

Consolidated District Plan

Applicant: ILLINI CENTRAL CUSD 189
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application

County: Mason

Consolidated District Plan ▾

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Project Number: 27-CDP-00-53-060-1890-26

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Contact Information

[Instructions](#)

1. Contact Information for Person Completing This Form

Last Name*

Phone*

Extension

First Name*

Email*

Middle Initial

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.

(1719 of 2500 maximum characters used)

The district is collaborating with ISBE to incorporate guidelines for identifying and preventing the abovementioned barriers. These elements of equitable access and participation with action steps can be found in the Illini Central CUSD 189 Strategic Plan, Illini Central District Improvement Plan, and the Board Policy Manual. The district has taken steps to remove all barriers of language, gender, race, national origin, color, disability, or age. All will have equal access to programs. All teachers and instructional staff will receive annual training to ensure that all students are included in every aspect of the curriculum, including extracurricular activities. This program provides supplemental funds to ensure that all children with disabilities aged 3 through 20 receive free and appropriate education in the least restrictive environment. Funds may be used to support the salaries of staff who provide services for special education students. This may include teachers, aides, administrative staff, and other personnel. It may also include materials and equipment. Strategic goals include offering a high-quality, well-rounded educational experience that engages, challenges and supports every student and providing opportunities for all students to be successful in their individual academic experiences while at IC; providing educational and/or vocational experiences that equip each student to pursue individual goals for life beyond high school; to prepare and motivate all students for various productive futures based on their unique strengths, interests, and goals. Create and maintain a safe and nurturing learning environment that encourages a shared responsibility for student success.

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:

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

First Name

Middle Initial

Phone

Extension

Email

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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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.* (1307 of 7500 maximum characters used)

The district is working following ISBE guidelines to identify and prevent the barriers listed above. These elements of equitable access and participation with action steps can be found in the Illini Central District Improvement Plan and the Board Policy Manual.

This program provides supplemental funds to ensure that all children with disabilities ages 3 through 20 receive free and appropriate education in the least restrictive environment. Funds may be used to support the salaries of staff who provide services for special education students. This may include teachers, aides, administrative staff, and other personnel. It may also include materials and equipment.

Strategic plan goals include:

Offering a high-quality, well-rounded educational experience that engages, challenges, and supports every student, to provide opportunities for all students to be successful in their individual academic experiences while at IC.

Providing educational and/or vocational experiences that equip each student to pursue individual goals for life beyond high school; to prepare and motivate all students for various productive futures based on their individual strengths, interests, and goals.

Create and maintain a safe, nurturing learning environment that fosters shared responsibility for student success.

Response from the approved prior year Consolidated District Plan.

The district is working following ISBE guidelines to identify and prevent the barriers listed above. These elements of equitable access and participation with action steps can be found in the Illini Central District Improvement Plan and the Board Policy Manual.

This program provides supplemental funds to ensure that all children with disabilities ages 3 through 20 receive free and appropriate education in the least restrictive environment. Funds may be used to support the salaries of staff who provide services for special education students. This may include teachers, aides, administrative staff, and other personnel. It may also include materials and equipment.

Strategic plan goals include:

Offering a high-quality, well-rounded educational experience that engages, challenges, and supports every student; to provide opportunities for all students to be successful in their individual academic experiences while at IC.

Providing educational and/or vocational experiences that equip each student to pursue individual goals for life beyond high school; to prepare and motivate all students for various productive futures based on their individual strengths, interests, and goals.

Create and maintain a safe and nurturing learning environment that encourages a shared responsibility for student success.

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

Braiding of Funds

Yes No

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

Transfer of Funds

Yes No

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

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

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

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

(470 of 7500 maximum characters used)

The district needs assessment determined the following list of priorities:

Improved student performance on literacy and mathematics on both state and local assessments across all grade levels.
Improve student access to quality interventions to reduce learning gaps.
Improved access to technology, as well as increased integration of technology
Improved social-emotional curricula and interventions to support all students.
Access to well-rounded educational materials.

Legislative References:

- [1] Title I, Part A, Reference Section 1112(a) (1)
- [2] Title I, Part A, Reference Section 1112(a) (1)

Save Page

*Required field, applicable for all funding sources

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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.

Revision of the district's strategic plan and individual school's improvement plans
 Panorama survey

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)

Student achievement in reading and math by both state assessments. We have low-income and IEP subgroups performing below expected levels.

Target groups include:

Low income

IEP students

General population

Funding allocations: Based on the needs of students to improve achievement. This includes interventions, interventionists, curriculum, assessment tools, and online resources.

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).

Professional development opportunities continue to be offered to improve the quality of educators. This is evidenced through teacher evaluation, student growth data, and classroom performance data. Over sixty teachers participate in professional development activities, including engaged learning, the science of reading, classroom management techniques, student social/emotional development, and curriculum alignment. Instructional coaches provide small group and individual support, and additional professional development for the instructional coaches will help them make a greater impact on teacher performance and, eventually, student achievement. Career education and post-secondary preparation continue to be a focus, as 100% of our graduating seniors must present a post-secondary plan to evaluators. Student benchmarking data showed growth across all grade levels in math and literacy. Growth varied by grade level, ranging from 5% to 25% increases in students working at grade level.

G. Title III - LIEP

H. Title III - ISEP

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

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

Expand music and arts programming in the district

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

Provide supplemental instructional materials for core classroom instruction support

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

Needs assessment shows the need to support salaries and benefits for special education paraprofessionals to support students with IEPs. We also have interventionists to support reading and math.

L. IDEA, Part B - Preschool

Needs assessment indicates that the district needs to continue to close learning gaps through after-school tutoring, increasing technology availability, and a building addition project that will allow for adequate flexibility in facilities.

Legislative Requirement:

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

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*Required field, applicable for all funding sources selected

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Stakeholder Involvement												Instructions

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

ISBE Goals:

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

District Goal(s):

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

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

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

- Q. Researchers (7)
- R. Institutions of Higher Education (7)
- S. Homeless Liaison (1)
- T. Other - specify
- U. Additional Other - specify

Program Footnotes:

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

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

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

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

(696 of 7500 maximum characters used)

Consultation with stakeholders was conducted with district administrators, district leadership team, teachers, support staff, technology staff, secretarial staff, etc.

Administrative/Leadership team meetings: 1/5, 1/28, 2/9, and 2/16: Discussed needs for the 2026-2027 school year and the needs that would be addressed in the CDP plan
 Faculty/staff meetings: 4/15
 Conducted needs assessments, reviewed data, and gathered input from stakeholders for the CDP Plan
 Reviewed data and gathered demographic information related to student information needed in the CDP plan. 4/15 worked to create language for CDP Consultation with teaching staff--review of CDP plan and gather input on changes needed.

Response from the prior year Consolidated District Plan.

