

eGrant Management System

Printed Copy of Application

Applicant: OREGON CUSD 220

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: OREGON CUSD 220

Date Generated: 3/9/2023 2:03:14 PM

Generated By: smcalhoun

1. Contact Information for Person Completing This Form

Last Name*

Mahoney

Phone*

815 732 5300

Extension

First Name*

Thomas

Middle
Initial

Email*

tmahoney@ocusd.net

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

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

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

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

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

([count] of 2500 maximum characters used)

The district will focus this year on making students feel important and creating goals to achieve. This is part of each buildings school improvement plan. This plan will include class lessons focused on respectful behaviors, daily affirmations recited by students, posting positive student achievements, monthly parent meetings to address the school improvement plans with parents and where students are tracking as well as work with University of Illinois extension office to present programs on positive behavior skills. This goal is to create a positive, safe learning environment for all children. The district will continue work with Ogle County Educational Coop. for special education services ensuring all students receive proper services for success in education. Each building has a counselor on staff with the elementary school also having a social worker on staff to address personal issues that may arise for students. The district will provide high school students to additional counseling services as well as intervention services when the need may arise. The elementary school has a Reading Team staff to assist students who require additional services to achieve reading goals as well as a summer reading program. The district wants to create a positive environment with access to services for personal issues so the focus can be on education while the student is at school. These services are open to all students regardless of sex, race, gender, creed or disability.

3. Bilingual Program Director Assurance

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

20

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

4. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

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

*Required field, applicable for all funding sources

Amendments

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

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

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

Plan Changes

Provide a brief description of the changes which have been made to the APPROVED initial application for the fiscal year or a subsequent APPROVED amendment with this amendment. Include the name of any page that was changed.

([count] of 5000 maximum characters used)

*Required field, applicable for all funding sources

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

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

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

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

Title I funding will be used to pay the salaries and benefits of teachers with endorsements in reading services. These teachers will provide additional services to the elementary students who struggle to reach reading performance goals. We also have a set aside each year for homeless students to provide basic classroom supplies or cover expenses for extra curricular activities otherwise not available to these students. Title II funds will be used to continue our professional development program with Houghton Mifflin Harcourt. These train staff in rigor and curriculum development for reading, math and science as well as create department leaders for each subject to lead trainings and mentor new staff. The district also uses local funds to provide additional staff development for any outside program on curriculum development or special needs services for students. Title IV funds are used to cover costs of alternative learning programs for students such as Nachusa provided by the local ROE, Chana special education and behavioral programs provided by Ogle County Educational Coop., as well as IL Virtual Schools for online courses that are not offered on the high school level provided by Peoria ROE. Funds are also used to assist with the cost of AP and SAT exams with the district using local funds to cover any costs not covered by Title IV. We also used Title IV and local funds to cover costs of student services such as our counseling services. IDEA Flow through and Preschool funds are used to pay the salaries of special education aides in the classrooms. These aides provide one on one assistance as well as small group programs to students who require such for success in the classroom. Local and state funding helps to assist with costs on all special education staff in the district. Title III LIEP is part of the district's ELL program. The LIEP provides additional services to English language learners outside of the classroom that assisting families with school registration, summer tutoring, and counseling sessions with families to assist with the language barrier that can exist.

Response from the approved prior year Consolidated District Plan.

Title I funding will be used to pay the salaries and benefits of teachers with endorsements in reading services. These teachers will provide additional services to the elementary students who struggle to reach reading performance goals. We also have a set aside each year for homeless students to provide basic classroom supplies or cover expenses for extra curricular activities otherwise not available to these students. Title II funds will be used to continue our professional development program with Houghton Mifflin Harcourt. These train staff in rigor and curriculum development for reading, math and science as well as create department leaders for each subject to lead trainings and mentor new staff. The district also uses local funds to provide additional staff development for any outside program on curriculum development or special needs services for students. Title IV funds are used to cover costs of alternative learning programs for students such as Nachusa provided by the local ROE, Chana special education and behavioral programs provided by Ogle County Educational Coop., as well as IL Virtual Schools for online courses that are not offered on the high school level provided by Peoria ROE. Funds are also used to assist with the cost of AP and SAT exams with the district using local funds to cover any costs not covered by Title IV. We also used Title IV and local funds to cover costs of student services such as our agreement with Sinnissippi centers. IDEA Flow through and Preschool funds are used to pay the salaries of special education aides in the classrooms. These aides provide one on one assistance as well as small group programs to students who require such for success in the classroom. Local and state funding helps to assist with costs on all special education staff in the district. Title III LIEP is part of the district's ELL program. The LIEP provides additional services to English language learners outside of the classroom that assisting families with school registration, summer tutoring, and counseling sessions with families to assist with the language barrier that can exist.

3. Will the LEA braid funding?*

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

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

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

N/A

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

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

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

☒ No Hybrid Funding

☐ Title II to Title I

☐ Title IV to Title I

☐ Title II to Title IV

☐ Title IV to Title II

N/A

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]

Title I funding will be used to pay the salaries and benefits of teachers with endorsements in reading services. These teachers will provide additional services to the elementary students who struggle to reach reading performance goals. We also have a set aside each year for homeless students to provide basic classroom supplies or cover expenses for extra curricular activities otherwise not available to these students. Title II funds will be used to continue our professional development program with Houghton Mifflin Harcourt. These train staff in rigor and curriculum development for reading, math and science as well as create department leaders for each subject to lead trainings and mentor new staff. The district also uses local funds to provide additional staff development for any outside program on curriculum development or special needs services for students. Title IV funds are used to cover costs of alternative learning programs for students such as Nachusa provided by the local ROE, Chana special education and behavioral programs provided by Ogle County Educational Coop., as well as IL Virtual Schools for online courses that are not offered on the high school level provided by Peoria ROE. Funds are also used to assist with the cost of AP and SAT exams with the district using local funds to cover any costs not covered by Title IV. We also used Title IV and local funds to cover costs of student services such as our agreement with Sinnissippi centers. IDEA Flow through and Preschool funds are used to pay the salaries of special education aides in the classrooms. These aides provide one on one assistance as well as small group programs to students who require such for success in the classroom. Local and state funding helps to assist with costs on all special education staff in the district. Title III LIEP is part of the district's ELL program. The LIEP provides additional services to English language learners outside of the classroom that assisting families with school registration, summer tutoring, and counseling sessions with families to assist with the language barrier that can exist.

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.

The elementary school currently uses quarterly assessments with Aimsweb and MAPS along with local benchmark assessments as well as running student records. The junior high uses quarterly MAPS assessments. The high school uses bi-annual PSAT assessments prior to administering the SAT.

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

- 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

Assessments show that a strong focus needs to be on reading, writing and math. Goal is to have 50% of elementary students reach their attainment goal in reading and math. A writer's workshop will be hosted for teachers to establish writing norms for each grade level that will be taught in the classroom. Teachers will track reading levels in the classroom and these will be reviewed during quarterly data team meetings. Rigor Rubric coaching observations will be held quarterly and will focus on one area of the rubric at a time. Common math benchmark assessment will be used to measure each priority standard and will be reviewed in quarterly data team meetings. Quarterly data team meetings will be used to pinpoint the area or group of students not reaching attainment goals so teachers can adjust curriculum or one on one time to assist these students. Ogle County Educational Coop performs needs assessments annually for special education students. Special education staff are provided professional development through OCEC based on best practices in special education.

