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Applicant: LAKE BLUFF ESD 65

County: Lake

Consolidated District Plan 

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 27-CDP-00-34-049-0650-02

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*

Roehrick

Phone*

847 234 9400

Extension

1105

First Name*

Tracy

Middle Initial

A

Email*

troehrick@lb65.org

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

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

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

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

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

([count] of 2500 maximum characters used)All students in Lake Bluff Elementary School District 65 will have access to materials purchased with these grant funds regardless of gender, race, national origin, color, disability, or age. To overcome these potential barriers, the District's Director of Student Services along with the District's Director of Finance and Operations will review all expenditures and material purchases to ensure that they promote equitable access and participation of all students regardless of their backgrounds.

Lake Bluff School District 65 has policy in place that promotes equal access to employment opportunities and to educational opportunities regardless of gender, race, national origin, color, disability or age. None of these barriers will prevent students or staff from having equal access as protected under Board policies 7:10 and 5:10, respectively. The District is diligent in its practices to uphold these policies and to promote equal access to all individuals for either access to employment or access to educational and extracurricular opportunities.

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:

69

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

Roehrick

First Name

Tracy

Middle Initial

Phone

847 234 9400

Extension

1105

Email

troehrick@lb65.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

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Amendments

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

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

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

*Required field, applicable for all funding sources

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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)

The administrators responsible for administering the grants work collaboratively to develop a coordinated plan that ensures resources are maximized, aligned, and not duplicitous. Students requiring additional intervention and support in Lake Bluff are a heterogeneous mixture of people from low-income backgrounds, English learners, those requiring academic intervention, and students with disabilities. In many cases, students have multiple identities.

The LEA will align federal resources to support these students by ensuring that the federal sources of funding are designed to supplement the local sources of

funding. Further, all resources will be aligned with the strategic plan and with existing information from needs assessments to align programming within the district. Funding is utilized to provide upgrades to the local educational program, academic interventions, social emotional supports, Multilingual instruction, services based on students eligibility for special education services (speech, occupational therapy, physical therapy, social work, behavior intervention, etc.)

The professional development emphasis will include improving instruction for all children including equity-based practices, effective co-teaching (in service to English learners and students with IEPs), and high-impact strategies to engage all learners and their families. Further, professional development will be provided to staff based on identified student needs from various data sources utilized in our district survey tools including the local professional development survey. This will include the building of tiered supports for academic achievement and social emotional/behavioral support. Parent and community supports/training will be provided based on identified needs from various data sources utilized in our local survey tools.

Response from the approved prior year Consolidated District Plan.

The administrators responsible for administering the grants work collaboratively to develop a coordinated plan that ensures resources are maximized, aligned, and not duplicitous. Students requiring additional intervention and support in Lake Bluff are a heterogeneous mixture of people from low-income backgrounds, English learners, those requiring academic intervention, and students with disabilities. In many cases, students have multiple identities.

The LEA will align federal resources to support these students by ensuring that the federal sources of funding are designed to supplement the local sources of funding. Further, all resources will be aligned with the strategic plan and with existing information from needs assessments to align programming within the district. Funding is utilized to provide upgrades to the local educational program, academic interventions, social emotional supports, Multilingual instruction, services based on students eligibility for special education services (speech, occupational therapy, physical therapy, social work, behavior intervention, etc.)

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

Braiding of
Funds

Yes No

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

Transfer of Funds

Yes No

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

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

([count] of 7500 maximum characters used)

Lake Bluff School District needs assessment shows that the following identified areas require funding to support:

Multi-Tiered Systems of Support specifically in Reading Decoding, Written Expression and Math concepts and problem solving both in teacher professional development and the purchase of materials, supplies and subscriptions.

Multi-Tiered Systems of Support in Social/Emotional Learning and Coaching/Classroom Management both in teacher professional development and the purchase of materials, supplies and subscriptions.

The purchase of software to track progress monitoring data, ML data, IEP and 504 plans.

Purchase professional development and coaching to improve ML instruction, inclusive practices, MTSS practices and core instruction.

Purchase supplies and transportation for homeless students and those who are considered neglected and delinquent.

Purchase communication devices and applications.

Purchase Paraprofessional for early childhood special education.

Purchase tuition through our cooperative and other private day school settings.

Student safety, technology, presentations on social emotional learning, Erin's law.

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	Str
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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. Humanex data

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

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

A. Title I, Part A - Improving Basic Programs

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

The current data shows the need for a number of things. First the district continues to need to align resources to academic interventions and progress monitoring tools. The district also provides library cards to students at risk in order to be able to access additional books for learning. Student achievement and growth data continues to show the need for professional development and the purchase of materials for reading, writing and math interventions. The district is working to develop guaranteed, viable and transparent curriculum to ensure all students have access to high quality curriculum and instruction as well as interventions.

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).

Needs assessment results showed the need for training in understanding by design and professional learning communities to build a guaranteed and viable curriculum. Professional development around intervention and enrichment. Professional development on Illinois Literacy Plan.
1 nonpublic school will share funds.

G. Title III - LIEP

Gap analysis results show that teachers require more professional development in instructional strategies for multilingual learners, especially in instructing ML learners who require TBE to be instructed in ELA in their home language. Students require ELA materials in Spanish language.
Some grant funds will be used for family supports such as providing staff for English language instruction.
Student need resources such as iPads to use as translation support.

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).

Needs assessment results show a need for internet safety tools, psychological counseling services for students who experienced trauma and Tier 1 SEL curriculum and instruction.
1 nonpublic school will share funds.

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

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

Needs assessment shows the need for the purchase of special education resources in reading, writing and math.
It also showed the need for the purchase of communication devices and apps.
Students continue to need specialized equipment such as seating, standers, etc.
Students requires specialized tools such as communication devices, iPads and apps for their devices.
Funds are required for outplaced student tuition.

L. IDEA, Part B - Preschool

Needs assessments show the need for a full time teaching assistant.
It also shows the need for early childhood special education teaching materials such as curricula and online instructional materials.
Lastly, needs assessment shows the need to purchase assessment materials to meet child find obligations.

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 link to '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...
[checked] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
[checked] 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. 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. [checked] Teachers (1,7,8)
B. [checked] Principals (1,7,8)
C. [] Other school leaders (1,8)
D. [checked] Paraprofessionals (1)
E. [checked] 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. [checked] Parent liaisons
I. [checked] Title I director (1)
J. [checked] Title II director (1)
K. [checked] Bilingual director (Administrator overseeing EL Services) (1,6,8)
L. [checked] Title IV director (1)
M. [checked] 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 [text box]
U. [] Additional Other - specify [text box]

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 District had finished the process of developing a new strategic plan during the 2023-24 school year. The year prior, the district collaborated with the local high school district to develop a portrait of a learner. The writing of the five year plan involved many stakeholders including parents, community members, teachers, teaching assistants, administrators, and community members. The work began in the Winter of 2023 with a data presentation with the following stakeholders and data presentations:

Parent surveys during parent conferences
The Illinois 5Essentials Survey
Meetings with the parent teacher organizations
Bilingual Parent Advisory Committee

Teacher and staff member feedback is gathered through the following means:
The Illinois 5Essentials Survey
Humanex Culture Climate Survey
Formal and informal measures developed by the school district (Professional Development Surveys)

Community member feedback is gathered through the following means:
Community meetings with board members
Community meetings with the superintendent
Parent and Community Roundtable

A full workload/caseload study was completed during the past school year.

Input from each of these sources and groups was considered as this plan was developed. Specifically, the Assistant Superintendent of Student Services along with the principals in each building regularly meet to review and consider the data that has been gathered.

The district invited families to review the CDP and the Title grant spending on April 10th. This event was not well attended by families. Therefore the other means of collecting parent input has been most beneficial. This would be utilizing 5Essentials, Humanex family survey data, input from the PTO and BPAC participants.

In terms of meeting the goals of the strategic plan:

Student Achievement and Growth Goal 1: Implement an innovative educational program that provides every child with what they need to progress academically, achieve their goals, and develop their interests while supporting their health and well-being.

SMART Goal Partially Met
80%
80%

Goal 2: Establish and maintain safe, positive, and engaging learning environments to meet the social and emotional needs of all students
SMART Goal Not Met
82.4%

Goal 3: Cultivate partnerships with families and the community to build trust, commitment, and partnership, to support and expand learning opportunities for each student
SMART Goal Baseline: 64.5% of Families Indicating School Pride and Quality Service

Goal 4: Select, develop, mentor, and retain high-quality staff and leaders to ensure each student is surrounded by a team of excellent staff and educators
SMART Goal Baseline Established: 38% of Students Engaged and Satisfied

Goal 5: Fiscal Responsibility & Resource Management
Align human, financial, and physical resources to ensure integrity and equity in resource planning and allocation through careful planning and financial stewardship
Tasks completed: Caseload/workload study for related services
Utilize new website for financial transparency
Negotiate a collective bargaining agreement that ensures integrity and equity in resource planning and allocation
Safety and Security updates

This data was compiled and utilized by the district's administrative team to develop the plan for the 2026-27 school year.

Response from the prior year Consolidated District Plan.

