

eGrant Management System

Printed Copy of Application

Applicant: EAST PEORIA SD 86

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: EAST PEORIA SD 86

Date Generated: 7/10/2025 4:13:14 PM

Generated By: warnerj

1. Contact Information for Person Completing This Form

Last Name*		First Name*	Middle Initial
<input type="text" value="Ingold"/>		<input type="text" value="Tony"/>	<input type="text"/>
Phone*	Extension	Email*	
<input type="text" value="309"/> <input type="text" value="427"/> <input type="text" value="5100"/>	<input type="text"/>	<input type="text" value="tony@epd86.org"/>	

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

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

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

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

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

((count) of 2500 maximum characters used)

The East Peoria Board of Education monitors and ensures all programs are accessible to all students regardless of gender, race, national origin, disability, or age. The district has policies and procedures in place to monitor students, staff, and other program beneficiaries are informed and afforded protections. All policies, programs, and practices will be analyzed to make sure no barriers exist that would prevent appropriate access to specific groups.

3. Bilingual Program Director Assurance

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

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

4. District Migrant Education Program Liaison

Last Name		First Name	Middle Initial
<input type="text" value="Gambill"/>		<input type="text" value="Jason"/>	<input type="text"/>
Phone	Extension	Email	
<input type="text" value="309"/> <input type="text" value="427"/> <input type="text" value="5137"/>	<input type="text"/>	<input type="text" value="gambillj@epd86.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

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

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

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

*Required field, applicable for all funding sources

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

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

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

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

East Peoria District 86 will combine resources to ensure that students have access to as many services as possible to help them experience success. For example, a large majority of our Title I budget pays for Title I personnel (literacy coordinators, a transitional teacher, and other staff) to provide services supplemental to the core curriculum both academic and social emotional. Title I, however, will not be able to pay for the total cost of these services, and district general funds will complete salaries and other expenses so those individual services can still happen for students. Title II funding allows for one class-size reduction teacher who will be placed in the district where there is the largest need for additional staff to create an extra section of a specific grade, thus lowering class size. Our district receives all our IDEA funds directly instead of from our special education cooperative. These funds will be used to fund district special education para-professional salaries, tutoring of special education students, as well as speech therapy costs for Nonpublic Private-Proportionate Share and Professional Development. Title IV funds not utilized will be transferred into Title I.

Response from the approved prior year Consolidated District Plan.

East Peoria District 86 will combine resources to ensure that students have access to as many services as possible to help them experience success. For example, a large majority of our Title I budget pays for Title I personnel (literacy coordinators, a transitional teacher, and other staff) to provide services supplemental to the core curriculum both academic and social emotional. Title I, however, will not be able to pay for the total cost of these services, and district general funds will complete salaries and other expenses so those individual services can still happen for students. Title II funding allows for one class-size reduction teacher who will be placed in the district where there is the largest need for additional staff to create an extra section of a specific grade, thus lowering class size. Our district receives all our IDEA funds directly instead of from our special education cooperative. These funds will be used to fund district special education para-professional salaries, tutoring of special education students, as well as speech therapy costs for Nonpublic Private-Proportionate Share and Professional Development. Title IV funds not utilized will be transferred into Title I.

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

The district's needs continue to focus on the success of our entire student body. Title I dollars are utilized to fund partial costs to staff Literacy Coordinators, a Transitional Teacher, as well as a Literacy Paraprofessional. Title II dollars will be allocated to reduce the largest class size in one of our buildings to limit the number of students in each class. We will continue to use Title IV for professional development presenters and the move remaining dollars into Title I to best utilize those dollars. With IDEA funds, we will focus our efforts on staffing to meet the needs of our special education population.

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.

For Title programming, all of our schools completed a Title I plan. As a District, we completed a School Improvement Plan. We survey our staff yearly to inquire about their professional development interests, as well.

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.

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

A. Title I, Part A - Improving Basic Programs

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

In almost all cases, our students from low income homes have struggled to see the level of high success that we would set as a goal. All schools are required to review academic and social emotional gaps at least three times a year, in addition to six week data review meetings utilized to discuss their data and plan adjustment for student interventions. All schools are required by the district, whether required by ISBE or not, to conduct a school improvement process. Based on the data, a comprehensive district improvement plan with activities associated underneath these goals is created to improve student performance.

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

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

The annual use of Title II funds for class size reduction has given us the opportunity to view student populations across the district, consider academic and social-emotional data, and provide an additional class section to a grade level with either high enrollment, high needs, or a combination of both. The district will review enrollment projections for the current school year in order to target those funds for class size reduction.

G. Title III - LIEP**H. Title III - ISEP****I. Title IV, Part A - Student Support and Academic Enrichment**

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

Title IV funds will be utilized for a professional development session with Damon West. Damien works with teachers to meet the needs of the learners in their classroom and look for opportunities in adversity. Damon works with the Coffee Bean message to help

others become resilient and show them how to overcome obstacles in their lives. Lani Lawson will be working with out district to help with behavior coaching that empowers educators to use research based techniques to get engaged, organized, respectful learners.

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

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

After IEP meetings are completed, district administration groups students according to need and allocates human resources as appropriate. Data is gathered and analyzed on a regular basis to ensure that programs are effectively student needs.

L. IDEA, Part B - Preschool

After IEP meetings are completed, district administration groups students according to need and allocates human resources as appropriate. Data is gathered and analyzed on a regular basis to ensure that programs are effectively student needs.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

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

District Goal(s):

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

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

Check all that apply.

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

Program Footnotes:

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

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

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

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

[[count] of 7500 maximum characters used)

Input for this plan was provided by teachers and staff who may have specialized in a particular area such as fine arts, technology, literacy, etc. Information was taken from stakeholder meetings held this past fall in each building on the following dates: CJHS - 08/14/2024; Armstrong - 08/13/2024; Bolin - 08/13/2024; Glendale - 08/13/2024; Lincoln - 08/13/2024; Shute - 08/13/2024; and Woodrow Wilson - 08/13/2024. Parent surveys also went out mid-year and at the end of the year to gain parent/family insights on the program. This Title I Plan was also published on the District 86 Website for public comment. This plan will be placed before the Board of Education for review on the June agenda to be voted on during that meeting. Individual schools are required to conduct a parent meeting prior to September 30, 2025 in their individual buildings.

Response from the prior year Consolidated District Plan.

Input for this plan was provided by teachers and staff who may have specialized in a particular area such as fine arts, technology, literacy, etc. Information was taken from stakeholder meetings held this past fall in each building on the following dates: CJHS - 08/16/2023; Armstrong - 08/15/2023; Bolin - 08/14/2023; Glendale - 08/14/2023; Lincoln - 08/14/2023; Shute - 08/15/2023; and Woodrow Wilson - 08/15/2023. Parent surveys also went out mid-year and at the end of the year to gain parent/family insights on the program. This Title I Plan was also published on the District 86 Website for public comment. This plan will be placed before the Board of Education for review on the June agenda to be voted on during that meeting. Individual schools are required to conduct a parent meeting prior to September 30, 2023 in their individual buildings.

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

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

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

[[count] of 7500 maximum characters used)

Individual schools hold publicized Title I informational meetings, which not only provide parents in attendance with information about the supportive services provided by the school as well as to gain parental and family input on the program. Parents are surveyed in January and at the conclusion of the school year to gain further input on the programmed services provided.

Response from the prior year Consolidated District Plan.

Individual schools hold publicized Title I informational meetings, which not only provide parents in attendance with information about the supportive services provided by the school as well as to gain parental and family input on the program. Parents are surveyed in January and at the conclusion of the school year to gain further input on the programmed services provided.

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

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

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

[[count] of 7500 maximum characters used)

Individual schools not only hold their annual informational meetings for parents but also hold routine parent engagement activities such as Meet the Teacher, Parent-Teacher Organization, and Open House. Buildings also have additional parent events such as Family Reading Night to bring parents in and give them strategies to do with their children to encourage and improve reading. Parents are surveyed three times a year in order to gain input into the Title I programs.

Response from the prior year Consolidated District Plan.

