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Applicant: RIDGEVIEW CUSD 19**County:** McLean
[Consolidated District Plan](#) ▼
Application: 2026-2027 Consolidated District Plan - 00**Cycle:** Original Application
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Project Number: 27-CDP-00-17-064-0190-26

Overview

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

PROGRAM: Consolidated District Plan

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

BOARD GOALS:

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

FY 2027 Title I, Part A - Improving Basic Programs

Included Title I, Part A - School Improvement Part 1003

Programs: Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

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

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

EL - Bilingual Service Plan (BSP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

IDEA, Part B - Flow-Through
 IDEA, Part B - Preschool
 Foster Care Transportation Plan

LEGISLATION:

Every Student Succeeds Act (ESSA)
Individuals with Disabilities Education Act
Rehabilitation Act
Strengthening Career and Technical Education for the 21st Century Act
Workforce Innovation and Opportunity Act
Head Start Act
McKinney-Vento Homeless Assistance Act
Adult Education and Family Literacy Act
105 ILCS 5/Illinois School Code Article 14C. Transitional Bilingual Education
23 Illinois Administrative Code 228 Transitional Bilingual Education

DUE DATE:

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

Submission by April 1 is recommended.

DURATION:

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

AMENDMENTS:

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

INSTRUCTIONS:

Instructions in PDF format

COMMON**ABBREVIATIONS:**

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

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan

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Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name*

Hutley

Phone*

309 723 6531

Extension

First Name*

Benjamin

Email*

bhutley@ridgeview19.org

Middle Initial

R

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 has taken steps to remove all barriers of gender, race, national origin, color, disability, or age, and all students, teachers, and other beneficiaries with special needs will have equal access to programs. All teachers and instructional staff will receive training on an annual basis to ensure that all students are included in every aspect of the curriculum including extracurricular activities.

3. Bilingual Director (Administrator overseeing EL Services) Assurance

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

9

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

4. District Migrant Education Program Liaison

Last Name

Jamison

Phone

309 723 5111

First Name

Jennifer

Extension

Middle Initial

Email

jjamison@ridgeview19.org

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

5. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

*Required field, applicable for all funding sources

Consolidated District Plan

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|--------------------------|-------------------------------------|----------------------------|---|--------------------------------|---------------------------------|------------------------|-------------------------------------|-----------------------------------|-----------------------------------|
| Overview | Contact Information | Amendments | Needs Assessment and Programs | Plan Specifics | Assurance Pages | Submit | Application History | Page Lock Control | Application Print |
|--------------------------|-------------------------------------|----------------------------|---|--------------------------------|---------------------------------|------------------------|-------------------------------------|-----------------------------------|-----------------------------------|

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

Save Page

*Required field, applicable for all funding sources

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Needs Assessment and Programs

Instructions

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2026-2027.* [1]

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

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

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, 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)

Ridgeview CUSD #19 will align federal resources by coordinating efforts through semi-annual planning sessions involving grant administrators and stakeholders. Budgeting will be uniformly coordinated by the grant administrator and will receive oversight by the superintendent, building principals, and administration affiliated with our special education cooperative, Tri-County Special Education Association (TCSEA). Federal funds will be used to supplement, not supplant, local resources and guidelines for usage of federal funds will be researched and upheld. Ridgeview CUSD 19 combines state, local, and federal resources to accomplish our goals related to our areas in need of improvement.

Response from the approved prior year Consolidated District Plan.

Ridgeview CUSD #19 will align federal resources by coordinating efforts through semi-annual planning sessions involving grant administrators and stakeholders. Budgeting will be uniformly coordinated by the grant administrator and will receive oversight by the superintendent, building principals, and administration affiliated with our special education cooperative, Tri-County Special Education Association (TCSEA). Federal funds will be used to supplement, not supplant, local resources and guidelines for usage of federal funds will be researched and upheld. Ridgeview CUSD 19 combines state, local, and federal resources to accomplish our goals related to our areas in need of improvement.

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

Braiding of Funds

- Yes
- No

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

Transfer of Funds

Yes No

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

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

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

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

([count] of 7500 maximum characters used)

Each year, the LEA performs a Needs Assessment using data from a variety of sources, including student performance data on district wide and common assessments; teacher, parent, and student perception data collected through the SEssentials Survey and other surveys, monthly problem solving meetings identifying concerns related to supporting students academically and behaviorally, and findings from Building Leadership Team meetings which incorporates school improvement goals and planning. Data from these and other sources indicate a continued need for development of our curriculum in literacy, especially in the areas of phonics and phonemic awareness, as well as in mathematics. 80% of students are still not performing in the average to above average range on our universal screening assessment through FastBridge in literacy and mathematics. After completing our first year of a new structured literacy curriculum and second year of our phonics program we have identified areas where we need additional support in intervention and enrichment materials and also assessment resources. In addition, we're looking to invest in more professional development in these areas. We will continue to need resources to improve handwriting and fine motor skills. Our school improvement program will continue to develop additional ways to communicate with families about our new curriculum, engage parents in the process of encouraging their students to love reading at home, and find new ways to support and instruct our parents in the school building. We are exploring new curriculum options and supplemental materials in mathematics. Our current exploratory curriculum does not meet our needs in connection to mathematical fluency and as a result we are purchasing programs and resources to help address these holes. Parents identified a need for tutoring resources for their students before or after school. We will investigate options provided at school and also virtual tutoring resources at home. Parents also discussed requiring resources at home for our early learners. Behaviorally, discipline data is continuing to identify students with challenges related to sensory needs, traumatic backgrounds, low executive functioning skills, oppositional defiance disorder and struggles in social emotional development. These students require a substantial amount of support and resources and teachers have admitted to possessing limited skills to address the needs of these students. Professional development and resources are necessary to address the needs of students in crisis and efforts will be made to maintain their presence in the general education classroom. We will begin collecting information related to students' social emotional well being through our universal assessment system. Our present SEL curriculum is no longer meeting our needs and a task force was created this previous year to explore other options. We are investing in a new SEL curriculum which also comes along with Tier 2 and Tier 3 support for students as well as additional professional development. We have completed our investigation into "whole brain" teaching and are moving into phase two of its implementation, encouraging all K-2 teachers to use this process. We have had an influx of students who are English Language Learners. We have identified a need for resources in Spanish, additional support programs and services, additional personnel dedicated to these students, and professional development for staff. Funds from IDEA will be used to provide appropriate resources and training to all staff, as well as administration and support from Tri-County Special Education Association. We have an increase in students with IEPs who require assistive technology in the form of communication tools and will be looking to purchase additional technology to support these students, offer communication options for teachers to use with students, and purchase subscriptions augmentative and alternative communication applications. We are also finding more need to seek out improved professional development for our paraprofessionals, especially those who support students one-on-one who have high level needs. Should there be additional funding that rolls over in Title II, funds will be used to expand our hiring practices in an effort to attract qualified and talented staff.

Should there be additional funding that rolls over in Title IV, funds will be used to attain additional professional development and resources in SEL and Crisis Prevention and Intervention (CPI) for additional staff.

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

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|-------------------------|--------------|------------------------------|-------------------------------|------------------------|---------------------|--------------------|--------------------------|---------------------------|------------------------|----------------------------|------------------------------|----|
| Needs Assessment Impact | Stakeholders | Parent and Family Engagement | Private Schools Participation | Preschool Coordination | Student Achievement | College and Career | Professional Development | Safe Learning Environment | Title I Specific Pages | IDEA Specific Requirements | Youth in Care Stability Plan | Si |
|-------------------------|--------------|------------------------------|-------------------------------|------------------------|---------------------|--------------------|--------------------------|---------------------------|------------------------|----------------------------|------------------------------|----|

Needs Assessment Impact

Instructions

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

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

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

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

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

A. Title I, Part A - Improving Basic Programs

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

Students scoring poorly on our universal screening assessment, FastBridge, will be identified during our monthly problem solving team meetings and will receive daily intensive reading instruction from our Title I teacher. The degree of intervention will depend on the student's level of support, whether it be Tier II or Tier III. Students will progress through tiers as part of our decision making guidelines and continuous progress monitoring will occur. Our goal is for 80% of our students to achieve in the average to high range on the FastBridge assessment in reading. Winter performance for the 25-26 school year show K, 1, and 2 below 50%, while 3-5 are near or over 50%, with 5th grade achieving at the highest level of 72%. Performance data will be analyzed each May. We are continuing to implement our new curriculum for literacy that better meets the guidelines of the new state literacy plan and are planning continued professional development as well as planning sessions led by our Director of Curriculum and Compliance, especially in the area of assessment and intervention. K-1 intervention efforts will increase to create a continuum of intervention and enrichment using multiple staff members to run various skill groups aimed at providing students what they need.

In addition, perception data will be collected from parents and staff to assess the impact of our problem solving team meetings, coaching sessions, interventions, and Title I support. The Director of Curriculum and Compliance will provide support with content and pedagogy through targeted professional development related to curriculum alignment and assessment and by expanding our library of resources for teachers and students. Through perception data provided by parents in the 5Essentials Survey and during Title I parent meetings, parents identified a need for after school tutoring options aimed at supporting their students in overcoming skill deficits. We will create a system wide approach to provide high impact tutoring to all students while emphasizing the most support for those students who show the most need and removing barriers that might otherwise not make this an option for students.