The District had finished the process of developing a new strategic plan during the 2023-24 school year. The year prior, the district collaborated with the local high school district to develop a portrait of a learner. The writing of the five year plan involved many stakeholders including parents, community members, teachers, teaching assistants, administrators, and community members. The work began in the Winter of 2023 with a data presentation with the following stakeholders and data presentations:

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In terms of meeting the goals of the strategic plan:
Student Achievement and Growth Goal 1: Implement an innovative educational program that provides every child with what they need to progress academically, achieve their goals, and develop their interests while supporting their health and well-being.
SMART Goal Partially Met
80% 785% ELA (Achieved)
80% 779% Math (Not Achieved)

Goal 2: Establish and maintain safe, positive, and engaging learning environments to meet the social and emotional needs of all students
SMART Goal Not Met
82.4% 777.7% Staff Engaged and Satisfied

Goal 3: Cultivate partnerships with families and the community to build trust, commitment, and partnership, to support and expand learning opportunities for each student
SMART Goal Baseline: 64.5% of Families Indicating School Pride and Quality Service

Goal 4: Select, develop, mentor, and retain high-quality staff and leaders to ensure each student is surrounded by a team of excellent staff and educators
SMART Goal Baseline Established: 38% of Students Engaged and Satisfied

Goal 5: Fiscal Responsibility & Resource Management
Align human, financial, and physical resources to ensure integrity and equity in resource planning and allocation through careful planning and financial stewardship
Tasks completed: Caseload/workload study for related services
Utilize new website for financial transparency
Negotiate a collective bargaining agreement that ensures integrity and equity in resource planning and allocation
Investigate to determine the ACTUAL storage issues
PD on storage
Communicate with and give permission for staff to "Weed the Garden" (give them time to do it)
Develop a tech refresh cycle and schedule
Create a proposal for class sizes in elementary and middle school

Data has not been set for the 24-25 school year as we need to receive IAR scores and parent and teacher survey data.

This data was compiled and utilized by the district's administrative team to develop the plan for the 2025-26 school year.

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

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

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([count] of 7500 maximum characters used)

The District is fortunate to have an active Parent Teacher Organization (PTO), Bilingual Parent Advisory Committee (BPAC) and several other groups that meet on a regular basis to provide feedback to decision-makers about issues occurring within the District. Specifically, it is noted that the Superintendent of Schools regularly attends the District PTO meeting and discusses issues that are of importance to parents and families in the District.

The district began a new committee specifically targeting helping multilingual students and families become more connected to the school and the community when there are language barriers. We have participants from each school in the district, administrators, the local park district, local universities, the Lake County ROE, the Alliance for Education and the Friends of Lake Bluff.

The same feedback loop occurs at a building level with the building principals and their building PTO. The District is also supported by the Alliance for Excellence, a fundraising group designed to provide additional funds to classrooms and programs in the District. This group of parents, committed to the District's Vision, also provides the District's leadership team with feedback on our programs.

District Administrators also participate in a Community Wellness Task Force that focuses on student and community mental health. The Community Wellness Task Force held 2 student summits and 1 adult summit this school year. This is an opportunity to get and give feedback from community organizations.

Finally, we would be remiss if we left out all of our parents who provide our teachers and teams with invaluable feedback on a regular basis. From e-mails and phone calls both solicited and unsolicited, our parents and families are actively engaged in the education of their children. As such, we regularly receive feedback from parents about our core academic programs and how we can improve them and all of this feedback is utilized in the development of plans to improve instruction.

Response from the prior year Consolidated District Plan.

The District is fortunate to have an active Parent Teacher Organization (PTO), Bilingual Parent Advisory Committee (BPAC) and several other groups that meet on a regular basis to provide feedback to decision-makers about issues occurring within the District. Specifically, it is noted that the Superintendent of Schools regularly

attends the District PTO meeting and discusses issues that are of importance to parents and families in the District.

The district began a new committee specifically targeting helping multilingual students and families become more connected to the school and the community when there are language barriers. We have participants from each school in the district, administrators, the local park district, local universities, the Lake County ROE, the Alliance for Education and the Friends of Lake Bluff.

The same feedback loop occurs at a building level with the building principals and their building PTO. The District is also supported by the Alliance for Excellence, a fundraising group designed to provide additional funds to classrooms and programs in the District. This group of parents, committed to the District's Vision, also provides the District's leadership team with feedback on our programs.

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Finally, we would be remiss if we left out all of our parents who provide our teachers and teams with invaluable feedback on a regular basis. From e-mails and phone calls both solicited and unsolicited, our parents and families are actively engaged in the education of their children. As such, we regularly receive feedback from parents about our core academic programs and how we can improve them and all of this feedback is utilized in the development of plans to improve instruction.

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.

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

([count] of 7500 maximum characters used)

The district has several bilingual staff members to support linguistically diverse families within our district. These positions are also responsible for eliminating barriers to parent participation and family engagement in district-wide initiatives and events as well as provide assistance related to the immediate needs to recently arrived newcomer families. This past year, the district had the largest participation in the Bilingual Parent Advisory Committee that it has ever had. The district also provides family engagement events that emphasize improving student academic success and home-school connections such as Curriculum Night, parent teacher conferences, academic and fine arts events.

Additionally, this year the multilingual task force was unable to meet. This task force brought together a variety of community organizations to discuss how to build a more connected community for our ML students.

The goal for the coming year is to support a multilingual fair for all families, support increased community connections and fulfill parent requests for English classes for adults so parents can learn to speak English. The task force will pick up with the work it had started in the 24-26 school year.

Response from the prior year Consolidated District Plan.

Each school is committed to including families in the development of targeted assistance action plans. Parents and community members were included during the strategic planning process and in the development of the Consolidated District Plan.

The district has several bilingual staff members to support linguistically diverse families within our district. These positions are also responsible for eliminating barriers to parent participation and family engagement in district-wide initiatives and events as well as provide assistance related to the immediate needs to recently arrived newcomer families. This past year, the district had the largest participation in the Bilingual Parent Advisory Committee that it has ever had. The district also provides family engagement events that emphasize improving student academic success and home-school connections such as Curriculum Night, parent teacher conferences, academic and fine arts events.

Additionally, this was the second year of the multilingual task force that will be carried on the coming year. This task force brought together a variety of community organizations to discuss how to build a more connected community for our ML students.

The goal for the coming year is to support a multilingual fair for all families, support increased community connections and fulfill parent requests for English classes for adults so parents can learn to speak English.

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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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.
[Checked] By checking this box, the applicant hereby certifies that they have read, understood, and will comply with the parent and family engagement policy requirements.

Resources:

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

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

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

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

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

How To Upload A File

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

Choose File No file chosen

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

Policy-6170.pdf

[Checked] 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
Hellenic American Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No file chosen Delete File: <input type="checkbox"/> Hellenic American Academy.pdf
Riverwoods Montessori	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment	<input type="button" value="Choose File"/> No file chosen

Private School Participation

		Income Student(s): []	Number Student(s): []	Number Student(s): []	Delete File: <input type="checkbox"/> <u>Riverwoods Montessori .pdf</u>
<input type="checkbox"/> LF Country Day	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): []	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): []	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): []	<input type="button" value="Choose File"/> No file chosen Delete File: <input type="checkbox"/> <u>LF Country Day .pdf</u>
<input type="checkbox"/> Northridge Prep	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): []	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): []	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): []	<input type="button" value="Choose File"/> No file chosen Delete File: <input type="checkbox"/> <u>Northridge Preparatory School.pdf</u>
<input type="checkbox"/> St. John Lutheran School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): []	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): []	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): []	<input type="button" value="Choose File"/> No file chosen Delete File: <input type="checkbox"/> <u>St Johns Lutheran School.pdf</u>
<input type="checkbox"/> Montessori School of Lake Forest	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): []	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): []	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): []	<input type="button" value="Choose File"/> No file chosen
<input type="checkbox"/> School of St. Mary	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): []	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): 42	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): 42	<input type="button" value="Choose File"/> No file chosen Delete File: <input type="checkbox"/> <u>School of St Mary's 26.pdf</u>
<input type="checkbox"/> East Lake Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): []	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): []	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): []	<input type="button" value="Choose File"/> No file chosen Delete File: <input type="checkbox"/> <u>East Lake Academy 26.pdf</u>
<input type="checkbox"/> West Montessori Connections	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): []	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): []	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): []	<input type="button" value="Choose File"/> No file chosen Delete File: <input type="checkbox"/> <u>Montessori Connections West 26.pdf</u>
<input type="checkbox"/> Forest Bluff School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): []	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): []	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): []	<input type="button" value="Choose File"/> No file chosen Delete File: <input type="checkbox"/> <u>Forest Bluff School 2526 Title III.pdf</u>

Comments:

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

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

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

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

If the district does not offer early childhood education programs, enter
No Preschool Programs

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

[(count) of 7500 maximum characters used]

District 65 operates a blended pre-school program for typically developing children and those with disabilities. Children with disabilities are typically identified through the Lake County Early Intervention program and begin receiving services through an Individualized Educational Plan (IEP) on their third birthday. Three-year old children typically receive instruction through a well-rounded and highly enriched program for several hours each morning while four-year old children receive instruction during either the morning or the afternoon. Further, several entities offer pre-school programs in the surrounding area and the District regularly collaborates with these entities to identify children at-risk for failure prior to their entry into our school system as kindergartners.

In February of each year, the District begins advertising its Kindergarten program in the local newspapers. Enrollment begins in March. Once students begin, all students who have enrolled in the program are assessed by teachers using the KIDS assessment. Our administrative team sets appointments with the area pre-school program directors and ask questions about our incoming students. Then, a time is identified where our administrators can observe students in their pre-school classrooms. Further, so that the administrator becomes a familiar and friendly face, the administrator often partakes in a classroom activity including reading a book. In some situations, students need additional support to transition into our schools. These students and their families are encouraged to participate in our summer school program, available to all students, which helps students to understand what happens in our elementary school building and what they might experience in a typical kindergarten classroom.

