. Title III - LIEP**

**H. Title III - ISEP**

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

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

Title IV funds will be used to address needs identified through the district's needs assessment, including strengthening student safety, social-emotional supports, family engagement, and access to well-rounded educational opportunities. As a result, funds will support mandated Erin's Law education, as well as Parent University events to increase community and stakeholder engagement. These sessions will cover topics such as safety, MTSS, and academic strategies to support reading and math in the home setting, helping to address achievement gaps through increased family involvement and support. Additionally, Title IV funding will support activities that promote safe and healthy school conditions. A portion of funds will be dedicated to Panorama Education, which provides data-driven tools and resources that enable educators to identify student needs, implement targeted interventions, and monitor progress in areas such as academic achievement, social-emotional learning, attendance, and mental health. This supports improved use of technology to inform instruction and interventions. Funds will also support well-rounded educational opportunities, including the fifth-grade sexual education program provided by Candor Health Education, which teaches students about human development in an interactive and age-appropriate way. Additional resources such as Boardmaker and Accessible Literacy Learning will enhance access to instruction through digital technologies. Efforts to improve school conditions and student outcomes will also include bullying prevention, relationship-building, and restorative practices such as PBIS and Character Counts. The district will ensure equitable access to services for nonpublic school students, as applicable, in accordance with Title IV requirements.

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

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

District 66 will utilize IDEA funds towards classroom paraprofessionals' salaries and benefits. Additionally, professional development for staff in supporting students with Individualized Educational Plans (IEPs) will also be utilized, for sensory tools and support for students, and fees associated with our special education cooperative.

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

IDEA, Part B partial funding will be used for our preschool classroom paraprofessional salaries and benefits.

**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.

District Strategic Plan goals include the following: academic (reading), social-emotional learning, and financial responsibility.

**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

The Title I District Plan was reviewed by the District Administrative Team (2/20/24). The District MTSS Committee will meet in August 2024 and review this plan as well. The Academic, MTSS Sub-Committee will meet four times throughout the 24-25 school year and reviewed this plan. The Strategic Plan was adopted by the Board of Education in May of 2022. As previously mentioned, this year the Strategic Plan is undergoing a renewal cycle that the committee will be completing.

Response from the prior year Consolidated District Plan.

The Title I District Plan was reviewed by the District Administrative Team (2/20/24). The District MTSS Committee will meet in August 2024 and review this plan as well. The Academic, MTSS Sub-Committee will meet four times throughout the 24-25 school year and reviewed this plan. The Strategic Plan was adopted by the Board of Education in May of 2022.

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

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

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

{count} of 7500 maximum characters used

District 66 ensures that LEA plans, including the Title I Parent and Family Engagement Policy, reflect the needs of varied and diverse populations through a collaborative, multi-level approach that actively involves parents, staff, and community members in their development and ongoing review. Operating under a Professional Learning Communities (PLC) model, educators meet regularly in grade-level and content-area teams to review student data, assess instructional practices, and address both academic and social-emotional needs. Each PLC includes a representative from the District Leadership Team (DLT), which facilitates two-way communication between school teams and district planning efforts. The DLT and Strategic Plan Committee, both of which include board members and parents at times, serve as central bodies for reviewing district priorities and shaping initiatives, including components of the LEA plan. Family input is intentionally gathered throughout the year via surveys, focus groups, parent-teacher conferences, and community forums. This feedback is used to inform the development, evaluation, and revision of the Title I Parent and Family Engagement Policy and other district plans, ensuring they are responsive to family experiences and that equity is embedded in all practices. Additionally, parents are included on advisory committees and invited to provide input on curriculum, student well-being, and access to services, ensuring their voices meaningfully inform district decision-making and continuous improvement. To ensure meaningful inclusion of Multilingual Learners (MLs) and immigrant families, District 66 convenes a Multilingual Parent Advisory Council (MPAC) at least four times a year. These meetings provide a dedicated space for multilingual families to share feedback, express concerns, and offer input that directly informs district programs, services, and LEA planning, including the Title I Parent and Family Engagement Policy. Parent feedback from MPAC meetings has influenced efforts to improve ML communication, expand access to home learning resources, and explore testing accommodations. Parents have also helped shape priorities around cultural awareness events, parent mentorship, and summer readiness programming. District 66 continues to expand engagement opportunities by implementing MPAC-supported initiatives based on family input, including multilingual workshops (e.g., navigating school communication platforms and supporting English learning at home), a parent mentor program for new families, monthly ML family updates, and cultural celebration events. These efforts, paired with ongoing MPAC meetings and leadership involvement, ensure that ML and immigrant families remain integral partners in the development, implementation, and continuous improvement of district plans and student outcomes.

Response from the prior year Consolidated District Plan.

District 66 ensures that LEA plans and related activities reflect the needs of varied and diverse populations through a collaborative, multi-level approach that actively involves parents, staff, and community members. Operating under a Professional Learning Communities (PLC) model, educators meet regularly in grade-level and content-area teams to review student data, assess instructional practices, and address both academic and social-emotional needs. Each PLC includes a representative from the District Leadership Team (DLT), which facilitates two-way communication between school teams and district planning efforts. The DLT and Strategic Plan Committee—both of which include board members and parents at times—serve as central bodies for reviewing district priorities and shaping initiatives. Family input is intentionally gathered throughout the year via surveys, focus groups, parent-teacher conferences, and community forums. The feedback is reviewed within PLCs and at the district level to ensure that plans are responsive to family experiences and that equity is embedded in all practices. Additionally, parents are often included on advisory committees and invited to provide input on curriculum, student well-being, and access to services, ensuring their voices meaningfully inform district decision-making and continuous improvement. To ensure meaningful inclusion of English Learner (EL) and immigrant families, District 66 convenes a Multilingual Parent Advisory Council (MPAC) at least four times a year. These meetings provide a dedicated space for multilingual families to share feedback, express concerns, and offer input that directly informs district programs, services, and LEA planning. Parent feedback from MPAC meetings has influenced efforts to improve EL communication, expand access to home learning resources, and explore testing accommodations. Parents have also helped shape priorities around cultural awareness events, parent mentorship, and summer readiness programming. Additionally, for the upcoming 25-26 school year, District 66 will continue to expand engagement opportunities by implementing MPAC-supported initiatives such as multilingual workshops (i.e., how to navigate school communication platforms and strategies for supporting English

learning at home), a parent mentor program for new families, monthly EL family updates, and cultural celebration events. These initiatives, paired with ongoing MPAC meetings and leadership involvement, ensure that EL and immigrant families remain integral partners in driving district improvement and student success.