Individual schools not only hold their annual informational meetings for parents but also hold routine parent engagement activities such as Meet the Teacher, Parent-Teacher Organization, and Open House. Buildings also have additional parent events such as Family Reading Night to bring parents in and give them strategies to do

with their children to encourage and improve reading. Parents are surveyed three times a year in order to gain input into the Title I programs.

Title I Requirement:

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

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

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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



Private School Participation

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

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

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

Will Private Schools participate in the Program?
 Yes No

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
St. Mark	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Choose File No file chosen St. Mark.pdf
St. Thomas	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Choose File No file chosen St. Thomas.pdf
St. Philomena	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Choose File No file chosen St. Phil.pdf
St. Mary's	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Choose File No file chosen St Marys.pdf
Peoria Christian	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Choose File No file chosen Peoria Christian.pdf
Faith Baptist	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Choose File No file chosen Faith Baptist.pdf
Concordia Lutheran	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Choose File No file chosen Concordia.pdf
Blessed Sacrament	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): 3	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Choose File No file chosen Blessed Sacrament.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.

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)

East Peoria Elementary School District 86 does not use Title funds for Early Childhood Education programs. However, District 86's Early Childhood Education Program is housed at Shute Elementary School. There are three Early Childhood teachers, each with a paraprofessional. Each ECE teacher holds a morning class and an afternoon class of students ranging from three to five years of age. Two sections of the program are strictly for students identified as special needs and have an IEP. The other four sections are a blended program of students with an IEP and those that are at-risk for academic struggles based on evaluation of the child.The literacy coordinator's role in the ECE program and the students' transition to kindergarten, though minimal, is an important role. The ECE teachers regularly attend meetings and trainings in which the Literacy Coordinator is sharing new best practices in the language arts field. This would include information necessary for a student's successful inclusion into the kindergarten classroom. Once the child is preparing for the transfer to kindergarten, the literacy coordinator and special education teachers discuss the placement of each student. This may mandate that Shute's School's literacy coordinator transfer a student to another Title 1 program within the district or a student may be placed in a self contained, special education setting. Once a student is placed into a general education, kindergarten classroom, the literacy coordinator, along with the special education teacher, will begin to provide the adequate interventions based upon assessment results.The Early Childhood Education students at Shute are also heavily involved in our Title 1 informational meetings, our Family Reading Nights, as well as our Muffins for Mom and Donuts for Dad events. These are all provided to our student population because of federal Title 1 funding. The students and teachers also have access to a variety of materials purchased using federal Title 1 funds such as: Chromebooks, Foundations, and Geodes.

Response from the approved prior year Consolidated District Plan.

East Peoria Elementary School District 86 does not use Title funds for Early Childhood Education programs. However, District 86's Early Childhood Education Program is housed at Shute Elementary School. There are three Early Childhood teachers, each with a paraprofessional. Each ECE teacher holds a morning class and an afternoon class of students ranging from three to five years of age. Two sections of the program are strictly for students identified as special needs and have an IEP. The other four sections are a blended program of students with an IEP and those that are at-risk for academic struggles based on evaluation of the child.The literacy coordinator's role in the ECE program and the students' transition to kindergarten, though minimal, is an important role. The ECE teachers regularly attend meetings and trainings in which the Literacy Coordinator is sharing new best practices in the language arts field. This would include information necessary for a student's successful inclusion into the kindergarten classroom. Once the child is preparing for the transfer to kindergarten, the literacy coordinator and special education teachers discuss the placement of each student. This may mandate that Shute's School's literacy coordinator transfer a student to another Title 1 program within the district or a student may be placed in a self contained, special education setting. Once a student is placed into a general education, kindergarten classroom, the literacy coordinator, along with the special education teacher, will begin to provide the adequate interventions based upon assessment results.The Early Childhood Education students at Shute are also heavily involved in our Title 1 informational meetings, our Family Reading Nights, as well as our Muffins for Mom and Donuts for Dad events. These are all provided to our student population because of federal Title 1 funding. The students and teachers also have access to a variety of materials purchased using federal Title 1 funds such as: Chromebooks, Foundations, and Geodes.

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.

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]

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([count] of 7500 maximum characters used)

The District's educational program will seek to provide an opportunity for each student to develop to his or her maximum potential. The objectives for the educational program are to: 1. Foster students' self-discovery, self-awareness, and self-discipline. 2. Develop students' awareness of and appreciation for cultural diversity. 3. Stimulate students' intellectual curiosity and growth. 4. Provide students with fundamental career concepts and skills. 5. Help students develop sensitivity to the needs and values of others and a respect for individual and group differences. 6. Help each student strive for excellence and instill a desire to reach the limit of his or her potential. 7. Encourage students to become life long learners. 8. Provide an educational climate and culture free of bias concerning the protected classifications identified in policy 7:10, Equal Educational Opportunities. In order for the Board of Education to monitor whether the educational program is attaining these objectives and to be knowledgeable of current and future resource needs, the Superintendent shall prepare an annual report that includes: 1. A review and evaluation of the present curriculum. 2. A projection of curriculum and resource needs. 3. An evaluation of, and plan to eliminate, any bias in the curriculum or instructional materials and methods concerning the classifications referred to in item 8, above. 4. Any plan for new or revised instructional program implementation. 5. A review of present and future facility needs. (Board Policy 6:10) East Peoria District 86 will monitor student progress through a district assessment plan. i-Ready will be administered to all students K-8 at three points in time (three benchmarks). K-5 students are also screened with FastBridge fluency measures (and other foundational measures at K-2) during those benchmarking periods. Students who are identified with lower academic performance are flagged for supplemental supportive services through individual building problem-solving teams, and supplemental service are provided. Those services are progress monitored to gauge the effectiveness of the services. Supplemental services can range from specific support within the core classroom instruction, additional instruction, and/or pull-out, flexible small group direct instruction as dictated by assessment and teacher narrative. All services focus on curriculum maps designed by Professional Learning Communities of teachers outlining the essential skills as set by the Illinois Learning Standards. Technology has been approved for K-5 to help support this process with Geodes purchased for our K-2 buildings. Professional development funding is also provided as available for conferences and workshops that can better equip teachers of students who receive services through Title I based on targeted needs of the students in those buildings. Money is also provided to support homeless students in obtaining the needed school supplies from the district supply list as needed and indicated by building principals. Our students have the opportunity to participate in numerous activities to provide a well-rounded education for every child. Students have the opportunity to participate in band and chorus beginning in the 3-5 buildings and carrying over to the junior high school. The passion for music is fostered by K-2 music teachers who provide instruction for our younger students. Lincoln School and CJHS offer a school play for students who enjoy drama. All of our 3-5 buildings participate in Run for Fun, which allows students to run after school for enjoyment, which concludes with a race that combines all 3 buildings. Clubs and activities differ in each building, but include Girls Who Code, gardening club, yearbook, newspaper, and Spirit Club.

Response from the prior year Consolidated District Plan.