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

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

With the biggest issue being attainment in reading (ELA) and math, the district is working to create an aligned curriculum and rigor from one grade level to the next. The district will continue the contract with Houghton Mifflin Harcourt to provide not only updated textbooks, but also provide professional development for curriculum and rigor. The goal is to ensure each grade level is addressing the same rigor and subject matter across the board so as students move to the next grade level, all students have been introduced to the same curriculum. The goal is to minimize subject review at the start of each school year. The professional development will also train department heads who will be able to train staff moving forward as retirements occur and new teachers are brought into the district.

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.

As students move through junior high and into high school, we see students who battle anxiety, personal issues as well as stress in adjusting to secondary education. To help limit these issues and a plan for students to focus on education, the district would provide alternate learning options as well as additional counseling services. The district would work with the local ROE and the Thome education program to provide small classroom settings or one on one settings for students struggling with anxiety or outside distractions. Chana School, which is supported by the Ogle County Educational Coop, provides smaller classroom settings and extra supervision for students that battle behavioral disorders. IL Virtual Schools provide online coursework to students through the Peoria ROE for classes that may not otherwise be available due to budget cuts or lack of certified staff available with proper endorsements. Whiteside Area Education provides technical education to students interested in mechanics, aeronautics, technology and cosmetology to name a few. The district will also continue to contract with Sinnissippi Centers to provide counseling services as well as intervention services should the need arise.

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

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

With assessment data showing the need for growth in ELA and math attainment, the district will provide paraprofessionals to classrooms with students who have IEP's or other special education needs. The paraprofessionals will provide assistance in small group settings to students struggling in the same subject area, as well as one on one assistance. Reading teams have been established with teachers endorsed as reading specialist who set aside time during the school day for reading instruction only. The paraprofessionals assist with these groups as well. The elementary provides a summer reading program to students who show recession in reading levels on fall assessments. The purpose of the reading program is to help students retain their reading level upon return to the new school year. Matt Zilm is the director of Special Education for Ogle county.

L. IDEA, Part B - Preschool

As new students to public education, the goal is to prepare students for the next step. The district currently has three preschool classes and each class is provided a paraprofessional. The paraprofessionals assist with daily organization of the students, but will also assist with identifying colors, numbers, and alphabet letters. The purpose is to begin the process of word associations, so as the students move to kindergarten, learning to read isn't as daunting as it would be without these previous skills.

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

We will use the data from these outreach strategies and our student achievement data to determine our most important educational needs. Funds are being used to correct learning loss that has occurred, provide safe facilities, and updated technology for the students.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

Stakeholder Involvement

Instructions

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. <input checked="" type="checkbox"/> Teachers (1,7,8,9)
	B. <input checked="" type="checkbox"/> Principals (1,7,8,9)
	C. <input checked="" type="checkbox"/> Other school leaders (1,8,9)
	D. <input checked="" type="checkbox"/> Paraprofessionals (1)
	E. <input checked="" type="checkbox"/> Specialized instructional support personnel (1,2,3,4,8,9)
	F. <input type="checkbox"/> Charter school leaders (in a local educational agency that has charter schools) (1)
	G. <input checked="" type="checkbox"/> Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8,9)
	H. <input checked="" type="checkbox"/> Parent liaisons
	I. <input type="checkbox"/> Title I director (1)
	J. <input type="checkbox"/> Title II director (1)
	K. <input checked="" type="checkbox"/> Bilingual director (1,6,9)
	L. <input type="checkbox"/> Title IV director (1)
	M. <input type="checkbox"/> Special Education director
	N. <input checked="" type="checkbox"/> Guidance staff
	O. <input type="checkbox"/> Community members and community based organizations (7)
	P. <input type="checkbox"/> Business representatives (2,3,4)
	Q. <input type="checkbox"/> Researchers (7)
	R. <input type="checkbox"/> Institutions of Higher Education (7)
	S. <input type="checkbox"/> Other - specify
	T. <input type="checkbox"/> Additional Other - specify
	<u>Program Footnotes:</u>
	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 = ARP-LEA (ESSER III)
	9 = 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)

Parent meetings held each quarter with questions sent for input and topics to be addressed. Family activities shared out bi-monthly for home and school connections as well as SEL connected activities for lessons taught at school. Oregon High School has an active Parent Principal Advisory Committee which meets monthly to discuss all matters related to the overall functioning of the school. Families are actively involved in supporting extracurricular sports.

Response from the prior year Consolidated District Plan.

Virtual parent meetings held each quarter with questions sent for input and topics to be addressed. Family activities shared out bi-monthly for home and school connections as well as SEL connected activities for lessons taught at school. Oregon High School has an active Parent Principal Advisory Committee which meets monthly to discuss all matters related to the overall functioning of the school. Families are actively involved in supporting extracurricular sports.

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

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

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 elementary school has a parent/teacher committee who meets throughout the school year to work on plans for more parental involvement not only with their students, but with the school as a whole. Teachers and administrators of the parent/teacher committee meet with parents to look for ideas on enhancing student participation on the classroom. This feature is located in the student information system and allows students and parents to continually monitor all aspects of the student involvement in school, including academics, attendance, activities and community service. The junior high has a parent committee that meets quarterly with administration to discuss the pros and cons of not only curriculum but also the opportunities for student involvement to help develop the whole child. Partnership with University of Illinois extension office and provide monthly family education nights on various topics.

Response from the prior year Consolidated District Plan.

The elementary school has a parent/teacher committee who meets throughout the school year to work on plans for more parental involvement not only with their students, but with the school as a whole. Teachers and administrators of the parent/teacher committee meet with parents to look for ideas on enhancing student participation on the classroom. This feature is located in the student information system and allows students and parents to continually monitor all aspects of the student involvement in school, including academics, attendance, activities and community service. The junior high has a parent committee that meets quarterly with administration to discuss the pros and cons of not only curriculum but also the opportunities for student involvement to help develop the whole child. Partnership with University of Illinois extension office and provide monthly family education nights on various topics.

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)

Virtual parent meetings held each quarter with questions sent for input and topics to be addressed. Family activities shared out bi-monthly for home and school connections as well as SEL connected activities for lessons taught at school. Oregon Jr/Sr High conducts quarterly parent-principal advisory meetings. Oregon Jr/Sr High also issue a monthly newsletter to parents referencing "The Leader in Me" habits. One habit each month is highlighted in the newsletter. September parent information meeting about 1:1 learning and all school/parent community service days. Monthly Middle School newsletters are posted to the junior high website. Oregon High School hosts a monthly parent principal advisory meeting, where all parents are welcome. There are also bi-annual parent teacher conferences. OHS sends out a quarterly newsletter, which is also posted on the website. Parents also are welcome to come to school at any time and meet with teachers. As a tier 2 intervention, parent, teacher, student and administration meetings are held to address challenges with academics or behavior.

Response from the prior year Consolidated District Plan.

Virtual parent meetings held each quarter with questions sent for input and topics to be addressed. Family activities shared out bi-monthly for home and school

connections as well as SEL connected activities for lessons taught at school. Oregon Jr/Sr High conducts quarterly parent-principal advisory meetings. Oregon Jr/Sr High also issue a monthly newsletter to prents referencing "The Leader in Me" habits. One habit each month is highlighted in the newsletter. September parent information meeting about 1:1 learning and all school/parent community service days. Monthly Middle School newsletters are posted to the junior high website. Oregon High School hosts a monthly parent principal advisory meeting, where all parents are welcome. There are also bi-annual parent teacher conferences. OHS sends out a quarterly newsletter, which is also posted on the website. Parents also are welcome to come to school at any time and meet with teachers. As a tier 2 intervention, parent, teacher, student and administration meetings are held to address challenges with academics or behavior.