Our teachers and family members have identified a need for support related to English Learners and students who are immigrants. Staff need more professional development related to best practice for assisting ESL students. We also would benefit from hiring additional ESL trained or bilingual service personnel. Staff also need more resources to support ESL students. Finally, we continue to require translation services and home language support. We are looking to invest in more activities to honor and involve our ESL families.

Students who are identified as homeless continue to be a focus as reported by our homeless liaison. Student will continue to need support with resources needed for school as well as transportation related services.

We continue to develop our Mathematics interventionist position and his capacity to provide Tier III intervention to students. We are planning to have our interventionist connect problem solving strategies to teacher instruction so we have consistent approaches to developing number sense and problem solving skills. Spring performance on FastBridge mathematics showed progress. While not quite 80% of students fell into the average to high average categories, no grade level was below 50% and 1 and 5 were above 70% meeting standards. Staff have identified a need to focus on the Science of Learning in relation to mathematics and are researching applications tied to fact fluency and basic skills that might supplement our exploratory curriculum.

Finally, we are implementing a new SEL program through Character Strong. Our previous program was too free form and created a confusing environment where lessons and outcomes were unique to each classroom. Reporting through our SEL screener show that more than 50% of students show little to know risk, leaving around 40% showing moderate to high risk. This led to the adoption of a new program that was more relatable to students, more teacher friendly, and easily implemented in all part of the day for a classroom teacher.

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

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

Title II funds will be blended into Title I with an emphasis on professional development and improving teacher quality. Any additional carryover funds that cannot be blended into Title I will be used for teacher retention and recruitment.

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

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

Title IV, Part A funds have traditionally blended with Title I Part A funds to help support interventions, assessments, and curriculum for students, especially in the area of mathematics and social emotional learning. Any additional carryover funds that cannot be blended into Title I will be used to support professional development aimed at support teachers in the instruction of our social emotional curriculum or through coaching provided by outside sources.

J. Title V, Part B - Rural and Low Income Schools**K. IDEA, Part B - Flow-Through [1]**

Each year Tri County Special Education Association conducts a Needs Assessment on our behalf. This year, the assessment continued to identify mental health issues and trauma informed care as areas of continued professional development. In addition, we are experiencing a high need related to supporting student's executive functioning and increase needs surrounding sensory support, specifically considering students with autism. We continue to work on the social emotional component of the MTSS model to assist students, parents, and district staff with managing the social and emotional needs of special education students. While making progress, we continue to see a need regarding supporting teachers in educating students with special needs/different learning styles in the general education setting (co-teaching strategies, differentiated instruction, and executive functioning in the classroom). We continue to refine our goal toward increasing the capacity of our special education teachers and interventionists to support students identified with dyslexia, and now dyscalculia, using research based approaches and curriculum. Student performance data on our universal screening assessment (FastBridge) suggests less than 25% of students with IEPs are performing at grade level. Providing these students access to grade level content, through co-teaching and other strategies where appropriate, is a priority. We have already begun to see movement in this area since last year, with nearly 50% of our students with IEPs demonstrating average to above average growth in reading and mathematics. In addition to the identified areas listed above, other areas to focus on are social thinking strategies/therapies and ongoing paraprofessional training. The Needs Assessment is specific to the needs of special education students in our district. It includes feedback from teachers, parents, and administrators. District staff continually discuss with parents and teachers the best way possible to deliver special education and related services to children with disabilities. IDEA grant dollars will also be utilized to reimburse general education staff for attending conferences related to co-teaching, differentiated instruction, and mental health issues in school to better meet the needs of students with disabilities. Flow through dollars will be utilized to fund special education programs within the district as well as our special education coop - TCSEA. Ridgeview CUSD 19 will work with TCSEA administration to determine the least restrictive environment for our students and allocate funds accordingly. Finally, our population benefiting from one-to-one support and AAC devices has increased this year, especially in early childhood education areas. We will need to look into investing money in additional support personnel for students who require one-on-one support. We will also need to purchase and organize AAC devices and also developing a plan for securing and teaching with these devices.

L. IDEA, Part B - Preschool

As part of our blended preschool program we employ a preschool teacher with a special education endorsement and two paraprofessionals to provide additional support to the students and teacher in morning and afternoon classes of at most 20 students. With recent enrollment, we also have the need for one-to-one support for multiple students with autism. Nearly 50% of students in our program arrive through coordination with early intervention and/or will be evaluated for access to special education. Our program provides support to those students who are deemed most at risk for academic struggle, as identified through our screening process. Our plan to support our students with IEPs with additional paraprofessional support was valuable, and we will continue to employ two paraprofessionals to support the significant needs of our preschool students. As part of our needs assessment in coordination with Tri County Special Education Association, we interviewed parents through IEP meetings and assessment conferences and identified supporting students with sensory needs, including creating sensory friendly classrooms and activities, and employing a variety of communication techniques, especially those that support our non-verbal students such as core communication boards and AAC devices to be necessary. In addition, we continue to see a need for professional development in trauma informed care, especially with a recent influx of students supported through the foster care system.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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Table with 12 columns: Needs Assessment Impact, Stakeholders, Parent and Family Engagement, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements, Youth in Care Stability Plan. Includes a sub-header 'Stakeholder Involvement' and a button '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. Teachers (1,7,8)
B. Principals (1,7,8)
C. Other school leaders (1,8)
D. Paraprofessionals (1)
E. Specialized instructional support personnel (1,2,3,4,8)
F. Charter school leaders (in a local educational agency that has charter schools) (1)
G. Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
H. Parent liaisons
I. Title I director (1)
J. Title II director (1)
K. Bilingual director (Administrator overseeing EL Services) (1,6,8)
L. Title IV director (1)
M. Special Education director
N. Guidance staff
O. Community members and community based organizations (7)
P. Business representatives (2,3,4)
Q. Researchers (7)
R. Institutions of Higher Education (7)
S. Homeless Liaison (1)
T. Other - specify
U. Additional Other - specify

Program Footnotes:

1 = Title I, Part A - Improving Basic Programs

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

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

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

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

[[count] of 7500 maximum characters used)

The LEA consulted with stakeholders during the plan's initial stages of development. Staff members, including elementary principal, title I teachers, speech pathologist, student counselor, media center specialist, multiple classroom teachers, the Bilingual Director, and district curriculum coordinator met quarterly as part of the MTSS teams to develop the plan. Participants assisted by brainstorming current school programs and highlighting our development so far. Stakeholders assisted the LEA in describing the program, identifying interventions currently in place and referencing new plans for interventions this coming school year. As a result of monthly problem solving team and building leadership team meetings, those involved in the meeting will focus on expanding and organizing intervention tools and strategies. Student support personnel have been involved in the process during evaluation and feedback sessions and request more support and professional development with intervention tools and strategies. Parents have been involved in the process through parent surveys at the end of the year and continued to be involved through presentation and conversation during monthly PTO meetings. The Title I teacher also involved parents as part of a Title I parent committee and two Title I parent meetings, where Title I was further explained and parents took part in question and answer sessions. All parents had the opportunity to provide perception data through the 5Essentials Survey, in which at least 20% of our parents participated. Finally, we employed the services of a mathematics coach in partnership with our Regional Office of Education who met with teachers, the curriculum coordinator, and administrators multiple times throughout the year and analyzed current systems, teacher performance, and student needs and provided recommendations for continued school improvement. The Homeless Liaison was involved in meetings on a quarterly basis and assisted in identifying the number of homeless students and facilitating their needs, including transportation. The Title administrator and Homeless Liaison also collaborated on the McKinney-Vento Compliance Review process and considered different funding sources to support homeless students.

Response from the prior year Consolidated District Plan.

The LEA consulted with stakeholders during the plan's initial stages of development. Staff members, including elementary principal, title I teachers, speech pathologist, student counselor, media center specialist, multiple classroom teachers and district curriculum coordinator met quarterly as part of the MTSS teams to develop the plan. Participants assisted by brainstorming current school programs and highlighting our development so far. Stakeholders assisted the LEA in describing the program, identifying interventions currently in place and referencing new plans for interventions this coming school year. As a result of monthly problem solving team and building leadership team meetings, those involved in the meeting will focus on expanding and organizing intervention tools and strategies. Student support personnel have been involved in the process during evaluation and feedback sessions and request more support and professional development with intervention tools and strategies. Parents have been involved in the process through parent surveys at the end of the year and continued to be involved through presentation and conversation during monthly PTO meetings. The Title I teacher also involved parents as part of a Title I parent committee and two Title I parent meetings, where Title I was further explained and parents took part in question and answer sessions. All parents had the opportunity to provide perception data through the 5Essentials Survey, in which at least 20% of our parents participated. Finally, we employed the services of a mathematics coach in partnership with our Regional Office of Education who met with teachers, the curriculum coordinator, and administrators multiple times throughout the year and analyzed current systems, teacher performance, and student needs and provided recommendations for continued school improvement. The Homeless Liaison was involved in meetings on a quarterly basis and assisted in identifying the number of homeless students and facilitating their needs, including transportation. The Title administrator and Homeless Liaison also collaborated on the McKinney-Vento Compliance Review process and considered different funding sources to support homeless students.

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

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

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

[[count] of 7500 maximum characters used)

Parents and family members will be included in the development of LEA plans through invitation and participation at school board meetings, parent involvement in the Parent Advisory Council, communication during the Citizens Advisory Council, and membership in S.T.A.N.G.S. our parent/teacher organization. Parents of students participating in the Title I process have received an opportunity to provide feedback through an end of year survey. Parents are also included in Title intervention support through Parent Informational Nights held once each semester. Finally, when students demonstrate a need for Tier III interventions we will hold a parent conference with our problem solving team to share our plan for continued support, discuss next steps, and also plan for updates as the student moves through the intervention process.