The District's educational program will seek to provide an opportunity for each student to develop to his or her maximum potential. The objectives for the educational program are to: 1. Foster students' self-discovery, self-awareness, and self-discipline. 2. Develop students' awareness of and appreciation for cultural diversity. 3. Stimulate students' intellectual curiosity and growth. 4. Provide students with fundamental career concepts and skills. 5. Help students develop sensitivity to the needs and values of others and a respect for individual and group differences. 6. Help each student strive for excellence and instill a desire to reach the limit of his or her potential. 7. Encourage students to become life long learners. 8. Provide an educational climate and culture free of bias concerning the protected classifications identified in policy 7:10, Equal Educational Opportunities. In order for the Board of Education to monitor whether the educational program is attaining these objectives and to be knowledgeable of current and future resource needs, the Superintendent shall prepare an annual report that includes: 1. A review and evaluation of the present curriculum. 2. A projection of curriculum and resource needs. 3. An evaluation of, and plan to eliminate, any bias in the curriculum or instructional materials and methods concerning the classifications referred to in item 8, above. 4. Any plan for new or revised instructional program implementation. 5. A review of present and future facility needs. (Board Policy 6:10) East Peoria District 86 will monitor student progress through a district assessment plan. i-Ready will be administered to all students K-8 at three points in time (three benchmarks). K-5 students are also screened with FastBridge fluency measures (and other foundational measures at K-2) during those benchmarking periods. Students who are identified with lower academic performance are flagged for supplemental supportive services through individual building problem-solving teams, and supplemental service are provided. Those services are progress monitored to gauge the effectiveness of the services. Supplemental services can range from specific support within the core classroom instruction, additional instruction, and/or pull-out, flexible small group direct instruction as dictated by assessment and teacher narrative. All services focus on curriculum maps designed by Professional Learning Communities of teachers outlining the essential skills as set by the Illinois Learning Standards. Technology has been approved for K-5 to help support this process with Geodes purchased for our K-2 buildings. Title I buildings. Professional development funding is also provided as available for conferences and workshops that can better equip teachers of students who receive services through Title I based on targeted needs of the students in those buildings. Money is also provided to support homeless students in obtaining the needed school supplies from the district supply list as needed and indicated by building principals. Our students have the opportunity to participate in numerous activities to provide a well-rounded education for every child. Students have the opportunity to participate in band and chorus beginning in the 3-5 buildings and carrying over to the junior high school. The passion for music is fostered by K-2 music teachers who provide instruction for our younger students. Lincoln School and CJHS offer a school play for students who enjoy drama. All of our 3-5 buildings participate in Run for Fun, which allows students to run after school for enjoyment, which concludes with a race that combines all 3 buildings. Clubs and activities differ in each building, but include yoga club, gardening club, yearbook, newspaper, and Spirit Club.

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

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([count] of 7500 maximum characters used)

The Superintendent or designee shall develop, maintain, and supervise a program for students at risk of academic failure or dropping out of school. The program shall include education and support services addressing individual learning styles, career development, and social needs, and may include without limitation one or more of the following: Parent-teacher conferences, counseling services by social workers and/or guidance counselors, counseling services by psychologists, psychological testing, truants' alternative and optional education program, alternative school placement, community agency services, alternative learning opportunities program, in conformity with the Alternative Learning Opportunities Law, as it may be amended from time to time, graduation incentives program, and remediation program. Any student who is below the age of 20 years is eligible to enroll in a graduation incentives program if he or she: 1. Is considered a dropout according to State law; 2. Has been suspended or expelled; 3. Is pregnant or is a parent; 4. Has been assessed as chemically dependent; or 5. Is enrolled in a bilingual education or English Language Learners program. (Board Policy 6:110) East Peoria District 86 provides extra support for students at the earliest possible point of detection to "head off" failure where it appears. Support services include special education services, Pupil Personnel Services (social workers and school psychologists), speech and language therapists, physical and occupational therapy, and a school counselor (at CJHS). Buildings have installed behavior incentive programs to help support the academic success of students, and those programs are varied and specific to the particular needs of each of the buildings. Behavior systems within buildings focus on positive reinforcement as well as social-emotional instruction through Second Step. Student identification criteria is described above in 1. Currently our Director of MTSS meets every 6 weeks with teachers in every building to discuss the specific academic needs of the students based on progress monitoring data and classroom performance. Data walls are used in each building, which include testing from i-Ready Benchmarking Assessments and FastBridge Assessments, including SEL Screeners. During the meetings, students who are in need of interventions are determined, and the best intervention is selected to meet the needs of that child. Tier II and Tier III interventions are delivered by trained staff members, including classroom teachers, interventionists, and support staff members. In addition, a problem solving team meets in every building to discuss the specific needs of a child who is not showing improvement based on interventions. During these meetings, attendance and discipline are also discussed to meet the needs of the entire child. This process is used by all seven district buildings.

Response from the prior year Consolidated District Plan.

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needs of a child who is not showing improvement based on interventions. During these meetings, attendance and discipline are also discussed to meet the needs of the entire child. This process is used by all seven district buildings.

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

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EPD 86 provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of the School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. All students are assessed by looking at testing data to determine their participation in Tier II and Tier III interventions. In addition, after school tutoring is open to all students, and students also have the option to participate in a summer extension program. It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA. For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's Special Education rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), representation by counsel, and a review procedure. The District may maintain membership in one or more cooperative associations of school districts that shall assist the District in fulfilling its obligations to the District's disabled students, if necessary, students may also be placed in nonpublic special education programs or education facilities. The Superintendent or designee shall implement an education program for gifted and talented learners that is responsive to student needs and is within the budget parameters as set by the Board. Eligibility to participate in the gifted program shall not be conditioned upon race, religion, sex, disability, or any factor other than the student's identification as gifted or talented. The Board of Education will monitor this program's performance by meeting periodically with the Superintendent or designee to determine and/or review the indicators and data that evidence whether the educational program for gifted and talented learners is accomplishing its goals and objectives and is otherwise in compliance with this policy. Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths, including a public preschool education. A homeless child is defined as provided in the McKinney Homeless Assistance Act and the Ill. Education for Homeless Children Act. The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation. A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school. The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law. The District offers opportunities for resident English Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain. The Superintendent or designee shall develop and maintain a program for English Learners that will: 1. Assist all English Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Learners. 2. Appropriately identify students with limited English-speaking ability. 3. Comply with State law regarding the Transitional Bilingual Educational Program (TBE) or Transitional Program of Instruction (TPI), whichever is applicable. 4. Comply with any applicable State and federal requirements for the receipt of grant money for English Learners and programs to serve them. 5. Determine the appropriate instructional program and environment for English Learners. 6. Annually assess the English proficiency of English Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment. 7. Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics. 8. Provide information to the parents/guardians of English Learners about: (1) the reasons for their child's identification, (2) their child's level of English proficiency, (3) the method of instruction to be used, (4) how the program will meet their child's needs, (5) specific exit requirements of the program, (6) how the program will meet their child's individualized education program, if applicable, and (7) information on parent/guardian rights. Parents/guardians will be regularly apprised of their child's progress and involvement will be encouraged. Parents/guardians of English Learners will be: (1) given an opportunity to provide input to the program, and (2) provided notification regarding their child's placement in, and information about, the District's English Learners programs. (Board Policies 6:120, 6:130, 6:140, 6:160)

Response from the prior year Consolidated District Plan.

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A homeless child living in any District school's attendance area may attend that school. The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law. The District offers opportunities for resident English Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain. The Superintendent or designee shall develop and maintain a program for English Learners that will: 1. Assist all English Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Learners. 2. Appropriately identify students with limited English-speaking ability. 3. Comply with State law regarding the Transitional Bilingual Educational Program (TBE) or Transitional Program of Instruction (TPI), whichever is applicable. 4. Comply with any applicable State and federal requirements for the receipt of grant money for English Learners and programs to serve them. 5. Determine the appropriate instructional program and environment for English Learners. 6. Annually assess the English proficiency of English Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment. 7. Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics. 8. Provide information to the parents/guardians of English Learners about: (1) the reasons for their child's identification, (2) their child's level of English proficiency, (3) the method of instruction to be used, (4) how the program will meet their child's needs, (5) specific exit requirements of the program, (6) how the program will meet their child's individualized education program, if applicable, and (7) information on parent/guardian rights. Parents/guardians will be regularly apprised of their child's progress and involvement will be encouraged. Parents/guardians of English Learners will be: (1) given an opportunity to provide input to the program, and (2) provided notification regarding their child's placement in, and information about, the District's English Learners programs. (Board Policies 6:120, 6:130, 6:140, 6:160)