**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)

Parent-teacher conferences are held twice per year in each building, providing families with opportunities to engage in discussions regarding their child's academic progress and overall development. During the 2025-2026 school year, the District surveyed families to gather input and recommendations for improving the conference experience. Based on this feedback, the District will pilot a more meaningful, purposeful, and student-led conference model during the 2026-2027 school year. In addition, the District hosts an annual Parent University and offers workshops throughout the school year to provide families with valuable resources and information to actively engage in their child's education. These sessions focus on topics such as academic curriculum, student well-being, effective parenting strategies, and strengthening the partnership between families and schools. These opportunities also serve as part of the District's Title I parent and family engagement activities. To support effective engagement of English learner and immigrant families, the District provides access to translated materials and interpreter services, as needed, and offers targeted workshops to support families in understanding school systems and supporting learning at home. These efforts ensure that all families have equitable access to information and opportunities to engage in their child's education.

Response from the prior year Consolidated District Plan.

Parent-teacher conferences are held twice per year, in each building. In addition, the District hosts an annual Parent University and several workshops throughout the school year in order to provide parents with valuable resources and information to actively engage in their child's education and to learn about academic curriculum, student well-being, effective parenting strategies, and fostering a strong partnership between families and schools.

**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

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**Parent and Family Engagement**

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**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.

Policy\_6.170.pdf

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

\*Required field

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**Private School Participation**

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

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

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

Will Private Schools participate in the Program?

- Yes  No

Private School Name	School Closing	Title I <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	Title II <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Title IV <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Nonpublic Consultation Form
Marmion Academy	<input type="checkbox"/>	0	0	0	<input type="button" value="Choose File"/> No file chosen CCSD66_NonpublicOutreac_Marmion_SY25-26.pdf
Marquette Manor Baptist Ac:	<input type="checkbox"/>	0	0	0	<input type="button" value="Choose File"/> No file chosen CCSD66_NonpublicOutreac_Marquette_SY25-26.pdf
St Isaac Jogues	<input type="checkbox"/>	0	0	0	<input type="button" value="Choose File"/> No file chosen St. Isaac - Nonpublic Outreach.pdf
St Mary of Gostyn School	<input type="checkbox"/>	0	0	0	<input type="button" value="Choose File"/> No file chosen CCSD66_NonpublicOutreac_StMary_SY25-26.pdf
Avery Coonley School	<input type="checkbox"/>	0	0	0	<input type="button" value="Choose File"/> No file chosen AveryCoonley - Nonpublic Outreach.pdf
Holy Trinity	<input type="checkbox"/>	0	0	0	<input type="button" value="Choose File"/> No file chosen Holy Trinity -Nonpublic Outreach.pdf
Koraes Elementary School	<input type="checkbox"/>	0	0	0	<input type="button" value="Choose File"/> No file chosen Koraes - Nonpublic Outreach.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.

District Strategic Plan goals include the following: academic (reading and math), social-emotional learning, and financial responsibility.

**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)

District 66 operates a Blended, Preschool for All (PFA) Program for both three and four year old students. Non-IEP students are tuition-based only. Title I funds will not be used in the Blended, Preschool for All Program (PFA). PFA and IDEA Funds are used for this blended and at-risk program.District 66 typically has a kindergarten class of around 115 students, of those students approximately 25 have previously attended the District's Blended Preschool Program for All. The Blended Preschool Teacher sits on the Kindergarten PLC Team on a regular basis. This allows for vertical articulation of student's needs. In addition to this collaborative model, curriculum discussions take place in order to check for a continuous flow with fidelity.

Response from the approved prior year Consolidated District Plan.

District 66 operates a Blended, Preschool for All (PFA) Program for both three and four year old students. Non-IEP students are tuition-based only. Title I funds will not be used in the Blended, Preschool for All Program (PFA). PFA and IDEA Funds are used for this blended and at-risk program.District 66 typically has a kindergarten class of around 115 students, of those students about 20 have previously attended the District's Blended Preschool Program for All. The Blended Preschool Teacher sits on the Kindergarten PLC Team on a regular basis. This allows for vertical articulation of student's needs. In addition to this collaborative model, curriculum discussions take place in order to check for a continuous flow with fidelity.

**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.

District Strategic Plan goals include academic achievement (reading and math), social-emotional learning, and financial responsibility, which collectively guide the development and implementation of a well-rounded instructional program for all students.

**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.

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

Center Cass School District 66 offers a comprehensive instructional program aligned to Illinois Learning Standards across core content areas as well as encore courses, including STEM, band, choir, health, physical education, art, and music. The Director of Teaching and Learning, along with building Instructional Coaches, collaborates with staff to develop, implement, and continuously refine curriculum and assessments to meet the diverse academic and language needs of all students. Instruction is informed by both formative and summative assessments, as well as state and local data, to monitor student progress and adjust practices accordingly. To support students who do not meet standards, the District implements a Multi-Tiered System of Supports (MTSS), providing targeted interventions in reading, math, and social-emotional/behavioral areas. For students who exceed standards, differentiated instruction is provided through the District's Gifted Program (grades 2-8). Additionally, the District supports students' language development through instructional practices and supports designed to meet the needs of Multilingual Learners, ensuring access to grade-level content and opportunities to develop academic language skills. Through these coordinated efforts, the District ensures the development and implementation of a well-rounded instructional program that meets the academic and language needs of all students.

*Response from the prior year Consolidated District Plan.*

Center Cass School District 66, offers students a well-rounded instructional program, to meet the needs of all students. The district offers an academic plan aligned to Illinois State Standards in the core areas as well as encore areas. Our Director of Teaching and Learning, as well as our building Instructional Coaches, work hand in hand with staff in writing curriculum, assessments and refining both to meet the needs of all students. Staff use both daily instruction as formative and summative assessments to monitor student progress in addition to state and local assessments. Students who don't meet the standards receive support through our district RtI / MTSS program. These supports focus in on the areas of reading, math, social-emotional, behavioral, and more. Students who exceed standards receive differentiated instruction through our district Gifted Program (grades 2-8). The encore areas of focus include STEM, band, choir, health, PE, art and music classes.