Response from the prior year Consolidated District Plan.

Parents and family members will be included in the development of LEA plans through invitation and participation at school board meetings, parent involvement in the Parent Advisory Council, communication during the Citizens Advisory Council, and membership in S.T.A.N.G.S. our parent/teacher organization. Parents of students participating in the Title I process have received an opportunity to provide feedback through an end of year survey. Parents are also included in Title intervention support through Parent Informational Nights held once each semester. Finally, when students demonstrate a need for Tier III interventions we will hold a parent conference with our problem solving team to share our plan for continued support, discuss next steps, and also plan for updates as the student moves through the intervention process.

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

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

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([count] of 7500 maximum characters used)

All details are included in our Parent and Family Engagement Policy

Effective parent and family engagement will be facilitated by:

One-way communication:

Perception data collected from all parents through the 5Essentials survey and from an end of year survey for students receiving mathematics and literacy intervention Title I and math intervention information letters and notification of services

Two-way communication:

Title I Parent Advisory Council meeting at least once per year

Title I Parent Engagement Night at least once per year

Presentations and updates shared during monthly school board meetings and monthly PTO meetings.

The Title I teacher, Mathematics Interventionist, and District Curriculum Coordinator collaborate with teachers and parents during parent teacher conferences.

The Title I teacher, Mathematics Interventionist, and District Curriculum Coordinator set up informational tables during Meet The Teacher Night and Parent Teacher

Conferences to hand out materials and speak with parents regarding Title I services.

Tier III intervention parent conferences (scheduled once students enter Tier III intervention) and follow up meetings

English learner and immigrant parents and families will receive the same options to engage in one and two-way communication. All materials will be provided in both English and in the families home language. Activities will enlist the support of translation services or translation devices. Events specific to families of English learners and immigrants will be offered to build strong relationships and enhance understanding of our programs and district events.

Additional involvement:

Parents of all students are invited to attend Family Reading Night, an event organized by our Title I teacher, Media Center Specialist, and Speech/Language Pathologist as a culmination of Library Week.

Parents of students are invited to attend (virtually or in-person) writing celebrations in some grade levels to celebrate student growth in student writing.

Newborn infants are welcomed into the community with a book and pamphlet encouraging ways to foster a love of reading presented by our Title I Teacher and Media Center Specialist.

Various activities will be implemented to engage parents in educating their student about the importance of reading, including instructional resources on our website, curriculum informational discussions, opportunities to meet with administration, etc.

Response from the prior year Consolidated District Plan.

All details are included in our Parent and Family Engagement Policy

Effective parent and family engagement will be facilitated by:

One-way communication:

Perception data collected from all parents through the 5Essentials survey and from an end of year survey for students receiving mathematics and literacy intervention Title I and math intervention information letters and notification of services

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Various activities will be implemented to engage parents in educating their student about the importance of reading, including instructional resources on our website, curriculum informational discussions, opportunities to meet with administration, etc.

Title I Requirement:

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

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

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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

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Applicant: RIDGEVIEW CUSD 19
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 27-CDP-00-17-064-0190-26

County: McLean

Consolidated District Plan

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Table with 12 columns: Needs Assessment Impact, Stakeholders, Parent and Family Engagement, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements, Youth in Care Stability Plan

Parent and Family Engagement

ESEA Section 1116(a)(2)

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

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

Resources:

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

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

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

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

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

How To Upload A File

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

Choose File No file chosen

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

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

*Required field

Consolidated District Plan

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Private School Participation

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

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

Using the latest available data, private schools within the district`s 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. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Consultation Requirements:

Title I: LEA is required to consult with private schools where LEA-residing students attend. Schools may be located within or outside of district boundaries.

Title II/ IV: LEA is required to consult with private schools located within the LEA boundary.

Will Private Schools participate in the Program?

Yes No

LEA has informed Private Schools of the Title II/Title IV transfer.

Yes No N/A

[Nonpublic School Consultation Form](#)

[Nonpublic School Participation List Form](#)

[Upload Instructions for Private/Nonpublic School Forms](#)

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

Close Printer Friendly Page

Applicant: RIDGEVIEW CUSD 19
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 27-CDP-00-17-064-0190-26

County: McLean

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Table with 12 columns: Needs Assessment Impact, Stakeholders, Parent and Family Engagement, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements, Youth in Care Stability Plan.

Preschool Coordination

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:
[checked] 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.
[checked] 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.
[checked] 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)

Ridgeview conducts its own grant-funded early childhood education (ECE) Preschool for All (PFA) program for at-risk students who are 3 or older. These students and their families receive many of the same services we provide all of our students, including speech and language services, occupational therapy, physical therapy, and special education services. Students below age three receiving early intervention services automatically transfer into the Preschool program once reaching age three. The school coordinates with local agencies to transition students from early intervention services to our preschool program. Preschool (ECE) services are fully funded through a Preschool for All grant and receive no Title I funds. Transition from the Ridgeview Preschool For All (PFA) program into kindergarten consists of collaboration between the PFA teacher and the kindergarten teachers in arranging supports for students the following year. Kindergarten teachers observe in the PFA classroom at least once per year in order to get to know the students and see what interactions and experiences look like in the PFA classroom. The PFA teacher observes in the kindergarten class at least once per year in order to understand kindergarten expectations and prepare students for the next step. Preschool students visit the kindergarten classroom in order to receive a brief introduction to the kindergarten classroom. We conduct kindergarten orientation a few weeks before the start of school in order to introduce parents to the structures, expectations, and supports in kindergarten. During the orientation event students meet their teachers and learn some of the basics of kindergarten life. Plans are in place to conduct kindergarten screening for those students not present in our PFA program in order to understand and structure our classrooms with more knowledge of students.

IDEA, Part B - Preschool funds support our program through coordination with our special education cooperative, Tri-County Special Education Agency. Annual reviews are held each spring to review IEP goals and transition students from early childhood education into our kindergarten program. Special education teachers from both early childhood and kindergarten along with building principal, support staff (social worker, occupational therapist, physical therapist), and parents or guardians are in attendance at these meetings.

Response from the approved prior year Consolidated District Plan.

Ridgeview conducts its own grant-funded early childhood education (ECE) Preschool for All (PFA) program for at-risk students who are 3 or older. These students and their families receive many of the same services we provide all of our students, including speech and language services, occupational therapy, physical therapy, and special education services. Students below age three receiving early intervention services automatically transfer into the Preschool program once reaching age three. The school coordinates with local agencies to transition students from early intervention services to our preschool program. Preschool (ECE) services are fully funded through a Preschool for All grant and receive no Title I funds. Transition from the Ridgeview Preschool For All (PFA) program into kindergarten consists of collaboration between the PFA teacher and the kindergarten teachers in arranging supports for students the following year. Kindergarten teachers observe in the PFA classroom at least once per year in order to get to know the students and see what interactions and experiences look like in the PFA classroom. The PFA teacher observes in the kindergarten class at least once per year in order to understand kindergarten expectations and prepare students for the next step. Preschool students visit the kindergarten classroom in order to receive a brief introduction to the kindergarten classroom. We conduct kindergarten orientation a few weeks before the start of school in order to introduce parents to the structures, expectations, and supports in kindergarten. During the orientation event students meet their teachers and learn some of the basics of kindergarten life. Plans are in place to conduct kindergarten screening for those students not present in our PFA program in order to understand and structure our classrooms with more knowledge of students.

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Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

Consolidated District Plan

Applicant: RIDGEVIEW CUSD 19
Application: 2025-2027 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 27-CDP-00-17-064-0190-26

County: McLean

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|-------------------------|---------------------|------------------------------|-------------------------------|------------------------|---------------------|--------------------|--------------------------|---------------------------|------------------------|----------------------------|------------------------------|
| Overview | Contact Information | Amendments | Needs Assessment and Programs | | | Plan Specifics | Assurance Pages | Submit | Application History | Page Lock Control | Applic Pr |
| Needs Assessment Impact | Stakeholders | Parent and Family Engagement | Private Schools Participation | Preschool Coordination | Student Achievement | College and Career | Professional Development | Safe Learning Environment | Title I Specific Pages | IDEA Specific Requirements | Youth in Care Stability Plan |

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.

(1170 of 7500 maximum characters used)

Students will be prepared to meet challenging academic standards through instruction including at least 60 minutes of reading and writing, at least 30 minutes phonics instruction or spelling/word study, 30 minutes of science/social studies, and 60 minutes of mathematics. Students' experiences will be well-rounded through fine arts instruction, including 30 minutes of music and art alternated daily, 30 minutes of physical education each day, and 30 minutes of library and technology at least once per week.

Teachers have written common assessments and developed curriculum maps based on the New Illinois State Standards. Teachers employ research based curriculum in their classrooms. Grade level teachers have common planning time for collaboration and assistance. Instruction is further enhanced by the use of technology, including one-to-one Chromebooks for all students and Ben-Q Boards supported by our onsite technology specialist. Literacy and mathematics instruction will be supported this year by a District Curriculum Director who will be coordinating with teachers to continuously improve and review our current curriculum in literacy and mathematics.

Response from the prior year Consolidated District Plan.