Consultation with stakeholders was conducted with district administrators, district leadership team, teachers, support staff, technology staff, secretarial staff, etc.

Administrative/Leadership team meetings: 1/7, 1/21, 2/4, and 2/18: Discussed needs for the 2025-2026 school year and the needs that would be addressed in the CDP plan
 Faculty/staff meetings: 2/12
 Conducted needs assessments, reviewed data, and gathered input from stakeholders for the CDP Plan
 Reviewed data and gathered demographic information related to student information needed in the CDP plan. 2/26 worked to create language for CDP Consultation with teaching staff--review of CDP plan and gather input on changes needed.

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

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

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

(545 of 7500 maximum characters used)

The district will work to engage English learners and immigrant families by providing district materials in their home language and doing its best to provide a translator for all events.

Parents are given opportunities to be included in the development of LEA plans and input is gathered to represent varied populations in several ways that include:

1. School and district surveys
2. Parent/Community involvement nights
3. Parent Teacher Organization planning groups
4. School Leadership teams
5. Parent/Teacher conferences

Response from the prior year Consolidated District Plan.

The district will work to engage English learners and immigrant families by providing district materials in their home language and doing its best to provide a translator for all events.

Parents are given opportunities to be included in the development of LEA plans and input is gathered to represent varied populations in several ways that include:

1. School and district surveys
2. Parent/Community involvement nights
3. Parent Teacher Organization planning groups
4. School Leadership teams
5. Parent/Teacher conferences

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.

(508 of 7500 maximum characters used)

The district will try to provide translators when possible, and all materials will be provided in the home language.

Illini Central School District #189 will incorporate parent engagement activities that include:

1. Parent/teacher conferences
2. PTO Meetings
3. PTO Carnival
4. Field Day
5. School music concerts
6. School plays/musicals
7. Transition/Orientation Nights for: Kindergarten, 6th grade, 9th grade

Response from the prior year Consolidated District Plan.

The district will try to provide translators when possible, and all materials will be provided in the home language.

Illini Central School District #189 will incorporate parent engagement activities that include:

1. Parent/teacher conferences
2. PTO Meetings
3. PTO Carnival
4. Field Day
5. School music concerts
6. School plays/musicals
7. Transition/Orientation Nights for: Kindergarten, 6th grade, 9th grade

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)

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*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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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
Decatur St. Theresa High School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input style="width: 100%;" type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input style="width: 100%;" type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input style="width: 100%;" type="text"/>	<div style="border: 1px solid black; padding: 2px;"> <input type="button" value="Choose File"/> No file chosen </div> <div style="border: 1px solid black; padding: 2px;"> Delete File: <input type="checkbox"/> StTheresa.pdf </div>
Carroll Catholic School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input style="width: 100%;" type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input style="width: 100%;" type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input style="width: 100%;" type="text"/>	<div style="border: 1px solid black; padding: 2px;"> <input type="button" value="Choose File"/> No file chosen </div> <div style="border: 1px solid black; padding: 2px;"> Delete File: <input type="checkbox"/> Carroll.pdf </div>
Calvary Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input style="width: 100%;" type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input style="width: 100%;" type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input style="width: 100%;" type="text"/>	<div style="border: 1px solid black; padding: 2px;"> <input type="button" value="Choose File"/> No file chosen </div> <div style="border: 1px solid black; padding: 2px;"> Delete File: <input type="checkbox"/> Calvary.pdf </div>

Comments:

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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.
 (986 of 7500 maximum characters used)*

At the beginning of the 2nd semester, the Grade School Intervention team holds a data-sharing meeting with the Pre-K and ECE teachers to identify students who may need additional support in Kindergarten. This will include data analysis of student assessments. A second data-sharing meeting is held at the end of the 2nd semester.

Kindergarten and Title teachers meet with the Pre-K and ECE teachers in May of each school year in order to develop transition plans for each student. Following the meeting, the Pre-K and ECE teachers write formal transition plans that accompany the students to Kindergarten in the Grade School.

In the Spring of each year (May), families of students transitioning to Kindergarten have a Kindergarten Parent Night. During this event, students and families have the opportunity to meet the teachers, tour the grade school, have a presentation on school procedures and information from staff and administration, and visit each Kindergarten classroom.

Response from the approved prior year Consolidated District Plan.

At the beginning of the 2nd semester, the Grade School Intervention team holds a Data sharing meeting with the Pre-K and ECE teachers to identify students who may need additional support in Kindergarten. This will include data analysis of student assessments. A second Data sharing meeting is held at the end of the 2nd semester.

Kindergarten and Title teachers meet with the Pre-K and ECE teachers in May of each school year in order to develop transition plans for each student. Following the meeting, the Pre-K and ECE teachers write formal transition plans that accompany the students to Kindergarten in the Grade School.

In the Spring of each year (May), families of students transitioning to Kindergarten have a Kindergarten Parent Night. During this event, students and families have the opportunity to meet the teachers, tour the grade school, have a presentation on school procedures and information from staff and administration, and visit each Kindergarten classroom.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

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*Required field for Title I and/or IDEA Preschool

Consolidated District Plan

Applicant: ILLINI CENTRAL CUSD 189
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 27-CDP-00-53-060-1890-26

County: Mason

Consolidated Dist

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

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.

(1818 of 7500 maximum characters used)

Students of the Illini Central School District are given daily instruction using the district-approved curriculum aligned to the Common Core State Standards. Textbooks and materials that are aligned to the district curriculum are used for instruction that are appropriate for the age level of the students and the content being taught. Textbook materials include Great Minds Eureka Math, Envision Math, Elevate Science, and CKLA Science of Reading. Other materials used include: Star Phonics, Freckle Reading, Freckle Math, Lexia, etc. Curriculum pacing guides have been developed and are used to ensure key skills are taught and opportunities for mastery are available. Students are assessed using both formal and informal assessments to ensure skill development and mastery of content. Benchmark assessments are utilized to identify content needed to be mastered for by K-11 students. Benchmarks are assessed three times per year in the fall, winter and spring. Students who are unable to meet benchmarks are given additional instruction and support in their area of need. This instruction (K-8) is provided 4-5 days per week for 20-30 minute sessions by the Title I program or classroom teachers. Programs used for additional instruction include: Fastbridge, Lexia, Freckle, etc. Students receiving additional instruction are progress monitored frequently to track performance over time. Teachers participate in meetings to discuss student progress and instructional programs. Professional development is given to instructional staff on best practices, reading strategies, technology integration and interventions annually. Supports for students 9-11 may include: structured advisory supports, check in/out with a staff member, credit recovery opportunities, and structured support through scheduling.

Response from the prior year Consolidated District Plan.

