East Moline District 37 Board of Education
Administration Building
3451 Morton Drive, East Moline, Illinois 61244
Phone: 309.792.2887 Fax: 309.792.6010

Mission
The entire East Moline District #37 community will prepare all students to become life-long learners who are productive, responsible members of a global society.

Regular Meeting
Monday, May 18, 2026
6:00 PM
Glenview Middle School
3100 7th Street
East Moline, IL 61244

Agenda

I. **Call to Order**

II. **Roll Call**

III. **Communications**
Jade Swineheart and family thanked the board for the memorial plant that was sent.

IV. **Public Comment**
At this time The Board of Education will provide a period for public comment to hear the views of the community. This is a time for the Board to listen; members will not engage in dialogue or respond to comments during the public meeting. Time allowed will be limited to three minutes for each individual, unless waived by the President. All individuals who wish to address the Board of Education must sign up in advance. The President may limit the opportunity to address the Board in cases where a person has previously addressed the Board on the same or related subject. Issues brought to the Board prior to being channeled through the proper chain of command will be referred back to the appropriate level.

V. **FOIA Requests**
The Board of Education received FOIA requests from Rock Island Today, Employee Research Data LLC, Sunlight Access, and 3 from The Data Research Team, and they were responded to in the appropriate time frame.

VI. **Consent Agenda**

1. Approval of Minutes
   It is recommended that the minutes from the April regular meeting and closed session be approved.

2. Approval of Treasurer's Report
   It is recommended that the Treasurer’s Report for April 2026 be approved, subject to audit.

3. Approval of Accounts Payable
   It is recommended that the Board of Education approve the payment of bills listed, received during the month of April 2026, to be paid during the month of May 2026, and quick pays during the month of May 2026.

Education	$ 204,567.90
Building	$ 59,811.58
Transportation	$ 28,495.01
Insuance	$ 1,541.67
Capital Projects	$ 353,060.20
Community Wi-Fi	$ 7,380.50
Subtotal:	**$ 654,856.86**

QUICK PAYS:	
Education	$ 52,579.45
Building	$ 6,321.09
Transportation	$ 218.74
Capital Projects	$ 45,175.00
Subtotal:	**$ 104,294.28**
TOTAL:	**$ 759,151.14**

4. Approval of Personnel Change

   a. Personnel - Licensed - Retirement
      Sarah Link has submitted a letter of intent to retire from her teaching position at Bowlesburg Elementary at the end of the 2029-2030 school year under Option 1 of the EMEA Collective Bargaining Agreement. Ms. Link will retire with 34 years of district service.

   b. Personnel - Classified - Retirement
      Darla Stroup has submitted a letter of intent to retire from her instructional aide position at Hillcrest Elementary at the end of the 2025-2026 school year. Ms. Stroup will retire with 12 years of district service.

   c. Personnel - Licensed - Employment
      Cameron Davis has been employed as a bilingual teacher at Ridgewood Elementary, effective August 10, 2026.

      Kelly Mixon has been employed as a school counselor at Glenview Middle School, effective August 10, 2026.

   d. Personnel - Classified - Employment
      Angelina Aguilera changed from a 4 hour bus monitor to a 6 hour bus monitor, effective April 29, 2026.

      Leticia Martinez-Ramirez has been employed as a 4 hour bus driver, effective August 12, 2026.

   e. Personnel - Licensed - Resignation
      Jesus Aguirre has resigned from his position as a teacher at Glenview Middle

School, effective at the end of the 2025-2026 school year.

Shelby Skiles has resigned from her position as a teacher at Hillcrest Elementary, effective at the end of the 2025-2026 school year.

Jessica Declerck has resigned from her position as a teacher at Hillcrest Elementary, effective at the end of the 2025-2026 school year.

Gabriella Perez has resigned from her position as a teacher at Wells Elementary, effective at the end of the 2025-2026 school year.

Jadelyn Agent has resigned from her position as a teacher at Bowlesburg Elementary, effective at the end of the 2025-2026 school year.

f. Personnel - Classified - Resignation
Benita Pryor has resigned from her position as an instructional aide at the Early Learning Center, effective April 27, 2026.

Marcus Harrington resigned from his bus driver position and his playground aide position at Bowlesburg Elementary, effective on May 5, 2026.

Tamika Dampeer resigned from her position as a bus monitor, effective May 15, 2026.

Alexis Reyes resigned from her position as an instructional aide at the Early Learning Center, effective May 15, 2026.

Kassi Shull resigned from her position as an instructional aide at Wells Elementary, effective at the end of the 2025-2026 school year.

5. Other Financial Reports
Enclosed with the Agenda Information are the April 2026 Activity Fund Report, the Budget Summary Expense Report, and the Budget Summary Revenue Report for April 2026.

VII. **Committee Reports**

1. United Education Foundation
2. BHASED Governing Board
3. Board Delegate to AFSCME

VIII. **Informational Items**

1. Glenview Builders Club Recognition
2. Glenview Mariachi Band Presentation
3. Ridgewood, Glenview, and Hillcrest Traffic Studies
4. Special Education in EMSD #37 Part III: The Power of Co-Teaching
5. Proposed FY26 Amended School District Budget

IX. **Unfinished Business**

1. Superintendent Search Survey Results and Recruitment Brochure Draft
2. BOE Meeting Dates for FY27

3. 2nd Reading of Press Plus 121

X. **New Business**

1. Consolidated District Plan
2. Milk Bids for FY27
3. 2025-26 LINQ WiFi Amended Budget Recommendation
4. Memorandum of Understanding with the EMEA Regarding Bloomboard PD and Student Teaching
5. Data, Systems & Accountability Job Description Revisions
6. Approval of Non-Union Salary Schedules for FY27 and FY28

XI. **Adjournment**

2025/2026 School Year Bills

TYPE	DATE	EDUCATION (10)	BUILDING(20)	TRANSP(40)	TORT IMMUNITY(80)	FIRE PREVENTION (90)	INSURANCE (99)	DEBT SERVICES (30)	CAPITAL PROJECTS(60)	WIFI(11)	TOTAL
BOARD BILLS	**7/21/2025**	**$ 523,233.18**	**$ 111,582.76**	**$ 253,285.09**	**$ 171,626.43**		**$ 1,541.67**	**$ 469,099.10**	**$ 102,380.71**	**$ 3,000.00**	**$ 1,635,748.94**
QUICK PAY	7/10/2025	$3,511.22	$5,951.69	$205.04	$12,846.00				$26,946.00		$ 49,459.95
QUICK PAY	7/14/2025	$ 3,000.00									$ 3,000.00
QUICK PAY	7/21/2025									$ 22,109.90	$ 22,109.90
QUICK PAY	7/29/2025	$ 5,947.28									$ 5,947.28
QUICK PAY	7/30/2025	$ 563.58		$ 4.00							$ 567.58
QUICK PAY	8/7/2025	$ 7,500.00	$ 3,259.12	$ 205.04							$ 10,964.16
		$ 20,522.08	**$ 9,210.81**	**$ 414.08**	**$ 12,846.00**	**$ -**	**$ -**	**$ -**	**$ 26,946.00**	**$ 22,109.90**	**$ 92,048.87**
BOARD BILLS	**8/18/2025**	**$ 666,280.30**	**$ 96,023.51**	**$ 26,308.84**	**$ 171,626.43**		**$ 1,541.67**		**$ 105,018.88**	**$ 3,016.12**	**$ 1,069,815.75**
QUICK PAY	8/25/2025	$ 40,020.32		$ 130.58						$ 12,138.44	$ 52,289.34
QUICK PAY	9/9/2025	$ 59,686.04	$ 3,616.81	$ 239.26							$ 63,542.11
		$ 99,706.36	**$ 3,616.81**	**$ 369.84**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 12,138.44**	**$ 115,831.45**
BOARD BILLS	**9/22/2025**	**$ 443,765.07**	**$ 168,852.31**	**$ 65,125.81**	**$ 171,626.43**		**$ 1,650.27**		**$ 14,832.70**	**$ 4,403.00**	**$ 870,255.59**
QUICK PAY	9/26/2025	$ 60,324.27	$ 899.99							$ 12,279.80	$ 73,504.06
QUICK PAY	10/2/2025	$ 9,358.04	$ 300.00								$ 9,658.04
QUICK PAY	10/14/2025	$ 1,411.45	$ 7,110.53	$ 6,796.97					$ 8,225.00		$ 23,543.95
QUICK PAY	10/22/2025	$ 12,521.74		$ 34.00					$ 7,871.00		$ 20,426.74
		$ 83,615.50	**$ 8,310.52**	**$ 6,830.97**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 16,096.00**	**$ 12,279.80**	**$ 127,132.79**
BOARD BILLS	**10/27/2025**	**$ 639,662.14**	**$ 99,920.63**	**$ 240,404.01**	**$ 179,385.43**		**$ 1,541.67**		**$ 40,152.00**	**$ 3,500.00**	**$ 1,204,565.88**
QUICK PAY	11/4/2025	$ 1,648.91	$ 15,262.08	$ 784.27						$ 12,479.52	$ 30,174.78
		$ 1,648.91	**$ 15,262.08**	**$ 784.27**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 12,479.52**	**$ 30,174.78**
BOARD BILLS	**11/17/2025**	**$ 247,186.44**	**$ 67,139.09**	**$ 32,743.24**	**$ 171,626.43**		**$ 1,541.67**		**$ 48,104.57**	**$ 3,500.00**	**$ 571,841.44**
QUICK PAY	11/25/25	$ 20,073.38		$ 6,389.52						$ 9,203.80	$ 35,666.70
QUICK PAY	11/25/25									$ 5,482.43	$ 5,482.43
QUICK PAY	12/9/25	$ 12.98	$ 7,967.30	$ 205.14					$ 6,695.00		$ 14,880.42

2025/2026 School Year Bills

TYPE	DATE	EDUCATION (10)	BUILDING(20)	TRANSP(40)	TORT IMMUNITY(80)	FIRE PREVENTION (90)	INSURANCE (99)	DEBT SERVICES (30)	CAPITAL PROJECTS(60)	WIFI(11)	TOTAL
		$ 20,086.36	$ 7,967.30	$ 6,594.66	$ -	$ -	$ -	$ -	$ 6,695.00	$ 14,686.23	$ 56,029.55
BOARD BILLS	**12/15/2025**	**$ 296,195.36**	**$ 83,683.08**	**$ 56,262.60**	**$ 2,630.00**		**$ 1,541.67**		**$ 5,495.18**	**$ 3,500.00**	**$ 449,307.89**
QUICK PAY	12/18/25	$ 40,658.46		$ 128.20						$ 9,220.49	$ 50,007.15
QUICK PAY	1/7/25	$ 62,952.63	$ 6,781.49	$ 222.40							$ 69,956.52
QUICK PAY	1/16/26	$ 9,440.37	$ 19,427.39	$ 1,236.15							$ 30,103.91
QUICK PAY	1/22/26	$ 10,071.39	$ 9,175.38	$ 9.00						$ 14,020.16	$ 33,275.93
		$ 123,122.85	**$ 35,384.26**	**$ 1,595.75**						**$ 23,240.65**	**$ 183,343.51**
BOARD BILLS	**1/26/2026**	**$ 393,572.15**	**$ 87,671.87**	**$ 223,268.72**	**$ 1,425.00**		**$ 1,541.67**	**$ 2,649,099.10**	**$ 3,859.36**	**$ 11,836.75**	**$ 3,372,274.62**
QUICK PAY	2/6/26	$ 15,868.89	$ 7,881.60	$ 218.74					$ 3,701.00		$ 27,670.23
QUICK PAY	2/13/26	$ 14,625.00	$ 19,994.41							$ 3,500.00	$ 38,119.41
		$ 30,493.89	**$ 27,876.01**	**$ 218.74**					**$ 3,701.00**	**$ 3,500.00**	
BOARD BILLS	**2/23/2026**	**$ 197,303.92**	**$ 102,716.83**	**$ 20,753.13**	**$ 1,425.00**		**$ 1,541.67**	**$ 1,375.00**	**$ 21,613.07**		**$ 346,728.62**
QUICK PAY	2/27/26	$ 30.00									$ 30.00
QUICK PAY	3/3/26	$ 101.04									$ 101.04
QUICK PAY	3/11/26	$ 47,163.23	$ 41,971.73	$ 12,054.67						$ 3,500.00	$ 104,689.63
QUICK PAY	3/12/26	$ 250.00								$ 23,283.00	$ 23,533.00
QUICK PAY	3/26/26									$ 4,754.22	$ 4,754.22
QUICK PAY	3/27/26	$ 3,809.71									$ 3,809.71
		$ 47,544.27	**$ 41,971.73**	**$ 12,054.67**						**$ 31,537.22**	**$ 136,917.60**
BOARD BILLS	**3/30/2026**	**$ 547,863.77**	**$ 91,949.75**	**$ 45,322.12**			**$ 1,541.67**		**$ 10,916.58**	**$ 3,880.50**	**$ 701,474.39**
QUICK PAY	4/10/26	$ 30,672.91	$ 6,688.93	$ 462.74							$ 37,824.58
QUICK PAY	4/16/26	$ 25,258.93	$ 31,595.80	$ 18,196.49					$ 1,900.00	$ 3,535.19	$ 80,486.41
		$ 55,931.84	**$ 38,284.73**	**$ 18,659.23**					**$ 1,900.00**	**$ 3,535.19**	**$ 118,310.99**
BOARD BILLS	**4/27/2026**	**$ 349,527.23**	**$ 108,933.55**	**$ 212,141.50**	**$ 3,071.00**		**$ 1,541.67**	**$ 475.00**	**$ 331,871.54**	**$ 12,419.06**	**$ 1,019,980.55**
QUICK PAY	4/28/26	$ 1,314.76									$ 1,314.76
QUICK PAY	5/1/26	$ 48,298.15							$ 45,175.00		$ 93,473.15
QUICK PAY	5/7/26	$ 2,966.54	$ 6,321.09	$ 218.74							$ 9,506.37
		$ 52,579.45	**$ 6,321.09**	**$ 218.74**					**$ 45,175.00**		**$ 104,294.28**