Students will be prepared to meet challenging academic standards through instruction including at least 90 minutes of reading, phonics instruction, and writing, 30 minutes of science/social studies, and 60 minutes of mathematics. Students' experiences will be well-rounded through fine arts instruction, including 30 minutes of music and art alternated daily, 30 minutes of physical education each day, and 30 minutes of library and technology at least once per week.

Teachers have written common assessments and developed curriculum maps based on the New Illinois State Standards. Grade level teachers have common planning time for collaboration and assistance. Instruction is further enhanced by the use of technology, including one-to-one Chromebooks for all students and all-in-one projectors and whiteboards supported by our onsite technology specialist. Literacy and mathematics instruction will be supported this year by a District Curriculum Director who will be coordinating with other area curriculum coaches to prepare for the implementation of the Illinois State Literacy Plan. She will also be engaging with our Regional Office of Education to support mathematics instruction with a focus on the Mathematical Practice Standards.

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

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(2459 of 7500 maximum characters used)

Student progress will be monitored throughout the year by daily formative assessments, and common assessments focused on measuring student growth. All students will take the Renaissance Fast Bridge assessment 3 times per year in reading and mathematics. Students will also be screened at least twice each year to assess their social emotional understanding and well being. Students will also be monitored using our MTSS early warning system (EWS) including but not limited to criteria such as attendance, behavior, and teacher recommendation. The Mustang Problem Solving Team (MPST) will meet monthly to analyze data and to collaborate in order to determine proper intervention strategies for struggling students. The MPST uses student performance data to identify students who require Tier II and Tier III interventions as well as referrals for students potential entrance into special education. Students receiving Tier II or Tier III interventions are progress monitored at least every two weeks using FastBridge and other assessments as needed. Ridgeview CUSD 19 developed an MTSS manual aimed at informing our teachers and parents about our process and includes decision rules for guiding our students through the tiers of intervention. Students in Tier II or Tier III intervention receive support using the Sonday system based on principles related to the OrtonGillingham instructional approach for reading intervention. We will use technology tools as well, providing students access to Lexia in order for students to work in school and at home. Students will engage with The Math Learning Center's Bridges Mathematics Intervention Kits for mathematics intervention. In addition, literacy interventionists and special education teachers have received training in the Orton Gillingham instructional methods, a research based practice specializing in supporting students with dyslexia. We plan to continue to enhance these services as alternative interventions for students. Any student entering Tier III intervention will result in a conference between the problem solving team and the parents to discuss current progress, plans for increased support, and future possibilities. EL students will receive support through these

Response from the prior year Consolidated District Plan.

Student progress will be monitored throughout the year by daily formative assessments, and common assessments focused on measuring student growth. All students will take the Renaissance Fast Bridge assessment 3 times per year in reading and mathematics. Students will also be screened at least twice each year to assess their social emotional understanding and well being. Students will also be monitored using our MTSS early warning system (EWS) including but not limited to criteria such as attendance, behavior, and teacher recommendation. The Mustang Problem Solving Team (MPST) will meet monthly to analyze data and to collaborate in order to determine proper intervention strategies for struggling students. The MPST uses student performance data to identify students who require Tier II and Tier III interventions as well as referrals for students potential entrance into special education. Students receiving Tier II or Tier III interventions are progress monitored at least every two weeks using FastBridge and other assessments as needed. Ridgeview CUSD 19 developed an MTSS manual aimed at informing our teachers and parents about our process and includes decision rules for guiding our students through the tiers of intervention. Students in Tier II or Tier III intervention receive support using the Sonday system based on principles related to the OrtonGillingham instructional approach for reading intervention. We will use technology tools as well, providing students access to Lexia in order for students to work in school and at home. Students will engage with The Math Learning Center's Bridges Mathematics Intervention Kits for mathematics intervention. In addition, literacy interventionists and special education teachers have received training in the Orton Gillingham instructional methods, a research based practice specializing in supporting students with dyslexia. We plan to continue to enhance these services as alternative interventions for students. Any student entering Tier III intervention will result in a conference between the problem solving team and the parents to discuss current progress, plans for increased support, and future possibilities.

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

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

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(1528 of 7500 maximum characters used)

All students will participate in 30 minutes of targeted intervention in which students will receive differentiated instruction in literacy or mathematics producing student growth regardless of current level. In addition, students will receive specialized services such as speech and language services, occupational therapy/physical therapy, counseling services, social work services, Title I intervention services, character education, and special education services. Students will have access to intervention software such as MyOn, IXL, and Lexia. Students entering Tier II or Tier III intervention services received targeted assistance from our Title I teacher, our mathematics interventionist, and other teacher interventionists. These teachers provided intervention using the Sonday instructional kits, PALS, repeated reading, Lexia, Orton Gillingham approach, and multiple other intervention tools and strategies to support students. Ridgeview CUSD 19 developed an MTSS manual aimed at informing our teachers and parents about our process and includes decision rules for guiding our students through the tiers of intervention. With the recent influx of a few English learners, we will be providing professional development for teachers in the best methods to support these students as well as investing in technological resources that will allow them to engage more with peers and classmates. We will provide these students with targeted intervention in both reading and mathematics with additional language support.

Response from the prior year Consolidated District Plan.

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

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.

(3181 of 7500 maximum characters used)

Literacy and mathematics instruction will be enhanced through the use of a curriculum director and instructional coach. She will conduct walkthroughs, coteach, model instruction, help develop lessons, and provide additional support as needed. All teachers will also receive support from the District Curriculum Director in the development and revision of our literacy curriculum, enhancing alignment and consistency throughout all grade levels. Grade level teachers will be planning and implementing new literacy curriculum that better aligns to the state's literacy plan, which emphasizes the importance of phonics and phonemic awareness as described in Science of Reading philosophies. This is our second year in the process and we will be developing our understanding of the new curriculum further. Special education teachers and reading interventionists will continue to receive additional training in supporting students with Dyslexia, specifically in the Orton-Gillingham approach. Efforts will be made to expose EL students to curriculum materials in their native language as needed. This includes both literacy and mathematics resources. Additional support personnel may be hired to provide assistance with EL students and technology and other services will be used to assist with communication support and enhance instruction. Mathematics instruction will be enhanced through professional development aimed at developing our understanding of current curriculum resources and at aligning curriculum. A Mathematics Interventionist will also support our students who have demonstrated they are most in need of support. Coordination between teachers and the mathematics interventionist will also develop greater understanding of mathematics pedagogy and curriculum. Student learning will be enhanced overall through the use of one-to-one chromebooks. Students will engage with teachers, each other, and external peers through Google platforms. Mathematics is focused on the mathematical practice standards using the Illustrative Mathematics curriculum. We will continue to collect resources and finalize our transition to Illustrative Mathematics, focusing more on a discovery approach. Special attention will be paid to fact

Response from the prior year Consolidated District Plan.

Literacy and mathematics instruction will be enhanced through the use of a curriculum director and instructional coach. She will conduct walkthroughs, coteach, model instruction, help develop lessons, and provide additional support as needed. All teachers will also receive support from the District Curriculum Director in the development and revision of our literacy curriculum, enhancing alignment and consistency throughout all grade levels. Grade level teachers will be planning and implementing new literacy curriculum that better aligns to the state's literacy plan, which emphasizes the importance of phonics and phonemic awareness as described in Science of Reading philosophies. This school year special education teachers and reading interventionists will continue to receive additional training in supporting students with Dyslexia, specifically in the Orton-Gillingham approach. Mathematics instruction will be enhanced through professional development aimed at developing our understanding of current curriculum resources and at aligning curriculum. A Mathematics Interventionist will also support our students who have demonstrated they are most in need of support. Coordination between teachers and the mathematics interventionist will also develop greater understanding of mathematics pedagogy and curriculum. Mathematics instruction will also be enhanced through coaching and collaboration with our Regional Office of Education and a Mathematics Instructional Coach. Student learning will be enhanced overall through the use of one-to-one chromebooks. Students will engage with teachers, each other, and external peers through Google platforms. Mathematics instruction has completed our transition away from Savvas Envision 2.0 and will have officially adopted a curriculum focused on the mathematical practice standards using the Illustrative Mathematics curriculum. We will continue to collect resources and finalize our transition to Illustrative Mathematics, focusing more on a discovery approach. Special attention will be paid to fact fluency and understanding key mathematical problem solving strategies. A variety of other intervention software will be employed, including MyOn, Prodigy, IXL, and

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.

(432 of 7500 maximum characters used)

Disparities will be identified by disaggregating data including Fastbridge, KIDS, and IAR assessment scores as well as discipline and student perception data. Teacher effectiveness will be monitored using the teacher evaluation process and monitoring student growth data annually. Recruitment, hiring, and retention strategies will be employed to ensure our students receive the highest quality instruction from the best teachers.

Response from the prior year Consolidated District Plan.

Disparities will be identified by disaggregating data including Fastbridge, KIDS, and IAR assessment scores as well as discipline and student perception data. Teacher effectiveness will be monitored using the teacher evaluation process and monitoring student growth data annually. Recruitment, hiring, and retention strategies will be employed to ensure our students receive the highest quality instruction from the best teachers.

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.

(552 of 7500 maximum characters used)

Our school library is managed by a media center specialist. The media center specialist is responsible for providing at least one 30 minute lesson for students. During this time, she engages students in internet safety curriculum developing their digital literacy and library skills curriculum enhancing their effectiveness in the library. In addition, using one-to-one chromebooks, the school library has been developing more electronic reading resources, including a selection of E-books, MyOn, research software like PebbleGo, and other software.