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

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

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

Three times per year, at a minimum, each building conducts Data Days. During these Data Days, all students are reviewed based on multiple data sources, including MAP scores, AimswebPlus, progress monitoring data, HMH Reading, Amira, and teacher input. Students performing consistently below the 25th percentile are identified as at risk of failure and are considered for targeted interventions. District 66 utilizes a Multi-Tiered System of Supports (MTSS) with a three-tiered approach to address academic, behavioral, and social-emotional needs. Parents are notified when interventions are implemented, and student progress is monitored regularly. Once a student begins receiving interventions, data is collected and reviewed every 6-8 weeks to determine progress and inform any necessary adjustments to supports. The district uses consistent identification criteria across all student groups, including low-income students, Multilingual Learners (MLs), and students receiving special education services. Additional considerations include language proficiency data for ML students, IEP goals and progress monitoring for students with disabilities, and access to resources for low-income students. While the district does not currently serve a significant population of neglected or delinquent students, any identified students within these categories would be included in the same data review and MTSS processes to ensure equitable access to supports. The District Leadership Team (DLT) currently serves as the MTSS committee, guiding the ongoing refinement of identification criteria and intervention practices. This team ensures that the district maintains a consistent, data-driven approach to identifying and supporting all students at risk of failure.

*Response from the prior year Consolidated District Plan.*

Three times per year at minimum, each building has Data Days. During these data days, all students are reviewed based on their data (MAP Scores, AimswebPlus, Progress Monitoring, HMH Reading, Amira) and teacher input. Students who are consistently below the 25th% are flagged for interventions. District 66 uses a three tiered approach to interventions for academics through the implementation of a district-wide MTSS. Parents are notified of such interventions and data is shared on a consistent basis. Once a student begins to receive an intervention, data is collected and reviewed every 6-8 weeks for progress or a need to change interventions. During the 2022-2023 school year, a District MTSS Committee was reestablished. This committee will continue into the 2024-2025 school year. Supporting the needs of ALL students is the focus of this district level committee.

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

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

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

Students who consistently score below the 25th percentile on academic or language-based assessments are identified for additional and supplemental support. District 66 utilizes a comprehensive three-tiered MTSS approach to strengthen academic and language programs through targeted academic, behavioral, and social-emotional interventions. These supports include small group instruction, targeted reading and math interventions (e.g., UFLI, progress-monitored skill-based instruction), and social-emotional supports designed to improve student engagement and readiness to learn. Parents are promptly notified when interventions are initiated, and student progress data is shared on a consistent basis. Once a student begins receiving additional support, data is collected and formally reviewed every 6-8 weeks to monitor progress and determine if adjustments to the intervention plan are needed. Each building holds monthly MTSS Progress Monitoring meetings, during which staff collaboratively review individual student data, analyze student needs, and adjust or intensify interventions as appropriate. Additionally, through the district's curriculum

development process and Grade Level Team (GLT) meetings aligned to the PLC model, staff continuously review student performance data to ensure alignment with challenging State academic standards. Teams identify key learning targets, determine methods of assessment, and implement differentiated instructional strategies to support students requiring additional assistance while also extending learning for those who demonstrate mastery. To improve school conditions for student learning, the district integrates social-emotional learning supports, structured routines, and positive behavioral frameworks within the MTSS system to promote a safe, supportive, and inclusive learning environment. These practices support student engagement, consistency across classrooms, and overall readiness to access academic instruction. For Multilingual Learners (MLs) and immigrant students, supplemental instructional strategies are implemented to strengthen academic and language skill development. These supports include targeted language and vocabulary instruction, use of scaffolds such as visuals and sentence frames, and collaboration between classroom teachers and ML staff to align content and language objectives. Language proficiency data (WIDA ACCESS and SCREENER) is used alongside academic data to inform instruction, and supports are regularly reviewed and adjusted based on student progress toward both academic and language development goals.

Response from the prior year Consolidated District Plan.

Students who consistently score below the 25th percentile on academic or language-based assessments are flagged for targeted interventions. District 66 utilizes a comprehensive Three-Tiered Approach to academic and language interventions. Parents are promptly notified when interventions are initiated, and student progress data is shared on a consistent basis. Once a student begins receiving additional support, data is collected and formally reviewed every 6-8 weeks to monitor progress and determine if adjustments to the intervention plan are needed. Each building holds monthly MTSS Progress Monitoring meetings, during which staff collaboratively review individual student concerns, analyze updated data, and either adjust existing interventions or develop new action plans based on student needs. Additionally, through our district curriculum development process and Grade Level Team (GLT) meetings aligned to the PLC model, staff continuously review student performance data to ensure alignment with challenging State academic and language standards. Teams identify key learning targets, determine methods of assessment, develop responsive instructional strategies for students who need additional support, and differentiate instruction for students who master content quickly. For English learners and immigrant students, supplemental resources and instructional strategies are embedded to ensure equitable access to academic content while simultaneously building English language proficiency. These supports are reviewed and adjusted regularly based on student progress toward both academic and language development goals.