2025/2026 School Year Bills

TYPE	DATE	EDUCATION (10)	BUILDING(20)	TRANSP(40)	TORT IMMUNITY(80)	FIRE PREVENTION (90)	INSURANCE (99)	DEBT SERVICES (30)	CAPITAL PROJECTS(60)	WIFI(11)	TOTAL
BOARD BILLS	5/18/2026	$ 204,567.90	$ 59,811.58	$ 28,495.01			$ 1,541.67		$ 353,060.20	$ 7,380.50	$ 654,856.86

Check Nbr	Vendor Name	Check Date	Check Amount
202500750	LOHMAN COMPANIES	05/18/2026	1,541.67
1	Wire Transfer Check(s) For a Total of		1,541.67

	0	Manual	Checks For a Total of	0.00
	1	Wire Transfer	Checks For a Total of	1,541.67
	0	ACH	Checks For a Total of	0.00
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer Checks		1,541.67
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,541.67

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
99	INSURANCE	0.00	0.00	1,541.67	1,541.67

Check Nbr	Vendor Name	Check Date	Check Amount
31546	ADEL WHOLESALERS	05/18/2026	132.81
31547	ADVANCED BUSINESS SYS INC	05/18/2026	71.76
31548	AHERN, AMY	05/18/2026	21.56
31549	Vendor Continued Check	05/18/2026	0.00
31550	Vendor Continued Check	05/18/2026	0.00
31551	AMAZON CAPITAL SERVICES INC	05/18/2026	4,634.03
31552	ANCHOR LUMBER CO INC	05/18/2026	133.85
31553	ANDERSON, ELIZABETH MARIE	05/18/2026	451.45
31554	ANDERSON REPAIR SERVICE	05/18/2026	244.00
31555	ANSELMI, BROOKE ALISE	05/18/2026	195.75
31556	APEX METAL PRODUCTION CORP	05/18/2026	87.26
31557	B&B DRAIN TECH, INC	05/18/2026	179.00
31558	BAKHITA, HOUNDJO	05/18/2026	300.00
31559	BECIRI, VJOSA	05/18/2026	403.74
31560	Vendor Continued Check	05/18/2026	0.00
31561	Vendor Continued Check	05/18/2026	0.00
31562	BLACKHAWK BANK & TRUST	05/18/2026	4,111.26
31563	CERTASITE	05/18/2026	865.20
31564	CITY OF EAST MOLINE	05/18/2026	9,225.60
31565	COLUMN SOFTWARE PBC	05/18/2026	63.31
31566	CONES SOLUTIONS INC	05/18/2026	1,832.76
31567	CONNOR CO	05/18/2026	486.75
31568	CRAWFORD COMPANY	05/18/2026	21,953.40
31569	CRIBBS, MICHAEL J	05/18/2026	4,000.00
31570	CULLIGAN	05/18/2026	113.05
31571	DOORS INC	05/18/2026	178.50
31572	DOTHARD-CAMPBELL III, TERESA D	05/18/2026	559.26
31573	DSI MEDICAL SERVICES INC	05/18/2026	64.00
31574	DUNCAN, AMIRIA	05/18/2026	150.00
31575	E-QUANTUM CONSULTING LLC	05/18/2026	118.00
31576	ECONOMY ROOFING COMPANY	05/18/2026	286.00
31577	ELECTRONIC ENGINEERING	05/18/2026	150.00
31578	EMERICK PEST CONTROL INC	05/18/2026	544.00
31579	EMSD#37 FOOD SERVICE	05/18/2026	1,562.51
31580	ERICKSON PLUMBING & HEATIN	05/18/2026	3,349.10
31581	ETERNAL QUALITY GROUP INC	05/18/2026	346.00
31582	FAIRWEATHER, JEFFREY S	05/18/2026	68.22
31583	FIRM SYSTEMS	05/18/2026	342.00
31584	FITZPATRICK, BREANNA LYNN	05/18/2026	37.15
31585	GENESEO COMMUNICATIONS	05/18/2026	6,500.00
31586	GENESIS OCCUPATIONAL HEALTH	05/18/2026	179.00
31587	GLOBAL FIRE CONTROL INC	05/18/2026	1,105.00
31588	GODFATHERS PIZZA INC	05/18/2026	2,454.00
31589	GOLD STAR FS INC	05/18/2026	21,524.79
31590	GRAINGER	05/18/2026	451.92
31591	GRAVERT, MELISSA	05/18/2026	1,225.00
31592	GREENWOOD CLEANING SYSTEMS	05/18/2026	4,801.79
31593	HACKETT, AMBER REBECCA	05/18/2026	140.71
31594	HAMILTON, SHERRI LYNN	05/18/2026	45.82
31595	HAWLEY, KARLA MARY	05/18/2026	935.40

Check Nbr	Vendor Name	Check Date	Check Amount
31596	HUGHES TELEPHONE INC	05/18/2026	4,931.16
31597	ILLINI SUPPLY	05/18/2026	2,141.87
31598	ILLOWA ENTERPRISES INC	05/18/2026	139.71
31599	INFOBIP INC	05/18/2026	648.03
31600	JACOBS, RICHARD WILLIAM	05/18/2026	84.97
31601	JW PEPPER & SON INC	05/18/2026	52.00
31602	K'NEES FLORISTS	05/18/2026	168.50
31603	KING, JENNIFER KAY	05/18/2026	20.00
31604	Vendor Continued Check	05/18/2026	0.00
31605	KOHL WHOLESALE	05/18/2026	59,050.49
31606	LEAL, BLANCA	05/18/2026	425.07
31607	LINN, AMY BETH	05/18/2026	225.10
31608	LOWES	05/18/2026	237.42
31609	MA DUKES CATERING & MORE	05/18/2026	2,000.00
31610	MARTINEZ, JESSICA	05/18/2026	200.00
31611	MCCULLOUGH, MELISSA A	05/18/2026	241.53
31612	MCGEE, MARLON	05/18/2026	225.00
31613	Vendor Continued Check	05/18/2026	0.00
31614	MENARDS	05/18/2026	724.68
31615	MIDAMERICAN ENERGY COMPANY	05/18/2026	16,285.57
31616	MIDWEST 2WAY COMMUNICATIONS	05/18/2026	13,562.26
31617	MILLENNIUM WASTE INC	05/18/2026	5,981.13
31618	MUELLER, MICHAEL A	05/18/2026	96.35
31619	NCS PEARSON INC	05/18/2026	340.50
31620	PAN-O-GOLD BAKING COMPANY	05/18/2026	3,763.30
31621	PETERSON, MARY IRENE	05/18/2026	408.56
31622	PETRARCA, GLEASON, BOYLE & IZZ	05/18/2026	3,789.50
31623	PRAIRIE FARMS DAIRY INC	05/18/2026	19,361.73
31624	QC CUSTOM TEES & MORE	05/18/2026	66.40
31625	QUAD CITIES MUSIC LLC	05/18/2026	840.00
31626	REGIONAL OFFICE OF EDUCATI	05/18/2026	20.00
31627	REPUBLIC COMPANIES	05/18/2026	26.42
31628	RI COUNTY ROE	05/18/2026	150.00
31629	RI COUNTY ROE	05/18/2026	350.00
31630	ROWLANDS, CHAD OWEN	05/18/2026	28.73
31631	RYAN, MICHAEL	05/18/2026	549.26
31632	SAINT FLEUR, PROPHETE	05/18/2026	168.95
31633	SAVVAS LEARNING COMPANY LLC	05/18/2026	3,550.00
31634	SCHOFIELD, TARA J	05/18/2026	302.93
31635	SIGN GYPSIES ILLINOIS QC	05/18/2026	225.00
31636	SMARTWAVE TECHNOLOGIES, LLC	05/18/2026	3,880.50
31637	SMITH, GLEN	05/18/2026	119.84
31638	SMITH, MICHELE	05/18/2026	40.16
31639	SYMMETRY ENERGY SOLUTIONS LLC	05/18/2026	9,150.75
31640	TABB, LANESHA	05/18/2026	44,000.00
31641	TAPSCOTT, CAMI JO	05/18/2026	256.00
31642	THE DRINK STATION (JULIE HOOD)	05/18/2026	200.00
31643	TONY'S GROCERY	05/18/2026	75.90
31644	TPC CASH & CARRY	05/18/2026	240.58
31645	TRANE US INC	05/18/2026	40.00

Check Nbr	Vendor Name	Check Date	Check Amount
31646	TWIN STATE TECHNICAL SERVICES	05/18/2026	11,625.00
31647	ULINE	05/18/2026	1,194.57
31648	WANRACK LLC	05/18/2026	305.00
31649	WITH PARTNERS LLC	05/18/2026	15,800.00
31650	YELLOWFOLDER	05/18/2026	491.40

105 Computer Check(s) For a Total of 325,426.53

Check Nbr	Vendor Name	Check Date	Check Amount
202500749	KANSAS STATE BANK	05/18/2026	6,069.29
202500751	STOMBAUGH, BRIAN LEE	05/18/2026	251.57
202500752	ALLIED FACILITY PARTNERS LLC	05/18/2026	321,567.80
	3 Wire Transfer Check(s) For a Total of		327,888.66

	0	Manual	Checks For a Total of	0.00
	3	Wire Transfer	Checks For a Total of	327,888.66
	0	ACH	Checks For a Total of	0.00
	105	Computer	Checks For a Total of	325,426.53
Total For	108	Manual, Wire Tran, ACH & Computer	Checks	653,315.19
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	653,315.19

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	EDUCATION	0.00	0.00	204,567.90	204,567.90
11	COMMUNITY WI-FI	0.00	0.00	7,380.50	7,380.50
20	BUILDING	0.00	0.00	59,811.58	59,811.58
40	TRANSPORTATION	0.00	0.00	28,495.01	28,495.01
60	CAPITAL PROJECTS	0.00	0.00	353,060.20	353,060.20

East Moline School District 37
Budget Summary - Revenue Report
30-Apr-26

Education Fund	Budget	Y.T.D. Activity	% of Budget	Target %
Local Revenues	$ 13,819,746	$ 8,573,013	62%	83%
State Revenues	$ 18,033,284	$ 14,610,820	81%	83%
Federal Revenues	$ 5,865,935	$ 4,819,559	82%	83%
Other Revenues	$ -	$ -	0%	83%
Total Revenues	$ 37,718,965	$ 28,003,393	74%	83%