Students of the Illini Central School District are given daily instruction using the district-approved curriculum aligned to the Common Core State Standards. Textbooks and materials that are aligned to the district curriculum are used for instruction that are appropriate for the age level of the students and the content being taught. Textbook materials include Great Minds Eureka Math, Envision Math, Elevate Science, and CKLA Science of Reading. Other materials used include: Star Phonics, Freckle Reading, Freckle Math, Lexia, etc. Curriculum pacing guides have been developed and are used to ensure key skills are taught and opportunities for mastery are available. Students are assessed using both formal and informal assessments to ensure skill development and mastery of content. Benchmark assessments are utilized to identify content needed to be mastered for by K-11 students. Benchmarks are assessed three times per year in the fall, winter and spring. Students who are unable to meet benchmarks are given additional instruction and support in their area of need. This instruction (K-8) is provided 4-5 days per week for 20-30 minute sessions by the Title I program or classroom teachers. Programs used for additional instruction include: Fastbridge, Lexia, Freckle, etc. Students receiving additional instruction are progress monitored frequently to track performance over time. Teachers participate in meetings to discuss student progress and instructional programs. Professional development is given to instructional staff on best practices, reading strategies, technology integration and interventions annually. Supports for students 9-11 may include: structured advisory supports, check in/out with a staff member, credit recovery opportunities, and structured support through scheduling.

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.

(956 of 7500 maximum characters used)

The district takes the following measures to identify students at risk of failure:
aMath assessments: Students scoring below the 25th percentile are considered at risk
aReading: Students scoring below the 25th percentile are considered at risk
Star Math: Students scoring below the 25th percentile are considered at risk.
Star Reading: Star Math: Students scoring below the 25th percentile are considered at risk.
IAR: Students who are not meeting or exceeding standards are considered at risk
PreACT/ACT Scores: Students who are not meeting or exceeding standards are considered at risk
Unit/Chapter tests: Students who score below 60% are considered at risk
Performance-based assessments: students who are not meeting or exceeding standards are considered at risk
Benchmark assessments: Students who score below 60% are considered at risk

Response from the prior year Consolidated District Plan.

The district takes the following measures to identify students at risk of failure:
aMath assessments: Students scoring below the 25th percentile are considered at risk
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IAR: Students who are not meeting or exceeding standards are considered at risk
PreACT/ACT Scores: Students who are not meeting or exceeding standards are considered at risk
Unit/Chapter tests: Students who score below 60% are considered at risk
Performance based assessments: students who are not meeting or exceeding standards are considered at risk
Benchmark assessments: Students who score below 60% are considered at risk

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

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

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.

(1323 of 7500 maximum characters used)

After universal screening is completed in the fall, students who fall below the 25th percentile are identified for intervention services. Interventions are done by the Title I teacher, classroom teacher, or a paraprofessional. Interventions are accomplished through a walk-to model where all students go to another classroom for interventions or a pull-out model where only a select number of students got to the Title I teacher's classroom, depending on the age of the students and skills to be taught. Interventions are provided 4-5 days/week for 25 minutes, over 6-9 weeks. They are delivered individually, small group, or whole group. Programs used for additional instruction include: Star Phonics, Fastbridge interventions, Lexia, DreamBox, Freckle, etc. Students receiving additional instruction are progress monitored frequently to track performance over time. Teachers participate in regular, frequent meetings to discuss student progress and instructional programs and if a change is needed in intervention. If students are unable to demonstrate progress, a problem-solving meeting is held with teachers, a principal, parents, and special education staff to determine if additional services or evaluations are needed. Students remain in intervention services until they perform above the 25th percentile.

Response from the prior year Consolidated District Plan.

After universal screening is completed in the fall, students who fall below the 25th percentile are identified for intervention services. Interventions are done by the Title I teacher, classroom teacher, or a paraprofessional. Interventions are accomplished through a walk-to model where all students go to another classroom for interventions or a pull-out model where only a select number of students got to the Title I teacher's classroom, depending on the age of the students and skills to be taught. Interventions are provided 4-5 days/week for 25 minutes, over 6-9 weeks. They are delivered individually, small group, or whole group. Programs used for additional instruction include: Star Phonics, Fastbridge interventions, Lexia, DreamBox, Freckle, etc. Students receiving additional instruction are progress monitored frequently to track performance over time. Teachers participate in regular, frequent meetings to discuss student progress and instructional programs and if a change is needed in intervention. If students are unable to demonstrate progress, a problem solving meeting is held with teachers, a principal, parents, and special education staff to determine if additional services or evaluations are needed. Students remain in intervention services until they perform above the 25th percentile.

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

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

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

(450 of 7500 maximum characters used)

Instructional and additional strategies intended to strengthen academic programs and improve school conditions for learning are:
professional development
technology integration
class size reduction
Adoption of Eureka math curriculum
Addition of CKLA reading curriculum
Guided Reading
Intervention services
Inclusion
Scheduling to ensure adequate time for reading and math instruction

Response from the prior year Consolidated District Plan.

Instructional and additional strategies intended to strengthen academic programs and improve school conditions for learning are:

professional development
technology integration
class size reduction
Adoption of Eureka math curriculum
Addition of CKLA reading curriculum
Guided Reading
Intervention services
Inclusion
Scheduling to ensure adequate time for reading and math instruction

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

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

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

(1341 of 7500 maximum characters used)

Teachers of the Illini Central School District are evaluated using the Danielson Framework for Effective Teaching. All of our teachers have received a rating of proficient or excellent. If a teacher's performance was unable to receive a rating of proficient or excellent, he/she would be placed on an improvement plan and placed with a mentor teacher to address areas of under-performance.

Teachers of Illini Central School District that are non-tenured or inexperienced are assigned a mentor teacher. Monthly meetings are conducted with the principal to ensure teachers know the procedures, policies and expectations of the school district. Non-tenured teachers are observed either formally or informally by the principal or mentor teacher quarterly to ensure effectiveness of instructional practices. Teachers who are under-performing are placed on an improvement plan that is part of the teacher evaluation system.

Currently, the Illini Central School District does not have any out-of-field teachers. If the need arose to hire a teacher that was out-of-field, the school district would notify the parents of the students in the classroom of the out-of-field teacher and assign a mentor teacher to the out-of-field teacher to monitor lesson planning, instruction and assessment to ensure district expectations were being achieved.

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]**

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.