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

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

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{count} of 7500 maximum characters used

District 66 operates under a Professional Learning Community (PLC) model to strengthen academic and language programs and improve overall school conditions for student learning. Grade Level Teams (GLTs) meet weekly to collaboratively review student data, discuss academic programming, and develop instructional strategies to address identified needs. At the middle school level, in addition to weekly GLTs, content area teams meet weekly to focus on curriculum alignment, instructional practices, and student achievement within specific subject areas. Building Leadership Teams (BLTs) meet weekly at each building to take a broader view of student progress and systemic needs, ensuring that both academic and social-emotional supports are coordinated and monitored across grade levels. To further enhance instructional practices, each building is supported by a full-time Instructional Coach who works directly with staff to provide modeling, co-teaching, data analysis, and professional development. Instructional Coaches support the implementation of differentiated instruction, culturally responsive practices, and targeted interventions to meet the needs of all learners. These efforts contribute to improved school conditions by promoting consistent instructional practices, increasing student engagement, and fostering inclusive and supportive learning environments. Additional supplemental instructional strategies are implemented to strengthen academic and language programs for Multilingual Learners (MLs) and immigrant students. These include targeted small group instruction, co-teaching models, and the use of sheltered instruction strategies to support access to grade-level content while developing language proficiency. Staff also utilize scaffolds such as visuals, sentence frames, and language objectives embedded within core instruction. Digital learning resources are incorporated to support both language acquisition and academic skill development. Progress is monitored using both academic data (e.g., Aimsweb+, MAP) and language proficiency data (e.g., WIDA ACCESS & SCREENER scores), and ongoing collaboration between general education teachers, ML staff, and interventionists ensures that instructional strategies are responsive to student growth and evolving needs.

Response from the prior year Consolidated District Plan.

District 66 operates under a Professional Learning Community (PLC) model to strengthen academic and language programs and improve overall school conditions for student learning. Grade Level Teams (GLTs) meet weekly to collaboratively review student data, discuss academic programming, and develop instructional strategies to address identified needs. At the middle school level, in addition to weekly GLTs, content area teams also meet weekly to focus on curriculum alignment, instructional practices, and student achievement within specific subject areas. Building Leadership Teams (BLTs) meet weekly at each building to take a broader view of student progress and systemic needs, ensuring that both academic and social-emotional supports are coordinated and monitored across grade levels. To further enhance instructional practices, each building is supported by a full-time Instructional Coach who works directly with staff to provide modeling, co-teaching, data analysis, and professional development. Instructional Coaches play a critical role in supporting differentiated instruction, culturally responsive practices, and interventions to meet the needs of all learners, including English learners and immigrant students. Additionally, supplemental instructional strategies are embedded to strengthen academic and language programs for English learners. These include targeted small group instruction, co-teaching models, use of sheltered instruction strategies, and access to digital learning resources designed to promote language acquisition while supporting academic content mastery. Progress monitoring and ongoing collaboration between general education staff, EL teachers, and interventionists ensure that instructional strategies are responsive to student growth and evolving needs.

**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

District 66 is committed to ensuring that all students, especially those from low-income and minority backgrounds, have equitable access to high-quality instruction delivered by effective, appropriately licensed, and experienced educators. To identify and address any disparities in teacher assignment, the district follows a structured process that includes ongoing data review, staffing analysis, and administrative oversight. The district utilizes a comprehensive evaluation system aligned with the Illinois Performance Evaluation Reform Act (PERA), which includes formal and informal observations, student growth measures, and performance ratings across key domains, including instructional practice, professional responsibilities, and equity and cultural responsiveness. This ensures that teacher effectiveness is consistently monitored and that educators are evaluated on their ability to meet the needs of diverse learners. To identify potential disparities, the district conducts an annual staffing and equity review each spring. During this process, building principals and district administrators analyze teacher assignments in relation to student demographic data, including low-income and minority populations. This review includes examining teacher qualifications, licensure status, years of experience, and evaluation ratings to determine whether any student groups are disproportionately taught by ineffective, inexperienced, or out-of-field teachers. If disparities are identified, the district takes targeted action to address them. These actions may include reassigning staff to ensure more equitable distribution of experienced and highly effective teachers, providing additional coaching and professional development to support teacher growth, and refining hiring and placement practices to prioritize equity. Additionally, the district reviews student achievement data disaggregated by subgroup to identify any patterns that may be linked to instructional assignments. This data is used to inform both building-level school improvement planning and districtwide initiatives. Through this continuous cycle of identification, analysis, and action, District 66 works to ensure equitable access to high-quality instruction for all students.

Response from the prior year Consolidated District Plan.

District 66 is committed to ensuring that all students, especially those from low-income and minority backgrounds, have equitable access to high-quality instruction delivered by effective, appropriately licensed, and experienced educators. To monitor and prevent any disparities in teacher assignments, the district follows a structured teacher evaluation and staffing process, supported by ongoing data review and administrative oversight. The district uses a comprehensive evaluation system aligned with the Illinois Performance Evaluation Reform Act (PERA), which includes formal and informal observations, student growth measures, and performance ratings across three key domains: instructional practice, professional responsibilities, and equity and cultural responsiveness. The inclusion of cultural awareness, responsiveness, and equity as a core domain within our evaluation rubric ensures that evaluators assess a teacher's ability to effectively engage diverse learners and create inclusive learning environments. Teacher assignment decisions are carefully monitored by building principals and the Director of Student Services. Each spring, the district conducts a staffing review to assess teacher qualifications, licensure, experience, and performance ratings in alignment with student demographics and academic needs. If a pattern is identified showing that low-income or minority students are disproportionately assigned to inexperienced, out-of-field, or less effective teachers, targeted action is taken, which may include reassignment, additional coaching or professional development, and changes to hiring practices. Additionally, the district regularly reviews student achievement data disaggregated by subgroups, including low-income and minority students, to identify equity gaps that may be linked to instructional assignments. The data informs both building-level school improvement planning and districtwide initiatives to promote staffing equity and student success.

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

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

*DO NOT use special characters, 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)

Each school library in District 66 is staffed by a full-time School Library Information Specialist (SLIS), who plays a key role in supporting the development and implementation of effective school library programs. SLIS staff provide direct instruction in digital literacy, research skills, and internet safety, ensuring students develop the skills necessary to navigate and evaluate digital information responsibly.SLIS staff collaborate closely with classroom teachers to integrate library resources, technology tools, and digital literacy skills into core academic instruction. This collaboration supports student learning across content areas and enhances academic achievement through access to high-quality instructional materials and research-based practices.The district supports school library programs by providing access to digital resources, instructional tools, and ongoing professional collaboration opportunities for SLIS staff. These efforts ensure consistency across buildings and alignment with district curriculum and instructional goals.District 66 is focused on supporting the whole child. Through the lens of College, Career, and Life Readiness Skills, school library programs contribute to preparing students for life beyond school by fostering critical thinking, responsible technology use, and independent learning skills.