It is not anticipated that Title funds will be utilized for the purpose of effective transitions between pre-school and kindergarten programs.

Response from the approved prior year Consolidated District Plan.

District 65 operates a blended pre-school program for typically developing children and those with disabilities. Children with disabilities are typically identified through the Lake County Early Intervention program and begin receiving services through an Individualized Educational Plan (IEP) on their third birthday. Three-year old children typically receive instruction through a well-rounded and highly enriched program for several hours each morning while four-year old children receive instruction during either the morning or the afternoon. Further, several entities offer pre-school programs in the surrounding area and the District regularly collaborates with these entities to identify children at-risk for failure prior to their entry into our school system as kindergartners.

In December of each year, the District begins advertising its Kindergarten program in the local newspapers. Enrollment begins in January and continues through mid-April. In August, all students who have enrolled in the program are screened by teachers to determine developmental levels. Specific screenings occur in the areas of phonemic awareness skills, letter identification, number identification, social skills, and speech and language skills. All parents are asked to complete a standardized measure, the Ages and Stages Questionnaire, to better determine if there are concerns that might need to be addressed prior to a child entering our Kindergarten program. Our administrative team sets appointments with the area pre-school program directors and ask questions about our incoming students. Then, a time is identified where our administrators can observe students in their pre-school classrooms. Further, so that the administrator becomes a familiar and friendly face, the administrator often partakes in a classroom activity including reading a book.

In some situations, students need additional support to transition into our schools. These students and their families are encouraged to participate in our summer school program, available to all students, which helps students to understand what happens in our elementary school building and what they might experience in a typical kindergarten classroom.

It is not anticipated that Title funds will be utilized for the purpose of effective transitions between pre-school and kindergarten programs.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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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	Str
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Student Achievement and Timely Graduation

Instructions

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

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

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

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

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

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

[(count) of 7500 maximum characters used]

Lake Bluff Elementary School District 65 serves students in grades Pre-Kindergarten through eight and a well-rounded instructional program is the hallmark of our District's success. The District's instructional program has been developed by a team of professionals and consultants after reviewing the relevant learning standards. More specifics on our curricular programs are outlined below:

Math
 Beginning in Pre-Kindergarten and continuing through grade five, our students learn the foundations of number systems and how to explain their answers by looking for multiple entry points. They use abstract reasoning to construct viable arguments and critique the reasoning of others and create mathematical models of problems that arise in the real world. A cornerstone of our program are the mathematical discussions that occur between students during math where every student is asked to explain their own reasoning behind their problem-solving methods. Our Bridges for Math program helps students to look for and make use of structures and patterns that occur in math including the understanding that multiplication is the same thing as adding the same groups of numbers. In Middle School, students continue this exploration with further exploration of ratios and proportional relationships, the number system (including fractions, decimals, and rational numbers), algebraic expressions, geometry, statistics, and probability. Students in middle school are utilizing the College Preparatory Math (CPM) math series and our math program is appropriately leveled to meet the needs of all learners. Our most advanced learners, receive accelerated curricular programming throughout the course of their day. During seventh and eighth grade, the District partners with Lake Forest High School District 115 to offer several high level math courses. For students who need additional support in the area of math, there are programs offered through the the District's Multi-Tiered System of Support (MTSS) program and the District's special education program both of which utilize curricular materials that supplement classroom learning and that align to the Illinois Learning Standards.

English Language Arts
 District 65 has a belief that all of its students are readers and writers and, as such, the District has moved to Amplify CKLA in grade Kindergarten through 4th grade and Units of Study in grades 5-8. These highly rigorous programs focus on developing the skills of children in the areas of Reading for information, fiction reading, written expression, speaking, listening, and language development. Similar to the way that the Common Core State Standards are structured, the District believes that: "to build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas." - Core Standards Note on Range of Text Complexity
 Students also acquire the habits of reading independently and closely, which are essential to their future success.

Science
 Our District utilizes a set of curricular materials for all teachers in grades Pre-Kindergarten through eight to focus on the teaching of science. All science units are aligned to the NextGen Science Standards. While early grades focus on science exploration (motion and stability, forces and interactions, Earth's systems, matter, and ecosystems) later on in elementary school, students begin to focus on more complex areas of science including hereditary traits, energy, engineering, and design. Our students in middle school see an expansion on these themes and, thanks to a grant from our Parent Teacher Organization (PTO), all students in middle school experience at least 18 week of a Science Technology Engineering Arts and Math Lab rotation where the focus is on creating and applying what they have learned in their other classes.

Social Studies
 Our Social Studies program, focuses on the Illinois Learning Standards, focuses on teaching all students to be civically engaged, socially responsible, culturally aware, and financially literate.

Wellness/Physical Education/Health
 Every student in District 65 participates in wellness activities for at least thirty minutes per day with the exception of students in pre-kindergarten and half day kindergarten. Our wellness programs focus on developing healthy individuals and attitudes through participation in fitness and skill development games and activities. Additionally, our wellness teachers have implemented the use of "brain breaks" during the school day. Brain breaks are three or four minute periods during the day where students are physically active in the classroom. Students might dance along to a dance video or take a few minutes to do yoga in the classroom. These brain breaks have helped all teachers and students to make sure that they are focused throughout the day. At LBMS, all three grade levels take one-trimester of health and two-trimesters of PE. The curriculum is designed to teach students healthy behaviors and practice life skills that promote wellness. The following units are studied in a scaffolding style throughout the middle school health curriculum: Mental and Emotional Health, Nutrition and Physical Activity, Drug Education, and Human Sexuality.

World Language
 The Lake Bluff world language curriculum reflects the latest modern language research and pedagogy, and is based on the Standards for Foreign Language Learning of the American Council on the Teaching of Foreign Languages. The curriculum contains a mixture of communication goals and is thematically based so that language learning is organized around interesting and engaging contexts. The focus is on what the students can do with the language. Our Spanish program in grades Kindergarten through five focuses on developing effective speaking and listening skills for students. In Middle School, students have the option of taking French or Spanish and the teachers work on developing skills in the areas of speaking, listening, reading, and writing in these languages.

Once the curricular programs are developed, then all teachers who will teach that content are provided with high quality, ongoing, professional development designed to ensure that every student is provided with the same curriculum regardless of which classroom they are in for that school year.

Response from the prior year Consolidated District Plan.

Lake Bluff Elementary School District 65 serves students in grades Pre-Kindergarten through eight and a well-rounded instructional program is the hallmark of our District's success. The District's instructional program has been developed by a team of professionals and consultants after reviewing the relevant learning standards. More specifics on our curricular programs are outlined below:

Math

Beginning in Pre-Kindergarten and continuing through grade five, our students learn the foundations of number systems and how to explain their answers by looking for multiple entry points. They use abstract reasoning to construct viable arguments and critique the reasoning of others and create mathematical models of problems that arise in the real world. A cornerstone of our program are the mathematical discussions that occur between students during math where every student is asked to explain their own reasoning behind their problem-solving methods. Our Bridges for Math program helps students to look for and make use of structures and patterns that occur in math including the understanding that multiplication is the same thing as adding the same groups of numbers. In Middle School, students continue this exploration with further exploration of ratios and proportional relationships, the number system (including fractions, decimals, and rational numbers), algebraic expressions, geometry, statistics, and probability. Students in middle school are utilizing the College Preparatory Math (CPM) math series and our math program is appropriately leveled to meet the needs of all learners. Our most advanced learners, receive accelerated curricular programming throughout the course of their day. During seventh and eighth grade, the District partners with Lake Forest High School District 115 to offer several high level math courses. For students who need additional support in the area of math, there are programs offered through the the District's Multi-Tiered System of Support (MTSS) program and the District's special education program both of which utilize curricular materials that supplement classroom learning and that align to the Illinois Learning Standards.

English Language Arts

District 65 has a belief that all of its students are readers and writers and, as such, the District has aligned its work to Lucy Calkins and the Teacher's College Reading and Writing Project. This highly rigorous program focuses on developing the skills of children in the areas of Reading for information, fiction reading, written expression, speaking, listening, and language development. Similar to the way that the Common Core State Standards are structured, the District believes that:

"to build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas." - Core Standards Note on Range of Text Complexity

Students also acquire the habits of reading independently and closely, which are essential to their future success.

Science

Our District utilizes a set of curricular materials for all teachers in grades Pre-Kindergarten through eight to focus on the teaching of science. All science units are aligned to the NextGen Science Standards. While early grades focus on science exploration (motion and stability, forces and interactions, Earth's systems, matter, and ecosystems) later on in elementary school, students begin to focus on more complex areas of science including hereditary traits, energy, engineering, and design. Our students in middle school see an expansion on these themes and, thanks to a grant from our Parent Teacher Organization (PTO), all students in middle school experience at least 18 week of a Science Technology Engineering Arts and Math Lab rotation where the focus is on creating and applying what they have learned in their other classes.

Social Studies

Our Social Studies program, focuses on the Illinois Learning Standards, focuses on teaching all students to be civically engaged, socially responsible, culturally aware, and financially literate.

The district is undertaking a full review of all district curriculum in light of the COVID pandemic and data on learning loss.