(1623 of 7500 maximum characters used)

Illini Central Grade School utilizes the Mason City Public Library for all students. Students in the elementary are assigned library times every 3rd day to check out books, do research and work on independent reading. Illini Central Middle and High Schools have a partnership with the Mason City Public Library and students are allowed to access the library facility, which is built adjacent to the school on district grounds, as frequently as needed. Classes and individuals sign out and access this facility frequently in order to check out books, do research, and work on independent reading. The partnership with the Mason City Public Library and the Inter-Library loan system is utilized to obtain resources that are not available in the school or public library. Library staff work to train students on the use of library materials and the use of digital literacy skills to do research, improve literacy and promote high academic standards. Teachers utilize library resources during instructional lessons and teach students the proper procedures for citing and using resources in classroom assignments. Our school district is 1:1 with all students having access to technology devices, grades 2-12. In addition, grades K and 1 have a number of iPads to use with small groups. Digital resources are used as part of classroom instruction as well as during interventions to improve student achievement. Subscriptions to: Newsela, Reading A-Z, Read Naturally, Lexia, RAZkids, DreamBox, Prodigy, etc are utilized to provide students with tools for additional practice and support for improved student achievement.

Response from the prior year Consolidated District Plan.

Illini Central Grade School utilizes the Mason City Public Library for all students. Students in the elementary are assigned library times every 3rd day to check out books, do research and work on independent reading. Illini Central Middle and High Schools have a partnership with the Mason City Public Library and students are allowed to access the library facility, which is built adjacent to the school on district grounds, as frequently as needed. Classes and individuals sign out and access this facility frequently in order to check out books, do research, and work on independent reading. The partnership with the Mason City Public Library and the Inter-Library loan system is utilized to obtain resources that are not available in the school or public library. Library staff work to train students on the use of library materials and the use of digital literacy skills to do research, improve literacy and promote high academic standards. Teachers utilize library resources during instructional lessons and teach students the proper procedures for citing and using resources in classroom assignments. Our school district is 1:1 with all students having access to technology devices, grades 2-12. In addition, grades K and 1 have a number of iPads to use with small groups. Digital resources are used as part of classroom instruction as well as during interventions to improve student achievement. Subscriptions to: Newsela, Reading A-Z, Read Naturally, Lexia, RAZkids, DreamBox, Prodigy, etc are utilized to provide students with tools for additional practice and support for improved student achievement.

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

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

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

(889 of 7500 maximum characters used)

Students in the Illini Central School District are identified as gifted and talented using 3 measures: FASTBRIDGE scores, IAR and ACT Scores, and gifted and talented teacher inventories. When students are identified as gifted and talented they have several opportunities for being served that include:

1. Differentiation of content, process or product by classroom teachers
2. Placement in accelerated classes such as Algebra, Biology, Physics, Calculus, etc
3. Work on personalized learning during enrichment block
4. Referral to outside of school activities such as college for Kids, Lego Robotics League, STEM camp, etc
5. Implementation of CKLA reading curriculum K-5
6. Opportunities for advanced placement and dual credit classes
7. The district has a grade school Creativity, Invention, and Collaboration Teacher as well as a middle/high school Technology integration teacher.

Response from the prior year Consolidated District Plan.

Students in the Illini Central School District are identified as gifted and talented using 3 measures: FASTBRIDGE scores, IAR and SAT Scores, and gifted and talented teacher inventories. When students are identified as gifted and talented they have several opportunities for being served that include:

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4. Referral to outside of school activities such as college for Kids, Lego Robotics League, STEM camp, etc
5. Implementation of CKLA reading curriculum K-5
6. Opportunities for advanced placement and dual credit classes
7. The district has a grade school Creativity, Invention, and Collaboration Teacher as well as a middle/high school Technology integration teacher.

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)

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*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

Consolidated District Plan

Applicant: ILLINI CENTRAL CUSD 189
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application

County: Mason

Consolidated Dist

Project Number: 27-CDP-00-53-060-1890-26

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College and Career Readiness

Instructions

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

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

District Goal(s):

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

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

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

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
 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.
 (1705 of 7500 maximum characters used)

At Illini Central Middle School, we work to bring our 5th graders into the middle school for the last week of school before they become 6th graders. Furthermore, teachers and administrators go out into the community and into the homes of various 6th grade students and their parents and discuss the transition of moving from the elementary to the high school. We also include activities for our 8th graders who are transitioning to high school including an orientation night for Freshmen students, along with activities in our enrichment block that focus on career and college readiness. We also identify students at risk and provide extra opportunities for these individuals in order to better prepare students for the challenges they will meet when they go to high school.

The counselors meet with students early in the spring semester to begin discussing the transition to high school. The high school hosts a freshmen orientation night during early August to discuss a successful transition to high school with parents and students. The counselor then meets with students to begin the process of scheduling. In August, prior to school starting, the freshmen orientation helps students with the academic, and social transition to high school. Since the MS and HS administrators are the same, as well as some shared staff, student supports such as mentors for at-risk students are put in place. Students who may struggle academically and/or socially (emotionally) have transition plans that are put in place to meet the needs of these exceptional students. This group works with the HS and MS teachers to ensure that students are placed in courses that will provide the most appropriate rigor.

Response from the approved prior year Consolidated District Plan.

At Illini Central Middle School, we work to bring our 5th graders into the middle school for the last week of school before they become 6th graders. Furthermore, teachers and administrators go out into the community and into the homes of various 6th grade students and their parents and discuss the transition of moving from the elementary to the high school. We also include activities for our 8th graders who are transitioning to high school including an orientation night for Freshmen students, along with activities in our enrichment block that focus on career and college readiness. We also identify students at risk and provide extra opportunities for these individuals in order to better prepare students for the challenges they will meet when they go to high school.

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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.

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

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

(1112 of 7500 maximum characters used)

1. College visits to a public, private, and community college over the course of their high school career
2. Guest speakers used in classrooms across all three schools to provide career education
3. 8th grade students participate in Career Spark, which is sponsored by the Greater Peoria Economic Development Council, to help students connect with possible careers and jobs
4. Field trips are conducted by all three schools that include opportunities for career and technical education
5. Students at ICMS can go through our LTEC program and graduate with a CNA for nursing
6. Classes are offered at ICMS and ICMS for students who have an interest in photography, industrial arts, agriculture, welding, drafting, technology, business, and construction.
7. ICMS students visit STEM facilities in order to connect with possible careers and jobs
8. Career counseling is provided to ICMS and ICMS students through the use of Xello
9. Students take their first college tour during 5th grade.
10. All graduates must complete a Capstone project that requires in-depth analysis of careers, interviews, budgets, etc.

Response from the approved prior year Consolidated District Plan.

1. College visits to a public, private, and community college over the course of their high school career
2. Guest speakers used in classrooms across all three schools to provide career education
3. 8th grade students participate in Career Spark, which is sponsored by the Greater Peoria Economic Development Council, to help students connect with possible careers and jobs
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6. Classes are offered at ICMS and ICMS for students who have an interest in photography, industrial arts, agriculture, welding, drafting, technology, business, and construction.
7. ICMS students visit STEM facilities in order to connect with possible careers and jobs
8. Career counseling is provided to ICMS and ICMS students through the use of Xello
9. Students take their first college tour during 5th grade.
10. All graduates must complete a Capstone project that requires in-depth analysis of careers, interviews, budgets, etc.