Response from the prior year Consolidated District Plan.

Each library in District 66 employs a full-time SLIS (School Library Information Specialist). Digital literacy, as well as internet safety, are part of the curriculum taught by the SLIS's. SLIS's work closely with classroom teachers to enhance and improve upon student academic achievement. District 66 is focused on the whole child. Through the lens of the College, Career, Life Readiness Skills we are preparing students for life beyond school.

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

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

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

([count] of 7500 maximum characters used)

Center Cass School District 66 identifies gifted and talented students using multiple objective criteria through a comprehensive and equitable process. Early identification is supported through universal screening, with all students in grades 2 and 5 participating in the Cognitive Abilities Test (CogAT), which assesses reasoning and problem-solving abilities across verbal, quantitative, and nonverbal domains.In addition to universal screening, students in grades 2-7 may be nominated for further consideration by teachers, parents, or administrators. Multiple data points are reviewed to ensure a well-rounded and objective evaluation, including CogAT results, NWEA MAP assessment data, common classroom assessments, and the Scales for Identifying Gifted Students (SIGS), a standardized tool completed by both teachers and parents that evaluates academic and behavioral characteristics associated with giftedness.All collected data is compiled into student profile forms and reviewed by a Gifted Identification Team, which includes the District Gifted Coordinator, administrators, instructional coaches, and classroom teachers. This team analyzes both quantitative and qualitative data to determine eligibility, ensuring that decisions are made through a consistent and unbiased process. Students who demonstrate performance in the top 5% of their peer group or show the potential for advanced academic achievement may be identified for gifted services.Identified students are provided with differentiated and advanced learning opportunities. In grades 3-5, students are placed in gifted clusters and receive enriched instruction designed to provide greater depth, complexity, and pace. At the middle school level (grades 6-8), students may participate in accelerated coursework in math and have access to enhanced courses in English language arts, science, and social studies based on identification outcomes.Through this structured, multi-measure identification process and differentiated programming, District 66 ensures that gifted and talented students are identified using objective criteria and are provided with meaningful, rigorous learning opportunities aligned to their advanced abilities.

Response from the prior year Consolidated District Plan.

Center Cass School District 66 identifies gifted and talented students by using multiple measures. Early identification is key. Data points used to identify students who may be gifted and / or talented include, but are not limited to:1) Standardized Test Scores (Naglieri Test, MAP Test)2) Grades / classroom performance3) Teacher input4) Locally developed formative and summative assessments5) Teacher and parent referrals.Identified gifted students in grades 2-5 are provided with enrichment opportunities on a routine basis. This is in conjunction with their classroom teacher and District Gifted Coordinator. In addition, at the middle school (grades 6-8) accelerated classes are offered in math, ELA, science and social studies for students who meet the gifted criteria.

**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.

District Strategic Plan goals include academic achievement (reading and math), social-emotional learning, and financial responsibility, which collectively guide the development and implementation of a well-rounded instructional program for all students.

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

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

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

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

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

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

The District's Strategic Plan goals are the following: academics (reading), social-emotional learning, and financial responsibility. District 66 is an EC/PreK - 8 grade district. Students from District 66 attend Downers Grove District 99 for high school. We are not a consolidated district. Therefore, this section does not apply to District 66. District 99 is our feeder high school district. Throughout the school year, articulation occurs between the middle school and high school in all curricular areas. In addition, our MAP data is shared with the high school for incoming freshman students. Also, the students receiving intervention in either reading, math, social-emotional, behavioral, mental health, and more, are flagged for high school support. The focus during the 2026-2027 school year will continue being on College, Career, Life Readiness.

Response from the approved prior year Consolidated District Plan.

District 66 is an EC/PreK - 8 grade district. Students from District 66 attend Downers Grove District 99 for high school. We are not a consolidated district. Therefore, this section does not apply to District 66. District 99 is our feeder high school district. Throughout the school year, articulation occurs between the middle school and high school in all curricular areas. In addition, our MAP data is shared with the high school for incoming freshman students. Also, the students receiving intervention in either reading, math, social-emotional, behavioral, mental health, and more, are flagged for high school support. The focus during the 2025-2026 school year will continue being on College, Career, Life Readiness.

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

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

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

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

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

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

District 66 is an EC/PreK - 8 grade district. Students from District 66 attend Downers Grove District 99 for high school. We are not a consolidated district. Therefore, this section does not apply to District 66. District 99 is our feeder high school district. Throughout the school year, articulation occurs between the middle school and high school in all curricular areas. In addition, our MAP data is shared with the high school for incoming freshman students. Also, the students receiving intervention in either reading, math, social-emotional, behavioral, mental health, and more, are flagged for high school support. The focus during the 2026-2027 school year will continue being on College, Career, Life Readiness.

Response from the approved prior year Consolidated District Plan.

District 66 is an EC/PreK - 8 grade district. Students from District 66 attend Downers Grove District 99 for high school. We are not a consolidated district. Therefore, this section does not apply to District 66. District 99 is our feeder high school district. Throughout the school year, articulation occurs between the middle school and high school in all curricular areas. In addition, our MAP data is shared with the high school for incoming freshman students. Also, the students receiving intervention in either reading, math, social-emotional, behavioral, mental health, and more, are flagged for high school support. The focus during the 2025-2026 school year will continue being on College, Career, Life Readiness.

**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.

The District's Strategic Plan includes the following goal areas: academics (reading), social-emotional learning, and financial responsibility.

**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

Professional development to support reading and math strategies, as well as meeting the needs of the whole child.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Professional development to support reading and math strategies, as well as meeting the needs of the whole child.

G. Title III - LIEP

H. Title III - ISEP

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

Not providing

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

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

Professional development to support staff that work with students with Individualized Educational Plans (IEPs) - autism, developmental delay, behavior strategies, and academic learning needs.

L. IDEA, Part B - Preschool

Not providing

**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:**

- 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's Strategic Plan includes the following goal areas: academics (reading), social-emotional learning, and financial responsibility.