Community Wi-Fi Fund	Budget	Y.T.D. Activity	% of Budget	Target %
Local Revenues	$ 242,089	$ 183,483	76%	83%
State Revenues	$ -	$ 46,955	0%	83%
Federal Revenues	$ -	$ -	0%	83%
Total Revenues	$ 242,089	$ 230,437	95%	83%

Operations & Maintenance Fund	Budget	Y.T.D. Activity	Budget	%
Local Revenues	$ 2,797,111	$ 1,941,070	69%	83%
Other Revenues	$ -	$ -	0%	83%
	$ 2,797,111	$ 1,941,070	69%	83%

Debt Service Fund	Budget	Y.T.D. Activity	% of Budget	Target %
Local Revenues	$ 3,131,947	$ 2,008,323	64%	83%
Other Revenues	$ 53,595	$ -	0%	83%
	$ 3,185,542	$ 2,008,323	63%	83%

Transportation Fund	Budget	Y.T.D. Activity	Budget	%
Local Revenues	$ 980,871	$ 633,367	65%	83%
State Revenues	$ 1,306,388	$ 847,318	65%	83%
Other Revenues	$ 670,000	$ 600,000	90%	83%
Total Revenues	$ 2,957,259	$ 2,080,685	70%	83%

FICA/SS/IMRF Fund	Budget	Y.T.D. Activity	% of Budget	Target %
Local Revenues	$ 1,938,746	$ 1,268,321	65%	83%
Federal Revenues	$ -	$ -	0%	83%
	$ 1,938,746	$ 1,268,321	65%	83%

Capital Projects Fund	Budget	Y.T.D. Activity	% of Budget	Target %
Local Revenues	$ 885,000	$ 1,554,701	176%	83%
State Revenues	$ -	$ -	0%	83%
Other Revenues	$ -	$ 5,455,726	0%	83%
	$ 885,000	$ 7,010,427	792%	83%

Working Cash Fund	Budget	Y.T.D. Activity	% of Budget	Target %
Local Revenues	$ 240,601	$ 360,235	150%	83%
Other Revenues	$ -	$ 3,070,000	0%	83%
	$ 240,601	$ 3,430,235	1426%	83%

Tort Fund	Budget	Y.T.D. Activity	% of Budget	Target %

	Local Revenues	$ 1,329,061	$ 835,458	63%	83%

Life Safety		Budget	Y.T.D. Activity	% of Budget	Target %
	Local Revenues	$ 420	$ 3,680	876%	83%
	State Revenues	$ -	$ -	0%	83%
		$ 420	$ 3,680	876%	83%

East Moline School District 37
Budget Summary - Expense Report
30-Apr-26

Education Fund	Budget	Y.T.D. Activity	% of Budget	Target %
Salaries	$ 28,483,964	$ 23,014,438	81%	83%
Benefits	$ 4,941,172	$ 3,937,226	80%	83%
Purchased Services	$ 2,411,508	$ 2,287,017	95%	83%
Supplies & Materials	$ 1,978,894	$ 1,423,485	72%	83%
Capital Outlay	$ 532,883	$ 357,856	67%	83%
Other Objects	$ 1,218,819	$ 1,750,864	144%	83%
Total Expenses	$ 39,567,240	$ 32,770,885	83%	83%

Community Wi-Fi Fund	Budget	Y.T.D. Activity	% of Budget	Target %
Purchased Services	$ 234,749	$ 196,162	84%	83%
Capital Outlay	$ -	$ -	0%	83%
Other Objects	$ -	$ 5,663	0%	83%
	$ 234,749	$ 201,825	86%	83%

Operations & Maintenance	Budget	Y.T.D. Activity	% of Budget	Target %
Salaries	$ 1,866,795	$ 1,590,998	85%	83%
Benefits	$ 340,590	$ 250,210	73%	83%
Purchased Services	$ 434,121	$ 407,530	94%	83%
Supplies & Materials	$ 660,500	$ 617,613	94%	83%
Capital Outlay	$ 124,750	$ 51,887	42%	83%
Other Objects	$ 34,008	$ 99,347	292%	83%
Total Expenses	$ 3,460,764	$ 3,017,585	87%	83%

Debt Service Fund	Budget	Y.T.D. Activity	% of Budget	Target %
Other Objects	$ 3,174,793	$ 3,120,048	98%	83%

Transportation Fund	Budget	Y.T.D. Activity	% of Budget	Target %
Salaries	$ 1,418,745	$ 1,121,716	79%	83%
Benefits	$ 177,043	$ 126,008	71%	83%
Purchased Services	$ 1,119,350	$ 1,066,215	95%	83%
Supplies & Materials	$ 198,660	$ 125,776	63%	83%
Capital Outlay	$ 10,000	$ -	0%	83%
Other Objects	$ 32,745	$ 30,684	94%	83%
Total Expenses	$ 2,956,543	$ 2,470,400	84%	83%

FICA/SS/IMRF Fund	Budget	Y.T.D. Activity	% of Budget	Target %
Benefits	$ 2,000,877	$ 1,463,942	73%	83%

Capital Projects Fund	Budget	Y.T.D. Activity	% of Budget	Target %
Salaries	$ -	$ -	0%	83%
Benefits	$ -	$ -	0%	83%
Purchased Services	$ 210,000	$ 92,162	44%	83%
Supplies & Materials	$ -	$ 3,111	0%	83%
Capital Outlay	$ 995,910	$ 644,721	65%	83%
Other Objects	$ -	$ 99,106	0%	83%
Total Expenses	$ 1,205,910	$ 839,100	70%	83%

Working Cash Fund	Budget	Y.T.D. Activity	% of Budget	Target %
Other Objects	$ 670,000	$ 667,529	100%	83%

Tort Fund	Budget	Y.T.D. Activity	% of Budget	Target %
Salaries	$ 280,000	$ 224,000	80%	83%
Purchased Services	$ 982,737	$ 919,288	94%	83%
Other Objects	$ 72	$ -	0%	83%
	$ 1,262,809	$ 1,143,288	91%	83%

Life Safety Fund	Budget	Y.T.D. Activity	% of Budget	Target %
Purchased Services	$ 95,300	$ -	0%	83%
Supplies & Materials	$ -	$ -	0%	83%
	$ 95,300	$ -	0%	83%

FDTLOC FUNC OBJ SJ	Account Level Description	April 2025-26 Beginning Balance	April 2025-26 Monthly Activity	Ending Balance
95A000 1013 0000 00 000000	ACTIVITY FUND CASH ACCOUNT	240,735.41	182.87	240,918.28
95A100 1010 9000 00 000000	DISTRICT ACTIVITY CASH ACCOUNT			
95A200 1010 9000 00 000000	BOWLESBURG CASH ACCOUNT			
95A300 1010 9000 00 000000	GLENVIEW CASH ACCOUNT			
95A400 1010 9000 00 000000	HILLCREST CASH ACCOUNT			
95A700 1010 9000 00 000000	TRANSPORTATION CASH ACCOUNT			
95A800 1010 9000 00 000000	WELLS CASH ACCOUNT			
95A900 1010 9000 00 000000	RIDGEWOOD CASH ACCOUNT			
95L000 4020 0000 00 000000	A/P ACCRUAL			
95L100 9000 9000 01 000000	DISTRICT ACTIVITY FUND	-26,369.09		-26,369.09
95L100 9000 9000 50 000000	ADOPT A ROOM	-1,129.47		-1,129.47
95L100 9000 9000 51 000000	EM SALES TAX	-143.91		-143.91
95L100 9000 9000 52 000000	EMEA DAMAGED PROPERTY	-291.88		-291.88
95L100 9000 9000 53 000000	FIRST DAY FUND	-852.52		-852.52
95L100 9000 9000 54 000000	FOOD SERVICE			
95L100 9000 9000 55 000000	INTEREST EARNED	-43,355.05	-375.79	-43,730.84
95L100 9000 9000 56 000000	SPECIAL OLYMPICS	-217.09		-217.09
95L200 9000 9000 01 000000	BOWLESBURG ACTIVITY FUND	-4,667.46		-4,667.46
95L200 9000 9000 02 000000	BOWLESBURG LIBRARY ACTIVITY	-2,596.55	232.98	-2,363.57
95L200 9000 9000 03 000000	BOWLESBURG MEMORIAL ACTIVITY	-358.53		-358.53
95L200 9000 9000 04 000000	BOWLESBURG JDH DONATION	-414.25		-414.25
95L200 9000 9000 06 000000	BOWLESBURG BOX TOPS ACTIVITY	-4,209.55		-4,209.55
95L200 9000 9000 07 000000	BOWLESBURG SOCIAL FUND ACT	-1,099.33		-1,099.33
95L200 9000 9000 09 000000	BOWLESBURG PBIS ACTIVITY	-298.06		-298.06
95L200 9000 9000 11 000000	BOWLESBURG MUSIC	-1,718.90	108.00	-1,610.90
95L200 9000 9000 25 000000	BOWLESBURG K-KIDS FUND	-345.28		-345.28
95L300 9000 9000 01 000000	GLENVIEW ACTIVITY/SOS	-24,265.86	-853.00	-25,118.86
95L300 9000 9000 02 000000	GV LIBRARY ACTIVITY	-1,345.45	-85.00	-1,430.45
95L300 9000 9000 03 000000	GV MEMORIAL FUND			
95L300 9000 9000 04 000000	GV JDH DONATION	-1,015.11	-60.00	-1,075.11
95L300 9000 9000 05 000000	GV CATCH GRANT			
95L300 9000 9000 07 000000	GV SCHOOL CLIMATE	-1,172.91		-1,172.91
95L300 9000 9000 08 000000	GV TEACHER POP FUND	-1,163.04		-1,163.04
95L300 9000 9000 10 000000	HAVLIFE GRANT	-26.62		-26.62
95L300 9000 9000 11 000000	GV MUSIC	-902.69		-902.69
95L300 9000 9000 12 000000	GV LORADO TAFT	-2,382.06		-2,382.06
95L300 9000 9000 13 000000	GV MARIACHI	-11,165.61		-11,165.61
95L300 9000 9000 15 000000	GV 5TH BLUE	-701.69		-701.69
95L300 9000 9000 16 000000	GV 5TH GOLD	-1,338.28		-1,338.28
95L300 9000 9000 17 000000	GV 6TH BLUE	-818.16		-818.16
95L300 9000 9000 18 000000	GV 6TH GOLD	-150.00		-150.00
95L300 9000 9000 19 000000	GV 7TH BLUE	-1,855.16		-1,855.16
95L300 9000 9000 20 000000	GV 7TH GOLD	-843.44		-843.44
95L300 9000 9000 21 000000	GV 8TH BLUE	-198.33		-198.33
95L300 9000 9000 22 000000	GV 8TH GOLD	-262.33		-262.33
95L300 9000 9000 23 000000	GV BAND FUND	-6,795.39	278.86	-6,516.53
95L300 9000 9000 24 000000	GV BRANDT MEAT GRANT	-294.15		-294.15
95L300 9000 9000 25 000000	GV BUILDERS CLUB	-2,234.07	21.29	-2,212.78
95L300 9000 9000 26 000000	GV CRIMESTOPPERS	-389.28		-389.28
95L300 9000 9000 27 000000	GV GATE MONEY	-6,402.66		-6,402.66
95L300 9000 9000 28 000000	GV GATOR FUND	-847.40		-847.40
95L300 9000 9000 29 000000	GV GATORAIDE FUND	-6,357.37		-6,357.37
95L300 9000 9000 30 000000	GV IMSA	-4,033.91		-4,033.91
95L300 9000 9000 31 000000	GV PEACEBUILDERS ACTIVITY	-856.03		-856.03
95L300 9000 9000 32 000000	GV STARS ACTIVITY	-13.72		-13.72
95L300 9000 9000 33 000000	GV STUDENT COUNCIL ACTIVITY	-6,250.61		-6,250.61
95L300 9000 9000 34 000000	GV TECHNOLOGY ACTIVITY	-3.08		-3.08