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

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Goal 1 - The district median score will increase from 120% to 125%. Every building will strive to raise their median score for growth and their achievement data in regards to placement distribution. Rationale: This goal is a continuation from the 2024-2025 SIP Plan. Although some individual buildings showed an increase in their annual typical growth median score, our overall district score did not meet our original goal. Goal 2 - The median score for the overall district progress to annual typical growth will increase from 108% to 115%. Every building will strive to increase student growth throughout the school year. Rationale: This goal is a continuation from the 2024-2025 SIP Plan. Although some individual buildings showed an increase in their annual typical growth median score, our overall district score did not meet our original goal. Student Supports/ Instruction-High-quality, tier I classroom instruction will be provided by classroom teachers. Instruction will be assessed by utilizing reliable assessments and reviewing the results from those assessments to make the necessary instructional adjustments. Testing/Benchmark testing will be administered three times per year. Testing in the areas of mathematics and reading will be conducted on the i-Ready testing platform for students in kindergarten through 8th grade. FastBridge screening will also be conducted in kindergarten through 3rd grade to identify specific skill deficits. SAEBRs/MySAEBRS testing will be conducted three times each year to identify the social and emotional needs of our students. Data Review Meetings/Data Review Meetings will be conducted every six weeks to analyze benchmarking data, review progress monitoring data, and make recommendations for intervention services. Data meetings will be led by the Director of MTSS. Title I Services/East Peoria Elementary District 86 provides School-Wide Title I Programming in every building. Intervention Services/Tier II and Tier III academic student supports are provided to support student learning and progress. Interventions are delivered by trained staff members, including interventionists, literacy coordinators, special education teachers, classroom teachers, and support staff members. Tier II and Tier III SEL supports are provided by the special services team.

Response from the prior year Consolidated District Plan.

Goal 1: Improve ELA and mathematics achievement of the lowest achieving students at Woodrow Wilson School, Glendale School, Shute School, Lincoln School, Armstrong School, Bolin School, and Central Junior High School. 80% of students served will meet their

targeted growth from fall to spring on local assessment in reading and math. Targeted growth will be measured by i-Ready, which sets in the fall benchmark a norm-based and individual-based indicator where students should be scoring after the spring benchmark. Activity 1A: Literacy Coordinators (Title I) in each of the five elementary buildings indicated above and a Title I paraprofessional at CJHS will provide data-identified students with supplemental ELA assistance (including extra instruction) while also providing support services to those same students in the regular core curriculum. Students are initially identified using a building-based problem-solving team where flexible groupings are planned based on benchmark data and referrals from parents, teachers, interventionists, and the problem-solving team. Activity 2B: Select district personnel will have the opportunity to attend the annual Raising Student Achievement Conference, the annual ESSA Conference, Illinois Reading Conference, and other workshops/conferences specifically designed to address students' needs. Attendees will focus their attention on topics that are emphasized in the buildings' Student Improvement Plans and/or district initiatives. The district logs professional development activities. Performance of students will be evaluated using the current local assessment, i-Ready, which is administered to students in the fall, winter, and spring. Student progress will be monitored using FastBridge between benchmarks as a measure to ensure that the supplemental services are being effective. 80% of students served will meet their target growth from fall to spring on the local assessment in reading and math. Activity 3C: Chromebooks will be purchased to allow students at CJHS, as well as an expansion of devices at Bolin, Glendale, and Lincoln, access not only to teacher selected websites which could include additional reading materials (literature and informational text), research, alternative reading materials for struggling learners, etc. Students would also have, through the use of Google Classroom already provided by the district, access to a more extended means to write and receive feedback on that writing to provide a more comprehensive ELA program connecting reading and writing. Evaluation of Goal 1: Performance of students will be evaluated using the current local assessment, i-Ready, which is administered to students in the fall, winter, and spring. Student progress will be monitored using FastBridge between benchmarks as a measure to ensure that the supplemental services are being effective. 80% of students served will meet their target growth from fall to spring on the local assessment in reading. Goal 2: Provide school supplies to students who are deemed homeless and are unable to obtain the necessities for functioning in school. 90% of students identified as homeless will be promoted to the next grade level at the end of the school year. Activity: Purchase school supplies from the district supply list as needed. Evaluation of Goal 2: Students deemed homeless on district reports from Title I buildings will have access to these funds. It will be the responsibility of the building principal to assess needs and maintain financial records of funds spent. 90% of students identified as homeless will be promoted to the next grade level at the end of the current school year as measured by retention/promotion numbers.

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]**

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A teacher, as the term is used in this policy, refers to a District employee who is required to be licensed under State law. The following qualifications apply: 1. Each teacher must: a. Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code. b. Provide the District Office with a complete official transcript of credits earned in institutions of higher education. c. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with an official transcript of any credits earned since the date the last transcript was filed. d. Notify the Superintendent of any change in the teacher's transcript. 2. All teachers with primary responsibility for instructing students in the core academic subject areas (science, the arts, reading or language arts, English, history, civics and government, economics, geography, foreign language, and mathematics) must be highly qualified for those assignments as determined by State and federal law. The Superintendent or designee shall:

Response from the prior year Consolidated District Plan.

A teacher, as the term is used in this policy, refers to a District employee who is required to be licensed under State law. The following qualifications apply: 1. Each teacher must: a. Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code. b. Provide the District Office with a complete official transcript of credits earned in institutions of higher education. c. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with an official transcript of any credits earned since the date the last transcript was filed. d. Notify the Superintendent of any change in the teacher's transcript. 2. All teachers with primary responsibility for instructing students in the core academic subject areas (science, the arts, reading or language arts, English, history, civics and government, economics, geography, foreign language, and mathematics) must be highly qualified for those assignments as determined by State and federal law. The Superintendent or designee shall: 1. Monitor compliance with State and federal law requirements that teachers be appropriately licensed and highly qualified for their assignments; 2. Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers; and 3. Ensure parents/guardians of students in schools receiving Title I funds are notified: (a) of their right to request their students' classroom teachers' professional qualifications, and (b) whenever their child is assigned to, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified. The District will: identify all core academic subjects and non-core subjects; for core academic subjects, recommend for hiring only teachers who are highly qualified, as defined by Title I of the Elementary and Secondary Education Act and its implementing regulations, State law, and School Board policy 5:190; Teacher Qualifications; identify any teacher currently employed teaching a core subject who is not highly qualified; inform the Building Principal of any teacher in his or her building teaching a core subject who is not highly qualified; notify each teacher teaching a core subject and who is not highly qualified that federal law requires that all elementary and secondary teachers be highly qualified; complete a roadmap for each not highly qualified teacher describing the specific activities that are appropriate to get the individual to highly qualified status within 2 years, benchmarks, proposed completion dates, resources necessary, date of completion, and a District contact person. These documents must be kept on file at the District office for ROE Teacher Audits and ISBE random audits; consult with Building Principals and other administrative staff members about methods to ensure that core-subject teachers are highly qualified, such as through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies; appoint a committee to devise methods to: (1) ensure that core subjects are only taught by highly qualified teachers, and (2) assist teachers to become highly qualified; Ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. (Board Policy 5:190; 5:190AP) East Peoria Elementary District 86 teachers are hired in accordance to the district hiring manual. All candidates must be highly qualified for their assigned position. All teachers are evaluated by their administrator using EvalUWise and the Danielson framework. First year teachers are assigned a staff mentor to help with the transition and support the first year of teaching. Improvement plans are put in place at the first sign of struggle to support the teacher and the learning in the classroom. EvalUWise also allows for evaluation reviews that take into account specific domains that need additional professional development for growth.

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)

The Superintendent or designee shall manage the District's library media program to comply with, (1) State law and Illinois State Board of Education rule, and (2) the following standards: 1. The program includes an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served. 2. Financial resources for the program's resources and supplies are allocated to meet students' needs. 3. Students in all grades served have equitable access to library media resources. 4. The advice of an individual who is qualified according to ISBE rule is sought regarding the overall direction of the program, including the selection and organization of materials, provision of instruction in information and technology literacy, and structuring the work of library paraprofessionals. 5. Staff members are invited to recommend additions to the collection. 6. Students may freely select resource center materials as well as receive guided selection of materials appropriate to specific, planned learning experiences. (Board Policy 6:230) Every building has a library that is available for students to check out books. Our K-5 students visit the library weekly. During their visit, librarians assist students with understanding the library and previewing books. The skills and lessons are created and reviewed by the District Librarian. Students are then allowed to check out books. In addition, students have tech lessons weekly that are co-taught by the classroom teacher and the librarian. These lessons are aligned with digital literacy skills and created by the Technology Specialist and Assessment Coordinator. The junior high school has a library that is available to them daily. They also take a computer class each year to support their digital literacy skills.