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

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

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

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

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

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

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[(count] of 7500 maximum characters used)

Center Cass School District 66 implements a comprehensive, multi-tiered approach to reduce incidences of bullying and harassment, minimize the use of exclusionary discipline practices, and eliminate the use of aversive behavioral interventions that may compromise student health and safety. Each school is supported by a full-time school social worker who collaborates with classroom teachers and administrators to provide proactive instruction and responsive support related to bullying prevention, social-emotional learning, and positive peer interactions. Core and encore classes embed lessons on empathy, inclusion, and respectful relationships across grade levels. In addition, the district maintains a Bullying Hotline (online form and phone extension) to allow students, families, and staff to report concerns confidentially. All reported incidents are documented, investigated by building administrators, and tracked at the district level to ensure timely resolution and accountability. To reduce the overuse of discipline practices that remove students from the classroom, the district emphasizes preventative and restorative approaches. Social work and counseling services, problem-solving interventions, and referrals to outside supports are prioritized before considering removal from the learning environment. Discipline practices are guided by the District's "Physical Restraint, Time Out, and Isolated Time Out Progress Monitoring and Reduction Plan," which ensures that restrictive interventions are used only when necessary, closely monitored, and continually reduced over time. The district is committed to eliminating the use of aversive behavioral interventions that compromise student health and safety. Staff are trained in de-escalation strategies, trauma-informed practices, and positive behavioral supports to ensure that student needs are addressed in a safe and supportive manner. To ensure equity, District 66 regularly reviews discipline and behavioral data disaggregated by student subgroups, including race and ethnicity, economic status, disability status, Multilingual Learner (ML) status, gender, and migrant status (as applicable). This data is analyzed by building and district leadership teams to identify any disproportionality in bullying incidents, disciplinary actions, or use of restrictive practices. If disparities are identified, the district implements targeted actions, which may include additional staff training, adjustments to practices, increased supports for specific student groups, and ongoing monitoring to ensure equitable outcomes. Through this continuous cycle of prevention, intervention, data analysis, and responsive action, District 66 works to create safe, inclusive learning environments while reducing bullying, minimizing exclusionary discipline, and ensuring the well-being of all students.

Response from the prior year Consolidated District Plan.

Center Cass School District 66 has a full-time school social worker in each building. Bullying prevention is handled by classroom teachers in coordination with the school social workers. In addition, the district has a Bullying Hotline (both online form and phone extension to leave a report). Building Administrators take bullying very seriously. The district office keeps a log of bullying incidents reported via the hotline, the resolution of the complaint and any consequences for the bully. Bullying of racial and / or ethnic groups is not tolerated in District 66. As stated above discipline for bullying is taken seriously. In addition, Core and Encore classes throughout each grade level embed anti-bullying and positive social interaction lessons within various units of instruction. For example, the seventh grade ELA Teachers have a unit of study on Empathy that addresses these concerns. It's important to note that during the 2020-2021 school year, the district began a journey on Inclusion and Equity. Parent Survey data was collected, individual conversations had and in July 2021 a team will undergo an intensive Equity and Inclusion Training. As a result a multi-year plan has been developed for Equity and Inclusion in District 66. Discipline, resulting in removal from the classroom is used cautiously and closely monitored through the District's "Physical Restraint, Time Out, and Isolated Time Out Progress Monitoring and Reduction Plan". The use of Social Work services, referrals to outside entities and / or restitution are the first lines of defense.

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

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

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

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

[(count] of 7500 maximum characters used)

Center Cass School District 66 has a District Homeless Coordinator. Enrollment in District 66 schools is completed quickly with the Homeless Coordinator's assistance. Part of the Title I funds are set aside for homeless student field trips and school supplies, should the situation arise. Transportation is provided to homeless students, but is not taken from the Title I funds.

Response from the prior year Consolidated District Plan.

Center Cass School District 66 has a District Homeless Coordinator. Enrollment in District 66 schools is completed quickly with the Homeless Coordinator's assistance. Part of the Title I funds are set aside for homeless student field trips and school supplies, should the situation arise. Transportation is provided to homeless students, but is not taken from the Title I funds.

**Title I Requirement:**

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

**Legislative Requirements:**

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

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

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

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

**Attendance Center Designation**

[Instructions](#)

**Attendance Center Designation**

<b>Attendance Center</b>	<b>Schoolwide</b>	<b>Targeted Assistance</b>	<b>Not Served</b>	<b>Closed</b>	<b>Board Approved Date</b>
1001 - LAKEVIEW JR HIGH SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2002 - ELIZABETH IDE ELEM SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2004 - PRAIRIEVIEW ELEMENTARY SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Describe anticipated Reorganizations:**

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If Title I funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use Title I funds, return to the 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's Strategic Plan includes the following goal areas: academics (reading), social-emotional learning, and financial responsibility.

**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)

None of the three schools in District 66 have been identified as comprehensive or targeted.

Response from the approved prior year Consolidated District Plan.

None of the three schools in District 66 have been identified as comprehensive or targeted.

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

- Yes
- No

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

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

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

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

[Section 1114 and 1115](#)

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

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

([count] of 7500 maximum characters used)

The Targeted Assistance programs at both Elizabeth Ide School, Prairieview Elementary School and Lakeview Jr High places emphasis on the students who are performing below the 25th%. These services are provided in both reading and math to students to supplement their Tier I instruction. Center Cass School District 66 does not have students in local institutions or community day programs for neglected or delinquent children.Students receive RtI / MTSS services in both reading and math, grades K-8 based upon need. These services can be a combination of push-in, pull-out and/or both based on student needs. The length of time ranges from 20-60 minutes per day, 3-5 days per week. In addition, District 66 offers a Targeted Summer School program for students who utilize an intervention during the school year, which is approximately a 4-week program that continues the intervention from the school year. Students attend for 50 minutes per day, five days per week, 20 days total.

Response from the approved prior year Consolidated District Plan.

The Targeted Assistance programs at both Elizabeth Ide School, Prairieview Elementary School and Lakeview Jr High places emphasis on the students who are performing below the 25th%. These services are provided in both reading and math to students to supplement their Tier I instruction. Center Cass School District 66 does not have students in local institutions or community day programs for neglected or delinquent children.Students receive RtI / MTSS services in both reading and math, grades K-8 based upon need. These services can be a combination of push-in, pull-out and/or both based on student needs. The length of time ranges from 20-60 minutes per day, 3-5 days per week.