Response from the prior year Consolidated District Plan.

Our school library is managed by a media center specialist. The media center specialist is responsible for providing at least one 30 minute lesson for students. During this time, she engages students in internet safety curriculum developing their digital literacy and library skills curriculum enhancing their effectiveness in the library. In addition, using one-to-one chromebooks, the school library has been developing more electronic reading resources, including a selection of E-books, MyOn, research software like PebbleGo, and other software. Finally, our media center specialist has begun piloting programming aimed at enhancing student experiences in coding and engineering.

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.

(500 of 7500 maximum characters used)

Students receive differentiated instruction throughout the day. Differentiation is based on benchmark and formative assessments and teacher observation. The district provides 30 minutes of intervention, including intervention and enrichment for gifted and talented students. In addition, families may request opportunities to have their student accelerated, either through early entrance into kindergarten or first grade or through consideration for whole grade or individual subject acceleration.

Response from the prior year Consolidated District Plan.

Students receive differentiated instruction throughout the day. Differentiation is based on benchmark and formative assessments and teacher observation. The district provides 30 minutes of intervention, including intervention and enrichment for gifted and talented students.

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)

Save Page

*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

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Consolidated District Plan

Applicant: RIDGEVIEW CUSD 19
 Application: 2026-2027 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 27-CDP-00-17-064-0190-26

County: McLean

| | | | | | | | | | | | |
|-------------------------|---------------------|------------------------------|-------------------------------|------------------------|---------------------|--------------------|--------------------------|---------------------------|------------------------|----------------------------|------------------------------|
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College and Career Readiness

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

District Goal(s):

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

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.
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(1192 of 7500 maximum characters used)

The high school conducts a freshmen orientation night to welcome new freshmen and inform their parents about the transition from middle to high school. In addition, our middle school and high school are contained in the same building, sharing the same guidance counselor, administrator, and many of the same teachers. High School and Junior High students who demonstrate leadership capabilities are nominated for student leadership positions and engage in work to support teachers and elementary students in the building through various programs. These programs include our Big Stangs/Little Stangs peer mentoring program in which elementary students are mentored by high school students as well as our Parade of Seniors in which graduating seniors are interviewed by fifth grade students who then honor these soon to be graduates by presenting them to different grade level classrooms. The high school guidance counselor invites a variety of colleges and universities to present to our students and also coordinates presentations conducted by the armed services. Students have access to AP mathematics and dual-credit English and Psychology coordinated with Heartland Community College.

Response from the approved prior year Consolidated District Plan.

The high school conducts a freshmen orientation night to welcome new freshmen and inform their parents about the transition from middle to high school. In addition, our middle school and high school are contained in the same building, sharing the same guidance counselor, administrator, and many of the same teachers. High School and Junior High students who demonstrate leadership capabilities are nominated for student leadership positions and engage in work to support teachers and elementary students in the building through various programs. These programs include our Big Stangs/Little Stangs peer mentoring program in which elementary students are mentored by high school students as well as our Parade of Seniors in which graduating seniors are interviewed by fifth grade students who then honor these soon to be graduates by presenting them to different grade level classrooms. The high school guidance counselor invites a variety of colleges and universities to present to our students and also coordinates presentations conducted by the armed services. Students have access to AP mathematics and dual-credit English and Psychology coordinated with Heartland Community College.

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.

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

(1034 of 7500 maximum characters used)

High school students mentor junior high and elementary students, sharing career and college aspirations with them. Elementary students are involved in the parade of seniors, interviewing graduating seniors about their experiences in high school and their future plans following graduation. Teachers develop problem-based learning opportunities with community members in order to enhance instruction. Agriculture alumni provide "Ag in the classroom" for all elementary students. High school FFA students teach agriculture related lessons to elementary students in a way to engage them with more hands-on opportunities. In coordination with Illinois State University School of Nursing, nursing students interact with students and present on a variety of health and health career related topics. Our high school students have new access to a building and trades elective, something valuable for our community members, training students to develop those high needs skills for blue collar work in our community and surrounding areas.

Response from the approved prior year Consolidated District Plan.

High school students mentor junior high and elementary students, sharing career and college aspirations with them. Elementary students are involved in the parade of seniors, interviewing graduating seniors about their experiences in high school and their future plans following graduation. Teachers develop problem-based learning opportunities with community members in order to enhance instruction. Agriculture alumni provide "Ag in the classroom" for all elementary students. High school FFA students teach agriculture related lessons to elementary students in a way to engage them with more hands-on opportunities. In coordination with Illinois State University School of Nursing, nursing students interact with students and present on a variety of health and health career related topics.

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)

Save Page

*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

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Applicant: RIDGEVIEW CUSD 19
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 27-CDP-00-17-064-0190-26

County: McLean

Consolidated District Plan

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Table with 10 columns: Needs Assessment Impact, Stakeholders, Parent and Family Engagement, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements, Youth in Care Stability Plan, S.

Professional Development - Highly Prepared and Effective Teachers and School Leaders

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.

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

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

We will continue to invest in professional development opportunities related to literacy instruction and the enhancement of our literacy curriculum in order to better align with the state's literacy plan. Professional development will include monthly meetings to analyze and assess the impact of our new curriculum and identify areas of needed support, participating in learning walks in order to identify areas for instructional improvement, book studies to research and identify best practices, and coaching sessions provided by our District Curriculum Coordinator. In addition, we will be hosting quarterly planning sessions for teachers to ensure they have all of the necessary resources and that we are continuing open dialogue surrounding our students' learning needs. We will utilize our Mathematics Interventionist to identify research-based methods and resources that tackle our needs related to fact fluency and problem solving strategies and coordinate with classroom teachers on effective mathematics instruction. Our District Curriculum Director will provide professional development on the Science of Learning and how that is most applicable to mathematics instruction. Staff will continue to receive training on our new Universal Screener, FastBridge. Our MTSS teams will continue to identify Tier 1 interventions for grade levels and hone our reading and mathematics interventionists on those students who require Tier 2 and Tier 3 interventions. We will review and update our MTSS manual with external support and implement the procedures outlined in the manual with fidelity. We will continue to develop our social emotional curriculum and support with an SEL screener through FastBridge. This data will be discussed during monthly problem solving team meetings and will provide one more data piece to support students with behavior concerns. In an effort to address other social emotional needs we will have lead teachers engage in professional development related to whole brain teaching. Our SEL curriculum committee will coordinate professional development related to our new SEL curriculum through Character Strong. Sessions will be planned to support staff with implementation from a building level, to a classroom level, and down to the student level. Steps will be taken to saturate our building with these concepts in order to maximize shared language and understanding and to shift our school culture. Lastly, our Bilingual Director will provide professional development support to enhance staff's ability to support our EL students. This will involve using appropriate resources, Universal Design for Learning which will enhance teaching for all students including our EL students, ways to make learning, curriculum, and classroom interaction more accessible for EL students, and improved methods for involving EL families in the education process.

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

Title II funding is applied to Title I professional development.

G. Title III - LIEP

H. Title III - ISEP

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

Title IV funding is applied to Title I professional development.

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

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

Funding will continue to support our efforts to incorporate the co-teaching model, allowing for more inclusion when it fits best for students with IEPs. Book studies, offsite training, and training provided by Tri-County Special Education Association will be considered. Additional professional development will include continued efforts to enhance our instruction using our new curriculum, especially in the areas of phonics and phonemic awareness using UFLI. Professional development will all be provided to support students with a myriad of disabilities including Down Syndrome, hearing impairment, speech impairment, traumatic brain injury, autism and others. Additional efforts will be made to support staff who work with students with AAC devices to enhance their opportunities to have meaningful communication with support staff and with peers.

L. IDEA, Part B - Preschool

Professional development will be provided for our Preschool For All (PFA) program teacher and two classroom aides in the areas of MTSS for PreK and in appropriate behavioral interventions and trauma informed practice. School visits will be used to widen our experience and form networking opportunities for preschool staff. We will continue to increase the abilities of our paraprofessionals by encouraging more professional development for them, especially in the areas of supporting students who have limited verbal communication and specifically, students with autism.

Legislative Requirement:

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

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

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

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Applicant: RIDGEVIEW CUSD 19
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Cycle: Original Application
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County: McLean

Consolidated District Plan

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Table with 12 columns: Needs Assessment Impact, Stakeholders, Parent and Family Engagement, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements, Youth in Care Stability Plan

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:*

- reduce incidences of bullying and harassment;
reduce the overuse of discipline practices that remove students from the classroom [1];
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 student handbook includes extensive language on bullying and harassment, including information on identifying bullying, reporting bullying, identified complaint managers, as well as responses for reprisal or retaliation. K-5 students will receive at least 30 minutes of SEL instruction per week using the Character Strong SEL Program. Students will learn how to be purposeful people focusing on the three pillars of being kind, strong, and well. They will receive grade level appropriate instruction on respect, responsibility, gratitude, empathy, perseverance, honesty, cooperation, courage, and creativity. Project Oz provides additional support in the areas of drug abuse and prevention for our 5th grade students. This drug abuse and prevention initiative will also begin in fourth grade next year. Additional mental health and behavioral support is provided by cooperatives with Tri County Special Education Association, Project Oz, and Chestnut Health Systems. The YWCA provides a week long series of lessons focused on Erin's Law, identifying safe adults, the difference between a good touch vs a bad touch, and appropriate experiences. All lessons are age appropriate and parents receive notice as well as the opportunity to opt out if it is not right for their family. Middle school and high school receive character education during their mentoring period and receive support from the jr/sr high school guidance counselor and other services. As facilitated by Senate Bill 100, administrators and teachers have received training on restorative practices as alternatives to removing students from classrooms and school. Teachers are aware of the difference between classroom-managed behavior issues and office-managed behavior issues.