FDTLOC FUNC OBJ SJ	Account Level Description	April 2025-26 Beginning Balance	April 2025-26 Monthly Activity	Ending Balance
95L300 9000 9000 35 000000	GV YEARBOOK ACTIVITY	-3,390.49		-3,390.49
95L300 9000 9000 36 000000	GV TEACHER POP			
95L300 9000 9000 38 000000	GV ATHLETICS	-11,704.55	130.17	-11,574.38
95L300 9000 9000 39 000000	GV ONE BY ONE	-7,715.47	301.87	-7,413.60
95L300 9000 9000 40 000000	GV CARES ROOM	-4,628.48		-4,628.48
95L300 9000 9001 38 000000	GV FOOTBALL	-9,024.12		-9,024.12
95L301 9000 9000 01 000000	EMEC ACTIVITY FUND	-10.95		-10.95
95L400 9000 9000 01 000000	HILLCREST ACTIVITY FUND	-5,326.83		-5,326.83
95L400 9000 9000 02 000000	HILLCREST LIBRARY ACTIVITY	-422.92		-422.92
95L400 9000 9000 03 000000	HILLCREST KNIGHT MEMORIAL FUND	-72.86		-72.86
95L400 9000 9000 04 000000	HILLCREST JDH DONATION	-1,796.56	419.79	-1,376.77
95L400 9000 9000 11 000000	HILLCREST MUSIC	-1,358.02	-126.00	-1,484.02
95L400 9000 9000 25 000000	HILLCREST K-KIDS FUND	-91.00		-91.00
95L700 9000 9000 01 000000	TRANSPORTATION ACTIVITY FUND			
95L800 9000 9000 01 000000	WELLS ACTIVITY FUND	-2,021.55	206.89	-1,814.66
95L800 9000 9000 03 000000	WELLS MEMORIAL FUND			
95L800 9000 9000 04 000000	WELLS JDH DONATION	-189.12		-189.12
95L800 9000 9000 05 000000	WELLS CATCH GRANT			
95L800 9000 9000 06 000000	WELLS BOX TOPS ACTIVITY	-185.17		-185.17
95L800 9000 9000 07 000000	WELLS SOCIAL FUND ACTIVTY	-1,432.40	183.11	-1,249.29
95L850 9000 9000 07 000000	EARLY LEARNING SOCIAL FUND ACT	-514.09		-514.09
95L900 9000 9000 01 000000	RIDGEWOOD ACTIVITY FUND	-3,595.63		-3,595.63
95L900 9000 9000 02 000000	RIDGEWOOD LIBRARY ACTIVITY	-389.00		-389.00
95L900 9000 9000 03 000000	RIDGEWOOD MEMORIAL FUND			
95L900 9000 9000 04 000000	RIDGEWOOD JDH DONATION	-13,861.74	-566.04	-14,427.78
95L900 9000 9000 05 000000	RIDGEWOOD CATCH GRANT			
95L900 9000 9000 07 000000	RIDGEWOOD SOCIAL FUND	-729.80		-729.80
95L900 9000 9000 08 000000	RIDGEWOOD POP FUND	-80.36		-80.36
95L900 9000 9000 25 000000	RIDGEWOOD K-KIDS FUND	-42.97		-42.97
95Q000 7010 0000 00 000000		-201.99	-217.48	-419.47
95Q000 7040 0000 00 000000	FUND BALANCE	201.99	217.48	419.47
Grand Asset Totals		240,735.41	182.87	240,918.28
Grand Liability Totals		-240,735.41	-182.87	-240,918.28
Grand Equity Totals				
Grand Totals				

Number of Accounts: 88

********** End of report **********

Notice of Public Hearing

NOTICE IS HEREBY GIVEN by the School board of School District Number 37, in the County of Rock Island, State of Illinois, that tentative amended budget for said School District for the fiscal year beginning July 1, 2025, will be on file and conveniently available to public inspection at 3451 Morton Drive East Moline, Illinois in this School District from and after 9:00 o'clock a.m., on the 19th day of May, 2026. Notice is further hereby given that a public hearing on said amended budget will be held at 5:55 o'clock p.m., on the 22nd day of June, 2026, at the Administration Building in this School District Number 37. Dated this 11th day of May, 2026. Board of Education of School District Number 37, in the County of Rock Island, State of Illinois.

Lindsey Trickey
Secretary, Board of Education
School District Number 37
East Moline
Rock Island County, Illinois

MEMORANDUM

To: Board of Education
Fr: Casey Kyser
Date: May 18, 2026
Re: 2025-2026 Tentative Amended Budget

The purpose of the amended budget is to align our initial projections with actual finalized revenues, state-level funding shifts, necessary operational adjustments and to reflect any carryover and final allocations in all federal and state grants.

2025-2026 Summary of Budget Amendments

Fund	Category	Adjustment Type	Description
Educational	Revenue	Decrease	Reduced CPPRT (Corporate Personal Property Replacement Tax) revenue from the State of Illinois.
Educational	Revenue & Expense	Update	Grants updated for exact Oct/Nov carryover allocations (balanced budget impact where Revenues = Expenses).
Educational	Revenue & Expense	Reallocation	Wi-Fi Sub-Fund: Updated to reflect the Connect IL Grant and reallocated existing expenses.
Operations & Maintenance	Revenue	Decrease	Reduced CPPRT revenue and lower interest received.
Operations & Maintenance	Expense	Increase	Increased expenditures due to electric rate volatility, facility repairs, and community Wi-Fi partnership fees.
Transportation	Revenue	Decrease	State reimbursements for Regular and Special Ed were pro-rated lower than budgeted.
Transportation	Expense	Decrease	Expenditures are currently tracking slightly lower than projected.
Working Cash	Revenue	Increase	Received funding infusion via a strategic bond issuance.
Working Cash	Expense / Transfer	Decrease (Transfer Out)	Executed permanent transfers out to Operations & Maintenance (O&M) and Transportation.
Capital Projects	Revenue & Expense	Increase	Received bond issuance for RW building renovations and elementary playground equipment.
Capital Projects	Revenue & Expense	Increase	Captured revenue from the sale of two district building and allocated costs to be paid from the proceeds
IMRF / SS	Revenue	Decrease	Reduced revenue from state CPPRT shortfall.
Tort	Revenue & Expense	Increase	Small revenue and expense increases to accurately align with actual costs.

Revenue Adjustments

Statewide Revenue Shortfalls & Allocation Impacts

- Corporate Personal Property Replacement Tax (CPPRT) Shortfall: This revenue source came in lower than the initial projections provided by the State of Illinois. Because CPPRT is a shared allocation, this reduction directly created a revenue shortfall across five interconnected funds: Education, Operations & Maintenance, Transportation, IMRF/SS, Tort Fund
- State Proration of Regular and Special Ed transportation: In August/Sept when preparing the budget, the State of Illinois provides an estimated revenue budget for the regular and special ed transportation which is reflected in the original budget. Later in the budget year, the State of

Illinois prorates the revenue which causes the projected revenue to come in less than budgeted. In 2025-2026, regular transportation is prorated at 76% and special transportation at 60%

Expenditure Adjustments

Operations & Maintenance

- Electric Charges: Expenditures exceeded the initial budget due to unforeseen fluctuations in electrical utility rates and usage.
- Repair Costs: The district experienced unanticipated, urgent facility repair costs that outpaced routine maintenance projections
- Community Wi-Fi contributions: Increased costs to support the community Wi-Fi initiative

Capital Projects

- Added revenue for the bond issuance proceeds and expenses for the RW building renovations and playground project.
- Added revenue from the sale of EMEC and Hoffman and expenses for the projects to be funded from the sales.

Tort

- Increases to few expense budgets to align with actual

Working Cash

- Working Cash bond revenue and permanent transfers to O&M and Transportation Fund

Wi-fi (sub account of Education Fund)

- Increased revenues to reflect actual received from Connect IL State Grant

Permanent Working Cash Transfers

To structurally counteract the statewide CPPRT deficit and the operational overages within the O&M & Transportation funds, the district will execute formal, permanent transfers from the Working Cash Fund to the impacted funds. This strategic action accomplishes three core objectives for the district:

- Deficit Elimination: Directly covers the revenue gaps within the O&M and Transportation Funds
- Cash Flow Preservation: Replenishes and maintains baseline fund balances to help with cash flow
- Debt Avoidance: Eliminates the administrative burden of processing temporary inter-fund loans from the Working Cash Fund.

Timeline

- May 18th, 2026 – the 2025-2026 tentative amended budget is presented to the BOE
- May 19th, 2026 – 2025-2026 tentative amended budget is on display for 30 days
- June 22nd, 2026 – 2025-2026 amended budget is adopted by the BOE

2025-2026 Tentative Amended Budget Summary

2025-2026 Amended Budget Summary Fund	Cash Balances 1-Jul-25	FY26 Revenue	FY26 Expenditures	Surplus/Deficit	FY26 Transfers	Cash Balances 30-Jun-26
Education	$ 9,557,579	$ 38,330,931	$ (40,121,843)	$ (1,790,912)	$ (53,595)	$ 7,713,072
Operations & Maintenance	$ 1,594,854	$ 2,686,341	$ (3,583,164)	$ (896,823)	$ 900,000	$ 1,598,031
Transportation	$ 604,640	$ 2,187,713	$ (2,959,474)	$ (771,761)	$ 775,000	$ 607,879
IMRF/Social Security	$ 2,915,731	$ 1,937,342	$ (2,006,567)	$ (69,225)		$ 2,846,506
Working Cash	$ 7,892,666	$ 240,601	$ -	$ 240,601	$ 1,325,000	$ 9,458,267
Total Operating Funds	$ 22,565,470	$ 45,382,928	$ (48,671,048)	$ (3,288,120)	$ 2,946,405	$ 22,223,755
Debt Service	$ 3,520,843	$ 3,131,947	$ (3,174,793)	$ (42,846)	$ 53,595	$ 3,531,592
Life Safety	$ 182,597	$ 420	$ (95,300)	$ (94,880)	$ -	$ 87,717
Capital Projects	$ 3,107,061	$ 1,174,240	$ (7,101,770)	$ (5,927,530)	$ 5,606,620	$ 2,786,151
Tort	$ 1,056,740	$ 1,333,184	$ (1,268,138)	$ 65,046	$ -	$ 1,121,786
Total All Funds	$ 30,432,711	$ 51,022,719	$ (60,311,049)	$ (9,288,330)	$ 8,606,620	$ 29,751,001

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ISSUE 121
March 2026

Update Memo

Please distribute to board members and appropriate staff.

PRESS

Policy Reference Education Subscription Service

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Online Instructions

Please follow these four easy steps to log in to **PRESS**:

1. Go to www.iasb.com and click on the Member Login button on the top navigation.
2. Enter your email address and password.
   - If you do not know your password, do not create a new account; reset your password using your district email address. Use the "forgot your password?" link. Make sure to check your spam folder for an email from info@iasb.com, if you do not see it in your email inbox.
   - If you are still having difficulty logging in, please contact your District's Superintendent or Administrative Assistant to make sure you are listed as an authorized user on the District Roster.
   - If you continue to have difficulty signing on to www.iasb.com, please contact Michael Ifkovits at mifkovits@iasb.com.
3. Click the Hi [Your Name] button on the top navigator bar. This will bring you to your account page
4. Under "**Quick Links**," click on "**PRESS Login**."

IASB Illinois Association of School Boards
Lighting the Way to Excellence in School Governance

This publication is designed to provide information only and is not a substitute for legal advice from the Board Attorney. If you have any questions, please contact Debra Jacobson, Associate General Counsel and **PRESS** Editor, djacobson@iasb.com; Jeremy Duffy, IASB Deputy Executive Director/General Counsel and Assistant **PRESS** Editor, jduffy@iasb.com; Maryam Brotine, Associate General Counsel and Assistant **PRESS** Editor, mbrotine@iasb.com; or Megan Mikhail, Assistant General Counsel and Assistant **PRESS** Editor, mmikhail@iasb.com.

Please share this **PRESS** Update Memo with all board members and appropriate staff.

Two other important components of **PRESS** may be viewed and downloaded from **PRESS Online**: Committee Worksheets and the updated **P**olicy **R**eference **M**anual (**PRM**) pages.

The Committee Worksheets, found by selecting a *PRESS Issue* at the top of the **PRESS Online** Table of Contents, show suggested changes to **PRESS** material by striking out deleted words and underscoring new words, a.k.a. "tracked changes."