Response from the prior year Consolidated District Plan.

The Superintendent or designee shall manage the District's library media program to comply with, (1) State law and Illinois State Board of Education rule, and (2) the following standards: 1. The program includes an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served. 2. Financial resources for the program's resources and supplies are allocated to meet students' needs. 3. Students in all grades served have equitable access to library media resources. 4. The advice of an individual who is qualified according to ISBE rule is sought regarding the overall direction of the program, including the selection and organization of materials, provision of instruction in information and technology literacy, and structuring the work of library paraprofessionals. 5. Staff members are invited to recommend additions to the collection. 6. Students may freely select resource center materials as well as receive guided selection of materials appropriate to specific, planned learning experiences. (Board Policy 6:230) Every building has a library that is available for students to check out books. Our K-5 students visit the library weekly. During their visit, librarians assist students with understanding the library and previewing books. The skills and lessons are created and reviewed by the District Librarian. Students are then allowed to check out books. In addition, students have tech lessons weekly that are co-taught by the classroom teacher and the librarian. These lessons are aligned with digital literacy skills and created by the Technology Specialist and Assessment Coordinator. The junior high school has a library that is available to them daily. They also take a computer class each year to support their digital literacy skills.

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

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

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(count of 7500 maximum characters used)

The Superintendent or designee shall implement an education program for gifted and talented learners that is responsive to student needs and is within the budget parameters as set by the Board. Eligibility to participate in the gifted program shall not be conditioned upon race, religion, sex, disability, or any factor other than the student's identification as gifted or talented. The Board of Education will monitor this program's performance by meeting periodically with the Superintendent or designee to determine and/or review the indicators and data that evidence whether the educational program for gifted and talented learners is accomplishing its goals and objectives and is otherwise in compliance with this policy. The district shall maintain selection criteria based on Illinois School Code which lists an achievement test score as well as a cognitive score. District 86 also incorporates teacher recommendation as a portion of the selection. (Board Policy 6:130) Gifted programming is currently not supported with any Title I funds.

Response from the prior year Consolidated District Plan.

The Superintendent or designee shall implement an education program for gifted and talented learners that is responsive to student needs and is within the budget parameters as set by the Board. Eligibility to participate in the gifted program shall not be conditioned upon race, religion, sex, disability, or any factor other than the student's identification as gifted or talented. The Board of Education will monitor this program's performance by meeting periodically with the Superintendent or designee to determine and/or review the indicators and data that evidence whether the educational program for gifted and talented learners is accomplishing its goals and objectives and is otherwise in compliance with this policy. The district shall maintain selection criteria based on Illinois School Code which lists an achievement test score as well as a cognitive score. District 86 also incorporates teacher recommendation as a portion of the selection. (Board Policy 6:130) Gifted programming is currently not supported with any Title I funds.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

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

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

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

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

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

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

**Required field for only Title I, Part A

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

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([count] of 7500 maximum characters used)

Elementary buildings in East Peoria District 86 serve students in Kindergarten through grade five, with one K-2 building also housing our Early Childhood Program. To assist fifth graders in their transition to middle school, Central Junior High School reviews student data, to help successfully place students in math classes, a parent night is held each year in August when school returns, and fifth graders are bused to CJHS in early May for a visiting day where they meet administrators, visit 6th grade classrooms, and become oriented to the junior high climate. Students completing eighth grade transition from East Peoria Elementary School District 86 to East Peoria Community High School District 309. District 86 and District 309, along with the participation of two other K-8 feeder districts, coordinated curriculum mapping in reaction to new standards and a review schedule to revise those standards in at least a four year rotation. Students in District 86 use i-Ready. Those scores are shared, and a great deal of high school placement decisions are made at the high school level based on those scores. Since the high school is not a part of our district, immediate control over the transition is limited; however, our EPCHS District 309 works with our district to transition students using the following: 1) eighth grade students are assessed in writing and math with a high school-designed placement test each year, and those results, along with standardized testing, assist the high school in placing those students in appropriate coursework for their freshman year, 2) a "parent night" is held where students and parents can meet with high school counselors to review coursework requirements, electives, and meet the student support services staff, 3) EPCHS holds a "Fresh Start" day where freshman attend school one day before other grade levels within a "Freshman Academy" model where students in the ninth grade are provided direct support with their class peers.

Response from the approved prior year Consolidated District Plan.

Elementary buildings in East Peoria District 86 serve students in Kindergarten through grade five, with one K-2 building also housing our Early Childhood Program. To assist fifth graders in their transition to middle school, Central Junior High School reviews student data, administers a math placement test (an ELA placement test is currently being discussed) to help successfully place students in math classes, a "new parent" night is held each year in August when school returns, and fifth graders are bused to CJHS in early May for a visiting day where they meet administrators, visit 6th grade classrooms, and become oriented to the junior high climate. Students completing eighth grade transition from East Peoria Elementary School District 86 to East Peoria Community High School District 309. District 86 and District 309, along with the participation of two other K-8 feeder districts, coordinate curriculum mapping in reaction to new standards and a review schedule to revise those standards in at least a four year rotation. Students in District 86 use i-Ready. Those scores are shared, and a great deal of high school placement decisions are made at the high school level based on those scores. Since the high school is not a part of our district, immediate control over the transition is limited; however, our EPCHS District 309 works with our district to transition students using the following: 1) eighth grade students are assessed in writing and math with a high school-designed placement test each year, and those results, along with standardized testing, assist the high school in placing those students in appropriate coursework for their freshman year, 2) a "parent night" is held where students and parents can meet with high school counselors to review coursework requirements, electives, and meet the student support services staff, 3) EPCHS holds a "Fresh Start" day where freshman attend school one day before other grade levels within a "Freshman Academy" model where students in the ninth grade are provided direct support with their class peers.

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

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

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

([count] of 7500 maximum characters used)

Elementary District

Response from the approved prior year Consolidated District Plan.

Elementary District

Legislative References:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Wilson and Foundations Training

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

Not Providing

G. Title III - LIEP

H. Title III - ISEP

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

Damon West- looking for adversity and becoming resilient- showing others how to overcome their obstacles in lifeLani Lawson- behavioral coaching that empowers educators to use research based techniques to get engaged, organized, respectful learners

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

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

Regular education teachers, special education teachers, and administrators will have the opportunity to engage in professional development throughout the school year in both in-house workshops and training, regional and state opportunities, and professional development provided by our special education cooperative (Tazewell/Mason County Special Education Association). All professional development will address goals and activities associated with the district improvement plan.

L. IDEA, Part B - Preschool

Regular education teachers, special education teachers, and administrators will have the opportunity to engage in professional development throughout the school year in both in-house workshops and training, regional and state opportunities, and professional development provided by our special education cooperative (Tazewell/Mason County Special Education Association). All professional development will address goals and activities associated with school improvement plans.

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.

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

i. reduce incidences of bullying and harassment;

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

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

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

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([count] of 7500 maximum characters used)

No person, including a District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. At least one of these individuals will be female, and at least one will be male. The Superintendent shall use reasonable measures to inform staff members and students of this policy, such as, by including it in the appropriate handbooks.Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psycho stimulant medication to the student.School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:1. Notifying parent(s)/guardian(s).2. Disciplinary conference.3. Withholding of privileges.4. Temporary removal from the classroom.5. Return of property or restitution for lost, stolen, or damaged property.6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.10. Suspension of bus riding privileges in accordance with Board policy 7:220, Bus Conduct.11. Out-of-school suspension from school and all school activities in accordance with Board Suspension Procedures. A student who has been suspended shall also be restricted from being on school grounds and at school activities.12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy 7:210, Expulsion Procedures. A student who has been expelled shall also be restricted from being on school grounds and at school activities.13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), lookalikes," alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.(Board Policies 7:20; 7:190)We currently utilize Second Step as our SEL curriculum. Proactive lessons are taught during daily morning meetings to address anti-bullying and kindness. In addition, restorative meetings are conducted with students to address any issues or concerns that may surface, as long as the situation is appropriate for a restorative meeting.