Title I Requirement:

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

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

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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



Private School Participation

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

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

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

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

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

Comments:

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

No Preschool Programs

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

([count] of 7500 maximum characters used)

The district currently has three preschool programs. These programs are geared to align with the kindergarten classrooms so when the students move to the next level they feel more prepared. The preschool programs offer parental involvement in the classroom so parents are highly involved in the child's education process. The district hold preschool screenings annually for students at age to enter the program during the months of March and April. District qualified for the preschool for all grant for two of the programs.

Response from the approved prior year Consolidated District Plan.

The district currently has three preschool programs. These programs are geared to align with the kindergarten classrooms so when the students move to the next level they feel more prepared. The preschool programs offer parental involvement in the classroom so parents are highly involved in the child's education process. The district hold preschool screenings annually for students at age to enter the program during the months of March and April. District qualified for the preschool for all grant for two of the programs.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

Student Achievement and Timely Graduation	Instructions
---	--------------

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

ISBE Goals:

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

☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

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

District Goal(s):

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

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

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

DO NOT use special characters, numbered 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)

For the school year the school improvement plan is focused on ELA and Math performance growth for students. The goals is to see 80% of all students reach attainment target. Student growth will be monitored fall to spring. Teachers will track reading levels in K-4 and assess reading comprehension levels in grades 5-6. Common math summative assessments will be used to measure each priority standard. Data team meetings will review both ELA and Math assessments no less that quarterly during the school year. Paraprofessionals will be provided in the elementary school to provide small group and one on one assistance in the classroom to students who require the extra assistance for academic success. Goal 1: 40% of 3rd-6th grade students will reach an attainment level with the state standardized assessment, Goal 2: 60% of all students will reach their MAP Math Growth and 55% of students will reach their MAP Reading Growth, Goal 3: 60% of all students will meet/exceed on BT benchmark summative assessments. Oregon Jr/Sr High focuses on MAP growth with a goal of 75% of it's students meeting their MAP growth in math and ELA from fall to spring. 8th and 9th grade teams meet to identify at risk students for the HS Hawks Take Flight Program. This program paris an incoming freshman with a 9th grade team staff member as a mentor and they meet once a week to discuss staying on track for graduation. At Oregon High School, teachers are focused on increasing SAT scores and encouraging student enrollment in Advanced Placement or dual credit classes. Oregon High School offers a wide-range of classes that are leveled to meet the needs of students. English, Math, Science and Social Studies classes are aligned to Common Core Standards and SAT to ensure rigor and success. Interventions are provided for students who are having academic challenges. Enrichment is offered in the form of built in honors classes in core subjects. OHS strives for SAT growth year after year, and within a cohort, growth on PSAT from the beginning of the year to the spring test.

Response from the prior year Consolidated District Plan.

For the school year the school improvement plan is focused on ELA and Math performance growth for students. The goals is to see 80% of all students reach attainment target. Student growth will be monitored fall to spring. Teachers will track reading levels in K-4 and assess reading comprehension levels in grades 5-6. Common math summative assessments will be used to measure each priority standard. Data team meetings will review both ELA and Math assessments no less that quarterly during the school year. Paraprofessionals will be provided in the elementary school to provide small group and one on one assistance in the classroom to students who require the extra assistance for academic success. Goal 1: 40% of 3rd-6th grade students will reach an attainment level with the state standardized assessment, Goal 2: 60% of all students will reach their MAP Math Growth and 55% of students will reach their MAP Reading Growth, Goal 3: 60% of all students will meet/exceed on BT benchmark summative assessments. Oregon Jr/Sr High focuses on MAP growth with a goal of 75% of it's students meeting their MAP growth in math and ELA from fall to spring. 8th and 9th grade teams meet to identify at risk students for the HS Hawks Take Flight Program. This program paris an incoming freshman with a 9th grade team staff member as a mentor and they meet once a week to discuss staying on track for graduation. At Oregon High School, teachers are focused on increasing SAT scores and encouraging student enrollment in Advanced Placement or dual credit classes. Oregon High School offers a wide-range of classes that are leveled to meet the needs of students. English, Math, Science and Social Studies classes are aligned to Common Core Standards and SAT to ensure rigor and success. Interventions are provided for students who are having academic challenges. Enrichment is offered in the form of built in honors classes in core subjects. OHS strives for SAT growth year after year, and within a cohort, growth on PSAT from the beginning of the year to the spring test.

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

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

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

([count] of 7500 maximum characters used)

The district currently uses IAR, MAPS and Aimsweb assessments to review student performance, track success and identify students who require additional assistance. These assessments are used for both ELA and Math. The school has data team meetings no less than quarterly to review assessment data to review student achievement and identify high need students. This also allow administration and teachers to look at curriculum to determine what changes need to be made to increase student success. Administration also meets with psychologists to review student referrals and create plans to address theses student needs in the classroom.

Response from the prior year Consolidated District Plan.

The district currently uses IAR, MAPS and Aimsweb assessments to review student performance, track success and identify students who require additional assistance. These assessments are used for both ELA and Math. The school has data team meetings no less than quarterly to review assessment data to review student achievement and identify high need students. This also allow administration and teachers to look at curriculum to determine what changes need to be made to increase student success. Administration also meets with psychologists to review student referrals and create plans to address theses student needs in the classroom.

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

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

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

([count] of 7500 maximum characters used)

Paraprofessionals are on staff to provide small group and one on one assistance to students who have been identified as requiring extra assistance. The district also provides a summer reading program to student who may not meet standards. This program is designed to help students maintain their reading levels during the summer, if not increase reading levels, so moving to the next grade is a success. The district has after school programs as well as lunch time assistance programs in place for students who require assistance with coursework.

Response from the prior year Consolidated District Plan.

Paraprofessionals are on staff to provide small group and one on one assistance to students who have been identified as requiring extra assistance. The district also provides a summer reading program to student who may not meet standards. This program is designed to help students maintain their reading levels during the summer, if not increase reading levels, so moving to the next grade is a success. The district has after school programs as well as lunch time assistance programs in place for students who require assistance with coursework.

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

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

DO NOT use special characters, 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)

Paraprofessionals will be on staff to provide small group and one on one assistance for students. Another school improvement goal will be focus on social and emotional behavior. Teachers will initial a program called student of character which will recognize students for positive classroom behavior and experiences. There will also be classroom lessons focused on respectful behavior, speaking tone, language and appropriate behavior along with lesson to teach students how to respectfully disagree. The goal is to create a positive view of school and themselves to create a better learning environment for all students. The district implement Leader In Me, which is a tier one social emotional leadership program. ESL instruction is provided in all grade levels, as needed, by an ESL instructor working within the general education classrooms.

Response from the prior year Consolidated District Plan.

Paraprofessionals will be on staff to provide small group and one on one assistance for students. Another school improvement goal will be focus on social and emotional behavior. Teachers will initial a program called student of character which will recognize students for positive classroom behavior and experiences. There will also be classroom lessons focused on respectful behavior, speaking tone, language and appropriate behavior along with lesson to teach students how to respectfully disagree. The goal is to create a positive view of school and themselves to create a better learning environment for all students. The district implement Leader In Me, which is a tier one social emotional leadership program. ESL instruction is provided in all grade levels, as needed, by an ESL instructor working within the general education classrooms.