The Ridgeview Teacher Handbook prohibits the use of behavioral interventions that compromise student health and safety unless required to halt the student from hurting themselves or others. The administrator, student counselor, and various special education personnel have received training in Crisis Prevention and Intervention and are trained to safely administer restraint when necessary, but also understand to only use this as a last resort when a student demonstrates a danger to themselves or others..

Response from the prior year Consolidated District Plan.

The student handbook includes extensive language on bullying and harassment, including information on identifying bullying, reporting bullying, identified complaint managers, as well as responses for reprisal or retaliation. K-5 students will receive at least 30 minutes of SEL instruction per week using Yale University's RULER SEL Program. Students will learn that all emotions matter, will develop strong classroom communities, and will engage in daily check-ins aimed at establishing their current feelings and what behaviors will be needed to continue to change those feelings. Project Oz provides additional support in the areas of drug abuse and prevention for our 5th grade students. This drug abuse and prevention initiative will also begin in fourth grade next year. Additional mental health and behavioral support is provided by cooperatives with Tri County Special Education Association, Project Oz, and Chestnut Health Systems. The YWCA provides a week long series of lessons focused on Erin's Law, identifying safe adults, the difference between a good touch vs a bad touch, and appropriate experiences. All lessons are age appropriate and parents receive notice as well as the opportunity to opt out if it is not right for their family. Middle school and high school receive character education during their mentoring period and receive support from the jr/sr high school guidance counselor and other services. As facilitated by Senate Bill 100, administrators and teachers have received training on restorative practices as alternatives to removing students from classrooms and school. Teachers are aware of the difference between classroom-managed behavior issues and office-managed behavior issues.

The Ridgeview Teacher Handbook prohibits the use of behavioral interventions that compromise student health and safety unless required to halt the student from hurting themselves or others. The administrator, student counselor, and various special education personnel have received training in Crisis Prevention and Intervention and are trained to safely administer restraint when necessary, but also understand to only use this as a last resort when a student demonstrates a danger to themselves or others. The district also has a plan regarding Restraint and Time Out and continues to work to reduce these behaviors each year. Meetings are held semi-annually to review the RTO data and revise the plan as needed.

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)

100% of all homeless students will receive transportation to and from the school identified during the Best Interest Determination meeting. These students will receive instructional support and non-instructional support as needed. Homeless students will participate in literacy and math assessments three times per year as measured by Renaissance FastBridge benchmark assessments and also common assessments delivered at each grade level to measure student growth. Homeless students will receive free breakfast and lunch each school day. Homeless students and their families will be referred to outside programs or services for support we are unable to provide.

Response from the prior year Consolidated District Plan.

100% of all homeless students will receive transportation to and from the school identified during the Best Interest Determination meeting. These students will receive instructional support and non-instructional support as needed. Homeless students will participate in literacy and math assessments three times per year as measured by Renaissance FastBridge benchmark assessments and also common assessments delivered at each grade level to measure student growth. Homeless students will receive free breakfast and lunch each school day. Homeless students and their families will be referred to outside programs or services for support we are unable to provide.

Title I Requirement:

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

Legislative Requirements:

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

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

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

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

Consolidated District Plan

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Attendance Center Designation

[Instructions](#)

Attendance Center Designation

| Attendance Center | Schoolwide | Targeted Assistance | Not Served | Closed | Board Approved Date |
|------------------------------------|----------------------------------|-----------------------|-----------------------|-----------------------|---------------------|
| 0001 - RIDGEVIEW HIGH SCHOOL | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 1001 - RIDGEVIEW JR HIGH SCHOOL | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 2002 - RIDGEVIEW ELEMENTARY SCHOOL | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |

| | |
|--|--|
| Describe anticipated Reorganizations: | |
|--|--|

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Applicant: RIDGEVIEW CUSD 19
Application: 2026-2027 Consolidated District Plan - 00
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Consolidated District Plan

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Table with 12 columns: Needs Assessment Impact, Stakeholders, Parent and Family Engagement, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements, Youth in Care Stability Plan.

Title I Specific Requirements - Part Two

Instructions

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

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

- ISBE Goals:
[] Student Learning: Every child will make significant academic gains each year...
[] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
[] Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

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

[]

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

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.

No schools identified under this part

Should our school be identified as comprehensive or targeted, the school will take the following actions. Data will be collected using multiple assessments in order to determine deficiencies related to State-determined long-term goals.

Response from the approved prior year Consolidated District Plan. Should our school be identified as comprehensive or targeted, the school will take the following actions. Data will be collected using multiple assessments in order to determine deficiencies related to State-determined long-term goals.

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?*

[] 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.*

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

Direct Certification.

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

Section 1114 and 1115

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

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

([count] of 7500 maximum characters used)

K-5 students will receive push in/pull out services provided by our Title I specialist with the goal of having at least 80% of students meeting standards in literacy and mathematics. Various researched based intervention materials, including the Sonday system, UFLI, Lexia, etc. will be used in grades K-8 with the goal of having at least 80% of students meet their instructional level as determined by progress monitoring on the FastBridge assessment. Interventions will be interchangeable depending on the needs of the student. If the intervention is deemed unsuccessful after a period of time their intervention will be adjusted, Tier 3 intervention will be considered and potentially students will be considered for a special education evaluation. The guidance counselor, media center specialist, and Title I specialist will conduct community outreach services for parents of new children with the goal of promoting early literacy among 100% of these new parents and creating a positive parent/school connection. Schoolwide support in literacy will be provided by our district curriculum director. She will support all teachers and students by assisting teachers with curriculum development, analyzing lesson delivery, reviewing assessments and grading practices, and helping with the organization, accrual, and introduction of resources. The curriculum director will also serve on the district and building leadership teams and provide guidance through our problem solving meetings. The curriculum director will also involve staff in the continued implementation of our new Arts and Letters curriculum and organize experiences for teachers to collaborate in the planning process for this new curriculum. Schoolwide professional development in mathematics best practices will begin to support all students in mathematics, specifically the organization of guided math in all grade levels and the utilization of number talks in all classrooms as a part of guided mathematics. Targeted mathematics assistance will be provided by a mathematics interventionist implementing the Math Learning Center's Bridges Mathematics Intervention kits. The interventionist will also receive professional development on best mathematics practices as well as on various resources for providing math interventions. This interventionist will also introduce teachers to problem solving strategies aimed at improving math fact fluency and methods approved by our Regional Office of Education in order to create consistency throughout grade levels by identifying age appropriate strategies and those strategies students should graduate from each year. Additional literacy and mathematics resources will be purchased to help support students in all grade levels as well as to assist those identified by our universal screening process and problem solving teams. K-12 students will receive behavioral intervention support provided by the assistant principals, school counselors, school social worker, and other counseling services as deemed necessary. Students are identified through our Early Warning System, problem solving team meetings, and our SEL screener.

Response from the approved prior year Consolidated District Plan.

K-5 students will receive push in/pull out services provided by our Title I specialist with the goal of having at least 80% of students meeting standards in literacy and mathematics. Various researched based intervention materials, including the Sonday system, UFLI, Lexia, etc. will be used in grades K-8 with the goal of having at least 80% of students meet their instructional level as determined by progress monitoring on the FastBridge assessment. Interventions will be interchangeable depending on the needs of the student. If the intervention is deemed unsuccessful after a period of time their intervention will be adjusted, Tier 3 intervention will be considered and potentially students will be considered for a special education evaluation. The guidance counselor, media center specialist, and Title I specialist will conduct community outreach services for parents of new children with the goal of promoting early literacy among 100% of these new parents and creating a positive parent/school connection. Schoolwide support in literacy will be provided by our district curriculum director. She will support all teachers and students by assisting teachers with curriculum development, analyzing lesson delivery, reviewing assessments and grading practices, and helping with the organization, accrual, and introduction of resources. The curriculum director will also serve on the district and building leadership teams and provide guidance through our problem solving meetings. The curriculum director will also involve staff in the implementation of our new Arts and Letters curriculum and organize experiences for teachers to collaborate in the planning process for this new curriculum. Schoolwide professional development in mathematics best practices will begin to support all students in mathematics, specifically the organization of guided math in all grade levels and the utilization of number talks in all classrooms as a part of guided mathematics. Teachers will receive mathematics instruction coaching from the Regional Office of Education instructional coach and will also receive monthly professional development. Targeted mathematics assistance will be provided by a mathematics interventionist implementing the Math Learning Center's Bridges Mathematics Intervention kits. The interventionist will also receive professional development on best mathematics practices as well as on various resources for providing math interventions. This interventionist will also introduce teachers to problem solving strategies aimed at improving math fact fluency and methods approved by our Regional Office of Education in order to create consistency throughout grade levels by identifying age appropriate strategies and those strategies students should graduate from each year. Additional literacy and mathematics resources will be purchased to help support students in all grade levels as well as to assist those identified by our universal screening process and problem solving teams.