For answers to common questions about using **PRESS**, see Q&A: Getting the Most Out of Your PRESS Subscription, available on IASB's website.

Updated **PRM** pages can be found in the IASB POLICY REFERENCE MANUAL Table of Contents. For visual instruction about how to download and use **PRM** pages to update your policy manual, please go to www.iasb.com/policy/ to view the **PRESS** video tutorial located under the header entitled: **PRESS – P**olicy **R**eference **E**ducation **S**ubscription **S**ervice.

PRESS Bundles

Each bundle summarizes the global reasons for changes to all materials that are listed.

Specific details about how each piece of material changed, e.g., legislation, administrative rules, **PRESS** Advisory Board feedback, quality assurance, five-year review items, etc., are explained in numerical order in the **Revisions to Policies, Administrative Procedures, and Exhibits** table (Revisions Table) beginning on p. 6.

Please spend time reviewing the **PRESS** Online Committee Worksheets for these materials, which will provide further, more on-the-spot detailed explanations in the footnotes, along with added comment boxes by the **PRESS** Editors when necessary.

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Open Meetings Act and Freedom of Information Act

During the veto session, the 104th General Assembly passed legislation that amended the Open Meetings Act (OMA) and the Freedom of Information Act (FOIA). Public Act 104-438 adds "performance of active military duty as a service member" to the reasons a board member may attend a meeting remotely under OMA, and it prohibits boards from holding regular or special meetings on election days. P.A. 104-438 also adds "regional" to the types of association representatives that a public body can meet with in closed session to discuss self-evaluation, practices and procedures, or professional ethics. However, as we explained in the **PRESS** Issue 120 Update Memo, IASB is advocating for trailer bills (House Bill 4176 and Senate Bill 2715) that would remove or amend "regional" based on IASB's concerns about ambiguity and legal risk, potential governance conflicts, and a lack of any demonstrated need for the expansion of this exception. Because we anticipate that this closed meeting exception could be amended again, this specific change is not reflected in the materials updated for this issue.

FOIA was amended by P.A. 104-438 in response to concerns about cyberattacks and requests generated by artificial intelligence. It now requires requesters to: (1) put their requests in the body of an email rather than in attachments, and (2) verify they are a person if a district has reason to believe they are not a person and requests the verification.

The following **PRESS** materials are updated in response to this legislation:

- 2:140-E, Guidance for Board Member Communications, Including Email Use
- 2:200, Types of School Board Meetings
- 2:220, School Board Meeting Procedure
- 2:250, Access to District Public Records
- 2:250-AP1, Access to and Copying of District Public Records
- 2:250-AP2, Protocols for Record Preservation and Development of Retention Schedules
- 2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records

Personnel

In response to concerns regarding the impact of federal immigration enforcement on employment, the General Assembly passed P.A. 104-455 during the veto session. It adds protections for employees if their employer receives a *no match* letter from a federal agency regarding a discrepancy in the individual's identifying documents. Districts should consult their legal counsel if they receive such a letter to ensure compliance with the new requirements.

Also in the area of personnel, P.A. 104-259, effective 6-1-26, creates a new unpaid leave entitlement for employees whose child is a patient in a neonatal intensive care unit. This leave is in addition to leave that may also be available to employees under the federal Family and Medical Leave Act.

PRESS Terminology

What are the meanings of the "AP" and "E" after certain policy numbers?

The **PRESS** **P**olicy **R**eference **M**anual (**PRM**) is an encyclopedia of sample board policies, administrative procedures, and exhibits. They are all in numerical order for easy reference. **PRESS** recommends that local school districts maintain separate board policy and administrative procedure manuals to help distinguish for the board, staff, students, parents, and community members, the distinction between board documents and staff documents, board work, and staff work.

Policy. The board develops policies with input from various sources like district administrators, the board attorney, and **PRESS** materials. The board then formally adopts the policies, often after more than one consideration.

> **After adoption by the board, each policy should have an adoption date.**

Administrative Procedures. Administrative procedures are developed by the superintendent, administrators, and/or other district staff members. The staff develops the procedures that guide implementation of the policies. Administrative procedures are not adopted by the board, which allows the superintendent and staff the flexibility they need to keep the procedures current. **PRESS** sample procedures are numbered to correspond with the policies that they implement for easy reference. For example, policy 6:190's related administrative procedure is 6:190-AP.

> **Administrative procedures should be dated for implementation by the administrative staff and kept separately from the board policy manual.**

Exhibits. Both board policies and administrative procedures may have related exhibits. Exhibits provide information and forms intended to be helpful to the understanding or implementation of either a board policy or administrative procedure, and they do not require formal board adoption. **PRESS** sample exhibits are numbered to correspond to the related board policy or administrative procedure. For example, Board Policy 2:70 has a related exhibit numbered 2:70-E. Administrative procedure 7:340-AP1 has a related exhibit numbered 7:340-AP1, E.

> **Exhibits labeled with an "E" may provide guidance for board work or staff work. Those providing guidance for board work should be dated for implementation by the board. Those providing guidance for the staff should be dated for implementation by the administrative staff.**
>
> **Administrative procedures exhibits, always labeled with the "AP, E" format, should be dated for implementation by the administrative staff.**

The following **PRESS** materials are updated in response to these legal updates:

5:30, Hiring Process and Criteria
5:30-AP2, Investigations
5:250, Leaves of Absence
5:330, Sick Days, Vacation, Holidays, and Leaves

Student Records

In connection with the establishment of Illinois' *One Click College Admit* program, P.A. 104-15 expands the types of high school student directory information that school districts must share with military recruiters, State public institutions of higher education, and the Illinois Student Assistance Commission through a centralized data system. Beginning 7-1-26, these entities will have access to student birth dates, in addition to other directory information previously shared with them. Districts still need to provide parents/guardians with the opportunity to opt their children out of the release of this information.

The following **PRESS** materials are updated:

7:340-AP1, School Student Records
7:340-AP1, E1, Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records
7:340-AP1, E3, Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information
7:340-AP1, E4, Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information

School Code Article 27 Reorganization (Continued)

P.A. 104-391, which passed during the 2025 spring legislative session, renumbered and reorganized many provisions in Article 27 of the School Code, which addresses instruction. Many items affected by P.A. 104-391 were updated in **PRESS** Issue 120, but due to the sheer volume of materials impacted, we continue to update materials in this issue.

The following **PRESS** materials are updated:

2:260, Uniform Grievance Procedure
2:265, Title IX Grievance Procedure
4:140-E4, Resolution to Increase Driver Education Fees
4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors
5:50, Drug- and Alcohol-Free Workplace, E-Cigarette, Tobacco, and Cannabis Prohibition
5:90-AP1, Coordination with Children's Advocacy Center
6:20-AP, Remote and/or Blended Remote Learning Day Plan(s)
6:50, School Wellness
6:65, Student Social and Emotional Development
6:100, Using Animals in the Educational Program
6:180, Extended Instructional Programs
7:20, Harassment of Students Prohibited
7:50, School Admissions and Student Transfers To and From Non-District Schools
7:100, Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students
7:185, Teen Dating Violence Prohibited
7:190-E2, Student Handbook Checklist
7:260, Exemption from Physical Education
7:285-AP, Anaphylaxis Prevention, Response, and Management Program

Title I Parent and Family Engagement

The federal Elementary and Secondary Education Act requires each district receiving Title I funds to develop, jointly with parents and family members of participating children, a written parent and family engagement policy. 20 U.S.C. §6318. This requirement has long been met through **PRESS** sample policy 6:170, *Title I Programs*, which mandates that the superintendent or designee develop district- and school-level parent and family engagement plans. Suggested components for these plans are contained in sample exhibits 6:170-AP1, E1, *District-Level Parent and Family Engagement Plan*, and 6:170-AP1, E2, *School-Level Parent and Family Engagement Plan*, which have both been renamed to more closely align with federal statutes and guidance, as well as terminology used by the Ill. State Board of Education (ISBE). These plans are incorporated into the policy by reference.

In January 2025, the U.S. Dept. of Education issued revised non-regulatory guidance titled *Parent and Family Engagement*, which contains a sample template for a district-wide parent engagement policy and a sample template for a school-parent compact. Sample policy 6:170, *Title I Programs*, and its accompanying materials have been updated to ensure compatibility with the sample templates in Parent and Family Engagement and for continuous improvement.

Districts receiving a Title I, Part A allocation that are required to submit proof of parent and family engagement (PFE) compliance to ISBE as part of their FY 2027 Consolidated District Plan (CDP) will need to submit their adopted policy 6:170, *Title I Programs*, and both exhibits 6:170-AP1, E1, *District-Level Parent and Family Engagement Plan*, and 6:170-AP1, E2, *School-Level Parent and Family Engagement Plan*. Please note that the plans must be customized to reflect the district's actual Title I parent and family engagement activities. At the end of March, ISBE will offer a recorded webinar on CDPs that will include additional information on Title I requirements.

The following **PRESS** materials are updated:

6:170, Title I Programs
6:170-AP1, Checklist for Development, Implementation, and Maintenance of Parent and Family Engagement Compacts for Title I Programs
6:170-AP1, E1, District-Level Parent and Family Engagement Plan~~Compact~~ – **RENAMED**
6:170-AP1, E2, School-Level Parent and Family Engagement Plan~~Compact~~ – **RENAMED**
6:170-AP2, Notice to Parents Required by Elementary and Secondary Education, McKinney-Vento Homeless Assistance, and Protection of Pupil Rights Laws – **REFORMATTED**

Five-Year Reviews

PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB **PRESS PRM** occurs once every five years. The **PRM** contains approximately 480 separate pieces of material, including policies, administrative procedures, and related exhibits.

The following **PRESS** materials are updated:

5:30-AP1, Interview Questions
5:30-AP2, E1, Notice of Preliminary Hiring Decision Based on Conviction Record
5:30-AP2, E2, Notice of Final Hiring Decision Based on Conviction Record
5:190-E1, Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications
6:100-AP, Dissection of Animals
6:100-E1, Guidelines and Application for Using Animals in School Facilities for Educational Purposes
6:100-E2, Student Permission for Exposure to Animals
6:145, Migrant Students
6:235-AP1, E1, Student Authorization for Access to the District's Electronic Networks
6:235-AP1, E2, Staff Authorization for Access to the District's Electronic Networks
6:235-AP2, Web Publishing Guidelines
6:235-E3, Online Privacy Statement
7:220, Bus Conduct
7:230, Misconduct of Students with Disabilities
7:240, Conduct Code for Participants in Extracurricular Activities
7:280, Communicable and Chronic Infectious Disease
8:90, Parent Organizations and Booster Clubs

Miscellaneous

The following **PRESS** materials are updated due to legislation, administrative rule, and/or continuous improvement changes, including subscriber feedback.

2:150-AP, Superintendent Committees
2:200-AP, Types of School Board Meetings
4:40, Incurring Debt
4:170-AP6, E2, Notification to Staff and Parents/Guardians of CPR and AED Video
7:240-AP2, E1, Consent to Participate in Extracurricular Drug and Alcohol Testing Program
7:300, Extracurricular Athletics
7:300-E2, Certificate of Physical Fitness for Participation in Athletics
7:305-AP, Program for Managing Student Athlete Concussions and Head Injuries

PRESS Issue 121 Trivia

309 pages • 83,952 words • 63 PRM materials

Progress Report - The contents of this table frequently change.