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)

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*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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Consolidated District Plan

Applicant: ILLINI CENTRAL CUSD 189
 Application: 2026-2027 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 27-CDP-00-53-060-1890-26

County: Mason

Overview	Contact Information	Amendments	Needs Assessment and Programs				Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Appli P
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	Su

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

These funds will be used to provide professional development for staff members who provide literacy and mathematics instruction. the will also provide training for reading interventionists. Funds provide professional development to instructional coaches and administrators.

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

These funds will be used to provide professional development to train staff members in standards alignment, technology integration, and improved assessment techniques. Funds will be used to pay for presenters to work with staff or to send staff to trainings, workshops, and conferences.

G. Title III - LIEP

H. Title III - ISEP

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

These funds will be used to provide students access to music and STEM opportunities. Title IV funds will not be used for professional development.

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

These funds will be used to supplement curriculum and instruction with instructional materials

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

The district professional development needs assessment for special education identifies areas of support in curriculum selection and IEP goal writing. It also supports the need for alignment in reading and mathematics. We will provide professional development in the use of interventions as well as the development and improvement of our MTSS approach.

L. IDEA, Part B - Preschool

These funds will be used to continue to train our staff in best practices, in standards alignment, and in intervention delivery. Funds will also be used to connecting staff to presenters or to participate in the conferences and workshops.

Legislative Requirement:

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

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

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*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

Consolidated District Plan

Applicant: ILLINI CENTRAL CUSD 189
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application

County: Mason

Consolidated Dist

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Safe and Healthy Learning Environment

Instructions

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

(1178 of 7500 maximum characters used)

The Illini Central School District has very low numbers of incidences relating to bullying and/or harassment. An anonymous "Say Something" report form is located on the district website to allow students an anonymous way to report incidents. Students receive monthly character education and anti-bullying lessons at the grade school. The MS and HS bring in guest speakers and anti-bullying presentations as well as provide counseling to students who have been accused of bullying or who have been a victim of bullying. Students in K-8 will also receive lessons related to social-emotional learning using the Caring Communities Curriculum.

It is the policy of Illini Central School District to use removal from the classroom or school as a last resort. Teachers use verbal warnings, communication with parents, after-school detention, recess detention, loss of privileges, and removal from extracurricular activities as alternative forms of disciplinary consequences to deter inappropriate behavior. Each school also has incentive programs to promote positive behaviors that include rewards, additional privileges, homework passes, opt out of finals and special activities.

Response from the prior year Consolidated District Plan.

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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.

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(454 of 7500 maximum characters used)

1. Expedited enrollment
2. Free school supplies, clothing and shoes
3. Free breakfast and lunch
4. Support services through the counselor and social worker
5. Referral to outside agencies such as Easter Seals, Food pantries, counseling services, homeless shelters, etc.
6. Instructional support if they do not meet grade level expectations or fall below the 25th percentile
7. Transitional supports
8. Access to materials through the Cares Closet

Response from the prior year Consolidated District Plan.

1. Expedited enrollment
2. Free school supplies, clothing and shoes
3. Free breakfast and lunch
4. Support services through the counselor and social worker
5. Referral to outside agencies such as Easter Seals, Food pantries, counseling services, homeless shelters, etc.
6. Instructional support if they do not meet grade level expectations or fall below the 25th percentile
7. Transitional supports

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)

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

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Consolidated District Plan ▼

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Title I Specific - Part One						Title I Specific - Part Two						

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - ILLINI CENTRAL HIGH SCHOOL	Ⓞ	Ⓞ	Ⓞ	Ⓞ	05/21/2026
1001 - ILLINI CENTRAL MIDDLE SCHOOL	Ⓞ	Ⓞ	Ⓞ	Ⓞ	05/21/2026
2001 - ILLINI CENTRAL GRADE SCHOOL	Ⓞ	Ⓞ	Ⓞ	Ⓞ	05/21/2026
3001 - WEST CAMPUS FACILITY	Ⓞ	Ⓞ	Ⓞ	Ⓞ	05/21/2026

Describe anticipated Reorganizations: West Campus is our PreK program, and they are not served through Title funds, but they are funded through the Early Childhood Preschool grant and local funds only.

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Title I Specific - Part One						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.

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

(855 of 7500 maximum characters used)

In consultation with stakeholders, the district has implemented a District Strategic Plans as well as Building Improvement Plans. Targets have been established for projects to improve student outcomes. Plans are reviewed regularly and serve as a tool utilized to plan for and monitor the activities that support the mission and vision of the district.

The Illini Central School District does not have any schools that were considered underachieving, or identified as Focus or Priority Schools. If a school would be identified in the future as a Comprehensive or Targeted school, the school would form a team of stakeholders to review data and classroom performance to identify an area of need. A School improvement plan goal would be added to our district Strategic Plan to identify goals and create an action plan to address the needs of the school.

Response from the approved prior year Consolidated District Plan.

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

- Yes
 No

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

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

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

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

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

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

(2223 of 7500 maximum characters used)

School wide assistance is in place to support all students at Illini Central CUSD 189. A local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

After universal screening is completed in the fall, students who fall below the 25th percentile are identified for intervention services. Interventions are done by the Title I teacher, classroom teacher, or a paraprofessional. Interventions are accomplished through a walk-to model or a pull-out model depending upon the age level of the students and skills to be taught. Interventions are provided 3-5 days/week for 20-30 minute sessions and conducted for 6-9 weeks. They are delivered individually, small group, or whole group. Programs used for additional instruction include, but are not limited to: Comprehensive Literacy, LLI, Lexia, DreamBox, Xtra Math, Prodigy, Freckle, etc. At the end of the intervention cycle, teachers meet to discuss progress of students and changes needed to the interventions. If students are unable to demonstrate progress, a problem-solving meeting is held with teachers, a principal, parents, and special education staff to determine if additional services or evaluations are needed. Students remain in intervention services until they perform above the 25th percentile. Students who do not meet grade level expectations by the end of the year are given the opportunity to have additional instruction in summer school if funding is available.

Response from the approved prior year Consolidated District Plan.

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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***

(23 of 7500 maximum characters used)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

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

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*Required field

Consolidated District Plan

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IDEA Specific Requirements

[Instructions](#)

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

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

- ISBE Goals:**
- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
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District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

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

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

(1874 of 7500 maximum characters used)

The district administration will identify needs and prioritize actions to coordinate federal resources, including but not limited to the programs listed above. The new district strategic plan will be utilized to inform and guide decision-making regarding the distribution and allocation of resources, including state, federal, and local funding sources. Specifically, needs improve addressing learning gaps in reading and mathematics. In addition, we have identified specific social-emotional learning needs, including self-regulation, adapting to new situations, and reducing behaviors that interrupt the learning process.