Wellness/Physical Education/Health

Every student in District 65 participates in wellness activities for at least thirty minutes per day with the exception of students in pre-kindergarten and half day kindergarten. Our wellness programs focus on developing healthy individuals and attitudes through participation in fitness and skill development games and activities. Additionally, our wellness teachers have implemented the use of "brain breaks" during the school day. Brain breaks are three or four minute periods during the day where students are physically active in the classroom. Students might dance along to a dance video or take a few minutes to do yoga in the classroom. These brain breaks have helped all teachers and students to make sure that they are focused throughout the day. At LBMS, all three grade levels take one-trimester of health and two-trimesters of PE. The curriculum is designed to teach students healthy behaviors and practice life skills that promote wellness. The following units are studied in a scaffolding style throughout the middle school health curriculum: Mental and Emotional Health, Nutrition and Physical Activity, Drug Education, and Human Sexuality.

World Language

The Lake Bluff world language curriculum reflects the latest modern language research and pedagogy, and is based on the Standards for Foreign Language Learning of the American Council on the Teaching of Foreign Languages. The curriculum contains a mixture of communication goals and is thematically based so that language learning is organized around interesting and engaging contexts. The focus is on what the students can do with the language. Our Spanish program in grades Kindergarten through five focuses on developing effective speaking and listening skills for students. In Middle School, students have the option of taking French or Spanish and the teachers work on developing skills in the areas of speaking, listening, reading, and writing in these languages.

Once the curricular programs are developed, then all teachers who will teach that content are provided with high quality, ongoing, professional development designed to ensure that every student is provided with the same curriculum regardless of which classroom they are in for that school year.

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

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

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

[[count] of 7500 maximum characters used)

The District utilizes a process to screen all students three times per year using high quality universal screeners. The data from these universal screeners is then disaggregated to identify those who are at risk for not meeting grade-level standards. The specific screeners utilized at each grade level are listed below:

Pre-Kindergarten

Teaching Strategies Gold

Kindergarten and 1st Grade

STAR

Grades 2-8

NWEA MAP Growth Reading

NWEA MAP Growth Math

Response from the prior year Consolidated District Plan.

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Pre-Kindergarten

Teaching Strategies Gold

Kindergarten and 1st Grade

AIMSweb

Grades 2-8

NWEA MAP Growth Reading

NWEA MAP Growth Math

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

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Lake Bluff Elementary School District 65 has a robust and multi-tiered system of support to ensure that all students are learning. Multi-Tiered Systems of Support (MTSS) is a multi-tiered instructional model focused on providing high quality instruction to every child so that they can achieve the vision of District 65: Excellence in Education, Enthusiasm for Life, Every Student, Every Day. The individual academic and social-emotional needs of students are met through the delivery of a solid core curriculum, early identification, and intervention.

Multi-tiered systems of support is implemented as a three-tiered approach to support student learning. Tier I typically ensures the success of approximately 85% of the student population. Students whose data indicate a higher level of need or students who are not responsive to Tier I instruction or intervention may receive Tier II intervention services. Tier II services are inclusive of all of the supports at Tier I and adds targeted supplemental instruction. Tier Two instruction, in most situations, takes place several times per week in a small group setting for approximately 20-30 minutes. Typically, Tier II will meet the needs of between 10 and 15% of the student population. A small percentage of students, approximately 1-5% of the student population may require Tier III interventions and supports. Tier III is an intensive, frequent, and consistently monitored level of support outside of the general education setting designed to close the gap between the student and his/her peers. Tier III

interventions typically take place on a daily basis for thirty minutes or more. Each student continues in the tiered intervention until the teaching team has data to indicate that the gap has been closed and that this intensive level of intervention is no longer necessary. In some circumstances, children do not close the gaps in learning and, in these situations, a team may consider the need for special education eligibility under a Response to Intervention model. For students receiving special education services, the amount and specific types of services are determined by that child's individualized educational planning (IEP) team.

In addition, student who are English learners require additional instructional strategies and materials to support their achievement in ELA. Teachers require additional professional development as well to meet those needs.

Response from the prior year Consolidated District Plan.

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In addition, student who are English learners require additional instructional strategies and materials to support their achievement in ELA. Teachers require additional professional development as well to meet those needs.

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

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

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[[count] of 7500 maximum characters used)

Teachers and other professional staff in District 65 are regularly working to better understand how to meet the needs of all learners in the classroom. Our teachers are skilled at using a gradual release model in the classroom to ensure that all students are able to access the learning. In the gradual release model the teacher first models the new learning in the large group and demonstrates what the proficient learning will look like. Then, students and the teacher complete work together using the teacher's work as a guide for the students to begin exploring the new learning. Next, the students are asked to demonstrate their learning through a new task. In math classes, this often looks like teachers introducing a new concept to students and then letting students work through the concepts with them. This is followed by work in small groups where students are asked to work together and demonstrate their new learning. In English/Language Arts classes, students are taught a specific concept for a brief period of time and then they explore it together as a class using a model text or writing sample. The students in the classroom then read and write independently or in small groups while being coached by the teacher to demonstrate their understanding of what they have learned.

Foundations is a framework developed by Safe and Civil Schools that has helped our District to develop better behavior management strategies in schools through effective, evidence-based, school-wide, classroom management procedures. This includes the use of CHAMPS as a classroom management strategy.

During the 2024-25 school year, a newly formed enrichment team began teaching science and social studies standards through a school-wide enrichment model. They also defined identification criteria for Tier 2 and Tier 3 enrichment groups. This practice continues into the 26-27 school year.

The ML teaching team in grades pre-k-8 instructs students who are identified as English languages learners through the home language survey and WDIA screening process. These students may be taught by general education teachers who have their ESL or Bilingual endorsement. They could also receive instruction from our ML specialists who are either ESL or Bilingual certified. These teachers provide rich vocabulary and language instruction throughout the school day.

Response from the prior year Consolidated District Plan.

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The district has renewed our Foundations cohort and will be entering year 3 to ensure that all students understand what is expected of them when they become a member of our school community. Foundations is a framework developed by Safe and Civil Schools that has helped our District to develop better behavior management strategies in schools through effective, evidence-based, school-wide, classroom management procedures.

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The ML teaching team in grades pre-k-8 instructs students who are identified as English languages learners through the home language survey and WDIA screening process. These students may be taught by general education teachers who have their ESL or Bilingual endorsement. They could also receive instruction from our ML specialists who are either ESL or Bilingual certified. These teachers provide rich vocabulary and language instruction throughout the school day.

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

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

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[[count] of 7500 maximum characters used)

Given the small size of our school district, there are limited opportunities for this to occur. However, the District administrative team will analyze data from the teacher evaluation system to ensure that students living in low-income situations and those of minority status are not being taught at higher rates by teachers who are ineffective or inexperienced. Teachers in District 65 have the proper certification for their teaching assignment. There are no "out-of-field" teachers. All Lake Bluff teachers are properly licensed.

Response from the prior year Consolidated District Plan.

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

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Our students have a great deal of technology available to them from an early age and our curricular programs support the learning of digital learning skills. Our District Technology/Teaching and Learning team is again reviewing technology standards and realigning when each standard should be taught in the District. Our school libraries play an important role in the development of these skills. At both buildings, they are staffed by library media center specialists who are well-versed in working with teachers and students in navigating the digital curriculum and world around them. Students in grades pre-kindergarten through five visit the library for thirty minutes once per week and then again for a period of fifteen minutes to check out books. Resources are made available for a variety of learners at varying levels as well as mediums. Digital and print resources are purchased to help students achieve digital literacy and achieve high academic standards. Beginning in middle school, the library

media specialist works collaboratively with teachers to identify areas of the curriculum where instruction may be enhanced. In both buildings, it is apparent that students are developing a love for learning and literature and that their digital literacy skills are enhanced through their time with the our specialists.

Response from the prior year Consolidated District Plan.

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

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The enrichment team in Lake Bluff School District 65 is passionate about achieving the vision of excellence in education. Last year the District partnered with the Northwestern University Center for Talent Development to complete a review of District 65 Gifted and Enrichment programs. Throughout the next year, we will reintroduce the previous practices we learned through our previous partnership as outlined below:

Complexity and Challenge: use of higher order thinking skills with ability based questioning techniques

Curriculum Compacting: use of pre-assessment to determine students who have mastered material and can work at a faster pace, then move on to alternate activities to extend their knowledge.

Flexible Grouping: students are placed in both homogenous and heterogenous groups based on formative and summative assessments.

Ongoing Formative Assessments: use of a variety of assessments techniques to evaluate students' knowledge of a standard and adjust teaching accordingly

Student Self-Assessment: students reflect on the standards learned throughout each unit

Tiered Assignments: students work toward the same standards but at different levels of difficulty Choice Tasks: students are offered choices for some unit tasks that vary by difficulty level or topic.

Response from the prior year Consolidated District Plan.