Topic	Our Response
New Law Impacts Immigration Enforcement at Daycares Public Act 104-440 amended the Child Care Act to prohibit day care centers from sharing with any person, entity, or agency, the actual or perceived immigration status of a child or associated person, unless required by law. Licensed day care centers are required to adopt policies and provide training for interacting with enforcement agents and notifying parents if a law enforcement agent for civil immigration requests a child's personally identifiable information. For any school districts managing day care centers, a policy template is provided for day care centers through the Ill. Dept. of Early Childhood at: https://idec.illinois.gov/immigration-rights/day-care-safety.html.	No **PRESS** materials are affected.
U.S. Dept. Of Education Releases Updated Guidance on Prayer and Religious Expression in Schools In February 2026, the U.S. Dept. of Education issued an updated version of its guidance, *Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools*, available at: 2026-guidance-constitutionally-protected-prayer-and-religious-expression-public-elementary-and-secondary-schools-113182.pdf. The guidance states that public school employees can engage in visible, personal prayer, even if students voluntarily participate in the prayer. However, school officials and employees cannot deliver prayers on behalf of the school or in situations where students are unable to opt out. Districts should consult their board attorneys if they have questions about the impact of this updated guidance on their current practices.	Affected **PRESS** materials, including sample policies 6:70, *Teaching About Religions*, 7:130, *Student Rights and Responsibilities*, and 7:330, *Student Use of Buildings - Equal Access*, will be updated in a future **PRESS** issue.
Duplicate Citations for 105 ILCS 5/22-105 Will Be Addressed in General Revisory Bill Senate Bill 3731 has been filed in part to fix duplicate citations to 105 ILCS 5/22-105. The change in numbering will occur in the *Safe Schools For All Act*, which is proposed to change to 105 ILCS 5/22-106. Instances of this citation for the *Safe Schools for All Act* within the materials for Issue 121 include the phrase "(final citation pending)."	Affected **PRESS** materials, including sample policy 6:145, *Migrant Students*, and materials in the 7:150 suite, will be updated in the fall issue.

Certain **PRM** materials in a **PRESS** Issue may be labeled in the **PRESS** Bundles, Revisions Table, and Committee Worksheets with one or more of the following categories:

NEW. This material is brand new to the **PRM**.

DELETED. This material has been deleted from the **PRM**.

RENUMBERED. This material has been assigned a new number within the **PRM**, usually due to the addition of **NEW** material.

RENAMED. The title of the material has been amended.

REWRITTEN. The material has undergone significant revisions. To preserve the readability of the Committee Worksheets, suggested changes are not shown as tracked changes.

REFORMATTED. Non-substantive changes in formatting, e.g., list renumbering, have been applied for consistency throughout the **PRM**. To preserve the readability of the Committee Worksheets, such formatting changes are not reflected as tracked changes.

*__**PRM** Style Update Note:__ For purposes of continuous improvement, the **PRESS** editors are working to improve consistency in the use of italics across the **PRM**. Generally, italics are utilized in the **PRM** to indicate:

- the first instance of a term of art or defined term in a material
- when a term is actually being defined
- **PRM** material titles
- names of publications and government programs
- laws with colloquial names (a/k/a)
- emphasis of a particular word or phrase
- instructions within the body of a material

Specific changes to the italicization of words in the body of a particular policy, procedure, or exhibit are not addressed in the Revisions Table, but they can be found in the Committee Worksheets available at **PRESS** Online.

Revisions to Policies, Administrative Procedures, and Exhibits

Number and Title	Revision Descriptions	
2:140-E, Guidance for Board Member Communications, Including Email Use	The exhibit is updated in response to the Freedom of Information Act (FOIA), 5 ILCS 140/2, amended by P.A. 104-438, excluding *junk mail* from the definition of *public record*, and for continuous improvement.	☐
2:150-AP, Superintendent Committees	The procedure is updated in response: 1. 23 Ill.Admin.Code §228.30, amended by 49 Ill.Reg. 9475, addressing requirements for the transitional bilingual education parent advisory committee; 2. The renaming of 6:170-AP1, E1, *District-Level Parent and Family Engagement Plan~~Compact~~*; and 3. Continuous improvement.	☐
2:200, Types of School Board Meetings	The policy, Cross References, and footnotes are updated. The policy is updated with minor style changes. The footnotes are updated in response to the Open Meetings Act (OMA), 5 ILCS 120/2.07(a), added by P.A. 104-438, prohibiting public bodies from holding regular or special meetings on an election day, and for continuous improvement. An option regarding the posting location for special meetings is added to footnote 19. A minor title correction is made to 2:210, *Organizational School Board Meeting~~s~~*, in the Cross References.	☐
2:200-AP, Types of School Board Meetings	The procedure is updated to align with the option added to footnote 19 in 2:200, *Types of School Board Meetings*.	☐
2:220, School Board Meeting Procedure	The policy, Cross References, and footnotes are updated. The policy and footnotes are updated in response to OMA, 5 ILCS 120/7(a), adding performance of *active military duty* as a *service member* as a reason a board member may attend a meeting remotely, and for continuous improvement. A Cross Reference to 2:110, *Qualifications, Term, and Duties of Board Officers*, is added.	☐

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

2:250, Access to District Public Records	The policy, Legal References, and footnotes are updated. The policy and footnotes are updated in response to: 1. Freedom of Information Act (FOIA), 5 ILCS 140/3, amended by P.A. 104-438, requiring requests for public records be made in the body of an e-mail, and permitting public bodies to ask a requester to verify that they are a person; 2. FOIA, 5 ILCS 140/2, amended by P.A 104-438, revising the definition of *public record* to exclude *junk mail;* and 3. Continuous improvement. The Legal References are updated for continuous improvement.	☐
2:250-AP1, Access to and Copying of District Public Records	The procedure is updated for the reasons stated in 2:250, *Access to District Public Records*, above, and in response to FOIA, 5 ILCS 140/4, eliminating the requirement for a district with a website to also post a description of itself and how to request its public records at its offices.	☐
2:250-AP2, Protocols for Record Preservation and Development of Retention Schedules	The procedure is updated in response to Local Records Act, 50 ILCS 205/3, amended by P.A. 104-438, revising the definition of *public record* to exclude *junk mail*, and for continuous improvement.	☐
2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records	The exhibit is updated in response to: 1. FOIA, 5 ILCS 140/4, amended by P.A. 104-438, eliminating the requirement for a district with a website to also post a description of itself and how to request its public records at its offices; 2. ISBE's *Understanding Type I Diabetes for Parents and Guardians*; and 3. Continuous improvement.	☐
2:260, Uniform Grievance Procedure	The Legal References and footnotes are updated in response to 105 ILCS 5/22-110, renumbered by P.A. 104-391, and for continuous improvement.	☐
2:265, Title IX Grievance Procedure	The policy is unchanged. The footnotes are updated in response to 105 ILCS 5/27-215(a)(4) and 5/27-240, both renumbered by P.A. 104-391.	☐
4:40, Incurring Debt	The policy is unchanged. The footnotes are updated in response to 105 ILCS 5/19-1(p-235), renumbered by P.A. 104-417, and 105 ILCS 5/20-2, amended by P.A. 103-591, authorizing an increase of up to 3% of a bond issue to cover certain bond-related expenses.	☐
4:140-E4, Resolution to Increase Driver Education Fees	The exhibit is updated in response to 105 ILCS 5/27-815, titled *safety education; driver education course,* (formerly 105 ILCS 5/27-24.2), renumbered by P.A. 104-391, and for continuous improvement.	☐
4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors	The policy, Legal References, and footnotes are updated in response to the repeal of 105 ILCS 5/27-13.2, by P.A. 104-391, which formerly required districts to give parents/guardians of students in grades K-8 prior written notice of sexual abuse prevention instruction. The Legal References and footnotes are updated in response to 105 ILCS 5/27-215 and 5/27-1015, both renumbered by P.A. 104-391. The policy and footnotes are also updated for continuous improvement.	☐
4:170-AP6, E2, Notification to Staff and Parents/Guardians of CPR and AED Video	The exhibit is updated with a new Ill. High School Association (IHSA) web address.	☐
5:30, Hiring Process and Criteria	The policy and footnotes are updated for continuous improvement. The footnotes are also updated in response to 820 ILCS 55/13-25, added by P.A. 104-455, prohibiting employers from taking adverse action against an employee based only on the receipt of a notice of discrepancy (a *no-match* letter).	☐

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

5:30-AP1, Interview Questions	The procedure is updated in response to a five-year review.	☐
5:30-AP2, Investigations	The procedure is updated in response to 820 ILCS 55/13-25, added by P.A. 104-455, prohibiting employers from taking adverse action against an employee based only on the receipt of a notice of discrepancy (a *no-match* letter), and for continuous improvement.	☐
5:30-AP2, E1, Notice of Preliminary Hiring Decision Based on Conviction Record	The exhibit is updated in response to a five-year review.	☐
5:30-AP2, E2, Notice of Final Hiring Decision Based on Conviction Record	The exhibit is updated in response to a five-year review.	☐
5:50, Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition	The policy and footnotes are updated for continuous improvement. The footnotes are also updated in response to: 1. P.A. 104-391, renumbering and repealing citations in 105 ILCS 5/27; and 2. 105 ILCS 5/22-81 (a/k/a *Louie's Law*), added by P.A. 103-399, requiring ISBE and the Ill. Dept. of Human Services to develop and regularly update a comprehensive *Substance Use Prevention and Recovery Instruction Resource Guide* for public elementary and secondary schools across the State of Illinois.	☐
5:90-AP1, Coordination with Children's Advocacy Center	The procedure is updated in response to 105 ILCS 5/27-240, renumbered by P.A. 104-391, and for continuous improvement.	☐
5:190-E1, Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications	The exhibit is unchanged in response to a five-year review.	☐
5:250, Leaves of Absence	The policy, Legal References, and footnotes are updated in response to the Family Neonatal Intensive Care Leave Act, 820 ILCS 157/, added by P.A. 104-259, eff. 6-1-26, allowing employees to take a specified amount of unpaid leave if their child is a patient in a neonatal intensive care unit. The policy and footnotes are also updated for continuous improvement.	☐
5:330, Sick Days, Vacation, Holidays, and Leaves	The policy, Legal References, and footnotes are updated for the reasons stated in 5:250, *Leaves of Absence*, above.	☐
6:20-AP, Remote and/or Blended Remote Learning Day Plan(s)	The procedure is updated in response to P.A. 104-391, renumbering citations throughout 105 ILCS 5/27, and for continuous improvement.	☐
6:50, School Wellness	The policy, Legal References, and footnotes are updated. The policy and Legal References are updated with minor style changes. The footnotes are updated in response to: 1. 105 ILCS 5/27-215 and 5/27-235, added by P.A. 104-391, replacing, in part, 105 ILCS 110/3 and 110/3.5; 2. P.A. 104-391, renumbering and reorganizing various provisions throughout 105 ILCS 5/27; 3. Farm Fresh Schools Program Act, 105 ILCS 24/, and State Finance Act, 30 ILCS 105/5.728, both repealed by P.A. 104-435, eliminating the Farm Fresh Schools Program and its related funding; and 4. Continuous improvement.	☐

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

6:65, Student Social and Emotional Development	The policy, Legal References, and footnotes are updated for continuous improvement. The footnotes are also updated in response to 105 ILCS 5/27-1080, renumbered by P.A. 104-391.	☐
6:100, Using Animals in the Educational Program	The Legal References are updated in response to 105 ILCS 5/27-265, renumbered by P.A. 104-391, and for continuous improvement.	☐
6:100-AP, Dissection of Animals	The procedure is updated in response to a five-year review.	☐
6:100-E1, Guidelines and Application for Using Animals in School Facilities for Educational Purposes	The exhibit is updated in response to a five-year review.	☐
6:100-E2, Student Permission for Exposure to Animals	The exhibit is unchanged in response to a five-year review.	☐
6:145, Migrant Students	The policy, Cross References, and footnotes are updated in response to a five-year review. The footnotes are also updated in response to 105 ILCS 5/22-105 (final citation pending), added by P.A. 104-288, requiring schools to protect the integrity of school learning environments for all children so that no parent is discouraged from sending and no child is discouraged from attending school, including from the threat of immigration enforcement on a school campus.	☐
6:170, Title I Programs	The policy, Legal References, Cross References, and footnotes are updated. The policy and footnotes are updated to more closely align with federal statutes and guidance and terminology used by ISBE, and to ensure compatibility with the U.S. Dept. of Education's revised non-regulatory guidance. The Legal References and Cross References are updated for continuous improvement.	☐
6:170-AP1, Checklist for Development, Implementation, and Maintenance of Parent and Family Engagement Compacts for Title I Programs	The procedure is updated to ensure compatibility with the U.S. Dept. of Education's revised non-regulatory guidance and for continuous improvement.	☐
6:170-AP1, E1, District-Level Parent and Family Engagement Plan~~Compact~~	**RENAMED.** The exhibit is renamed and updated to more closely align with federal statutes and guidance and terminology used by ISBE, and to ensure compatibility with the U.S. Dept. of Education's revised non-regulatory guidance.	☐
6:170-AP1, E2, School-Level Parent and Family Engagement Plan~~Compact~~	**RENAMED.** The exhibit is renamed and updated for the reasons stated in 6:170-AP1, E1, *District-Level Parent and Family Engagement Plan*, above.	☐
6:170-AP2, Notice to Parents Required by Elementary and Secondary Education, McKinney-Vento Homeless Assistance, and Protection of Pupil Rights Laws	**REFORMATTED.** The exhibit is updated in response to a five-year review.	☐