In addition, District 66 offers a Targeted Summer School program for students who utilize an intervention during the school year, which is approximately a 4-week program that continues the intervention from the school year. Students attend for 50 minutes per day, five days per week, 20 days total.

**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)

District 66's targeted assistance program identifies students three times per year in all three buildings (Elizabeth Ide School, Prairieview Elementary School and Lakeview Jr High). This identification process takes place, initially, during Data Review Meetings when teams of teachers (including regular education staff, special education staff, reading specialists, support staff and administrators) review data (MAP, AimswebPlus, HMH Reading, Amira etc). Students below the 25th% are flagged. Students who meet the criteria are then provided additional services in reading and / or math during the school day.

Response from the approved prior year Consolidated District Plan.

District 66's targeted assistance program identifies students three times per year in all three buildings (Elizabeth Ide School, Prairieview Elementary School and Lakeview Jr High). This identification process takes place, initially, during Data Review Meetings when teams of teachers (including regular education staff, special education staff, reading specialists, support staff and administrators) review data (MAP, AimswebPlus, HMH Reading, Amira etc). Students below the 25th% are flagged. Students who meet the criteria are then provided additional services in reading and / or math during the school day.

**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.

- 

**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)

Comprehensive needs assessment information is used to guide the planning and allocation of IDEA-funded activities in Center Cass School District 66. Identified needs are determined through multiple data sources, including voluntary MTSS surveys administered twice per year (mid-year and end-of-year) and findings from the district's special education audit conducted during the 2019-2020 school year. The district is currently undergoing an additional special education audit as part of its continuous improvement cycle, and outcomes from this review will further inform future planning. Key needs identified through these processes include strengthening Tier 1, Tier 2, and Tier 3 intervention practices; improving systems and processes; expanding the use of digital learning technologies; increasing supports for students with the most significant needs within the district to reduce outplacements; and improving the efficiency and effectiveness of special education meetings. In response to these identified needs, IDEA Part B Flow-Through funds are used to support targeted activities and programs. These include providing professional development for special education staff to enhance instructional practices and intervention delivery, employing paraprofessional staff to support students with individualized needs, and purchasing resources such as sensory materials to support student regulation and readiness to learn. Through the alignment of identified needs and funded activities, the district ensures that IDEA resources are strategically used to improve student outcomes and strengthen special education programming.

Response from the approved prior year Consolidated District Plan.

Targeted activities will include professional development for staff, paraprofessional support for students and sensory materials to meet the needs of our students and ensure they are ready to learn. These comprehensive needs are identified through voluntary surveys administered twice a year (mid-year, end-of-year) on our Multi-Tiered System of Support (MTSS), as well as a special education audit the district conducted during the 2019-2020 school year. Identified areas included: Tier 1, Tier II, and Tier III interventions, systems and processes, digital learning technologies, supporting our neediest students in the district vs outplacements and efficiency measures for meetings. Part B-Flow Through is utilized to provide Professional Development for Special Education Staff. In addition, resources, such as sensory supports are purchased through this grant to support the needs of the students in Special Education. IDEA is also used, in conjunction with local funds, to employ Paraprofessional Staff to support students.

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

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

([count] of 7500 maximum characters used)

Funding is used to support the Classroom Paraprofessional in our Blended Early Childhood Program. In addition, PD focused on meeting the needs of our special education population is allotted. There is also opportunity for purchasing sensory supports to ensure that our students are ready to learn.

Response from the approved prior year Consolidated District Plan.

Funding is used to support the Classroom Paraprofessional in our Blended Early Childhood Program. In addition, PD focused on meeting the needs of our special education population is allotted. There is also opportunity for purchasing sensory supports to ensure that our students are ready to learn.

**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 anticipated changes for 2026-2027 school year.

Response from the approved prior year Consolidated District Plan.

No anticipated changes for 2025-2026 school 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 are used to support district performance on the State Performance Plan Indicators by ensuring that we have instructional staff, materials, and equipment to address the needs of all students including those students with disabilities and at risk of failure.

\*Required field

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## Overview

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

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

### **BACKGROUND**

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

### **DEFINITION AND REFERENCES**

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

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

Vehicle Usage:

[https://www.isbe.net/Documents/school\\_vehicle\\_guidance.pdf](https://www.isbe.net/Documents/school_vehicle_guidance.pdf)

[https://www.isbe.net/Documents/vehicle\\_use\\_summary.pdf](https://www.isbe.net/Documents/vehicle_use_summary.pdf)

<https://www.isbe.net/Documents/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

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**Contact Information**

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
Rhoads	Sean	Director of Student Services	srhoads@ccsd66.org
Phone*			
630	210	4660	

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*
Tiede	Tom	Director of Transportation	ttiede@ccsd66.org
Phone*			
630	330	2204	

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.*

Director of Student Services, Sean Rhoads, will collaborate with building principals, transportation director and foster care providers. It will be determined what is in the best interest of the child. Factors impacting remaining in school of origin: length of transportation each day, ability to maintain school consistency (if that is best), child's safety and academic needs.

Response from the approved prior year Consolidated District Plan.

Director of Student Services, Sean Rhoads, will collaborate with building principals, transportation director and foster care providers. It will be determined what is in the best interest of the child. Factors impacting remaining in school of origin: length of transportation each day, ability to maintain school consistency (if that is best), child's safety and academic needs.

**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 student has an IEP or 504 Plan, that legal document will help guide the decision for school placement. Again, keeping in mind transportation length, school consistency, implementation of IEP or 504 Plan and academic needs of the student.

Response from the approved prior year Consolidated District Plan.

If a student has an IEP or 504 Plan, that legal document will help guide the decision for school placement. Again, keeping in mind transportation length, school consistency, implementation of IEP or 504 Plan and academic needs of the student.

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

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

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

Students who are identified as English Language Learners, will be accommodated. We have a transitional program, so English is the focus, but support and tools in native language(s) is provided to the best of our ability.

Response from the approved prior year Consolidated District Plan.

Students who are identified as English Language Learners, will be accommodated. We have a transitional program, so English is the focus, but support and tools in native language(s) is provided to the best of our ability.