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Student Self-Assessment: students reflect on the standards learned throughout each unit

Tiered Assignments: students work toward the same standards but at different levels of difficulty Choice Tasks: students are offered choices for some unit tasks that vary by difficulty level or topic.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

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

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

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

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

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

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

**Required field for only Title I, Part A

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Applicant: LAKE BLUFF ESD 65
 Application: 2026-2027 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 27-CDP-00-34-049-0650-02

County: Lake

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

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

- i. Coordination with Institutions of higher education, employers, and other local partners;* and**
- ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.***

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

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

The District begins working with Lake Forest High School District 115 at the beginning of each school year to ensure that all students who choose to enroll in the public high school have a smooth transition. In September, Lake Forest High School requests directory information from Lake Bluff Elementary School District 65 for its eighth grade students so that it may begin communicating directly with parents and families about the transition ahead. In October, students participate in the PACT to help determine their placement in high school courses. Additionally, teams of administrators begin meeting to discuss anything that has changed in the last year with the placement process and to address any concerns that are unique to this group of students. The Student Services departments collaborate to offer a parent night for parents of students with disabilities to discuss the programs and services that are available to all students with disabilities and what the transition process will look like during the coming months. In November, members of the high school administrative team will begin collaborating with members of the eighth grade team to discuss placement and coursework for students and what this will look like during the current school year. In December, several parent meetings are held to introduce parents to the placement and course selection process. The sender district (Lake Bluff Elementary School District 65) helps to advertise these events through our official means. Additionally, teachers begin working with students to prepare them for course selections that occur in January. As the new calendar year begins, the process of course selection begins and high school counselors collaborate with eighth grade teachers and students to ensure that students are appropriately placed for the coming school year. Additionally, students with individualized educational plans have a meeting at Lake Forest High School with both their new team (from the high school) and their current team (from the middle school) present to ensure continuity of services during the transition. These events continue through the month of February. Beginning in March, the staff at Lake Forest High School begin to put students into sections and work with the team from Lake Bluff to make sure that the students have been appropriately placed. Occasionally, a student has chosen a level that is under where they are able to work and so the student is challenged to reach higher. In other situations, a student has chosen a level that is above where they might be capable of working. The teams then discuss what is best for the student and what learning supports might be needed for that student to be successful. As the year continues, the high school team and the middle school team plans observations of students who have questionable placements. Additionally, the two sets of teams collaborate around the needs of students who receive services under Section 504 of the Rehabilitation Act. At the end of the year, Lake Forest High School informs District 65 of the students who have chosen to enroll in their District. Copies of the permanent and temporary records are sent to Lake Forest High School District 115 during the summer.

Above and beyond all of this, it should be noted that the two districts are working on a collaborative basis to ensure that its instructional programs are aligned so that students experience a high quality program when moving from one district to the next. During the 2021-22 School Year, the Lake Bluff School District and Lake Forest School Districts collaborated on Portrait of a Graduate work in order to determine the community priorities for students. The districts will now collaborate on aligning our programming as well as this information was included in the new strategic plan. During the 25-26 school year, the 3 district met again to review the portrait and recommit to the work.

Response from the approved prior year Consolidated District Plan.

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

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

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

{[count] of 7500 maximum characters used)

Elementary District

Response from the approved prior year Consolidated District Plan.

Elementary District

Legislative References:

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

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

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

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Applicant: LAKE BLUFF ESD 65
 Application: 2026-2027 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 27-CDP-00-34-049-0650-02

County: Lake

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	S...
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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
Professional development in the delivery of reading, writing and math interventions.
- B. Title I, Part A - School Improvement Part 1003
- C. Title I, Part D - Delinquent
- D. Title I, Part D - Neglected
- E. Title I, Part D - State Neglected/Delinquent
- F. Title II, Part A - Preparing, Training, and Recruiting
Professional development in the use of instructional rounds, RTI Frameworks and PLCs.
- G. Title III - LIEP
Professional coaching with the Illinois Resource Center on best practice for Multilingual Educators and general education teachers on supporting ML learners.
- H. Title III - ISEP
- I. Title IV, Part A - Student Support and Academic Enrichment
None
- J. Title V, Part B - Rural and Low Income Schools
- K. IDEA, Part B - Flow-Through [2]
Professional development in inclusive practices, coteaching and designing systems for related services. Attendance for administrators at the annual conference for administrators of special education.
- L. IDEA, Part B - Preschool
None

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: LAKE BLUFF ESD 65
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 27-CDP-00-34-049-0650-02

County: Lake

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

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

- 1. Describe the process through which the districts will:*
i. reduce incidences of bullying and harassment;
ii. reduce the overuse of discipline practices that remove students from the classroom [1];
iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below [2]:
a. each major racial and ethnic group;
b. economically disadvantaged students as compared to students who are not economically disadvantaged;
c. children with disabilities as compared to children without disabilities;
d. English proficiency status;
e. gender; and
f. migrant status.

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

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

[(count) of 7500 maximum characters used]

A student's ability to learn and a school's ability to educate is diminished by bullying, intimidation and harassment. Such conduct interferes with a student's educational environment, safety, and academic performance. Preventing students from engaging in these aggressive and disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals. With this in mind, the District has implemented a core social and emotional learning curriculum designed at enhancing student safety. The program taught in grades preK-5, Second Step, specifically discusses and gives students the language to address bullying as it arises in different situations throughout the day. The program specifically discusses bullying that might target students based on their gender, perceived learning ability, and socio-economic status. Students in grades 6-8 learn a variety of social and emotional skills throughout a 12-week Health curriculum. All students are expected to act respectfully toward their peers and to avoid bullying and aggressive behaviors in their interactions with other students. The District prohibits and will not tolerate aggressive student behavior, including bullying conduct of any type or on any basis, as defined below. Further, the District protects students against retaliation for reporting incidents of aggressive behavior and bullying, and takes disciplinary action against any student who participates in such conduct.

In addition, as part of our core curricular program, our students learn that bullying on the basis of actual or perceived race, color, national origin, military/unfavorable discharge status, sex, sexual orientation, gender identity or expression, ancestry, age, religion, physical or mental disability, or marital status; association with a person or group with one or more of these actual or perceived characteristics; or any other distinguishing characteristic protected by law is prohibited.

Consistent with School Board Policy 7:190 and State Law, the use of measures that remove students from the classroom as a form of discipline is highly discouraged and are only used in situations where the health and safety of the student or the the health and safety of other students are in question.

Isolated Timeout and Physical Restraint

The District acknowledges that there may be instances in which a student requires the use of Isolated time out and/or physical restraint. This is done only to ensure the safety of self or others.

Isolated time out means the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's egress is restricted for a period of thirty minutes or more.

Physical restraint means holding a student or otherwise restricting his or her movements. Physical restraint includes only the use of specific planned techniques and does not include momentary periods of physical restriction by direct person-to-person contact without the aid of material or mechanical devices, accomplished with limited force and designed to:

- (1) Prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property; or
(2) Remove a disruptive student who is unwilling to leave the area voluntarily.

Isolated time out and physical restraint are permitted only as behavioral interventions as a means of maintaining a safe and orderly environment for learning and only to the extent that their use is necessary to preserve the safety of students and others. Neither isolated time out nor physical restraint shall be used to administer discipline to (i.e., punish) individual students. Both isolated time out and physical restraint are considered restrictive interventions and should only be used in emergency situations or when less restrictive interventions have been attempted and failed.

The District's administrative team regularly reviews its student discipline, isolated timeout, and physical restraint procedures and disaggregates its data based on race, gender, socio-economic, disability, and homeless status to assist the team in ensuring that practices are not over-identifying one or more groups of students in its disciplinary programs. While district RTO plans are no longer required by ISBE, the RTO committee with teachers, administrators and parents continued to meet this year to ensure we continue to improve our practices.

Response from the prior year Consolidated District Plan.

A student's ability to learn and a school's ability to educate is diminished by bullying, intimidation and harassment. Such conduct interferes with a student's educational environment, safety, and academic performance. Preventing students from engaging in these aggressive and disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals. With this in mind, the District has implemented a core social and emotional learning curriculum designed at enhancing student safety. The program taught in grades preK-5, Second Step, specifically discusses and gives students the language to address bullying as it arises in different situations throughout the day. The program specifically discusses bullying that might target students based on their gender, perceived learning ability, and socio-economic status. Students in grades 6-8 learn a variety of social and emotional skills throughout a 12-week Health curriculum. All students are expected to act respectfully toward their peers and to avoid bullying and aggressive behaviors in their interactions with other students. The District prohibits and will not tolerate aggressive student behavior, including bullying conduct of any type or on any basis, as defined below. Further, the District protects students against retaliation for reporting incidents of aggressive behavior and bullying, and takes disciplinary action against any student who participates in such conduct.

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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)

Students who are identified as homeless under the McKinney-Vento Homeless Act will be enrolled immediately by District officials. The District will provide them with hygiene products, warm clothes, school supplies, and other items that will allow the children to come to school. Additionally, all students will be immediately screened using the District's universal screening protocols to determine if that student requires additional learning supports. If so, the District will provide it to the student. Response from the prior year Consolidated District Plan.

Students who are identified as homeless under the McKinney-Vento Homeless Act will be enrolled immediately by District officials. The District will provide them with hygiene products, warm clothes, school supplies, and other items that will allow the children to come to school. Additionally, all students will be immediately screened using the District's universal screening protocols to determine if that student requires additional learning supports. If so, the District will provide it to the student.

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
1003 - LAKE BLUFF MIDDLE SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	6/23/2026
2006 - LAKE BLUFF ELEM SCH	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	6/23/2026

Describe anticipated Reorganizations:	
--	--

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Application: 2026-2027 Consolidated District Plan - 00
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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-headers for Title I Specific - Part One and Title I Specific - Part Two.

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, 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.

Input checkbox

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

Section 1111(d)

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

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

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

No schools identified under this part

([count] of 7500 maximum characters used)

No schools identified under this part

Response from the approved prior year Consolidated District Plan.