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

6:180, Extended Instructional Programs	The policy, Legal References and footnotes are updated. The policy is updated with minor style changes. The Legal References and footnotes are updated in response to: 1. 105 ILCS 5/27-255, added by P.A. 104-391, replacing, in part, 105 ILCS 110/3; 2. P.A. 104-391, renumbering and reorganizing various provisions throughout 105 ILCS 5/27. The footnotes are also updated for continuous improvement.	☐
6:235-AP1, E1, Student Authorization for Access to the District's Electronic Networks	The exhibit is updated in response to a five-year review.	☐
6:235-AP1, E2, Staff Authorization for Access to the District's Electronic Networks	The exhibit is updated in response to a five-year review.	☐
6:235-AP2, Web Publishing Guidelines	The procedure is updated in response to a five-year review.	☐
6:235-E3, Online Privacy Statement	The exhibit is updated in response to a five-year review.	☐
7:20, Harassment of Students Prohibited	The Legal References and footnotes are updated in response to 105 ILCS 5/22-110, renumbered by P.A. 104-391. The footnotes are also updated for continuous improvement.	☐
7:50, School Admissions and Student Transfers To and From Non-District Schools	The policy, Legal References, Cross References, and footnotes are updated. The policy is updated with minor style changes. The Legal References and footnotes are updated in response to: 1. 105 ILCS 5/22-105 (final citation pending), added by P.A. 104-288, prohibiting the denial of a free public education to every child in Illinois; and 2. 105 ILCS 5/22-105, titled *Health examinations and immunizations* (formerly 105 ILCS 5/27-8.1), renumbered by P.A. 104-391. The footnotes are also updated for continuous improvement. 7:150, *Agency and Law Enforcement Requests*, is added to the Cross References.	☐
7:100, Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students	The Legal References and footnotes are updated in response to 105 ILCS 5/22-105, titled *Health examinations and immunizations* (formerly 105 ILCS 5/27-8.1), renumbered by P.A. 104-391. The footnotes are also updated for continuous improvement.	☐
7:185, Teen Dating Violence Prohibited	The policy, Legal References, and footnotes are updated. The policy and footnotes are updated for continuous improvement. The Legal References and footnotes are also updated in response to 105 ILCS 5/27-240, renumbered by P.A. 104-391.	☐

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

7:190-E2, Student Handbook Checklist	The exhibit is updated in response to: 1. 105 ILCS 5/27-13.2, repealed by P.A. 104-391, resulting in the renaming of 6:60-AP1, E1, *Requests to Examine Materials and Statutory Opt-outs*; 2. 775 ILCS 5/1-103(Q), added by P.A. 103-785, adding *reproductive health decisions* to the list of prohibited bases of discrimination; 3. 105 ILCS 5/22-87(b), amended by P.A. 104-13, requiring notice to students in grade 12 of the Free Application for Federal Student Aid (FAFSA) designee available to answer questions; 4. 105 ILCS 5/10-19.05, added by P.A. 104-250, requiring publicly posted attendance policies to include the career development experiences that may count toward the calculation of clock hours of schoolwork; 5. 105 ILCS 5/10-20.5a(b-5), added by P.A. 104-15, requiring notice to students and parents/guardians, at the time of school registration or at other appropriate times prior to the end of a student's junior year, of the student's right to have direct admission information sent to the Ill. Student Assistance Commission and other approved entities under the Public University Direct Admission Program Act; 6. 105 ILCS 5/26A-20(d), 26A-40(h), added by P.A. 102-466, *a/k/a Ensuring Success in School Law*, requiring notice of revised policies to respond to students who are parents, expectant parents, or victims of domestic or sexual violence, including also providing notice annually to all school personnel and students 12 years of age and older of the availability of counseling without parent/guardian consent; 7. The renaming of 6:170-AP1, E1, *District-Level Parent and Family Engagement Plan~~Compact~~;* and 8. Continuous improvement.	☐
7:220, Bus Conduct	The policy, Legal References, and footnotes are updated in response to a five-year review. The Legal References are updated with minor style changes.	☐
7:230, Misconduct by Students with Disabilities	The policy, Legal References, and footnotes are updated in response to a five-year review. The Legal References are updated with a minor style change.	☐
7:240, Conduct Code for Participants in Extracurricular Activities	The Legal References and footnotes are updated in response to 105 ILCS 5/27-255(d), renumbered by P.A. 104-391, and for continuous improvement.	☐
7:240-AP2, E1, Consent to Participate in Extracurricular Drug and Alcohol Testing Program	The exhibit is updated with a new IHSA web address, and for continuous improvement.	☐
7:260, Exemption from Physical Education	The policy, Legal References, and footnotes are updated in response to a five-year review. The policy is updated with minor style changes. The Legal References and footnotes are updated in response to 105 ILCS 5/27-710, renumbered by P.A. 104-391. The footnotes are also updated for continuous improvement.	☐
7:280, Communicable and Chronic Infectious Diseases	The Legal References and footnotes are updated in response to a five-year review. The Legal References are updated with a minor style change.	☐
7:285-AP, Anaphylaxis Prevention, Response, and Management Program	The procedure is updated in response to: 1. 105 ILCS 5/2-3.190, amended by P.A. 104-391, reflecting the repeal of the Critical Health Programs and Comprehensive Health Education Act; 2. 105 ILCS 5/22-110, titled *bullying prevention* (formerly 105 ILCS 5/27-23.7), renumbered by P.A. 104-391; and 3. Continuous improvement.	☐

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

7:300, Extracurricular Athletics	The policy, Legal References, and footnotes are updated for continuous improvement. The footnotes are also updated in response to an IHSA website update.	☐
7:300-E2, Certificate of Physical Fitness for Participation in Athletics	The exhibit is updated for the reasons stated in 7:300, *Extracurricular Athletics*, above.	☐
7:305-AP, Program for Managing Student Athlete Concussions and Head Injuries	The procedure is updated for the reasons stated in 7:300, *Extracurricular Athletics*, above.	☐
7:340-AP1, School Student Records	The procedure is updated in response to: 1. 105 ILCS 5/10-20.5a, amended by P.A. 104-15, adding student birth dates to the types of directory information that districts must share with military recruiters, public institutions of higher education, and the Ill. Student Assistance Commission, through a centralized data system; 2. 105 ILCS 5/27-605, renumbered by P.A. 104-391, addressing State graduation requirements; and 3. Continuous improvement.	☐
7:340-AP1, E1, Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records	The exhibit is updated for the reasons stated in 7:340-AP1, *School Student Records*, above.	☐
7:340-AP1, E3, Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information	The exhibit is updated in response to 105 ILCS 5/10-20.5a, amended by P.A. 104-15, adding student birth dates to the types of directory information that districts must share with military recruiters, public institutions of higher education, and the Ill. Student Assistance Commission, through a centralized data system, and for continuous improvement.	☐
7:340-AP1, E4, Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information	The exhibit is updated for the reasons stated in 7:340-AP1, E3, *Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information*, above.	☐
8:90, Parent Organizations and Booster Clubs	The policy and footnotes are updated in response to a five-year review.	☐

Acknowledgement to PRESS Advisory Board

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eGrant Management System

Printed Copy of Application

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Application:	Consolidated District Plan - 00
Cycle:	Original Application
Sponsor/District:	EAST MOLINE SD 37
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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.

- [x] Title I, Part A - Improving Basic Programs
- [x] 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
- [x] Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- [x] Title III - Language Instruction Educational Program (LIEP)
- [x] Title III - Immigrant Student Education Program (ISEP)
- [x] Title IV, Part A - Student Support and Academic Enrichment
- [ ] Title V, Part B - Rural and Low Income Schools
- [x] IDEA, Part B - Flow-Through
- [x] 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, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*
([count] of 7500 maximum characters used)

The associate superintendent, the director of data and accountability, the director of digital learning, the EL director, and the special education director have met during the 2025-26 SY to align resources, funding, and coordinated planning for the Comprehensive District Plan. Although each director will be in charge of submitting the different grant applications, it will be the associate superintendent who will be responsible for coordinating and planning all of the federal grants. Although state and local funds are limited due to a low tax base, the district uses these funds to support the maintenance of the district, provide free transportation and registration for all students, and funds the majority of certified and classified positions. We use Title I, II, III, IV, and IDEA to allow students the access to the highest levels of curricular materials, programs to meet the needs of the whole child (academic, socio-emotional, STEM, and fine arts), and provide professional development for all district stakeholders to do their jobs at the highest level to serve all students from gifted to struggling learners. We use these funds to supplement the state and local resources.

Response from the approved prior year Consolidated District Plan.

The associate superintendent, the director of data and accountability, the director of digital learning, the EL director, and the special education director have met during the 2024-25 SY to align resources, funding, and coordinated planning for the Comprehensive District Plan. Although each director will be in charge of submitting the different grant applications, it will be the associate superintendent who will be responsible for coordinating and planning all of the federal grants. Although state and local funds are limited due to a low tax base, the district uses these funds to support the maintenance of the district, provide free transportation and registration for all students, and funds the majority of certified and classified positions. We use Title I, II, III, IV, and IDEA to allow students the access to the highest levels of curricular materials, programs to meet the needs of the whole child (academic, socio-emotional, STEM, and fine arts), and provide professional development for all district stakeholders to do their jobs at the highest level to serve all students from gifted to struggling learners. We use these funds to supplement the state and local resources.

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.

☑	Title II to Title I	☐	Transfer Partial Funds	☑	Transfer All Funds
☑	Title IV to Title I	☐	Transfer Partial Funds	☑	Transfer All Funds
☐	Title II to Title IV	☐	Transfer Partial Funds	☐	Transfer All Funds
☐	Title IV to Title II	☐	Transfer Partial Funds	☐	Transfer All Funds

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

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

([count] of 7500 maximum characters used)

This year, we conducted a thorough needs assessment to identify areas for improvement and strategically allocate resources for student success. We utilized a multi-pronged approach, gathering valuable insights from various stakeholders. Building on the goals set by our Strategic Planning Committee, we conducted town hall meetings earlier this year. This allowed us to gather direct feedback from parents, community members, and staff. Additionally, a staff survey provided specific details on their professional development needs for the upcoming school year. In addition we used student achievement data (STAR and IAR), building school improvement plans, ESSA site-based expenditure data, and Five Essentials Survey data to determine needs.

Legislative References:

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

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

*Required field, applicable for all funding sources

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.

Staff surveys for staff development for the upcoming year along with data/information collected from the strategic planning committee. A survey about district communication and chromebook policies were also given to all stakeholders to determine next steps with communication policies and chromebook policies. Feedback from the district's Parent Advisory group and BPAC were also collected.

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)

After reviewing achievement data with all district curriculum committees, district achievement goals were set. In addition the Strategic Planning Committee identified literacy as one of the district's priorities. Achievement goals were set for STAR proficiency in both Early Literacy and Reading. A goal of 43% of students would be proficient in Early Literacy. For Reading a goal of 43% of students would be proficient. MATH proficiency is also a goal: STAR proficiency in math goal is 39%. The district also identified achievement gaps in students with IEPs compared to non-IEP students and between black and white students. Goals were set to reduce the achievement gap on IAR as follows: all subgroups of EL, sped, and African American students will grow by 5%. Math and ELA professional development will continue as well as support on how to meet the needs of students who have special education needs or students who may be culturally different from the teaching staff. Staff were able to identify areas of professional development needs: Literacy, SEL support, MTSS (meeting the needs of all students through a multi-tiered system of supports), student engagement and motivation, and closing the achievement gap.