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

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

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

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

([count] of 7500 maximum characters used)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

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

*Required field

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Table with 12 columns: Needs Assessment Impact, Stakeholders, Parent and Family Engagement, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements, Youth in Care Stability Plan

IDEA Specific Requirements

Instructions

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

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

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

Input checkbox

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)

Each year Tri County Special Education Association conducts a Needs Assessment on our behalf. This year, the assessment continued to identify mental health issues and trauma informed care as areas of continued professional development. In addition, we are experiencing a high need related to supporting student's executive functioning and increase needs surrounding sensory support, specifically considering students with autism...

Response from the approved prior year Consolidated District Plan.

Each year Tri County Special Education Association conducts a Needs Assessment on our behalf. This year, the assessment continued to identify mental health issues and trauma informed care as areas of continued professional development. In addition, we are experiencing a high need related to supporting student's executive functioning and increase needs surrounding sensory support, specifically considering students with autism...

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)

Due to the identified needs, we will continue to use our IDEA Flow Thru and IDEA Preschool funds to pay for related service providers in both general education and special education settings. Special education teachers will continue to develop the knowledge and skills of paraprofessionals and general education teachers as they co-teach and mentor/provide coaching on educating students with social/emotional needs...

We continue to develop in our support of students with autism and low incidence disabilities, such as Rhet syndrome, traumatic brain injury, and muscular dystrophy. Supporting their unique needs related to sensory stimulation, limited verbal communication, or accelerated academic abilities creates the need for specialized resources and professional development. We believe these students will require at least aide support in the general education classroom if not one-on-one support...

Response from the approved prior year Consolidated District Plan.

Due to the identified needs, we will continue to use our IDEA Flow Thru and IDEA Preschool funds to pay for related service providers in both general education and special education settings. Special education teachers will continue to develop the knowledge and skills of paraprofessionals and general education teachers as they co-teach and mentor/provide coaching on educating students with social/emotional needs...

We continue to develop in our support of students with autism and low incidence disabilities, such as Rhet syndrome, traumatic brain injury, and muscular dystrophy. Supporting their unique needs related to sensory stimulation, limited verbal

communication, or accelerated academic abilities creates the need for specialized resources and professional development. We believe these students will require at least aide support in the general education classroom if not one-on-one support. We are also seeing an increased need for assistive technology and the training that arises from such technology. This training may include presenters, coaches, or observations in districts where this technology is more prevalent.

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

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

([count] of 7500 maximum characters used)

We have seen an increase in our students who require AAC devices for communication. We are developing a system for assigning devices to students. In addition, we are looking to procure more devices, access additional professional development related to these devices, and develop the infrastructure to manage and secure these devices. We will still continue to support those students with limited mobility or sensory needs through adaptive PE and other programming.

Response from the approved prior year Consolidated District Plan.

We have increased services for our students with severe and profound disabilities in both junior high school and elementary school. We have created a low incidence classroom that will need to be equipped with appropriate support personnel and resources. Efforts will be made to make our playground more accessible to these students. We began an adaptive PE classroom for these and several students that we will continue to development with plans to increase experiences outside of the classroom and potentially the school.

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

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

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

([count] of 7500 maximum characters used)

Indicator 4: Suspension/Expulsion

Funds are allocated to efforts aimed at improving students social/emotional health and awareness, providing additional and appropriately trained staff who are focused on crisis prevention and de-escalation techniques, and creating educational environments with adequate support for students who might otherwise become overstimulated or dysregulated, thereby reducing the number of suspensions. In addition, investments are made in students mental health support through counseling and social work services.

Indicator 5 and 6: Educational Environments

Funds continue to be spent on professional development in coteaching strategies. Most special education staff have received training in this area and additional emphasis will be placed on general education teachers to be trained as well. By improving our coteaching strategies we will be able to maximize the time students in special education can remain in the general education classroom.

Indicator 7: Early Childhood Outcomes

Our Preschool For All program supports students of highest need. Students with IEPs entering into our PFA program are among those of highest need and are supported accordingly. Funds are used ensure our program is adequately staffed to meet the needs of all students, allowing all students with disabilities to participate regardless of needs or accommodations. In addition to employing enough staff, funds are also invested in professional development and training for staff, specifically in the areas of supporting students with autism and in trauma informed practice.

*Required field

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| Needs Assessment Impact | Stakeholders | Parent and Family Engagement | Private Schools Participation | Preschool Coordination | Student Achievement | College and Career | Professional Development | Safe Learning Environment | Title I Specific Pages | IDEA Specific Requirements | Youth in Care Stability Plan | Youth In Care Transportation Plan |
|---|--------------|------------------------------|---------------------------------------|------------------------|---------------------|--------------------|----------------------------------|---------------------------|------------------------|-----------------------------------|------------------------------|-----------------------------------|
| Youth in Care Stability Plan Requirements | | | Youth in Care Stability Plan Contacts | | | | Best Interest Determination Plan | | | Youth In Care Transportation Plan | | |

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 driver’s 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

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| Needs Assessment Impact | Stakeholders | Parent and Family Engagement | Private Schools Participation | Preschool Coordination | Student Achievement | College and Career | Professional Development | Safe Learning Environment | Title I Specific Pages | IDEA Specific Requirements | Youth in Care Stability Plan | S |
| Youth in Care Stability Plan Requirements | | | Youth in Care Stability Plan Contacts | | | Best Interest Determination Plan | | | Youth In Care Transportation Plan | | | |

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* |
|------------|-------------|---------------------------------------|--------------------------|
| Jamison | Jennifer | Director of Curriculum and Compliance | jjamison@ridgeview19.org |
| Phone* | | | |
| 309 | 723 | 5111 | |

[Click here to add information for an additional Youth in Care/Foster Care LEA-POC.](#)

1a. Additional Youth in Care/Foster Care LEA-POC

| Last Name | First Name | Position/Title | Email |
|-----------|------------|----------------------|-------------------------|
| Hutley | Ben | Elementary Principal | bhutley@ridgeview19.org |
| Phone* | | | |
| 309 | 723 | 6531 | |

2. LEA Transportation Director - required*

| Last Name* | First Name* | Position/Title* | Email* |
|------------|-------------|-------------------------|--------------------------|
| Wagoner | Jason | Transportation Director | jwagoner@ridgeview19.org |
| Phone* | | | |
| 309 | 723 | 5111 | |

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

3. Other personnel

| Last Name | First Name | Position/Title | Email |
|-----------|------------|------------------------------|----------------------------|
| McCormick | Emily | Elementary Student Counselor | emccormick@ridgeview19.org |
| Phone* | | | |
| 309 | 723 | 6531 | |

[Click here to add information for additional other personnel.](#)

4. Other personnel

| Last Name | First Name | Position/Title | Email |
|-----------|------------|----------------|-------|
|-----------|------------|----------------|-------|

| | | | |
|-------|------|-----------------------------|------------------------|
| Freed | Zach | Jr/Sr High School Principal | zfreed@ridgeview19.org |
|-------|------|-----------------------------|------------------------|

Phone*
309 723 2951

Click here to add information for additional other personnel.

5. Other personnel

| Last Name | First Name | Position/Title | Email |
|------------|------------|-------------------------------------|-----------------------------|
| Winterland | Nicole | Jr/Sr High School Student Counselor | nwinterland@ridgeview19.org |

Phone*
309 723 2951

Click here to add information for additional other personnel.

*Required field

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Table with 12 columns: Needs Assessment Impact, Stakeholders, Parent and Family Engagement, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements, Youth In Care Stability Plan. Includes sub-sections for Youth in Care Stability Plan Requirements, Contacts, Best Interest Determination Plan, and Youth In Care Transportation Plan.

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 direct 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. Ridgeview will assure that a child in foster care (starting in PreK) remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest. If it is not in the child's best interest to stay in his/her school of origin the child will be immediately enrolled in the new school.

Response from the approved prior year Consolidated District Plan.

Ridgeview will assure that a child in foster care (starting in PreK) remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest. If it is not in the child's best interest to stay in his/her school of origin the child will be immediately enrolled in the new school.

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

See IDEA legislation here See Section 504 here

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

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

Ridgeview follows all legal requirements for students with disabilities under IDEA and students with disabilities under Section 504. The IDEA requires that the educational placement of each eligible child with a disability, including children with disabilities in foster care, be determined at least annually, and be based on the child's IEP in accordance with the child's individual needs.

Response from the approved prior year Consolidated District Plan.

Ridgeview follows all legal requirements for students with disabilities under IDEA and students with disabilities under Section 504. The IDEA requires that the educational placement of each eligible child with a disability, including children with disabilities in foster care, be determined at least annually, and be based on the child's IEP in accordance with the child's individual needs.

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.

Ridgeview will involve a translator, if necessary, to make arrangements for transportation with the foster parent, teacher, student. Ridgeview will ensure that all EL students, including EL students in foster care, can participate meaningfully and equally in educational programs.

Response from the approved prior year Consolidated District Plan.

Ridgeview will involve a translator, if necessary, to make arrangements for transportation with the foster parent, teacher, student. Ridgeview will ensure that all EL students, including EL students in foster care, can participate meaningfully and equally in educational programs.

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

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

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

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

If a foster parent initiates a dispute Ridgeview will carry out the dispute process objectively and quickly with sensitivity and respect. The student will remain in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

Response from the approved prior year Consolidated District Plan.