No schools identified under this part

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

Radio button Yes

Radio button No (selected)

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

Measures of Poverty from 1113(5)(A) and (B)

Checked checkbox 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.),

Unchecked checkbox 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,

Unchecked checkbox Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program, and/or

Unchecked checkbox Direct Certification.

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

Section 1114 and 1115

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

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{{count}} of 7500 maximum characters used)

Lake Bluff Elementary School District 65 plans to operate programs of targeted assistance in both of its schools. The District will target students who are at risk for failure to help to improve student achievement. Specifically, through a rigorous analysis of our student achievement data, the following groups of students have been identified as needing additional support through Title programs:

Students who are economically disadvantaged
 Students who have limited English proficiency
 Students who have disabilities
 Students who are homeless (average subgroup achievement not available)

The programs will aim to improve the academic achievement of students who are at risk for failure by providing additional academic programming before, during, and after school.

As described before, all students will be screened three times per year using the District's universal screeners. Teams of teachers and other professionals will then meet to review the data and identify students who meet certain cut scores to determine which students are in need of additional supports and services through the District's Multi-Tiered System of Support (MTSS) program. Multi-tiered systems of support (also known as RTI) is implemented as a three-tiered approach to support student learning. Tier I typically ensures the success of approximately 85% of the student population. Students whose data indicate a higher level of need or students who are not responsive to Tier I instruction or intervention may receive Tier II intervention services. Tier II services are inclusive of all of the supports at Tier I and adds targeted supplemental instruction. Typically, Tier II will meet the needs of between 10 and 15% of the student population. A small percentage of students, approximately 1-5% of the student population may require Tier III interventions and supports. Tier III is an intensive, frequent, and consistently monitored level of support outside of the general education setting designed to close the gap between the student and his/her peers. Each student continues in the tiered intervention until the teaching team has data to indicate that the gap has been closed and that this intensive level of intervention is no longer necessary. In some circumstances, children do not close the gaps in learning and, in these situations, a team may consider the need for special education eligibility under a Response to Intervention model. Given the fact that the MTSS Core Team is meeting on a regular basis, this team can ensure that the students are receiving effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school.

While much of the learning supports will go on during the day, extended learning opportunities will also be provided to students at-risk for failure in the following ways:

Before and after school programs

In Lake Bluff Middle School, students will be able to come in early and stay late to extend the learning during that occurs during the school day. Teachers will assist students in reinforcing what has been learned during the school days using evidence-based practices.

Summer learning programs

Students will be offered the opportunity to participate in summer learning courses in the school district to extend the learning that has taken place during the school year. The summer learning programs will be focused on helping students to build skills appropriate for the next grade level to ensure that they remain on track.

The goals of the District 65 Title I Targeted Assistance Program will be:

To assist students at-risk of failure in meeting rigorous academic standards.

To support high quality professional development for teachers and teams that are able to meet the needs of students coming from low-income backgrounds and other backgrounds that put students at risk for not being able to learn.

To provide high quality, just-in-time and extended learning academic supports and opportunities for students who need support.

Response from the approved prior year Consolidated District Plan.

Lake Bluff Elementary School District 65 plans to operate programs of targeted assistance in both of its schools. The District will target students who are at risk for failure to help to improve student achievement. Specifically, through a rigorous analysis of our student achievement data, the following groups of students have been identified as needing additional support through Title programs:

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Before and after school programs

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Summer learning programs

Students will be offered the opportunity to participate in summer learning courses in the school district to extend the learning that has taken place during the school year. The summer learning programs will be focused on helping students to build skills appropriate for the next grade level to ensure that they remain on track.

The goals of the District 65 Title I Targeted Assistance Program will be:

To assist students at-risk of failure in meeting rigorous academic standards.

To support high quality professional development for teachers and teams that are able to meet the needs of students coming from low-income backgrounds and other backgrounds that put students at risk for not being able to learn.

To provide high quality, just-in-time and extended learning academic supports and opportunities for students who need support.

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)

Lake Bluff Elementary School District 65 plans to operate programs of targeted assistance in both of its schools. The District will target students who are at risk for failure to help to improve student achievement. Specifically, through a rigorous analysis of our student achievement data, the following groups of students have been identified as needing additional support through Title programs:

Students who are economically disadvantaged

Students who have limited English proficiency
 Students who have disabilities
 Students who are homeless (average subgroup achievement not available)

In Lake Bluff Schools, students can also be identified for the targeted assistance program in the following ways:

STAR and MAP screening data
 FASTbridge as a secondary measure
 Multilingual screeners and ACCESS scores
 Problem solving team referral for social emotional/behavior supports
 Office discipline referrals

Students under the 25th%ile will receive Tier III intensive, targeted intervention.

The programs will aim to improve the academic achievement of students who are at risk for failure by providing additional academic programming before, during, and after school.

All students will be screened three times per year using the District's universal screeners. Teams of teachers and other professionals will then meet to review the data and identify students who meet certain cut scores to determine which students are in need of additional supports and services through the District's Multi-Tiered System of Support (MTSS) program. Multi-tiered systems of support is implemented as a three-tiered approach to support student learning. Tier I typically ensures the success of approximately 85% of the student population. Students whose data indicate a higher level of need or students who are not responsive to Tier I instruction or intervention may receive Tier II intervention services. Tier II services are inclusive of all of the supports at Tier I and adds targeted supplemental instruction. Typically, Tier II will meet the needs of between 10 and 15% of the student population. A small percentage of students, approximately 1-5% of the student population may require Tier III interventions and supports. Tier III is an intensive, frequent, and consistently monitored level of support outside of the general education setting designed to close the gap between the student and his/her peers. Each student continues in the tiered intervention until the teaching team has data to indicate that the gap has been closed and that this intensive level of intervention is no longer necessary. In some circumstances, children do not close the gaps in learning and, in these situations, a team may consider the need for special education eligibility under a Response to Intervention model. Given the fact that the MTSS Core Team is meeting on a regular basis, this team can ensure that the students are receiving effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school.

While much of the learning supports will go on during the day, extended learning opportunities will also be provided to students at-risk for failure in the following ways:

Before and after school programs

In Lake Bluff Middle School, students will be able to come in early and stay late to extend the learning during that occurs during the school day. Teachers will assist students in reinforcing what has been learned during the school days using evidence-based practices.

Summer learning programs

Students will be offered the opportunity to participate in summer learning courses in the school district to extend the learning that has taken place during the school year. The summer learning programs will be focused on helping students to build skills appropriate for the next grade level to ensure that they remain on track.

The goals of the District 65 Title I Targeted Assistance Program will be:

To assist students at-risk of failure in meeting rigorous academic standards.

To support high quality professional development for teachers and teams that are able to meet the needs of students coming from low-income backgrounds and other backgrounds that put students at risk for not being able to learn.

To provide high quality, just-in-time and extended learning academic supports and opportunities for students who need support.

Response from the approved prior year Consolidated District Plan.

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Students who are economically disadvantaged
 Students who have limited English proficiency
 Students who have disabilities
 Students who are homeless (average subgroup achievement not available)

In Lake Bluff Schools, students can also be identified for the targeted assistance program in the following ways:

Aimsweb and MAP screening data
 Multilingual screeners and ACCESS scores
 Problem solving team referral for social emotional/behavior supports
 Office discipline referrals

The programs will aim to improve the academic achievement of students who are at risk for failure by providing additional academic programming before, during, and after school.

All students will be screened three times per year using the District's universal screeners. Teams of teachers and other professionals will then meet to review the data and identify students who meet certain cut scores to determine which students are in need of additional supports and services through the District's Multi-Tiered System of Support (MTSS) program. Multi-tiered systems of support is implemented as a three-tiered approach to support student learning. Tier I typically ensures the success of approximately 85% of the student population. Students whose data indicate a higher level of need or students who are not responsive to Tier I instruction or intervention may receive Tier II intervention services. Tier II services are inclusive of all of the supports at Tier I and adds targeted supplemental instruction. Typically, Tier II will meet the needs of between 10 and 15% of the student population. A small percentage of students, approximately 1-5% of the student population may require Tier III interventions and supports. Tier III is an intensive, frequent, and consistently monitored level of support outside of the general education setting designed to close the gap between the student and his/her peers. Each student continues in the tiered intervention until the teaching team has data to indicate that the gap has been closed and that this intensive level of intervention is no longer necessary. In some circumstances, children do not close the gaps in learning and, in these situations, a team may consider the need for special education eligibility under a Response to Intervention model. Given the fact that the MTSS Core Team is meeting on a regular basis, this team can ensure that the students are receiving effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school.

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Summer learning programs

Students will be offered the opportunity to participate in summer learning courses in the school district to extend the learning that has taken place during the school year. The summer learning programs will be focused on helping students to build skills appropriate for the next grade level to ensure that they remain on track.

The goals of the District 65 Title I Targeted Assistance Program will be:

To assist students at-risk of failure in meeting rigorous academic standards.

To support high quality professional development for teachers and teams that are able to meet the needs of students coming from low-income backgrounds and other backgrounds that put students at risk for not being able to learn.

To provide high quality, just-in-time and extended learning academic supports and opportunities for students who need support.

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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Applicant: LAKE BLUFF ESD 65
Application: 2026-2027 Consolidated District Plan - 00
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County: Lake

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

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...
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?*

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.

During the 2022 - 2023 school year, District 65 worked with its stakeholders to review and evaluate the effectiveness of its educational programs and services.