Schoolwide assistance is in place to support all students at Illini Central CUSD #189. A local educational agency may consolidate and use funds under this part, together with other federal, state, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area.

Title and IDEA funds have always worked in concert with state and local resources to carry out activities to address the needs of students relative to improving basic programs, school improvement, student support and academic enrichment, special education, and preparing, training and recruiting high-quality teachers, principals, and other school leaders. Title funds represent a very small percentage of the money that is required to address the needs of the various stakeholder groups. Title I funds are used primarily for the support and service of underperforming and at risk students. Title II is used primarily for the professional development needs of staff, and Title IV funds

Response from the approved prior year Consolidated District Plan.

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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.

(1631 of 7500 maximum characters used)

The district administration will identify needs and prioritize actions to coordinate federal resources, including but not limited to the programs listed above. The district strategic plan will be utilized to inform and guide decision-making regarding the distribution and allocation of resources, including state, federal, and local funding sources.

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Response from the approved prior year Consolidated District Plan.

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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.

(57 of 7500 maximum characters used)

These funds are a continuation of efforts from last year.

Response from the approved prior year Consolidated District Plan.

These funds are a continuation of efforts from last year.

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

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

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

(2166 of 7500 maximum characters used)

Funds will be used to pay salary and benefits for paraprofessionals who provide individual or classroom aide services to students with IEP's.
The funds will be used to provide professional development for special educators in student behavioral concerns, classroom management, and behavioral intervention development.
Funds will be used to purchase classroom materials that support math and literacy instruction. This includes the purchase of online subscriptions that will be used to provide supplemental instruction.

Indicators 1&2: Graduation and Drop-out: As works with at-risk students in the lower grades. As they grow, they will be successful in the upper grades, assigning an increase in the number of graduates and less on the drop-outs. Social/emotional help will be a positive influence in this area.

Indicator 3: Statewide Assessments: As they work with at-risk students, their statewide assessment results should show more success. Social/Emotional support would also be a positive influence in this area.

Indicator 4: Suspension/Expulsion: As we lower the suspension/expulsion rate and work with students with social-emotional learning, few students will be suspended and expelled, resulting in positive growth for all.

Indicators 5&6: Educational Environments: Building climate and culture will result in a more pleasant experience for all and result in positive growth for all students.

Indicator 8: Parent Involvement: Strong parent involvement helps build the climate and culture for all; kids will feel safe, and their parental support will want them to work toward success. It is also helpful to have parental

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Consolidated District Plan

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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			

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

Consolidated District Plan

Applicant: ILLINI CENTRAL CUSD 189
Application: 2025-2027 Consolidated District Plan - 00
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County: Mason

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Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Rest 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*
Kosek	Lynne	Social Worker	lkosek@illinicalcentral.org
Phone*			
217	482	5180	

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*
Francis	Scott	Transportation Director	sfrancis@illinicalcentral.org
Phone*			
217	482	5180	

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

Save Page

*Required field

Consolidated District Plan

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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.

This will be determined case-by-case in discussions with social workers, counselors, government agencies, and school personnel. We will hold a meeting to discuss, just as we do with special education students and meeting their needs. This could involve parents, admin, students, psych, doc, PT, OT, behavioral consultants, principals, special education directors, transportation director, etc.

To determine the best interest of the child placed into foster care or who changes residences while in foster care, the school social worker/homeless liaison/Foster POC, guidance counselors (Henning, Means, Gonzales), building principals (Baugher, Fancher, Carey) and Superintendent Durbin would communicate with DCFS personnel and foster parents to determine the needs of the student and appropriate placement into school programs. If transportation was impacted, Transportation Director, Scott Francis, would be brought into the conversation.

The District would examine the child's transportation needs if the child were to stay in their school of origin and would work with the school of origin to determine the most cost-effective and efficient mode of transportation. For students with IEPs that require transportation, the school will provide those services.

Though the specific factors may vary depending on the context, a variety of student-centered factors should be considered to make a holistic and well-informed determination. These factors may include: Preferences of the child, preferences of the child's parents or decision maker, child's attachment to the school, including meaningful relationships with staff and peers, placement of siblings, influence of the school climate on the child for safety, availability and quality of the services in the school to meet the child's educational and socioemotional needs, history of school transfers and how they have impacted the child, length of commute based on developmental stage, and whether a child has a disability under the IDEA.

Response from the approved prior year Consolidated District Plan.

This will be determined case-by-case in discussions with social workers, counselors, government agencies, and school personnel. We will hold a meeting to discuss, just as we do with special education students and meeting their needs. This could involve parents, admin, students, psych, doc, PT, OT, behavioral consultants, principals, special education directors, transportation director, etc.

To determine the best interest of the child placed into foster care or who changes residences while in foster care, the school social worker/homeless liaison/Foster POC, guidance counselors (Henning, Means, Gonzales), building principals (Baugher, Fancher, Carey) and Superintendent Durbin would communicate with DCFS personnel and foster parents to determine the needs of the student and appropriate placement into school programs. If transportation was impacted, Transportation Director, Scott Francis, would be brought into the conversation.

The District would examine the child's transportation needs if the child were to stay in their school of origin and would work with the school of origin to determine the most cost-effective and efficient mode of transportation. For students with IEPs that require transportation, the school will provide those services.

Though the specific factors may vary depending on the context, a variety of student-centered factors should be considered to make a holistic and well-informed determination. These factors may include: Preferences of the child, preferences of the child's parents or decision maker, child's attachment to the school, including meaningful relationships with staff and peers, placement of siblings, influence of the school climate on the child for safety, availability and quality of the services in the school to meet the child's educational and socioemotional needs, history of school transfers and how they have impacted the child, length of commute based on developmental stage, and whether a child has a disability under the IDEA.

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.

This is determined by the IEP team, We will do whatever we are required to do as determined by the team process. This is no different than what we already do in providing transportation services to our sped students via the IEP. Students under IEA and 504 will be supported in order to best address the needs as outlined by existing IEPs and 504 plans that may be available. If IEPs or 504 plans are not immediately available, guidance counselor, building principal, special ed teachers (IEPs), foster parents and social worker would work together to meet requirement to convene IEP or create 504 and to make appropriate placement.

Response from the approved prior year Consolidated District Plan.

This is determined by the IEP team, We will do whatever we are required to do as determined by the team process. This is no different than what we already do in providing transportation services to our sped students via the IEP. Students under IEA and 504 will be supported in order to best address the needs as outlined by existing IEPs and 504 plans that may be available. If IEPs or 504 plans are not immediately available, guidance counselor, building principal, special ed teachers (IEPs), foster parents and social worker would work together to meet requirement to convene IEP or create 504 and to make appropriate placement.

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.