If a foster parent initiates a dispute Ridgeview will carry out the dispute process objectively and quickly with sensitivity and respect. The student will remain in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. Our dispute process allows Ridgeview, child welfare agencies, other agencies involved and foster parent to present all case-related facts and documentation to present to the team consisting of the Superintendent, Student Counselor, Education Cooperative, Principal or Assistant Principal, foster parent, state agencies that are involved, child welfare agencies and other agencies as necessary. The child welfare agency will be considered the final decision maker in making the best interest determination.

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

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

Staff will receive annual training on ESSA requirements for educational stability for students who are identified as Youth in Care during the first semester as well as follow up information related to these requirements.

*Required field

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| Needs Assessment Impact | Stakeholders | Parent and Family Engagement | Private Schools Participation | Preschool Coordination | Student Achievement | College and Career | Professional Development | Safe Learning Environment | Title I Specific Pages | IDEA Specific Requirements | Youth in Care Stability Plan | Youth in Care Transportation Plan |
| Youth in Care Stability Plan Requirements | | | Youth in Care Stability Plan Contacts | | | | Best Interest Determination Plan | | | Youth in Care Transportation Plan | | |

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. All staff are aware to refer any transportation concerns to the District Office. The personnel that will be involved in this process included:

Superintendent/Transportation Director, Student Counselor, Special Education Cooperative, Principal and Assistant Pr, Administrative Assistant, Bookkeeper, foster parent and bus driver.

The following factors should be considered when developing the transportation procedures for a student 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

Response from the approved prior year Consolidated District Plan.

All staff are aware to refer any transportation concerns to the District Office. The personnel that will be involved in this process included:

Superintendent/Transportation Director, Student Counselor, Special Education Cooperative, Principal and Assistant Pr, Administrative Assistant, Bookkeeper, foster parent and bus driver.

The following factors should be considered when developing the transportation procedures for a student 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

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.

The goal of Ridgeview is to provide an equal education to all children. Ridgeview will collaborate with any and all individuals and agencies necessary to create a transportation plan that is in the best interest of the student.

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- 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, 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. 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
- Funding options that will be considered include:
- 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

Response from the approved prior year Consolidated District Plan.

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- 1. Pre-existing transportation route
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 - 4. District-to-district boundary hand-offs
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 - a. Contracted services - taxis, student transport companies, etc. - see note below
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- Funding options that will be considered include:
- 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

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. If a foster parent initiates a dispute the LEA will carry out the dispute process objectively and quickly with sensitivity and respect. The dispute process will allow the LEA and foster parent to present all case-related facts and documentation to present to the Superintendent/Transportation director. Ridgeview will comply with all requirements to ensure educational stability for children in foster care as outlined in the Guidance to implement relevant sections of Title I, Part A of the ESEA of 1965 as Amended by ESSA. If a foster parent initiates a dispute Ridgeview will carry out the dispute process objectively and quickly with sensitivity and respect. The student will remain in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. Our dispute process allows Ridgeview, child welfare agencies, other agencies involved and foster parent to present all case-related facts and documentation to present to the team consisting of the Superintendent, Student Counselor, Special Education Cooperative, Principal, foster parent, state agencies that are involved, child welfare agencies and other agencies as necessary. The child welfare agency will be considered the final decision maker in making the best interest determination.

Response from the approved prior year Consolidated District Plan.

If a foster parent initiates a dispute the LEA will carry out the dispute process objectively and quickly with sensitivity and respect. The dispute process will allow the LEA and foster parent to present all case-related facts and documentation to present to the Superintendent/Transportation director. Ridgeview will comply with all requirements to ensure educational stability for children in foster care as outlined in the Guidance to implement relevant sections of Title I, Part A of the ESEA of 1965 as Amended by ESSA. If a foster parent initiates a dispute Ridgeview will carry out the dispute process objectively and quickly with sensitivity and respect. The student will remain in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. Our dispute process allows Ridgeview, child welfare agencies, other agencies involved and foster parent to present all case-related facts and documentation to present to the team consisting of the Superintendent, Student Counselor, Special Education Cooperative, Principal, foster parent, state agencies that are involved, child welfare agencies and other agencies as necessary. The child welfare agency will be considered the final decision maker in making the best interest determination.

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

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved. Ridgeview will collaborate with any and all individuals and agencies necessary to create a transportation plan that is in the best interest of the student.

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. Ridgeview will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved. Ridgeview will collaborate with any and all individuals and agencies necessary to create a transportation plan that is in the best interest of the student.

Response from the approved prior year Consolidated District Plan.

Ridgeview will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved. Ridgeview will collaborate with any and all individuals and agencies necessary to create a transportation plan that is in the best interest of the student.

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 school personnel will be made aware of the whom they should discuss information with regarding any student they believe may be eligible for transportation services during the annual mandated trainings. The discussion of the student's possible need with the LEA will initiate the process. Ridgeview staff will comply with all statutory requirements to protect student privacy, including FERPA and any other privacy requirements under federal, state, or local laws.

Response from the approved prior year Consolidated District Plan.

All school personnel will be made aware of the whom they should discuss information with regarding any student they believe may be eligible for transportation services during the annual mandated trainings. The discussion of the student's possible need with the LEA will initiate the process. Ridgeview staff will comply with all statutory requirements to protect student privacy, including FERPA and any other privacy requirements under federal, state, or local laws.

*Required field

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County: McLean

Consolidated District Plan ▼

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| Needs Assessment Impact | Stakeholders | Parent and Family Engagement | Private Schools Participation | Preschool Coordination | Student Achievement | College and Career | Professional Development | Safe Learning Environment | Title I Specific Pages | IDEA Specific Requirements | Youth in Care Stability Plan | Special Education |
|-------------------------|--------------|------------------------------|-------------------------------|------------------------|---------------------|--------------------|--------------------------|---------------------------|------------------------|----------------------------|------------------------------|-------------------|
| BSP Overview | | | | | | BSP Plan Specifics | | | | | | |

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 Trans 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 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

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BSP Contact Information

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

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

Last Name*
Jamison
Phone*
309 723 5111

First Name*
Jennifer
Middle Initial
Email*
jjamison@ridgeview19.org

EL Program Director Requirements:

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

*Required field

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| BSP Program Contact | | Attendance Center Enrollment Information | | | BSP Professional Development | | | BSP TBE Requirements | | BSP Parent Advisory Committee | | |

Attendance Center Enrollment Information

Instructions

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

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

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

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

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

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BSP Professional Development

Instructions

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

PROFESSIONAL DEVELOPMENT ACTIVITIES

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

*The required professional development will be provided.

Yes

No

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

*Required field

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BSP TBE Requirements

[Instructions](#)

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

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes No

*Required field

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TBE Parent Advisory Committee

Instructions

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

Does your district offer a TBE program?

Yes

No

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| Plan Assurances | State Assurances | Debarment | Lobbying | GEPA 442 | Assurances |
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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 and Religious Expression in Public Elementary and Secondary Schools on the U.S. Department of Education website.

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| Plan Assurances | State Assurances | Debarment | Lobbying | GEPA 442 | Assurances |
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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

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

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

<https://www.ilga.gov/Legislation/ILCS/Articles?ActID=3559&ChapterID=7>

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

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

NO BINDING OBLIGATION

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

PROJECT

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

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.
11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.

13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

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

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of 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; and
 - j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

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

contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

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

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

a) Publishing a statement:

- i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.
- ii) Specifying the actions that will be taken against employees for violations of such prohibition.
- iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
 - 1) Abide by the terms of the statement; and
 - 2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.

b) Establishing a drug-free awareness program to inform employees about:

- i) The dangers of drug abuse in the workplace;
- ii) The grantee's or contractor's policy of maintaining a drug-free workplace;
- iii) Any available drug counseling, rehabilitation, and employee assistance programs; and
- iv) The penalties that may be imposed upon an employee for drug violations.

c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.

d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.

e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.

f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.

g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

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

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County: McLean

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| Plan Assurances | State Assurances | Debarment | Lobbying | GEP 442 | Assurances |
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Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion

Instructions

Lower Tier Covered Transactions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

1. By checking the box above and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms 'covered transaction,' 'debarred,' 'suspended,' 'ineligible,' 'lower tier covered transaction,' 'participant,' 'person,' 'primary covered transaction,' 'principal,' 'proposal,' and 'voluntarily excluded,' as used herein, have the meanings set out in the Definitions and Coverage

sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.

5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the 'GSA Government-Wide System for Award Management Exclusions' (SAM Exclusions) at:

www.sam.gov

6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

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| Plan Assurances | State Assurances | Debarment | Lobbying | GEPA 442 | Assurances |
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Certification Regarding Lobbying

Instructions

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

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

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

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GEPA 442 Assurances

Instructions

- By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:
1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.

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

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| Plan Assurances | State Assurances | Debarment | Lobbying | GEPA 442 | Assurances |
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Assurances

Instructions

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

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

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

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

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

- Assurances for all covered programs
- Grant Application Certifications and Assurances (State Assurances)

- Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion; see the Overview page for instructions
- Certification Regarding Lobbying
- GEPA 442 Assurances

v.02.17.2026

ERIK R. YOUNG

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

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Submit

Instructions

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:

4/9/2026

Assurances

District Data Entry

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

Have questions or need help? Contact our Call Center (217)558-3600 between 7:00am - 5:00pm CST, Monday - Friday or [Click here to Contact Us](#)
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