-Improve student achievement including helping students with disabilities to grow and achieve at high levels.

-Challenge all students to have a well-rounded curricular program

-Ensure long-term fiscal responsibility.

- Communicate with all district stakeholders

-Engage with strategic partners

-Promote social and emotional well-being.

District 65 is committed to its vision: Excellence in Education, Enthusiasm for Life, Every Student, Every Day. As such, the comprehensive needs assessment helped us to make sure that we are focusing on meeting the needs of all students, including those in the special education group, so that they can experience success in our programs.

Strengthening our early intervention programs and services including those focused on reading decoding and math;

Continue implementing the work of our RTI/MTSS Core Team from 2022-2023; including updated work to be completed in the 26-27 school year, continued work on the Illinois Literacy Plan and aligned interventions in the 2026-27 school year

Evaluating the efficacy of our instructional models (co-teaching, push-in, pull out, etc.) as well as continued professional development in this area;

Continued implementation of tiered instruction in social/emotional learning

Evaluating the needs of students who are significantly and multiply disabled.

Given this will be year 4 of 5 for the current strategic plan, Lake Bluff School District 65 will be continuing our assessment systems and strategic work.

We will be in Year 3 of our Guaranteed, Viable, Transparent Curriculum work in partnership with our Inclusive Schools work.

Response from the approved prior year Consolidated District Plan.

During the 2022 - 2023 school year, District 65 worked with its stakeholders to review and evaluate the effectiveness of its educational programs and services.

-Improve student achievement including helping students with disabilities to grow and achieve at high levels.

-Challenge all students to have a well-rounded curricular program

-Ensure long-term fiscal responsibility.

- Communicate with all district stakeholders

-Engage with strategic partners

-Promote social and emotional well-being.

District 65 is committed to its vision: Excellence in Education, Enthusiasm for Life, Every Student, Every Day. As such, the comprehensive needs assessment helped us to make sure that we are focusing on meeting the needs of all students, including those in the special education group, so that they can experience success in our programs.

Strengthening our early intervention programs and services including those focused on reading decoding and math;

Continue implementing the work of our RTI/MTSS Core Team from 2022-2023; including updated work to be completed in the 23-24 school year, continued work on the Illinois Literacy Plan and aligned interventions in the 2024-25 school year

Evaluating the efficacy of our instructional models (co-teaching, push-in, pull out, etc.) at both schools;

Continued implementation of tiered instruction in social/emotional learning

Evaluating the needs of students who are significantly and multiply disabled.

Given this will be year 3 of 5 for the current strategic plan, Lake Bluff School District 65 will be continuing our assessment systems and strategic work.

We will be in Year 2 of our Guaranteed, Viable, Transparent Curriculum work in partnership with our Inclusive Schools work.

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

During the 2026-2027 school year, the federal IDEA Grant funds will be used to support the following activities and programs within the school district:
 Providing high quality educational programs for students with disabilities including hiring licensed and non-licensed staff members and providing them benefits.
 Providing professional development to our staff on areas of need related to the comprehensive needs assessment
 Providing therapeutic placements through our special education cooperative.

Assessing, designing, planning, and implementing high quality instruction for students with disabilities and those who are in the process of being evaluated for services under the IDEA including speech language pathology, occupational therapy, school psychology, school social work, and other related services as determined by school based teams.

Designing, planning and implementing high quality instruction for students who may need additional time and support due to experienced traumas.

Response from the approved prior year Consolidated District Plan.

During the 2025-2026 school year, the federal IDEA Grant funds will be used to support the following activities and programs within the school district:
 Providing high quality educational programs for students with disabilities including hiring licensed and non-licensed staff members and providing them benefits.
 Providing professional development to our staff on areas of need related to the comprehensive needs assessment
 Providing supports and services through our special education cooperative.

Assessing, designing, planning, and implementing high quality instruction for students with disabilities and those who are in the process of being evaluated for services under the IDEA including speech language pathology, occupational therapy, school psychology, school social work, and other related services as determined by school based teams.

Designing, planning and implementing high quality instruction for students who may need additional time and support due to experienced traumas.

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

None

Response from the approved prior year Consolidated District Plan.

None

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

Indicators 1 & 2: Graduation and Drop-Out- As work with at-risk students in the lower grades as they grow they will be successful in the upper grades adding an increase in the number of graduates and less on the drop-outs. We are working with Safe and Civil Schools to ensure students are feeling connected to school and have at least one adult they trust. This MTSS-Behavior model helps to reduce/eliminate suspension and expulsion to keep kids in school. We are also in Y2 of implementation of the RULER model for Social Emotional Learning.

Indicator 3: Statewide Assessments- As work with at-risk students, their statewide assessment results should show more success. We utilize an MTSS system for academic supports. This year, the MTSS team will be conducting a deep dive into the Illinois Literacy Plan and making adjustments to our system.

Indicator 4: Suspension/Expulsion- As we lower the suspension/expulsion rate and work with students re: social emotional tools we will see a greater impact in all areas. We are working with Safe and Civil Schools to ensure students are feeling connected to school and have at least one adult they trust. This MTSS-Behavior model helps to reduce/eliminate suspension and expulsion to keep kids in school. We are also in Y2 of implementation of the RULER model for Social Emotional Learning.

Indicator 5/6: With the implementation of our Inclusive Schools work, we are working to ensure that students are educated in the least restrictive environment, starting with general education.

Indicator 7: We have a blended model prekindergarten program that tracks student process through the Early Childhood Outcomes. Students show growth with these measures.

Indicator 8: This school year we participated in the Indicator 8 Survey for Parents. We are waiting for our results in order to determine ways we can continue to support families.

Indicator 9/10: We did not have any disproportionalities this previous school year.

Indicator 11: We met all the evaluation timelines this school year. We use IDEA funds for evaluation materials.

Indicator 12: We met all Early Childhood timelines this school year. We utilize funds for the ASQ to assess children as they transition.

Indicator 13: We met all secondary transition timelines. No grant funds are utilized for this purpose.

Indicator 14: This is a high school measure. We are an elementary district.

Indicator 15/16: We had no mediations or hearings this year.

*Required field

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County: Lake

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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	St
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	St
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*
<input type="text" value="Roehrick"/>	<input type="text" value="Tracy"/>	<input type="text" value="Assistant Superintendent of Student Services"/>	<input type="text" value="troehrick@lb65.org"/>
Phone*			
<input type="text" value="847"/>	<input type="text" value="234"/>	<input type="text" value="9400"/>	

Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Kahn"/>	<input type="text" value="Jay"/>	<input type="text" value="CSBO"/>	<input type="text" value="jkahn@lb65.org"/>
Phone*			
<input type="text" value="847"/>	<input type="text" value="234"/>	<input type="text" value="9400"/>	

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

*Required field

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Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			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 district personnel and other stakeholders involved.*

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. When a student is placed in foster care or changes residence while in foster care, the CWA assigned to the student, notifies the child's current school. If the child moves to a new residence and is not in the same school district, the foster care POC is notified and invited to participate in the Best Interest Determination (BID).

The Best Interest Determination Process shall follow these procedures:

The CWA worker, foster care POC, and other essential members of BID share information on the appropriateness of the current educational setting. The CWA takes into account this information and the distance from potential placements to the child's current school the decision making process.

The SOO transportation designee identifies potential ways that the child could be transported. Possible factors include:

- Safety;
 - Duration;
 - Time of placement change;
 - Type of transportation available;
 - Traffic patterns;
 - Flexibility in school schedule;
 - Impact of extracurricular activities on transportation options; and
 - Maturity and behavioral capacity.
- This information is given to the foster care POC to include in the BID.

If the BID decision is that the student will remain in the current school, the foster care POC notifies the SOO transportation designee, who then assists the CWA worker in arranging transportation to and from school.

If an agreement can't be reached the student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved. DCFS has the final say if a resolution cannot be determined.

Response from the approved prior year Consolidated District Plan.

When a student is placed in foster care or changes residence while in foster care, the CWA worker assigned to the student, notifies the child's current school. If the child moves to a new residence and is not in the same school district, the foster care POC is notified and invited to participate in the Best Interest Determination (BID).

The Best Interest Determination Process shall follow these procedures:

The CWA worker, foster care POC, and other essential members of BID share information on the appropriateness of the current educational setting. The CWA takes into account this information and the distance from potential placements to the child's current school the decision making process.

The SOO transportation designee identifies potential ways that the child could be transported. Possible factors include:

- Safety;
 - Duration;
 - Time of placement change;
 - Type of transportation available;
 - Traffic patterns;
 - Flexibility in school schedule;
 - Impact of extracurricular activities on transportation options; and
 - Maturity and behavioral capacity.
- This information is given to the foster care POC to include in the BID.

If the BID decision is that the student will remain in the current school, the foster care POC notifies the SOO transportation designee, who then assists the CWA worker in arranging transportation to and from school.

If an agreement can't be reached the student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved. DCFS has the final say if a resolution cannot be determined.

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.

Continuity of special education services will be taken into account in all situations. When needed, the district's attorneys will be consulted for best practices.

Response from the approved prior year Consolidated District Plan.

Continuity of special education services will be taken into account in all situations. When needed, the district's attorneys will be consulted for best practices.

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.

Both of the district's schools operate English learner programs for Spanish speaking students and the district has two to three ML professionals. If an ML student is also a foster student, this will be taken into account during the BID process. The district also has alternative means for interpretation and translation for all families and students.