This will be determined by school personnel as needed. We do not have any ELL students, currently. Their needs will be met via the same process as sped students, utilizing a team format. As a small rural school, we do not currently serve any ELL learners, however, we would see out supports as needed for future English learners. In the past, we have utilized various universities for resources for English learners.

Response from the approved prior year Consolidated District Plan.

This will be determined by school personnel as needed. We do not have any ELL students, currently. Their needs will be met via the same process as sped students, utilizing a team format. As a small rural school, we do not currently serve any ELL learners, however, we would see out supports as needed for future English learners. In the past, we have utilized various universities for resources for English learners.

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.

It will be hashed out with parents, education decision makers and other stakeholders. This is no different than what we do for students with IEPs in resolving disputes via the IEP process. If a dispute were to occur, the team would meet to come to a solution. We could include inputs from attorneys and/or advocates to help reach an agreement. The ultimate decision would be largely influenced by DCFS personnel and their assessment of the child's best interest and safety. DCFS has final say.

Response from the approved prior year Consolidated District Plan.

It will be hashed out with parents, education decision makers and other stakeholders. This is no different than what we do for students with IEPs in resolving disputes via the IEP process. If a dispute were to occur, the team would meet to come to a solution. We could include inputs from attorneys and/or advocates to help reach an agreement. The ultimate decision would be largely influenced by DCFS personnel and their assessment of the child's best interest and safety. DCFS has final say.

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

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

Staff will be made aware at district inservices on the first two days of school. Social worker will work with any personnel needing more clarification. All staff will be trained on the first in-service day by the district liaison.

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Consolidated District Plan

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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.

This is determined by special education staff, admin, parents, and other stakeholder group that needs to be involved. We will have a meeting and discuss options with all individuals, as needed, as listed in the "Best Interest Determination Section". Once the district is notified that a child in foster care is residing in the district, the Foster Child Point of Contact would have a meeting/conversation with the child welfare worker assigned to the student to discuss the best interest for the student and whether or not the student should continue enrollment at the school of origin or has special transportation needs as required by an IEP. At that point, transportation options would be discussed, and the transportation director and or Supt. would be notified if unique transportation needs required unique services to the school of origin or within the district. What are the factors that should be considered when developing the transportation procedures for a student in foster care? A child in foster care remains in his or her school of origin, unless it is determined that remaining in the

Response from the approved prior year Consolidated District Plan.

This is determined by special education staff, admin, parents, and other stakeholder group that needs to be involved. We will have a meeting and discuss options with all individuals, as needed, as listed in the "Best Interest Determination Section". Once the district is notified that a child in foster care is residing in the district, the Foster Child Point of Contact would have a meeting/conversation with the child welfare worker assigned to the student to discuss the best interest for the student and whether or not the student should continue enrollment at the school of origin or has special transportation needs as required by an IEP. At that point, transportation options would be discussed, and the transportation director and or Supt. would be notified if unique transportation needs required unique services to the school of origin or within the district. What are the factors that should be considered when developing the transportation procedures for a student in foster care? A child in foster care remains in his or her school of origin, unless it is determined that remaining in the

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.

It will be hashed out with all stakeholder groups as needed. We are required to provide it, so we will pay for it as needed. We will provide a service that we can afford via the transportation fund. Since we are a small district, and children with foster placement often arrive in the school year after budgets have been set, the district would amend the budget to accommodate additional monies required by alternative transportation options. We would explore low cost/no cost options first (a pre-existing route, route to route hand offs, district to district boundary handoffs). Through title grants, we can allocate for transportation costs for students who qualify under the McKinney Vento Act, and we would claim funding for those who qualify under IDEA.

Response from the approved prior year Consolidated District Plan.

It will be hashed out with all stakeholder groups as needed. We are required to provide it, so we will pay for it as needed. We will provide a service that we can afford via the transportation fund. Since we are a small district, and children with foster placement often arrive in the school year after budgets have been set, the district would amend the budget to accommodate additional monies required by alternative transportation options. We would explore low cost/no cost options first (a pre-existing route, route to route hand offs, district to district boundary handoffs). Through title grants, we can allocate for transportation costs for students who qualify under the McKinney Vento Act, and we would claim funding for those who qualify under IDEA.

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.

It will be hashed out with all stakeholder groups. This will be a team decision as described above and is utilized for our special education students, currently. In reaching a dispute resolution, the committee would try to work together to come to an agreement. If that was unsuccessful, ROE services, special ed coop services, and attorneys and/or advocates could be involved.

Response from the approved prior year Consolidated District Plan.

It will be hashed out with all stakeholder groups. This will be a team decision as described above and is utilized for our special education students, currently. In reaching a dispute resolution, the committee would try to work together to come to an agreement. If that was unsuccessful, ROE services, special ed coop services, and attorneys and/or advocates could be involved.

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.

It will be hashed out with all stakeholder groups. We will use our school fleet and drivers and options A-F listed above. The district would likely look to another provider (taxi, public transportation, reimbursement of foster parent for transportation) to allow the student to continue in the district of origin until a resolution is reached. In the end, the district would likely defer to the child welfare worker's input on the best interest of the child. The school of origin would be responsible for transportation during a dispute.

Response from the approved prior year Consolidated District Plan.

It will be hashed out with all stakeholder groups. We will use our school fleet and drivers and options A-F listed above. The district would likely look to another provider (taxi, public transportation, reimbursement of foster parent for transportation) to allow the student to continue in the district of origin until a resolution is reached. In the end, the district would likely defer to the child welfare worker's input on the best interest of the child. The school of origin would be responsible for transportation during a dispute.

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.

We will notify them via email and at an institute in August. Office staff, principals, school counselors (who would all be involved in the registration of a new student) will immediately contact the Supt. or Foster Care Point of Contact when any child seeks enrollment/registration that carries unique circumstances regarding residency/transfer into the district/DCFS involvement. The Supt. then works with the committee and child welfare worker to determine placement/transportation for the student. All district/school personnel will be made aware of this plan via email directly from the Supt./Foster Care point of contact as soon as the plan is approved. In addition, posters have been placed in district buildings displaying information for the Foster Care Point of Contact.

Response from the approved prior year Consolidated District Plan.

We will notify them via email and at an institute in August. Office staff, principals, school counselors (who would all be involved in the registration of a new student) will immediately contact the Supt. or Foster Care Point of Contact when any child seeks enrollment/registration that carries unique circumstances regarding residency/transfer into the district/DCFS involvement. The Supt. then works with the committee and child welfare worker to determine placement/transportation for the student. All district/school personnel will be made aware of this plan via email directly from the Supt./Foster Care point of contact as soon as the plan is approved. In addition, posters have been placed in district buildings displaying information for the Foster Care Point of Contact.