Response from the prior year Consolidated District Plan.

No person, including a District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. At least one of these individuals will be female, and at least one will be male. The Superintendent shall use reasonable measures to inform staff members and students of this policy, such as, by including it in the appropriate handbooks.Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of nonexclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:1. Notifying parent(s)/guardian(s).2. Disciplinary conference.3. Withholding of privileges.4. Temporary removal from the classroom.5. Return of property or restitution for lost, stolen, or damaged property.6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School

administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.10. Suspension of bus riding privileges in accordance with Board policy 7:220, Bus Conduct.11. Out-of-school suspension from school and all school activities in accordance with Board Suspension Procedures. A student who has been suspended shall also be restricted from being on school grounds and at school activities.12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy 7:210, Expulsion Procedures. A student who has been expelled shall also be restricted from being on school grounds and at school activities.13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), lookalikes, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies. The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion. (Board Policies 7:20, 7:190) We currently utilize Second Step as our SEL curriculum. Proactive lessons are taught during daily morning meetings to address anti-bullying and kindness. In addition, restorative meetings are conducted with students to address any issues or concerns that may surface, as long as the situation is appropriate for a restorative meeting.

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)

Set aside Title I funds will be used to provide students identified as homeless with required school supplies (with the exception of book bags) upon student, parent, or building principal request. Our general funds and/or special grant funding allows for funding towards our two truancy officers. This person also services as the local homeless liaison for both districts. Our homeless students are provided specific resources by the homeless liaison to support their needs. In addition, counseling is provided for the students. Meeting with the counselor allows for specific plans to be created, which may include additional support or tutoring for the student. In addition, breakfast and lunch are provided for students. Snack Packs are also sent home to students in need of additional food. Our grade schools have access to our Kindness Closet, which provides hygiene products, school supplies, and any clothing needs for students. Our junior high school has a Moms Who Care program that also provides clothing, hygiene, and school supply needs for students.

Response from the prior year Consolidated District Plan.

Set aside Title I funds will be used to provide students identified as homeless with required school supplies (with the exception of book bags) upon student, parent, or building principal request. Our general funds and/or special grant funding allows for a truancy officer to be shared between District 86 and our local high school district. This person also services as the local homeless liaison for both districts. Our homeless students are provided specific resources by the homeless liaison to support their needs. In addition, counseling is provided for the students. Meeting with the counselor allows for specific plans to be created, which may include additional support or tutoring for the student. In addition, breakfast and lunch are provided for students. Snack Packs are also sent home to students in need of additional food. Our grade schools have access to our Kindness Closet, which provides hygiene products, school supplies, and any clothing needs for students. Our junior high school has a Moms Who Care program that also provides clothing, hygiene, and school supply needs for students.

Title I Requirement:

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

Legislative Requirements:

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

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

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

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

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1011 - CENTRAL JR HIGH SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/17/2025
2001 - ARMSTRONG-OAKVIEW ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/17/2025
2002 - P L BOLIN ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/17/2025
2003 - GLENDALE ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/17/2025
2005 - LINCOLN ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/17/2025
2008 - DON D SHUTE ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/17/2025
2010 - WOODROW WILSON ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/17/2025

Describe anticipated Reorganizations:

P.L. Bolin School will be applying for a waiver based on the low-income percentage being under 40%.

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

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

ISBE Goals:

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

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

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

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

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

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

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

No schools identified under this part

([count] of 7500 maximum characters used)

No Schools identified under this part.

Response from the approved prior year Consolidated District Plan.

No Schools identified under this part.

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](#)

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

([count] of 7500 maximum characters used)

Title I funding provides for literacy coordinators in each of the six buildings, all Schoolwide Programs, to provide supplemental services to students and support for core instruction. The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children. All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools. The District placed a Transitional Teacher at Central Junior High School in order to serve as a social-emotional liaison and support between students, families/guardians, teachers, administrators, other school personnel, health services, etc. for the purposes of transitioning students who have been temporarily removed from the classroom, for whatever purpose or time period, back into the regular classroom setting.The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.The Superintendent or designee shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. Each Building Principal or designee shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. The district also uses Title I funding to support homeless students who are in need of the basic school supplies call for on the district list as well as targeted professional development opportunities tied to School Improvement Plans and/or district initiatives.Students who are identified as needing additional support are provided Tier II and Tier III interventions. These students utilize Wilson Reading Systems, including Foundations with Geodes, Just Words, and Wilson. In addition, literacy coordinators also push into classrooms to provide additional support. Additional services that are offered to all students include after-school tutoring 2-3 times a week and a summer extension program three weeks, four days a week, for three hours.

Response from the approved prior year Consolidated District Plan.

Title I funding provides for literacy coordinators in each of the six buildings, all Schoolwide Programs, to provide supplemental services to students and support for core instruction. The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children. All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools. The District will place a Transitional Teacher at Central Junior High School in order to serve as a social-emotional liaison and support between students, families/guardians, teachers, administrators, other school personnel, health services, etc. for the purposes of transitioning students who have been temporarily removed from the classroom, for whatever purpose or time period, back into the regular classroom setting.The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and

School-level compacts. The Superintendent or designee shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. Each Building Principal or designee shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. The district also uses Title I funding to support homeless students who are in need of the basic school supplies call for on the district list as well as targeted professional development opportunities tied to School Improvement Plans and/or district initiatives. Students who are identified as needing additional support are provided Tier II and Tier III interventions. These students utilize Wilson Reading Systems, including Foundations with Geodes, Just Words, and Wilson. In addition, literacy coordinators also push into classrooms to provide additional support. Additional services that are offered to all students include after-school tutoring 2-3 times a week and a summer extension program four weeks, four days a week, for three hours.

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)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

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)

As has been done in previous years, our district utilizes a comprehensive needs assessment conducted by our special education cooperative Tazewell Mason County Special Education Association (TMCSEA). This online needs assessment analyzes district level professional development needs and assists TMCSEA in planning grant sponsored training's for district teachers, administrators, supports staff and parents. A thorough analysis of the data is sent to us for our review. Based on this review an extensive professional development plan is developed which provides for workshops, on site coaching activities, and specific area meetings. Professional development activities include topics such as: Cyclical Monitoring Prep, CPI training, Special Education Law, IEP Audits, Conflict Prevention and Resolution Through IEP Meeting Facilitation, Embrace DS Medicaid training, Job Coaching for Para Pros, Gestalt Language Processing, PUNS, Navigating School Avoidance (Refusal and Anxiety), Behavioral Problem Solving, Evidence Based practices in Autism Spectrum Disorder and Emotional and Sensory regulation strategies. Also included will be technical assistance for SLP's, OT/PT's, Psych's/Social Workers.

Response from the approved prior year Consolidated District Plan.

As has been done in previous years, our district utilizes a comprehensive needs assessment conducted by our special education cooperative Tazewell Mason County Special Education Association (TMCSEA). This online needs assessment analyzes district level professional development needs and assists TMCSEA in planning grant sponsored training's for district teachers, administrators, supports staff and parents. A thorough analysis of the data is sent to us for our review. Based on this review an extensive professional development plan is developed which provides for workshops, on site coaching activities, and specific area meetings. Professional development activities include topics such as: STARS Curriculum, LINKS Curriculum, Special Education Law, IEP Audits, Assistive Communication, Autism Diagnostic Observation system training, Behavioral Problem Solving, Restorative Practices, Emotional and Sensory regulation strategies, Using Digital Tools, and Knowing Community Resources. Also included will be technical assistance for SLP's, OT/PT's, Psych's/Social Workers.