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

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

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

([count] of 7500 maximum characters used)

The goal is to provide an equal education to all students in our district. Our district is diligent each year to make sure newly hired teachers are highly qualified for their assigned position and is reported as such to the ROE and ISBE. The district has created a New Teacher Academy instituted by senior staff. NTA meets monthly to ensure new teachers are receiving all tools needed for success, training new staff on any curricular changes, and providing senior mentors to help guide them through their first years on staff. IAR, MAPS and Aimsweb assessments are reviewed no less than quarterly by the data team to review ALL student growth and identify any high needs students, regardless of income status, sex, race, creed or disability. the purpose is to identify each student requiring assistance to ensure growth and success in the classroom. Teachers in their first year receive three classroom observations from administration to review teaching skills and address areas that may be lacking to obtain student success. Our students, regardless of who they are, are not taught by ineffective, inexperienced or out-of-field teachers. At the high school level, all teachers are in-field and effective. New teachers are provided with mentoring and support from the New Teachers Academy, an instructional coach and administrative support.

Response from the prior year Consolidated District Plan.

The goal is to provide an equal education to all students in our district. Our district is diligent each year to make sure newly hired teachers are highly qualified for their assigned position and is reported as such to the ROE and ISBE. The district has created a New Teacher Academy instituted by senior staff. NTA meets monthly to ensure new teachers are receiving all tools needed for success, training new staff on any curricular changes, and providing senior mentors to help guide them through their first years on staff. IAR, MAPS and Aimsweb assessments are reviewed no less than quarterly by the data team to review ALL student growth and identify any high needs students, regardless of income status, sex, race, creed or disability. the purpose is to identify each student requiring assistance to ensure growth and success in the classroom. Teachers in their first year receive three classroom observations from administration to review teaching skills and address areas that may be lacking to obtain student success. Our students, regardless of who they are, are not taught by ineffective, inexperienced or out-of-field teachers. At the high school level, all teachers are in-field and effective. New teachers are provided with mentoring and support from the New Teachers Academy, an instructional coach and administrative support.

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 district uses EBSCO online advanced library data base for grades k-12. The district works with IL. Heartland library system programs and also used Follett School solutions to purchase new library books for all buildings to build up reading choices for students. The district also participate in the Prairie Media system which is a book share between libraries within Ogle, Lee and DeKalb counties.

Response from the prior year Consolidated District Plan.

The district uses EBSCO online advanced library data base for grades k-12. The district works with IL. Heartland library system programs and also used Follett School solutions to purchase new library books for all buildings to build up reading choices for students. The district also participate in the Prairie Media system which is a book share between libraries within Ogle, Lee and DeKalb counties.

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

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

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

([count] of 7500 maximum characters used)

Gifted students would be identified from assessments completed throughout the year which would include IAR, Maps, Aimsweb, and SAT. The district offers honors coursework beginning in junior high. Once in high school, several honors courses, dual credit and advanced placement courses are offered. The dual credit program is run with Kishwaukee Community College. Our high school also offer two separate programs for students to develop talents. One is the Open Program in which students must apply for the program prior to their sophomore year. This program is aligned more with a college class curriculum in which student create a project that is the focus of their course for the semester. Formal presentations are made a the end of the semester and students are in charge of their education. OHS also has an entrepreneur program where students work during the year to get their own business launched by the end of the year. Students create their business plan, make formal pitches to formal investors and local community business for support, and the hope is the student has an up and running business by the end of the school year. High School students can also self-select into honors credit in all core classes. This is done by completing extension activities within the general education setting. In addition, OHS offers five AP courses for students to take across the core areas, and AP Spanish, AP Computer Science and AP Art.

Response from the prior year Consolidated District Plan.

Gifted students would be identified from assessments completed throughout the year which would include IAR, Maps, Aimsweb, and SAT. The district offers honors coursework beginning in junior high. Once in high school, several honors courses, dual credit and advanced placement courses are offered. The dual credit program is run with Kishwaukee Community College. Our high school also offer two separate programs for students to develop talents. One is the Open Program in which students must apply for the program prior to their sophomore year. This program is aligned more with a college class curriculum in which student create a project that is the focus of their course for the semester. Formal presentations are made a the end of the semester and students are in charge of their education. OHS also has an entrepreneur program where students work during the year to get their own business launched by the end of the year. Students create their business plan, make formal pitches to formal investors and local community business for support, and the hope is the student has an up and running business by the end of the school year. High School students can also self-select into honors credit in all core classes. This is done by completing extension activities within the general education setting. In addition, OHS offers five AP courses for students to take across the core areas, and AP Spanish, AP Computer Science and AP Art.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

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

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

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

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

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

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

**Required field for only Title I, Part A

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

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

DO NOT use special characters, 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 high school offers a detailed freshman orientation for incoming students. Presentations are also made at the junior high regarding activities and athletics students would have the opportunity to participate in during their high school career. The high school has a lunch time program in which students can receive assistance with coursework and the program has teachers on staff for the assistance. The high school works with WACC to offer students opportunities at technical trades such as auto mechanics, welding, machining and cosmetology. The high school works with Kishwaukee Community College, Sauk Valley Community College, Highland Community college and Rock Valley community to offer a wide range of dual credit coursework. The high school continues with their welding lab and has students from other district participate in the program. The high school opened the program to businesses to train current welding staff and offered adult welding courses in the evenings. The high school has colleges regularly visit the high school for students to come in and review their programs in preparation for secondary education. OCUSD provides transition programs for students with disabilities including, but not limited to, secondary transitional experience program (STEP) via the Illinois Dept. of human services, and the supportive opportunities for adult readiness program (SOAR) OHS works closely with ISAC to offer financial aid and scholarship writing workshops. OHS also has a Freshmen Seminar class which focuses on the five year plan for high school freshmen and helps them identify their career interests, post-secondary education plans and potential barriers that they may need help with.

Response from the approved prior year Consolidated District Plan.

The high school offers a detailed freshman orientation for incoming students. Presentations are also made at the junior high regarding activities and athletics students would have the opportunity to participate in during their high school career. The high school has a lunch time program in which students can receive assistance with coursework and the program has teachers on staff for the assistance. The high school works with WACC to offer students opportunities at technical trades such as auto mechanics, welding, machining and cosmetology. The high school works with Kishwaukee Community College, Sauk Valley Community College, Highland Community college and Rock Valley community to offer a wide range of dual credit coursework. The high school continues with their welding lab and has students from other district participate in the program. The high school opened the program to businesses to train current welding staff and offered adult welding courses in the evenings. The high school has colleges regularly visit the high school for students to come in and review their programs in preparation for secondary education. OCUSD provides transition programs for students with disabilities including, but not limited to, secondary transitional experience program (STEP) via the Illinois Dept. of human services, and the supportive opportunities for adult readiness program (SOAR) OHS works closely with ISAC to offer financial aid and scholarship writing workshops. OHS also has a Freshmen Seminar class which focuses on the five year plan for high school freshmen and helps them identify their career interests, post-secondary education plans and potential barriers that they may need help with.