Response from the approved prior year Consolidated District Plan.

Both of the district's schools operate English learner programs for Spanish speaking students and the district has two EL professionals. If an EL student is also a foster student, this will be taken into account during the BID process.

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.

Consistent with the United States Department of Education and United States Department of Health and Human Services Guidance, if an agreement can't be reached the student must remain in his/her school of origin while any dispute regarding transportation being resolved. A written dispute will be submitted to the Lake Bluff School District's Director of Student Services. The Director of Student Services will review all disputes and respond within 10 school days. If a resolution cannot be reached, the district will seek impartial hearing officer which is mutually agreed upon by both of the parties. The hearing officer shall be a person with knowledge of the rules regarding foster care transportation and the applicable state and federal laws. DCFS has the final say if a resolution determined.

Response from the approved prior year Consolidated District Plan.

Consistent with the United States Department of Education and United States Department of Health and Human Services Guidance, if an agreement can't be reached the student must remain in his/her school of origin while any dispute regarding transportation being resolved. A written dispute will be submitted to the Lake Bluff School District's Director of Student Services. The Director of Student Services will review all disputes and respond within 10 school days. If a resolution cannot be reached, the district will seek impartial hearing officer which is mutually agreed upon by both of the parties. The hearing officer shall be a person with knowledge of the rules regarding foster care transportation and the applicable state and federal laws. DCFS has the final say if a resolution determined.

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

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

The district will conduct staff training on Youth in Care information, supports and services.

*Required field

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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. When a student is placed in foster care or changes residence while in foster care, the CWA worker assigned to the student, notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care point of contact is notified and invited to participate in the Best Interest Determination (BID).

The CWA worker, foster care POC, and other essential members of BID share information on the appropriateness of the current educational setting. The CWA takes into account this information and the distance from potential placements to the child's current school in the decision making process

The school of origin transportation designee identifies potential ways that the child could be transported. This information is given to the foster care POC to include in the BID. If the BID decision is that the student will remain in the current school, the foster care POC notifies the SOO transportation designee, who then assists the CWA worker in arranging transportation to and from school.

Response from the approved prior year Consolidated District Plan.

When a student is placed in foster care or changes residence while in foster care, the CWA worker assigned to the student, notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care point of contact is notified and invited to participate in the Best Interest Determination (BID).

The CWA worker, foster care POC, and other essential members of BID share information on the appropriateness of the current educational setting. The CWA takes into account this information and the distance from potential placements to the child's current school in the decision making process

The school of origin transportation designee identifies potential ways that the child could be transported. This information is given to the foster care POC to include in the BID. If the BID decision is that the student will remain in the current school, the foster care POC notifies the SOO transportation designee, who then assists the CWA worker in arranging transportation to and from school.

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

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

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

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

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

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

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

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

The district will consider using Title I funds. Additionally, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, then transportation will be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE. If neither of these sources are available, then the district will use local funds.

Response from the approved prior year Consolidated District Plan.

The district will consider using Title I funds. Additionally, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, then transportation will be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE. If neither of these sources are available, then the district will use 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.

he student will remain in his/her school of origin while any dispute regarding transportation costs are being resolved. To resolve the dispute, the district will seek an impartial hearing officer which is mutually agreed upon by both of the parties. A written dispute will be submitted to the Lake Bluff School District's Director of Student Services. The Director of Student Services will review all disputes and respond within 10 school days. If a resolution cannot be reached, the district will seek an impartial hearing officer which is mutually agreed upon by both of the parties. The hearing officer shall be a person with knowledge of the rules regarding foster care transportation and the applicable state and federal laws. DCFS has the final say if a resolution cannot be determined.

The parties shall be able to present information relevant to making the determination to the hearing officer.

Considerations in decision making:

Safety
Duration
Time of placement change
Type of transportation available
Traffic patterns
Flexibility in school schedule
Impact of extracurricular activities on transportation options
Maturity and behavioral capacity

The hearing officer shall make her/his decision within ten business days in writing to both parties. The parties shall split the costs of the the hearing officer expenses equally. The hearing officer decision shall be final and binding upon the parties.

Response from the approved prior year Consolidated District Plan.

The student will remain in his/her school of origin while any dispute regarding transportation costs are being resolved. To resolve the dispute, the district will seek an impartial hearing officer which is mutually agreed upon by both of the parties. A written dispute will be submitted to the Lake Bluff School District's Director of Student Services. The Director of Student Services will review all disputes and respond within 10 school days. If a resolution cannot be reached, the district will seek an impartial hearing officer which is mutually agreed upon by both of the parties. The hearing officer shall be a person with knowledge of the rules regarding foster care transportation and the applicable state and federal laws. DCFS has the final say if a resolution cannot be determined.

The parties shall be able to present information relevant to making the determination to the hearing officer.

Considerations in decision making:

Safety
Duration
Time of placement change
Type of transportation available
Traffic patterns
Flexibility in school schedule
Impact of extracurricular activities on transportation options
Maturity and behavioral capacity

The hearing officer shall make her/his decision within ten business days in writing to both parties. The parties shall split the costs of the the hearing officer expenses equally. The hearing officer decision shall be final and binding upon the parties.

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

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

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

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

The student will remain in his/her school of origin while any dispute regarding transportation costs are being resolved. DCFS has the final say if a resolution cannot be determined.

Response from the approved prior year Consolidated District Plan.

The student will remain in his/her school of origin while any dispute regarding transportation costs are being resolved. DCFS has the final say if a resolution cannot be determined.

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

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

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

The District's Director of Student Services will be in charge of notifying staff of student transportation and foster care needs in special situations.

The Director of Student Services will give a brief inservice on the plan at a district faculty meeting where all district staff attend as well as disseminate the written procedure for all staff to refer to in the event that staff members become aware of a student in need of services. The staff members will be required to notify the Director of Student Services in such cases.

Response from the approved prior year Consolidated District Plan.

The District's Director of Student Services will be in charge of notifying staff of student transportation and foster care needs in special situations.

The Director of Student Services will give a brief inservice on the plan at a district faculty meeting where all district staff attend as well as disseminate the written procedure for all staff to refer to in the event that staff members become aware of a student in need of services. The staff members will be required to notify the Director of Student Services in such cases.

*Required field

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Applicant: LAKE BLUFF ESD 65
 Application: 2026-2027 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 27-CDP-00-34-049-0650-02

County: Lake

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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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
BSP Overview						BSP Plan Specifics						
BSP Program Contact		Attendance Center Enrollment Information			BSP Professional Development			BSP TBE Requirements		BSP Parent Advisory Committee		

BSP Contact Information

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

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

Last Name*

 Phone*

First Name*

 Middle Initial

 Email*

EL Program Director Requirements:

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

*Required field

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BSP Overview					BSP Plan Specifics							
BSP Program Contact		Attendance Center Enrollment Information			BSP Professional Development			BSP TBE Requirements		BSP Parent Advisory Committee		

Attendance Center Enrollment Information

[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.)

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 Overview					BSP Plan Specifics							
BSP Program Contact		Attendance Center Enrollment Information			BSP Professional Development			BSP TBE Requirements		BSP Parent Advisory Committee		

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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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	St
BSP Overview					BSP Plan Specifics							
BSP Program Contact		Attendance Center Enrollment Information			BSP Professional Development			BSP TBE Requirements		BSP Parent Advisory Committee		

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

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30(c)(3). Yes No

Does your district have a full-time TBE Spanish program? Yes No

Does your district use Spanish Language Arts Standards? Yes No

*Required field

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BSP Overview					BSP Plan Specifics							
BSP Program Contact		Attendance Center Enrollment Information			BSP Professional Development			BSP TBE Requirements		BSP Parent Advisory Committee		

TBE Parent Advisory Committee

[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.)

Does your district offer a TBE program?

Yes
 No

Please check all that apply to the district's Bilingual Parent Advisory Committee (BPAC).

The district attests that:

- The BPAC meets at least 4 times a year.
- The BPAC minutes, bylaws, and attendance information is maintained by the district.
- The BPAC reviews the bilingual service plan and EL-EBF plan annually.
- The BPAC is composed of a majority of TBE parents.

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

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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.

06/23/2026

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

1. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. Coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. Collaborate with the State or local child welfare agency to—
 - A. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - B. By not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 - i. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ii. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—

- a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. The local educational agency agrees to pay for the cost of such transportation; or
 - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
 7. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
 8. Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
 9. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
 10. The eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
 11. The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
 12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
 13. In the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
 14. In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
 15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools on the U.S. Department of Education website.

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<u>Plan Assurances</u>	<u>State Assurances</u>	<u>Debarment</u>	<u>Lobbying</u>	<u>GEPA 442</u>	<u>Assurances</u>
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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:
- 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;
 - Maintain separate accounts and ledgers for the project;
 - Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
 - Properly post all expenditures made on behalf of the project;
 - 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;
 - 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.);
 - 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;
 - 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;
 - Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education; and
 - 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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Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 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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<u>Plan Assurances</u>	<u>State Assurances</u>	<u>Debarment</u>	<u>Lobbying</u>	<u>GEPA 442</u>	<u>Assurances</u>
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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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Plan Assurances	State Assurances	Debarment	Lobbying	GEP 442	Assurances
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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

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LISA LEALI

Signature of School District Superintendent / Agency Administrator

Agreed to on this Date: 06/12/2026

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

RCDT when agreed to: 34-049-0650-02