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)

The FY26 IDEA Flow Through Grant will be used to support paraprofessional staff positions supporting special education students in general and special education settings throughout the district. We will also utilize private proportionate share to support a partial salary of a speech therapist supporting the needs of our home school/private school students. (only if there are private proportionate funds allocated to the district.) Some carry over funds will be used to pay for extra after school tutoring for our special education students. Part of the IDEA flow through grant will be used to pay TMCSEA for all of the professional development opportunities they provide throughout the school year. An extensive professional development plan provides for workshops, on site coaching activities, and specific area meetings. Professional development activities include topics such as: Cyclical Monitoring Prep, CPI training, Special Education Law, IEP Audits, Conflict Prevention and Resolution Through IEP Meeting Facilitation, Embrace DS Medicaid training, Job Coaching for Para Pros, Gestalt Language Processing, PUNS, Navigating School Avoidance (Refusal and Anxiety), Behavioral Problem Solving, Evidence Based practices in Autism Spectrum Disorder and Emotional and Sensory regulation strategies. Also included will be technical assistance for SLP's, OT/PT's, Psych's/Social Workers.

Response from the approved prior year Consolidated District Plan.

The FY24 IDEA Flow Through Grant will be used to support paraprofessional staff positions supporting special education students in general and special education settings throughout the district. We will also utilize private proportionate share to support a partial salary of a speech therapist supporting the needs of our home school/private school students. Another portion will be used to pay the partial salaries of contracted speech therapists. We will also use a small amount of funds to pay a stipend for School Social Work Intern. Some carry over funds will be used to pay for extra after school tutoring for our special education students. Part of the IDEA flow through grant will be used to pay TMCSEA for all of the professional development opportunities they provide throughout the school year. An extensive professional development plan provides for workshops, on site coaching activities, and specific area meetings. Professional development activities include topics such as: STARS Curriculum, LINKS Curriculum, Special Education Law, IEP Audits, Assistive Communication, Autism Diagnostic Observation system training, Behavioral Problem Solving, Restorative Practices, Emotional and Sensory regulation strategies, Using Digital Tools, and Knowing Community Resources. Also included will be technical assistance for SLP's, OT/PT's, Psych's/Social Workers.

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)

We will continue to pay for special education para-paraprofessionals, professional development activities provided by TMCSEA, and after school special education tutoring services. We will not be using the funds to pay for contracted speech services or for a social work intern for FY26.

Response from the approved prior year Consolidated District Plan.

There will be no major changes to the use of the grant money. We will pay for special education para-paraprofessionals, professional development activities provided by TMCSEA, contracted speech services and after school special education tutoring services. The only change will be the addition of the stipend for a School Social Work Intern.

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

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

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)

Indicators 5 and 6: Educational Environments Majority of grant funds are used to pay salaries of para-professionals within the district. Para-professionals are a vital part in providing extra support to students to stay in the Least Restrictive Environment. Professional Development provided to staff also provides best practices and strategies to educate students in the Least Restrictive Environment. Special Education tutoring provided to students after school helps students complete homework and reinforce skills taught during the school day.

*Required field

Overview

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

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

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

<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

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

5. Local funds

Contact Information

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
Gambill	Jason	Director of Special Education	gambillj@epd86.org

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*
Bodtke	Robert	Director of Transportation	bodtker@epd86.org

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

3. Other personnel

Last Name	First Name	Position/Title	Email
Ingold	Tony	Superintendent	tony@epd86.org

Click here to add information for additional other personnel.

4. Other personnel

Last Name	First Name	Position/Title	Email
Bruner	Amanda	Social Worker	brunera@epd86.org

Click here to add information for additional other personnel.

*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.

Sequence of Events: When a student is placed in foster care or changes residence while in foster care, the Child Welfare Agency (CWA) worker assigned to the student, notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care POC is notified and invited to participate in the Best Interest Determination (BID). The CWA worker, foster care POC, LEA POC and other essential members of BID share information on the appropriateness of the current educational setting. The CWA takes into account this information and the distance from potential placements to the child's current school in the decision making process. The School of Origin (SOO) transportation designee identifies potential ways that the child could be transported (see list of options below). This information is given to the foster care POC to include in the BID. If the BID decision is that the student will remain in the current school, the foster care POC notifies the SOO transportation designee, who then assists the CWA worker in arranging transportation to and from school. Best Interest Determination Factors/Considerations: Appropriateness of the current educational setting and proximity of placement; Preferences of the student; Preferences of the student's parent(s) or education decision-maker(s); The student's attachment to the school, including meaningful relationships with staff and peers; Placement of the student's sibling(s); Influence of the school climate on the student, including safety; The availability and quality of the services in the school to meet the student's educational and social emotional needs; History of school transfers and how they have impacted the student; How the length of the commute would impact the student, based on the student's developmental stage; Whether the student has a disability under the IDEA, and is receiving special education and related services, or whether the student has a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; Whether the student is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Act (EEOA). If it is not in the best interest of a student to remain in his or her school of origin, a student in foster care should be enrolled in his or her new school without delay.

Response from the approved prior year Consolidated District Plan.

Sequence of Events: When a student is placed in foster care or changes residence while in foster care, the Child Welfare Agency (CWA) worker assigned to the student, notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care POC is notified and invited to participate in the Best Interest Determination (BID). The CWA worker, foster care POC, LEA POC and other essential members of BID share information on the appropriateness of the current educational setting. The CWA takes into account this information and the distance from potential placements to the child's current school in the decision making process. The School of Origin (SOO) transportation designee identifies potential ways that the child could be transported (see list of options below). This information is given to the foster care POC to include in the BID. If the BID decision is that the student will remain in the current school, the foster care POC notifies the SOO transportation designee, who then assists the CWA worker in arranging transportation to and from school. Best Interest Determination Factors/Considerations: Appropriateness of the current educational setting and proximity of placement; Preferences of the student; Preferences of the student's parent(s) or education decision-maker(s); The student's attachment to the school, including meaningful relationships with staff and peers; Placement of the student's sibling(s); Influence of the school climate on the student, including safety; The availability and quality of the services in the school to meet the student's educational and social emotional needs; History of school transfers and how they have impacted the student; How the length of the commute would impact the student, based on the student's developmental stage; Whether the student has a disability under the IDEA, and is receiving special education and related services, or whether the student has a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; Whether the student is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Act (EEOA). If it is not in the best interest of a student to remain in his or her school of origin, a student in foster care should be enrolled in his or her new school without delay.

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.

All best interests and considerations of the child listed above will be considered as well as reviewing the students current special education and/or related services currently being provided and the availability of those required services in a school other than the school of origin.

Response from the approved prior year Consolidated District Plan.

All best interests and considerations of the child listed above will be considered as well as reviewing the students current special education and/or related services currently being provided and the availability of those required services in a school other than the school of origin.

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

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

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

If the student is an English Learner and is receiving language services, the district will consider the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Act (EEOA).

Response from the approved prior year Consolidated District Plan.

If the student is an English Learner and is receiving language services, the district will consider the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Act (EEOA).

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

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

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

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

If there is a dispute, the student will remain in his/her school of origin while any dispute regarding transportation costs are being resolved. DCFS, specifically the LEA DCFS Liaison and his or her team (including the ISBE POC), provides written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and the school) of its best interest determination with supporting justification within 5 days after making the decision. Any party may challenge the decision within 5 days of receiving the determination by providing written notice to the child welfare agency. The LEA DCFS Liaison should then schedule a meeting within 5 days after receiving the written challenge. The meeting is to be conducted within 10 days from the date the written challenge was received and is to be held at the school of origin. The LEA will coordinate with DCFS to arrange space for the meeting. At the meeting, all parties may present facts and statements relevant to the student's best interest. The LEA DCFS Liaison will consider all statements and evidence presented at the hearing and issue a written final determination within 5 days. This decision is final and will be based upon the guidelines set forth in the Best Interest Guidelines. DCFS has the final say if a resolution cannot be determined.

Response from the approved prior year Consolidated District Plan.