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

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

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

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

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

([count] of 7500 maximum characters used)

Oregon High School has a program with Whiteside Area Career Center which allows student to participate in technical education programs. These programs include but are not limited to; mechanics, computer programming, welding, machining and cosmetology. Oregon High School has also completed construction on a high-end welding lab which was possible with a grant award. This program brings students in from surrounding district to take the welding courses. We have opened the lab to local manufacturers to train new welders and we have also offered adult welding courses in the evenings. The high school also offers a number of agriculture courses that tie into the use of the greenhouse and black light house for hydroponics. OHS has built a computer science pathway by offering three courses in the Project Lead the Way sequence: Computer Science Principals, Computer Science Essentials and Cybersecurity. These classes focus on coding, writing app's, and utilizing various computer languages (i.e. Python). Entrepreneurial classes are also offered through our Changemaker pathway. Students have the opportunity to create their own projects to master academic standards, create and sustain a business and then further develop the business for profitability. In addition, OHS has partnered with local businesses to provide work-based learning opportunities for students, to the greatest degree possible.

Response from the approved prior year Consolidated District Plan.

Oregon High School has a program with Whiteside Area Career Center which allows student to participate in technical education programs. These programs include but are not limited to; mechanics, computer programming, welding, machining and cosmetology. Oregon High School has also completed construction on a high-end welding lab which was possible with a grant award. This program brings students in from surrounding district to take the welding courses. We have opened the lab to local manufacturers to train new welders and we have also offered adult welding courses in the evenings. The high school also offers a number of agriculture courses that tie into the use of the greenhouse and black light house for hydroponics. OHS has built a computer science pathway by offering three courses in the Project Lead the Way sequence: Computer Science Principals, Computer Science Essentials and Cybersecurity. These classes focus on coding, writing app's, and utilizing various computer languages (i.e. Python). Entrepreneurial classes are also offered through our Changemaker pathway. Students have the opportunity to create their own projects to master academic standards, create and sustain a business and then further develop the business for profitability. In addition, OHS has partnered with local businesses to provide work-based learning opportunities for students, to the greatest degree possible.

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 2023-2024 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Not providing.

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

The district will continue professional development with Houghton, Mifflin and Harcourt along with The Leader In Me. Services provided will be rigor and curriculum development in reading, science and math as well as assigning team leaders or department heads to train the teaching teams for each subject within the district.

G. Title III - LIEP

H. Title III - ISEP

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

Not providing.

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

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

The district will work with the Ogle County Educational Coop for professional development in special education. The teachers will be trained in the current best practices special education. The district will use local funding to pay the cost of training sessions provided throughout the year by OCEC. Teachers and administration of Oregon will also work with OCEC in regards to assessment of special education students to help align student IEP plans to best suit those students for success in the classroom.

L. IDEA, Part B - Preschool

As above, the district will work with Ogle County Educational Coop for professional development in special education. EOECE will also assist with the entry assessments preschool to establish IEP for the students that requiresuch in the first year of the program.

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

Not providing.

Legislative Requirement:

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

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

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

Safe and Healthy Learning Environment	Instructions
---------------------------------------	--------------

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

ISBE Goals:

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

☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

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

District Goal(s):

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

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

i. reduce incidences of bullying and harassment

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

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

a. each major racial and ethnic group;

b. economically disadvantaged students as compared to students who are not economically disadvantaged;

c. children with disabilities as compared to children without disabilities;

d. English proficiency status;

e. gender; and

f. migrant status.

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

([count] of 7500 maximum characters used)

The district utilizes Leader in Me as a social emotional/leadership learning curriculum. The junior high and high school has a Safe School Helpline for students to call, text or email anonymously to report infractions of other students or to seek personal assistance. The elementary school will be introducing classroom lessons on respectful behavior which will include speaking tone, language, and appropriate responses to others. Lessons will also teach students how to respectfully disagree. The elementary will have daily SEL for each grade level 25 minutes utilizing Leader in Me, beginning of the year assembly with guest speaker re: against bullying, use of restorative practices for students with severe discipline concerns, tiered level systems (MTSS) for students with behavior concerns where inclusionary intervention strategies are put into practice. Oregon Jr/Sr High health classes cover healthy relationships. The junior high and high school will focus on student leadership and involvement at school. Both buildings currently have community service programs for students to become more involved outside of the school. The overall goal is to teach and lead students in appropriate behavior and respect towards each other while reducing incidents of bullying and inappropriate behaviors. Oregon High School has formed an equity team that is working to develop an action plan that focuses on cultural responsiveness. Additionally OHS has partnered with the Educational Equity Consultants to train teachers on equitable practices in the classroom and creating strong classroom climate for belonging by all students. OHS has implemented restorative practices as an alternative to discipline that removes students from the classroom. All schools have a process for investigating bullying that is brought to our attention. There is a student resource officer available at all three buildings to address significant behavioral concerns.

Response from the prior year Consolidated District Plan.

The district utilizes Leader in Me as a social emotional/leadership learning curriculum. The junior high and high school has a Safe School Helpline for students to call, text or email anonymously to report infractions of other students or to seek personal assistance. The elementary school will be introducing classroom lessons on respectful behavior which will include speaking tone, language, and appropriate responses to others. Lessons will also teach students how to respectfully disagree. The elementary will have daily SEL for each grade level 25 minutes utilizing Leader in Me, beginning of the year assembly with guest speaker re: against bullying, use of restorative practices for students with severe discipline concerns, tiered level systems (MTSS) for students with behavior concerns where inclusionary intervention strategies are put into practice. Oregon Jr/Sr High health classes cover healthy relationships. The junior high and high school will focus on student leadership and involvement at school. Both buildings currently have community service programs for students to become more involved outside of the school. The overall goal is to teach and lead students in appropriate behavior and respect towards each other while reducing incidents of bullying and inappropriate behaviors. Oregon High School has formed an equity team that is working to develop an action plan that focuses on cultural responsiveness. Additionally OHS has partnered with the Educational Equity Consultants to train teachers on equitable practices in the classroom and creating strong classroom climate for belonging by all students. OHS has implemented restorative practices as an alternative to discipline that removes students from the classroom. All schools have a process for investigating bullying that is brought to our attention. There is a student resource officer available at all three buildings to address significant behavioral concerns.

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)

The district has funds set aside for homeless students to provide daily classroom supplies such as workbooks, notebooks, calculators and practice reading books. Homeless funds could also be used for PE uniforms, art class supplies, and expenses for field trips so all students have the opportunity to participate in all aspects of the education process. The elementary school has a counselor and social worker on staff who meet on a regular basis with administration to discuss and create intervention plans for students who require social and emotional assistance. The junior high and high school also have counselors on staff to provide social and emotional services to students who require such.

Response from the prior year Consolidated District Plan.

The district has funds set aside for homeless students to provide daily classroom supplies such as workbooks, notebooks, calculators and practice reading books. Homeless funds could also be used for PE uniforms, art class supplies, and expenses for field trips so all students have the opportunity to participate in all aspects of the education process. The elementary school has a counselor and social worker on staff who meet on a regular basis with administration to discuss and create intervention plans for students who require social and emotional assistance. The junior high and high school work closely with Sinnissippi Centers to provide social and emotional services to students who require such.