**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.*

Dispute resolution starts with the Director of Student Services. If that isn't resolvable, at this point, the Superintendent of Schools has the final decision. If the school district can not come to resolution then DCFS has the final determination.

Response from the approved prior year Consolidated District Plan.

Dispute resolution starts with the Director of Student Services. If that isn't resolvable, at this point, the Superintendent of Schools has the final decision. If the school district can not come to resolution then DCFS has the final determination.

**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/school will increase the knowledge and understanding of all appropriate school staff members in order to ensure that they are fully aware of the Every Student Succeeds Act (ESSA) requirements regarding educational stability for students identified as Youth in Care, fostering a supportive environment that prioritizes the educational needs and stability of these students. For example, District 66 staff members will participate in regular professional development workshops held on its Institute Days and/or School Improvement Days focused on ESSA requirements for educational stability, targeting teachers, counselors, and administrators to ensure they understand their roles in supporting students in care transitions. Additionally, District 66 staff members will be provided with resources accessible to all staff members, including school nurses and support staff, to ensure a widespread understanding of ESSA provisions and best practices for maintaining educational continuity for students in care.

\*Required field

**Youth in Care Stability Plan Development**

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

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

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

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

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

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

Director of Student Services will work with the Transportation Director. We own our own buses and prefer to transport our students this way. However, we also use a busing company (through our Special Ed co-op) to transport students. Depending upon the age of the child, the use of a cab would be the last resort. Factors to consider include, but are not limited to: safety of the child, length of the transportation each day, maintaining school consistency (if that is appropriate and safe).

Response from the approved prior year Consolidated District Plan.

Director of Student Services will work with the Transportation Director. We own our own buses and prefer to transport our students this way. However, we also use a busing company (through our Special Ed co-op) to transport students. Depending upon the age of the child, the use of a cab would be the last resort. Factors to consider include, but are not limited to: safety of the child, length of the transportation each day, maintaining school consistency (if that is appropriate and safe).

**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.*

Funding for transportation, come out of local funds, as part of the students FAPE. In addition, funding options such as Title IV if the student is eligible for social security. Or if the student is eligible IDEA, that can be looked at for funding purposes.

Response from the approved prior year Consolidated District Plan.

Funding for transportation, come out of local funds, as part of the students FAPE. In addition, funding options such as Title IV if the student is eligible for social security. Or if the student is eligible IDEA, that can be looked at for funding purposes.

**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.*

Director of Student Services would meet with DCFS worker. The ultimate decision is made by the Superintendent of Schools. If no decision is able to be made by the school district, than DCFS has the final determination.

Response from the approved prior year Consolidated District Plan.

Director of Student Services would meet with DCFS worker. The ultimate decision is made by the Superintendent of Schools. If no decision is able to be made by the school district, than DCFS has the final determination.

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

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

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

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

Utilizing our buses and / or bus company vehicles to transport the student to school. The School of Origin (SOO) is responsible for transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

Utilizing our buses and / or bus company vehicles to transport the student to school. The School of Origin (SOO) is responsible for transportation while all disputes are being resolved.

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

**services.\***

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

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

The Director of Student Services will communicate to: Director of Transportation, Building Principal, Building Secretary and DCFS caseworker. At the start of each school year, the Director of Student Services sends a memo to all building secretaries and principals. In this memo it explains both our Homeless policies and procedures as well as the steps to take when a foster care student is enrolled.

Response from the approved prior year Consolidated District Plan.

The Director of Student Services will communicate to: Director of Transportation, Building Principal, Building Secretary and DCFS caseworker. At the start of each school year, the Director of Student Services sends a memo to all building secretaries and principals. In this memo it explains both our Homeless policies and procedures as well as the steps to take when a foster care student is enrolled.

\*Required field

## BSP Overview

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

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**BSP Contact Information**

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112 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

112 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.

112 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)

On August 3, 2025, the Director of Student Services, Sean Rhoads, and the Director of Learning, Kim Liles, will facilitate a professional development session for District 66's Administrative Leadership Team (ALT), which includes ten district- and building-level administrators. This session will focus on current, evidence-based research related to effective instructional practices for English Learner (EL) students, along with a comprehensive review of the district's Transitional Program in English (Collaboration model) designed to support EL students from Pre-K through 8th grade. Following this, on August 18, 2026, Sean Rhoads and Kim Liles will partner with each school's Multilingual Interventionist, representing Elizabeth Ide Elementary (PK-2), Prairieview Elementary (3-5), and Lakeview Junior High School (6-8), to co-lead a targeted professional learning session for instructional staff (approximately 20 staff per school building = 60). This session will build upon the foundational research presented to ALT and will provide educators with practical strategies, collaborative planning structures, and an in-depth understanding of the Transitional Program in English to enhance instruction and support for EL students across all grade levels.

\*Required field

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**BSP TBE Requirements**[Instructions](#)

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112 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

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**TBE Parent Advisory Committee**[Instructions](#)

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112 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.

05/07/2025

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.

- 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.

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

Instructions

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

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

**CERTIFICATION**

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

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

**Instructions for Certification**

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

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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.

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**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

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#### Assurances

Instructions

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

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

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

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

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

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

v.02.17.2026

[Not calling IWAS Web Service](#)

ANDREW WISE

Signature of School District Superintendent / Agency Administrator

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

Agreed to on this Date: 04/17/2026  
RCDT when agreed to: 19-022-0660-02

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

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

Application was created on:

4/2/2026

Assurances were agreed to on:

4/17/2026

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

Application History(Read Only)

Instructions

Status Change	UserId	Action Date
Returned for Changes	sbernsisbe	04-20-2026 3:31 PM
4th Program Review Complete	kdeckard2	04-20-2026 11:39 AM
3rd Program Review Complete	CheliMThomas5	04-20-2026 11:33 AM
2nd Program Review Complete	ssilver	04-20-2026 10:40 AM
1st Program Review Complete	caseywills305	04-17-2026 3:34 PM
Submitted to ISBE	aswise	04-17-2026 3:18 PM
Forwarded to District Admin	srhoads	04-17-2026 9:31 AM

Expand All

**Consolidated District Plan**

Page Status

Open Page  
for editing

[Consolidated District Plan](#)

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

Save