If there is a dispute, the student will remain in his/her school of origin while any dispute regarding transportation costs are being resolved. DCFS, specifically the LEA DCFS Liaison and his or her team (including the ISBE POC), provides written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and the school) of its best interest determination with supporting justification within 5 days after making the decision. Any party may challenge the decision within 5 days of receiving the determination by providing written notice to the child welfare agency. The LEA DCFS Liaison should then schedule a meeting within 5 days after receiving the written challenge. The meeting is to be conducted within 10 days from the date the written challenge was received and is to be held at the school of origin. The LEA will coordinate with DCFS to arrange space for the meeting. At the meeting, all parties may present facts and statements relevant to the student's best interest. The LEA DCFS Liaison will consider all statements and evidence presented at the hearing and issue a written final determination within 5 days. This decision is final and will be based upon the guidelines set forth in the Best Interest Guidelines. DCFS has the final say if a resolution cannot be determined.

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

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

The Best Interest Determination Plan will be shared with district administration and building principals at the beginning of each school year (at a minimum). Building principals will then inform building staff during staff meetings.

*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.

The following factors will be considered when developing the Transportation Procedures for a foster care student: Safety; Duration; Time of placement change; Type of transportation available; Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity. These district personnel will be involved in developing the Transportation procedures: Jason Gambill- Director of Special Services Robert Bodtke - Director of Transportation Ashley Ricca- Title I Director Amanda Bruner- School Social Worker

Response from the approved prior year Consolidated District Plan.

The following factors will be considered when developing the Transportation Procedures for a foster care student: Safety; Duration; Time of placement change; Type of transportation available; Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity. These district personnel will be involved in developing the Transportation procedures: Jason Gambill- Director of Special Services Robert Bodtke - Director of Transportation Ashley Ricca- Title I Director Amanda Bruner- School Social Worker

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

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

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

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

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

DCFS, specifically the LEA DCFS Liaison and his or her team (including the ISBE POC), provides written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and the school) of its best interest determination with supporting justification within 5 days after making the decision. Any party may challenge the decision within 5 days of receiving the determination by providing written notice to the child welfare agency. The LEA DCFS Liaison should then schedule a meeting within 5 days after receiving the written challenge. The meeting is to be conducted within 10 days from the date the written challenge was received and is to be held at the school of origin. The LEA will coordinate with DCFS to arrange space for the meeting. At the meeting, all parties may present facts and statements relevant to the student's best interest. The LEA DCFS Liaison will consider all statements and evidence presented at the hearing and issue a written final determination within 5 days. This decision is final and will be based upon the guidelines set forth in the Best Interest Guidelines.

Response from the approved prior year Consolidated District Plan.

DCFS, specifically the LEA DCFS Liaison and his or her team (including the ISBE POC), provides written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and the school) of its best interest determination with supporting justification within 5 days after making the decision. Any party may challenge the decision within 5 days of receiving the determination by providing written notice to the child welfare agency. The LEA DCFS Liaison should then schedule a meeting within 5 days after receiving the written challenge. The meeting is to be conducted within 10 days from the date the written challenge was received and is to be held at the school of origin. The LEA will coordinate with DCFS to arrange space for the meeting. At the meeting, all parties may present facts and statements relevant to the student's best interest. The LEA DCFS Liaison will consider all statements and evidence presented at the hearing and issue a written final determination within 5 days. This decision is final and will be based upon the guidelines set forth in the Best Interest Guidelines.

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

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

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

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

The School of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

The School of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

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

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

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

The Foster Care Transportation Plan will be shared with district administration and building principals at the beginning of each school year (at a minimum). Building principals will then be responsible for informing building secretaries and teachers.

Response from the approved prior year Consolidated District Plan.

The Foster Care Transportation Plan will be shared with district administration and building principals at the beginning of each school year (at a minimum). Building principals will then be responsible for informing building secretaries and teachers.

*Required field

BSP Overview

Program Name: EL - Bilingual Service Plan

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

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

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

BSP Contact Information

24 English Learners (ELs) are in the district

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

Last Name*

Phone*

First Name*

Middle
Initial

Email*

EL Program Director Requirements:

Administrative Endorsement

ESL/Bilingual Endorsement

[Administrator Requirements](#)

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

The Program director will take 8 hours of professional development during the FY26 school year specifically designed to address the needs of students with limited English proficiency.

*Required field

24 English Learners (ELs) are in the district

Complete the requested information below by listing your district attendance centers that have ELs, special education co-ops, and nonpublic special education program attendance centers that have outplaced students. This information should reflect current EL programming that aligns to your state SIS records for your current EL attendance center enrollment.

Key: Types of Instructional Design

- 1. Dual Language - Two Way (Self-contained)
- 2. Dual Language - One Way (Self-contained)
- 3. Transitional Bilingual Program (Self-contained)
- 4. Transitional Bilingual Program (Collaboration)
- 5. Transitional Program in English (Self-contained)
- 6. Transitional Program in English (Collaboration)

	Attendance Center Name	Grade Span	Program Type (check all that apply)			Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement working within EL programming. Enter whole numbers only and zero if no teachers in a category.				Language Codes of Certified Bilingual Staff serving ELs Language Codes Alphabetical
			TBE	TPI	Parent Refusal	1	2	3	4	5	6	ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement	ELS-TBE or ELS-VIT Endorsement	
1.	Don Shute Elementary School	ECE- 2nd	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0	
2.	Lincoln Elementary School	3-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
3.	Armstrong Elementary School	K-2nd	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
4.	Bolin Elementary School	3-5th	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
5.	Wilson Elementary School	K-2nd	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
6.	Glendale Elementary School	3-5th	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
7.	Central Junior High School	6-8th	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0	
8.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
9.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
21.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
22.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
23.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
24.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
25.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

If one or more attendance centers do not align with Illinois and federal requirements (programming and staffing), then describe how the district will ensure that the EL students receive appropriate language support (direct services)/monitoring (refusals/reclassification) from properly endorsed ESL/Bilingual teachers and a plan to obtain/secure/hire an appropriately certified teacher for ESL/Bilingual education.
 ([count] of 2500 maximum characters used)

East Peoria Elementary School District 86 employs two PEL teachers with ESL endorsements. One is housed out of Shute School and one is house out of Central Junior High School. However, both teachers are ESL itinerant teachers who travel to each building to provide daily/weekly services to all our ESL students.

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

24 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

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

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

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

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	<input type="text" value="12/01/2025"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="2"/>
<input type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Language Assessment	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input checked="" type="checkbox"/> Issues Related to EL Students with Disabilities	<input type="text" value="12/01/2025"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="2"/>
<input checked="" type="checkbox"/> Program Standards	<input type="text" value="04/01/2026"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="2"/>
<input checked="" type="checkbox"/> District Identification Assessment	<input type="text" value="04/01/2026"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="2"/>
<input checked="" type="checkbox"/> Program Design	<input type="text" value="12/01/2025"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="2"/>
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	<input type="text" value="04/01/2025"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="2"/>
<input type="checkbox"/> Spanish Language Arts	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Others (Specify):	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Comments:

*Required field

BSP TBE Requirements

Instructions

24 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes No

Comments:

*Required field

TBE Parent Advisory Committee

Instructions

24 English Learners (ELs) are in the district

Does your district offer a TBE program?

Yes
No

Board Approval, Certification, and Assurances

Instructions

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.

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

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

v.01.31.2024

Grant Application Certifications and 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 on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

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

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

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

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

NO BINDING OBLIGATION

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

PROJECT

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

FUNDING

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

INVOLUNTARY TERMINATION

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

GENERAL CERTIFICATIONS AND ASSURANCES

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

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

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

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

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

v.01.10.2025

Certification Regarding Lobbying

Instructions

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

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

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-32](#) "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v.04.23.2021

GEPA 442 Assurances

Instructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

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

applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.

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

v.01.31.2024

Assurances

Instructions

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

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

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

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

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

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

v.09.08.2021

[Not calling IWAS Web Service](#)

Signature of School District Superintendent / Agency Administrator

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

Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.

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

Application was created on:

6/9/2025

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

This Application has not been submitted

Page Review Status Instructions

Expand All

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

Save

Selectable Application Print

Request Print Job

[Consolidated District Plan](#)

Requested Print Jobs

[Requested by warneri on 7/10/2025](#)

Completed Print Jobs