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - OREGON HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2006 - Oregon Elem Sch	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations: _____

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

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

ISBE Goals:

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

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

☐

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

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

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

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

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

No schools identified under this part

([count] of 7500 maximum characters used)

Highly qualified teachers are hired on an annual basis as senior teachers leave the district. New Teacher Academy is provided to new teachers by senior teachers to ensure success in the first year and provide mentors to guide new teachers through the first year. Curricular professional development provided to teachers through a contract with Houghton Mifflin Harcourt to help teachers implement new text for ELA, Math, Science, Social studies. IAR, Map and Aimsweb assessment are reviewed quarterly to identify high needs students and adjust curriculum to help reach student growth. Social and emotional lessons provided to students to teach them how to appropriately interact with each other to help create a positive learning environment. Paraprofessionals provided to small group and one on one students who require additional assistance.

Response from the approved prior year Consolidated District Plan.

Highly qualified teachers will be hired on an annual basis as senior teachers leave the district. New Teacher Academy is provided to new teachers by senior teachers to ensure success in the first year and provide mentors to guide new teachers through the first year. Curricular professional development provided to teachers through a contract with Houghton Mifflin Harcourt to help teachers implement new text for ELA, Math, Science, Social studies. IAR, Map and Aimsweb assessment are reviewed quarterly to identify high needs students and adjust curriculum to help reach student growth. Social and emotional lessons provided to students to teach them how to appropriately interact with each other to help create a positive learning environment. Paraprofessionals provided to small group and one on one students who require additional assistance.

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

- ☐ Yes
- ☒ No

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

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

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

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

[Section 1114 and 1115](#)

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 main goal is to increase student attainment in ELA and Math. The building will track reading levels in grades K-4 and assess comprehension levels in grade 5-6. Common math summative assessments will be used to measure each priority standard for student performance. IAR, MAPS and AimsWeb assessment data will be reviewed no less than quarterly by data teams to review overall student achievement and identify any high need students. Paraprofessionals will be in classrooms to provide small group and one on one assistance to students requiring such. social and emotional lessons will also be in the classroom to teach students respectful behavior, how to speak appropriately with one another and how to respectfully disagree with one another to help create a better learning environment. OCUSD provides a complete continuum of service delivery options in which student with disabilities are provided direct instruction targeted to assure academic growth and progress towards each student IEP goals. Data relative to student progress is regularly collected including students with disabilities.

Response from the approved prior year Consolidated District Plan.

The main goal is to increase student attainment in ELA and Math. The building will track reading levels in grades K-4 and assess comprehension levels in grade 5-6. Common math summative assessments will be used to measure each priority standard for student performance. IAR, MAPS and AimsWeb assessment data will be reviewed no less than quarterly by data teams to review overall student achievement and identify any high need students. Paraprofessionals will be in classrooms to provide small group and one on one assistance to students requiring such. social and emotional lessons will also be in the classroom to teach students respectful behavior, how to speak appropriately with one another and how to respectfully disagree with one another to help create a better learning environment. OCUSD provides a complete continuum of service delivery options in which student with disabilities are provided direct instruction targeted to assure academic growth and progress towards each student IEP goals. Data relative to student progress is regularly collected including students with disabilities.

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)

We currently use our free and reduced lunch program as well as assessments completed throughout the year to identify our targeted students. These assessments include MAPS, Aimsweb, IAR, SAT and student assessments completed by outside entities such as the ogle county special education cooperative. Each building has parent committees that meet at least quarterly to review educational process and ask for parents' opinion of the current plan. Administrators and teachers meet during teacher institute days to review assessments to date and look at the curriculum plan to see where the greatest deficit is and make adjustments in the curricular outline to help assist the high need students more. Paraprofessionals are within the classroom to provide either one on one assistance or small group assistance to the students identified in the assessment process. Monthly meetings occur with LEA teachers, support staff and school psychologist for student in a tier 3 intervention and go over progress of interventions.

Response from the approved prior year Consolidated District Plan.

We currently use our free and reduced lunch program as well as assessments completed throughout the year to identify our targeted students. These assessments include MAPS, Aimsweb, IAR, SAT and student assessments completed by outside entities such as the ogle county special education cooperative. Each building has parent committees that meet at least quarterly to review educational process and ask for parents' opinion of the current plan. Administrators and teachers meet during teacher institute days to review assessments to date and look at the curriculum plan to see where the greatest deficit is and make adjustments in the curricular outline to help assist the high need students more. Paraprofessionals are within the classroom to provide either one on one assistance or small group assistance to the students identified in the assessment process. Monthly meetings occur with LEA teachers, support staff and school psychologist for student in a tier 3 intervention and go over progress of interventions.

Title I Requirement:

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

*Required Field

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

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

ISBE Goals:

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

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

☐

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

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

([count] of 7500 maximum characters used)

The grant funds will support the special education services throughout the Oregon School District. Specific services identified will be training on Facilitated IEP practices, LINKS and STAR curriculum for students with communication weaknesses, core vocabulary implementation in the classroom, assessment of behavior and social skills along with behavior interventions. There will be related training for speech therapists in relation to implementing Core Vocabulary within a push-in model. There will be paraprofessional training utilizing a newly formed partnership with Infinetec. There will be training relative to the use of Chromebooks in a 1-to1 setting. Co-Teaching best practices training will continue, as well as co-teaching implementation training. Grant funds will also provide equipment, materials and supplies for therapists, speech staff, vision teachers, and hearing staff. Supplies consist of consumable materials, sensory equipment, therapy equipment such as wedges, seat cushions, standers, changing tables, Chromebooks, and lap-top computers etc. The funds will provide curriculum and technology to be used in the classroom. Items such as computers, Unique Learning Curriculum, LINKS and STAR curriculum, APPS, Smartboards, News2You. All have been board approved.

Response from the approved prior year Consolidated District Plan.

The grant funds will support the special education services throughout the Oregon School District. Specific services identified will be training on Facilitated IEP practices, LINKS and STAR curriculum for students with communication weaknesses, core vocabulary implementation in the classroom, assessment of behavior and social skills along with behavior interventions. There will be related training for speech therapists in relation to implementing Core Vocabulary within a push-in model. There will be paraprofessional training utilizing a newly formed partnership with Infinetec. There will be training relative to the use of Chromebooks in a 1-to1 setting. Co-Teaching best practices training will continue, as well as co-teaching implementation training. Grant funds will also provide equipment, materials and supplies for therapists, speech staff, vision teachers, and hearing staff. Supplies consist of consumable materials, sensory equipment, therapy equipment such as wedges, seat cushions, standers, changing tables, Chromebooks, and lap-top computers etc. The funds will provide curriculum and technology to be used in the classroom. Items such as computers, Unique Learning Curriculum, LINKS and STAR curriculum, APPS, Smartboards, News2You. All have been board approved.

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)

Funds will be utilized to purchase special education services from the Ogle County Education Cooperative, including professional development and low incidence programming and staffing.

Response from the approved prior year Consolidated District Plan.

Funds will be utilized to purchase special education services from the Ogle County Education Cooperative, including professional development and low incidence programming and staffing.

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

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

([count] of 7500 maximum characters used)

There will be no major changes to the scope or nature of services compared to the previous fiscal year.

Response from the approved prior year Consolidated District Plan.

There will be no major changes to the scope or nature of services compared to the previous fiscal year.

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

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

([count] of 7500 maximum characters used)

Indicator 7: Early Childhood Outcomes Funds will be utilized to purchase special education services from the Ogle county Education Cooperative and help pay a portion of a pre-k paraprofessional's salary.