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Consolidated District Plan

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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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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

1 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	
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

[Save Page](#)

*Required field

Consolidated District Plan

Applicant: ILLINI CENTRAL CUSD 189
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application

County: Mason

Consolidated Distri

Project Number: 27-CDP-00-53-060-1890-26

[Click to Return to App](#)

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

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

[Save Page](#)

TITLE GRANTS ADMINISTRATION

Instructions: This form is to be completed by nonpublic school officials. The completed form is then to be uploaded into the district's Consolidated District Plan.

Title I-A Improving Basic Programs Operated By State and Local Education Agencies
 Title II-A Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders
 Title IV-A Student Support and Academic Enrichment Grants

PUBLIC DISTRICT NAME AND NUMBER Illini Central CUSD #189	PUBLIC REGION, COUNTY, DISTRICT, TYPE CODE 53060189026000
NONPUBLIC SCHOOL NAME Calvary Academy	NONPUBLIC REGION, COUNTY, DISTRICT, TYPE CODE Sangamon - Private School
NONPUBLIC SCHOOL ADDRESS (Street, City, State, ZIP Code) 1730 W Jefferson Street Springfield, IL 62702	NONPUBLIC TOTAL ENROLLMENT 280

Please check the appropriate boxes to indicate participation.

Title I-A—Equitable share is based on number of low-income students attending nonpublic schools regardless of where the schools are based. Services are based on those students in academic need who reside in the public school district's boundaries. Estimated number of low-income students Yes No

Title II-A—Equitable share is based on the total population of the nonpublic schools' students based within the public school district's boundaries regardless of the number of nonpublic students that would attend a district public school. Yes No

Title IV-A—Equitable share is based on the total population of the nonpublic schools' students based within the public school district's boundaries regardless of the number of nonpublic students that would attend a district public school. Yes No

The following topics must be discussed during the ongoing consultation process:

- How the LEA will identify needs.
- What services the LEA will offer.
- How and when the LEA will make decisions about delivery of services.
- How, where, and by whom the LEA will provide services.
- How the LEA will academically assess program success.
- Size and scope of services. When, including the approximate time of day, services will be provided.
- Method of sources of data to determine number of students.
- Equitable services the LEA will provide to teachers and families.
- Service delivery mechanisms.
- Consideration and analysis of the views of the private school officials about third party providers and whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor.
- How the proportion of funds allocated for equitable services is determined.
- Whether to provide equitable services to eligible private school children by pooling funds or on a school-by-school basis.
- Whether to consolidate and use funds available for Title I equitable services in coordination with eligible funds available for equitable services for programs covered under Section 8501 (b).

We agree **do not agree** that initial timely and meaningful consultation occurred before the LEA made any decision that affected the equitable participation of eligible private school children in the Title I-A program.

We agree **do not agree** that initial timely and meaningful consultation occurred before the LEA made any decision that affected the equitable participation of eligible private school children in the Title II-A program.

We agree **do not agree** that initial timely and meaningful consultation occurred before the LEA made any decision that affected the equitable participation of eligible private school children in the Title IV-A program

4/8/2026

Jessica Smith

Date

Print Name of Nonpublic, Nonprofit School Official



Digital or Original Signature of Nonpublic, Nonprofit School Official



100 North First Street, S-284
Springfield, Illinois 62777-0001

**NONPUBLIC SCHOOL
CONSULTATION PARTICIPATION
FORM GRANT APPLICATION IN THE
20 26 - 20 27 SCHOOL YEAR**
(Based on data gathered in FY 20 27)

TITLE GRANTS ADMINISTRATION

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Title I-A Improving Basic Programs Operated By State and Local Education Agencies
Title II-A Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders
Title IV-A Student Support and Academic Enrichment Grants

PUBLIC DISTRICT NAME AND NUMBER PUBLIC REGION, COUNTY, DISTRICT, TYPE CODE
Illini Central CUSD #189 53060189026000

NONPUBLIC SCHOOL NAME NONPUBLIC REGION, COUNTY, DISTRICT, TYPE CODE
Carroll Catholic School 17054001X10

NONPUBLIC SCHOOL ADDRESS (Street, City, State, ZIP Code) NONPUBLIC TOTAL ENROLLMENT
111 4th St, Lincoln, IL 62656 80

Please check the appropriate boxes to indicate participation.

Title I-A—Equitable share is based on number of low-income students attending nonpublic schools regardless of where the schools are based. Services are based on those students in academic need who reside in the public school district's boundaries. Estimated number of low-income students _____ Yes No

Title II-A—Equitable share is based on the total population of the nonpublic schools' students based within the public school district's boundaries regardless of the number of nonpublic students that would attend a district public school. Yes No

Title IV-A—Equitable share is based on the total population of the nonpublic schools' students based within the public school district's boundaries regardless of the number of nonpublic students that would attend a district public school. Yes No

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We agree do not agree that initial timely and meaningful consultation occurred before the LEA made any decision that affected the equitable participation of eligible private school children in the Title IV-A program

4/8/26

David Welch

Date

Print Name of Nonpublic, Nonprofit School Official

Digital or Original Signature of Nonpublic, Nonprofit School Official



TITLE GRANTS ADMINISTRATION

Instructions: This form is to be completed by nonpublic school officials. The completed form is then to be uploaded into the district's Consolidated District Plan.

Title I-A Improving Basic Programs Operated By State and Local Education Agencies
 Title II-A Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders
 Title IV-A Student Support and Academic Enrichment Grants

PUBLIC DISTRICT NAME AND NUMBER Illini Central CUSD #189	PUBLIC REGION, COUNTY, DISTRICT, TYPE CODE 53060189026000
NONPUBLIC SCHOOL NAME Decatur St. Teresa High School	NONPUBLIC REGION, COUNTY, DISTRICT, TYPE CODE 39-055-096Y-10
NONPUBLIC SCHOOL ADDRESS (Street, City, State, ZIP Code) 2710 N. Water Street Decatur, IL 62526	NONPUBLIC TOTAL ENROLLMENT 203/0 in district

Please check the appropriate boxes to indicate participation.

Title I-A—Equitable share is based on number of low-income students attending nonpublic schools regardless of where the schools are based. Services are based on those students in academic need who reside in the public school district's boundaries. Estimated number of low-income students 0. Yes No

Title II-A—Equitable share is based on the total population of the nonpublic schools' students based within the public school district's boundaries regardless of the number of nonpublic students that would attend a district public school. Yes No

Title IV-A—Equitable share is based on the total population of the nonpublic schools' students based within the public school district's boundaries regardless of the number of nonpublic students that would attend a district public school. Yes No

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We agree do not agree that initial timely and meaningful consultation occurred before the LEA made any decision that affected the equitable participation of eligible private school children in the Title IV-A program

03/27/2026

Matthew Snyder

Date

Print Name of Nonpublic, Nonprofit School Official

Matthew Snyder
Digital or Original Signature of Nonpublic, Nonprofit School Official