*Required Field

Overview

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

PROGRAM: Youth in Care Stability

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

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf
https://www.isbe.net/Documents/vehicle_use_summary.pdf
<https://www.isbe.net/Documents/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*
<input type="text" value="Mahoney"/>	<input type="text" value="Thomas"/>	<input type="text" value="Superintendent"/>	<input type="text" value="tmahoney@ocusd.net"/>

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Myers"/>	<input type="text" value="Elizabeth"/>	<input type="text" value="Transportation CoDirector"/>	<input type="text" value="emyers@ocusd.net"/>

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

3. Other personnel

Last Name	First Name	Position/Title	Email
<input type="text" value="Van Velzer"/>	<input type="text" value="Zach"/>	<input type="text" value="Transportation CoDirector"/>	<input type="text" value="zvanvelzer@ocusd.net"/>

☐ 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.

The child welfare agency notifies the student's current school of the child moving to a new residence and the time frame necessary to determine the student's most appropriate school placement. The school would provide the agency information on the appropriateness of the current education provided. The agency would then take into consideration the information provided as well as the distance from potential placements to the child's current school when deciding placement. The agency and the child's current school would determine would determine the student's best interest for school placement after consultation with the child and other key partners. The determination for placement is finalized as quickly as possible after the agency has notified the current district of the new residency. The student would remain in the same school during this decision process. The agency would then arrange for transportation and payment of transportation expenses for the child to remain in the same school. The Child Welfare Agency worker, foster care point of contact, social worker, teacher, and other essential members of best interest determination will share information on the appropriateness of the current educational setting.

Response from the approved prior year Consolidated District Plan.

The child welfare agency notifies the student's current school of the child moving to a new residence and the time frame necessary to determine the student's most appropriate school placement. The school would provide the agency information on the appropriateness of the current education provided. The agency would then take into consideration the information provided as well as the distance from potential placements to the child's current school when deciding placement. The agency and the child's current school would determine would determine the student's best interest for school placement after consultation with the child and other key partners. The determination for placement is finalized as quickly as possible after the agency has notified the current district of the new residency. The student would remain in the same school during this decision process. The agency would then arrange for transportation and payment of transportation expenses for the child to remain in the same school. The Child Welfare Agency worker, foster care point of contact, social worker, teacher, and other essential members of best interest determination will share information on the appropriateness of the current educational setting.

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

See IDEA legislation hereSee Section 504 here

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

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

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

Student is Foster care who are identified as ELL have rights under Title IV and the equal education opportunity act of 1974 to receive meaningful and equal educational program. District will provide necessary transportation to ensure student who are identified as ELL have access to language assistance and educational programs as needed.

Response from the approved prior year Consolidated District Plan.

Student is Foster care who are identified as ELL have rights under Title IV and the equal education opportunity act of 1974 to receive meaningful and equal educational program. District will provide necessary transportation to ensure student who are identified as ELL have access to language assistance and educational programs as needed.

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

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

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

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

The school district point of contact, which would be either a building administrator or a special education case manager, will work with the agency to determine the best interest of the student. However, if there is a dispute in regards to the placement of the child, the agency would be the final decision maker in the "best interest" determination. the agency looks at all aspects for the student, which includes personal safety, sibling placement, the student's permanency goal, and other components that may be involved in the student's case plan. The agency also the authority to access information from multiple parties including parents, schools, and courts in making these decisions. During these disputes the student is to continue attending the school of origin. the district will provide transportation to and from school for foster student who's school of origin resides in our district.

Response from the approved prior year Consolidated District Plan.

The school district point of contact, which would be either a building administrator or a special education case manager, will work with the agency to determine the best interest of the student. However, if there is a dispute in regards to the placement of the child, the agency would be the final decision maker in the "best interest" determination. the agency looks at all aspects for the student, which includes personal safety, sibling placement, the student's permanency goal, and other components that may be involved in the student's case plan. The agency also the authority to access information from multiple parties including parents, schools, and courts in making these decisions. During these disputes the student is to continue attending the school of origin. the district will provide transportation to and from school for foster student who's school of origin resides in our district.

*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 agency, school administrator or special education case worker, transportation director and Superintendent would be included on the decision for foster student transportation. The district would look at current routes within the district, routes of surrounding school districts and potential third party transportation services, such as Village of Progress which is the adult employment program for special needs adults in Ogle County, or the Rock River Center which provides transportation for local retirees and disabled adults in Oregon. The district would meet with the case worker, guardians of the foster student, as well as administrators and teachers for the student to review the transportation options for the foster student and determine the safest option for the foster student to be transported to and from school. A communication plan would be created between the transportation service, the parents, the case worker and the building administrator to notify parents that the student has been picked up at the service school and the estimated time the student will arrive home. A communication plan would also be put in place should the student become ill or an emergency arise that would have the student leaving the service school earlier than end of day to notify parents of the change in transportation times.1.Safety2.Duration of the need for services3.The time/length of travel time for the student each day4.Time of placement change5.Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)6.Traffic patterns7.Flexibility in school schedule8.Impact of extracurricular activities on transportation options.9.Maturity and behavioral capacity of student

Response from the approved prior year Consolidated District Plan.

The agency, school administrator or special education case worker, transportation director and Superintendent would be included on the decision for foster student transportation. The district would look at current routes within the district, routes of surrounding school districts and potential third party transportation services, such as Village of Progress which is the adult employment program for special needs adults in Ogle County, or the Rock River Center which provides transportation for local retirees and disabled adults in Oregon. The district would meet with the case worker, guardians of the foster student, as well as administrators and teachers for the student to review the transportation options for the foster student and determine the safest option for the foster student to be transported to and from school. A communication plan would be created between the transportation service, the parents, the case worker and the building administrator to notify parents that the student has been picked up at the service school and the estimated time the student will arrive home. A communication plan would also be put in place should the student become ill or an emergency arise that would have the student leaving the service school earlier than end of day to notify parents of the change in transportation times.1.Safety2.Duration of the need for services3.The time/length of travel time for the student each day4.Time of placement change5.Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)6.Traffic patterns7.Flexibility in school schedule8.Impact of extracurricular activities on transportation options.9.Maturity and behavioral capacity of student

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

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

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

- ☐ h. Other - describe
- ☐ i. Other - describe
- ☐ j. Other - describe

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

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

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

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

Based on the student placement as determined by the agency, the district would look at routes within to see if transportation is possible internally. The district currently has a student attending the IL School of the Deaf so a route is run to Rockford each day. If the route is not possible internally, the district would communicate with surrounding school districts to see if a boundary hand off would be possible to schedule for the foster student transportation. The final option would be to work with local third party sources to see if a) a current route is available to include the foster student on or b) if for a fee a special route could be created to ensure transportation of the foster student to the selected school district. Title IV-E of the Social Security Act if the student is eligible Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation) IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation State special education transportation funds, if the student has an IEP Local funds

Response from the approved prior year Consolidated District Plan.

Based on the student placement as determined by the agency, the district would look at routes within to see if transportation is possible internally. The district currently has a student attending the IL School of the Deaf so a route is run to Rockford each day. If the route is not possible internally, the district would communicate with surrounding school districts to see if a boundary hand off would be possible to schedule for the foster student transportation. The final option would be to work with local third party sources to see if a) a current route is available to include the foster student on or b) if for a fee a special route could be created to ensure transportation of the foster student to the selected school district. Title IV-E of the Social Security Act if the student is eligible Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation) IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation State special education transportation funds, if the student has an IEP Local funds

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

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

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

Final transportation decisions of foster student would be made by school district responsible for transportation. While the agency makes the final determination of school placement, the district would have liability in the transportation of the foster student. The serving school for the foster student would either provide the transportation of the student with a district vehicle, if a vehicle were not available, the district would retain a third party transportation provider and pay the full cost of the required transportation for the foster student. The final decision would be determined by the transportation director and superintendent. The decision would be based on the safest and timeliest route to get foster student to serving school.

Response from the approved prior year Consolidated District Plan.

Final transportation decisions of foster student would be made by school district responsible for transportation. While the agency makes the final determination of school placement, the district would have liability in the transportation of the foster student. The serving school for the foster student would either provide the transportation of the student with a district vehicle, if a vehicle were not available, the district would retain a third party transportation provider and pay the full cost of the required transportation for the foster student. The final decision would be determined by the transportation director and superintendent. The decision would be based on the safest and timeliest route to get foster student to serving school.

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 district would be responsible for the daily transportation of foster student. Either the district would provide daily transportation internally based on current driving routes, or the district would negotiate a temporary contact with an outside party (other district or third party provider) to create a route that has a boundary drop off and pick up each day for the foster student. 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 district would be responsible for the daily transportation of foster student. Either the district would provide daily transportation internally based on current driving routes, or the district would negotiate a temporary contact with an outside party (other district or third party provider) to create a route that has a boundary drop off and pick up each day for the foster student. 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.

All staff (certified and non-certified) will be informed of the foster care plan during via email the first week of school. The plan will also be available in the school handbook, so the process can be initiated as soon as one becomes aware of a student eligible for services. The district would work with the administrator of the serving school, transportation director of serving school, placement agency, guardian of foster student, bus driver(s), any support staff, such as a bus aide, involved in the daily transportation of foster student, transportation director and superintendent of district providing transportation. If transportation can be provided internally, all daily route information would be provided to said parties listed previously. If a surrounding school district or third party provider would need to be used, a contract of service would be created providing a list of all staff involved in transportation, specific listing of route time, boundary drop off and pick up times, drop off and pick up times from serving school and transportation school, and cost for services per month.

Response from the approved prior year Consolidated District Plan.

All staff (certified and non-certified) will be informed of the foster care plan during via email the first week of school. The plan will also be available in the school handbook, so the process can be initiated as soon as one becomes aware of a student eligible for services. The district would work with the administrator of the serving school, transportation director of serving school, placement agency, guardian of foster student, bus driver(s), any support staff, such as a bus aide, involved in the daily transportation of foster student, transportation director and superintendent of district providing transportation. If transportation can be provided internally, all daily route information would be provided to said parties listed previously. If a surrounding school district or third party provider would need to be used, a contract of service would be created providing a list of all staff involved in transportation, specific listing of route time, boundary drop off and pick up times, drop off and pick up times from serving school and transportation school, and cost for services per month.

*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

20 English Learners (ELs) are in the district

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

Last Name*

Mahoney

Phone*

815 732 5300

First Name*

Thomas

Middle
Initial

Email*

tmahoney

EL Program Director Requirements:

Does the Program Director meet the administrator requirements?*

Yes

☒

No

☐

[Administrator Requirements](#)

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

Comments:

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

([count] of 3000 maximum characters used)

*Required field

20 English Learners (ELs) are in the district

Complete the requested information below.

Key: Types of Instructional Design

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

	Attendance Center Name	Grade Span	Program Type (check all that apply)		Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement - Enter zero if no teachers in a category.			ELS-TBE and ELS-VIT - Enter zero if no teachers in a category.	Language Codes
			TBE	TPI	1	2	3	4	5	6	Number of PEL Teachers with ESL Endorsement Only	Number of PEL Teachers with Bilingual Endorsement Only	Number of PEL Teachers with ESL and Bilingual Endorsement	Number of Teachers with ELS-TBE or ELS-VIT Endorsements	
	In addition to district attendance centers that have ELs, special education co-ops and non-public special education program attendance centers that have out placed dually identified (ELs with IEPs) students must be listed.*														
1.	Oregon Elementary School	PK - 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	3	0	001
2.	Oregon jr/sr High School	7 - 12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	3	0	001
3.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
4.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
5.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
6.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
7.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
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"/>					
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"/>					
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"/>					
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"/>					
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"/>					
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"/>					
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"/>					
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"/>					
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"/>					
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"/>					
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"/>					
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"/>					
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"/>					
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"/>					
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"/>					
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"/>					
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"/>					
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"/>					

If one or more attendance centers has EL enrollment but no ESL/Bilingual endorsed teachers above, then describe how the district will ensure that EL students receive appropriate language support for their education from properly endorsed teachers.

[[count] of 2500 maximum characters used)

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

20 English Learners (ELs) are in the district

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

20 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Check the type(s) of Program Enrollment offered

TBE	<input type="checkbox"/>	TPI	<input checked="" type="checkbox"/>
-----	--------------------------	-----	-------------------------------------

SPANISH LANGUAGE ARTS CURRICULUM

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

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

Yes	<input type="radio"/>	No	<input checked="" type="radio"/>
-----	-----------------------	----	----------------------------------

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

Yes	<input type="radio"/>	No	<input checked="" type="radio"/>
-----	-----------------------	----	----------------------------------

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

*Required field

TBE Parent Advisory Committee

Instructions

20 English Learners (ELs) are in the district

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

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

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

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

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

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

Date: Name of Committee Chairperson:

A committee chair must be a member of the BPAC.

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

Projected Dates (7/1/23)

Meeting

- 6/30/24)

Activity

- 1.
- 2.
- 3.
- 4.

Bilingual Advisory Committee Training (required activity).

20 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

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

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

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

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

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input type="checkbox"/> Current Research in the Teaching of EL Students	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<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 checked="" type="checkbox"/> Language Assessment	01/23/2022	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
<input checked="" type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States	10/07/2022	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	80
<input type="checkbox"/> Issues Related to EL Students with Disabilities	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Program Standards	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> District Identification Assessment	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Program Design	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<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"/>

*Required field*Required field

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.

v01.2021

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?tol=/ecfr/browse/Title02/2cfr200_main_02.tol

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

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

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

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

NO BINDING OBLIGATION

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

PROJECT

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

FUNDING

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

INVOLUNTARY TERMINATION

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

GENERAL CERTIFICATIONS AND ASSURANCES

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

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

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

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

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

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

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

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

**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 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.09.08.2021

Certification Regarding Lobbying

Instructions

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

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

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

v.09.08.2021

GEPA 442 Assurances

Instructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

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

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

v.09.08.2021

Assurances

Instructions

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

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

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

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

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

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

Not calling IWAS Web Service

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:

3/6/2023

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

☒ Expand All

Consolidated District Plan			Page Status	Open Page for editing
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"/>		
BSP Program Info	OPEN	<input type="checkbox"/>		
BSP Short Form	OPEN	<input type="checkbox"/>		
BSP Program Enrollment	OPEN	<input type="checkbox"/>		
BSP Parent Advisory Committee	OPEN	<input type="checkbox"/>		
BSP Professional Development	OPEN	<input type="checkbox"/>		
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
<input type="checkbox"/> Consolidated District Plan
Requested Print Jobs
Requested by smcalhoun on 3/9/2023
Completed Print Jobs