B. Title I, Part A - School Improvement Part 1003

In the fall of 2025, all elementary schools received the designation of "commendable" from the state of Illinois. The one middle school, Glenview Middle School, received the designation of Comprehensive. On examining the middle school student achievement data for the 2024-2025 SY, it was found that special education students are not achieving in line with other student sub-groups. Glenview Middle School spent the last four school years working on a plan for this sub-group as we were in the Targeted Designation group. A team from Glenview including the Associate Superintendent have met with the ISBE consultant to analyze data from the American Institutes for Research (AIR) and a school level needs assessment to determine needs. Glenview spent the 25-26 school year focused on academic language and student engagement. In addition, the district has partnered with our local ROE to address math, literacy, and SEL needs across the district.

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).

We take Title II funds and place them in Title I. As mentioned in Title I, Part A, identifying achievement gaps has been noted. Professional development will focus on increasing the instructional practices of all staff members (including principals and paraprofessionals), providing support to increase the effectiveness of math, ELA, and science instruction, ways to improve the culture and climate in all buildings (including cultural competency and SEL), and meeting the needs of all students through rigorous, differentiated supports within the classroom. We will also focus on changing our instructional approach with our instructional specialists/coaches as we continue to utilize a model of coaching that is centered around student achievement.

G. Title III - LIEP

EMSD annually assesses the English language proficiency, including listening comprehension, speaking, reading, and writing skills, of all English learners in kindergarten and any of grades 1 through 8 (Section 14C-3 of the School Code) using ACCESS for ELs. For the 2024-2025 ACCESS test administration, the district saw an 4.5% EL Exit rate (state rate was 7.1%). The district needs assessment identified support for EL as a moderate challenge, the district will utilize LIEP funding to implement supplemental EL instruction, and continue to acquire native language resources for existing bilingual programs in Arabic, French, Ewe, Chin, and Spanish. To effectively close achievement gaps, educators will utilize culturally and linguistically responsive practices focused on writing, foundational reading, and the continuous development of strong expressive and receptive language skills. This ensures all EL students receive equitable support and access to rigorous, grade-level material across every content area. These instructional strategies are directly reinforced by targeted professional development for teachers and principals focused on deepening their understanding in working with EL students.

H. Title III - ISEP

With a growing number of immigrant students enrolling through the 2025-2026 school year, we are seeing an increased need for direct support. We will use these funds to purchase extra learning materials, provide additional student afterschool tutoring, and host family literacy events and workshops tailored to family needs. We will partner with families to ensure our immigrant students can successfully navigate school expectations and meet district and state academic benchmarks.

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).

The district places Title IV-A in the Title I account. Although this money is in Title I, we do place a high emphasis on developing effective SEL programming for all students so that they are healthy mentally. This was a part of the staff and parent surveys. STEM programming is also an area of focus to help students be ready for high school since we are a PreK-8 district. Ultimately, STEM will prepare students to be college and career ready. Programming for at-risk students will be a part of the Title I grant as well as offering opportunities for students who are academically talented.

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

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

In a needs assessment conducted by BHASED, our local cooperative, the district identified positive growth in district programs and meeting Indicator 5C. Funding will go to continue this support and keep students in district schools. While meeting indicator 5A, funds will go toward the continued support and education for staff on inclusive practices, co-teaching, and behavior support to continue supporting and growing students in their least restrictive environment. The needs assessment identified professional development interest in the areas of behavior intervention training, co-teaching and differentiation, accommodations, and functional behavior assessments. Funding will be used to support these areas and initiatives.

L. IDEA, Part B - Preschool

In a needs assessment conducted by BHASED, our local cooperative, the district identified continued trends for inclusive service at the early childhood level. Funds will be used to maintain inclusive educational settings through professional development, materials, and equipment needs.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

Stakeholder Involvement Instructions

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

ISBE Goals:

- [x] 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.
- [x] 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.
- [x] 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. [x] Teachers (1,7,8)
- B. [x] Principals (1,7,8)
- C. [ ] Other school leaders (1,8)
- D. [x] 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. [x] Parent liaisons
- I. [x] Title I director (1)
- J. [x] Title II director (1)
- K. [x] Bilingual director (Administrator overseeing EL Services) (1,6,8)
- L. [ ] Title IV director (1)
- M. [x] Special Education director
- N. [x] 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. [x] 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, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The district utilized a comprehensive, multi-layered approach to stakeholder engagement to inform the consolidated district plan, ensuring voices from across the district were represented. Feedback was gathered through a combination of targeted surveys and collaborative committee meetings involving both certified and classified staff, as well as parents who participated in the creation of the district's strategic priorities. Notably, the district expanded its engagement efforts this year by forming a District Parent Advisory Committee to provide formal feedback. The insights and expertise of our Parent Mentors were also included to further bridge the gap between district leadership and family needs.To ensure the plan was grounded in evidence, district committees comprised of a wide variety of stakeholders, including general education, administrators, special education, English learners, and Pre-K, met to discuss the specific needs of their respective areas. These discussions were informed by an analysis of achievement and survey data. The Director of Data, Systems, and Accountability disaggregated all achievement data to set formal goals and brought actionable recommendations to the curriculum committees and the district administration Professional Learning Community. These achievement goals were then transitioned to all pertinent curriculum committees to create specialized plans of action designed to improve student outcomes across the district.

Response from the prior year Consolidated District Plan.

The following stakeholders were involved by using surveys and committee meetings: staff (both certified and classified) and parents especially those participating in the district's strategic priorities creation. District committees comprised of a wide variety of stakeholders (general education, administrators, sped, EL, and PreK) met to discuss needs of each committee based on the achievement data and survey data. The Director of Data, Systems, and Accountability disaggregated all achievement data, set achievement goals, and brought recommendations to curriculum committees and district administration PLC. Achievement goals were handed over to all pertinent curriculum committees to create plans of action within each committee.

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, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The district included parents and family members in the development of LEA plans and the Title I Parent and Family Engagement Policy by embedding them directly into the planning process. Parents actively participate in creating plans and served on the District Strategic Planning Committee. To ensure representation from a broad cross-section of the community, the district also gathered feedback through the 5Essentials, Communication, and Chromebook surveys.This year, the district strengthened its inclusive approach by forming a Parent Advisory Committee that specifically integrated Parent Mentors and members of the Bilingual Parent Advisory Committee (BPAC). By involving these diverse stakeholder groups, the district ensures that Title I policies and related activities are responsive to the unique needs of our varied populations. This collaborative structure allows for continuous feedback, ensuring that all plans remain focused on the priorities of our students and their families.

Response from the prior year Consolidated District Plan.

Parents are part of each LEA's creation of building school-wide plans. Parents were part of the District Strategic Planning Committee that met throughout the 2024-25 school year. In addition, parents were surveyed as part of this work to gather feedback from parents and the community for the 5Essentials, Communication, and Chromebook surveys to name a few.

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, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The district will continue to work with our bilingual parent advisory committee (BPAC) to offer parent workshops and supports that are reflective of their expressed needs, as discovered through community polling. We offer a K-8 Arabic TBE, K-4 Chin TBE, and 5-8 French and Ewe TBE in addition to our historically offered Spanish K-8 TBE. This means that we have hired additional staff of diverse backgrounds, cultural, and linguistic skills to support our community engagement efforts. Additionally, we now send home differentiated communication for all of our families based upon the language(s) parents indicate when they register their children for school. We routinely send school and district communication in English, Spanish, Arabic, and French with limited Chin and Ewe support as well. Office and district staff use both automatic and paid translation and interpretation for communications, as well as the use of the district's messaging software to differentiate by language to support this. Principals have also been tasked with ensuring that an interpreter is present at all IEP meetings and that one is provided for all parent-teacher conferences for every family, unless they indicate that one is not needed. Finally, we will encourage as many of our BPAC members as possible to attend the annual Bilingual Parent Summit to become better educated about their rights and how the community can better work with our district to serve our students.

Response from the prior year Consolidated District Plan.

The district will continue to work with our bilingual parent advisory committee (BPAC) to offer parent workshops and supports that are reflective of their expressed needs, as discovered through community polling. We offer a K-8 Arabic TBE, K-4 Chin TBE, and 5-8 French and Ewe TBE in addition to our historically offered Spanish K-8 TBE. This means that we have hired additional staff of diverse backgrounds, cultural, and linguistic skills to support our community engagement efforts. Additionally, we now send home differentiated communication for all of our families based upon the language(s) parents indicate when they register their children for school. We routinely send school and district communication in English, Spanish, Arabic, and French with limited Chin and Ewe support as well. Office and district staff use both automatic and paid translation and interpretation for communications, as well as the use of the district's messaging software to differentiate by language to support this. Principals have also been tasked with ensuring that an interpreter is present at all IEP meetings and that one is provided for all parent-teacher conferences for every family, unless they indicate that one is not needed. Finally, we will encourage as many of our BPAC members as possible to attend the annual Bilingual Parent Summit to become better educated about their rights and how the community can better work with our district to serve our students.

Title I Requirement:

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

ESEA section 1113(c)(3)(A)

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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

Parent and Family Engagement

ESEA Section 1116(a)(2)

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

(A) Involve parents and family members in jointly developing the LEA Consolidated District Plan, and the development of support and improvement plans.

(B) Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

(C) Coordinate and integrate parent and family engagement strategies with other relevant federal, state and local laws and programs.

(D) Conduct an annual meeting and evaluate the content and effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by families and the needs of parents and family members to assist with the learning of their children; and, strategies to support successful school and family interactions.

(E) Use the findings of the evaluation (D) to design evidence-based strategies for more effective (E) parental involvement, and to revise, if necessary the parent and family engagement policies.

(F) Involve parents in the activities of the Title I schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by LEA to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

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

Resources:

U.S. Department of Education-Parent and Family Engagement Non-Regulatory Guidance

Title Grants Administration Parent and Family Engagement Website

Parent and Family Engagement Policy Template

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

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

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

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

How To Upload A File

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

Choose File | No file chosen

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

49-081-0370-02-EASTMOLINESCHOOLDISTRICT-PFEPOLICY.pdf

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

*Required field

Private School Participation

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

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

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

Will Private Schools participate in the Program?

○ Yes ◉ No

Nonpublic School Consultation Form

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
East Moline Christian School	☐	○ Yes ◉ No Number of Low-Income Student(s):	○ Yes ◉ No Total Enrollment Number Student(s):	○ Yes ◉ No Total Enrollment Number Student(s):	Choose File No file chosen Nonpublic Consultation Form 26-27.pdf

Comments:

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:

- [x] 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.
- [x] 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.
- [x] 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):

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

Preschool students are given an assessment at the end of the year that shows measures of kindergarten readiness. We use this data as well as using the fall 2025 KIDS survey as a measure of school readiness. These students will be tracked over the year using both KIDS assessment data, district assessments (checklists, report cards, common formative assessments), district required assessments such as the CORE Phonics Screener and STAR in early literacy and math at the beginning of the year.

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, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The district coordinates services and supports the transition from the Early Childhood Program to elementary school through a structured, collaborative process focused on individual student needs. In the spring, elementary teams, including general education and special education teachers, conduct classroom observations within the Early Childhood program. Early childhood staff, including family educators and administrators, meet with kindergarten teams to share comprehensive data on each student's strengths and needs. This is documented through an Exit/Transition form covering language, academic readiness, social-emotional development, motor skills, and health. For students requiring specialized support, individual transition plans are formalized through IEP or 504 meetings to ensure all necessary accommodations are in place before the new school year begins.To support our English Learner (EL) population, the district utilizes the pre-IPT to assess listening and speaking proficiency at the preschool level. For kindergarten placement, EL teachers screen students identified via the Home Language Survey using the WIDA MODEL, with screenings scheduled for the summer and fall of 2025. Furthermore, the district has established an Early Childhood Committee composed of Pre-K and kindergarten teachers. This committee is specifically tasked with ensuring the transition between programs is as seamless and developmentally appropriate as possible, aligning instructional practices and expectations across grade levels to support continuous student growth.

Response from the approved prior year Consolidated District Plan.

For students that attend the EMSD #37 Early Childhood Program, there are several activities that take place in the spring to successfully transition children to elementary programming. Each elementary school in the district designates a team of educators (general education teacher, special education teacher, related service personnel, etc) to conduct observations in the classrooms of the Early Childhood program. Also in the spring, the early childhood team (consisting of Administrator, certified teachers, Family Educator) meets with kindergarten teachers and the building administrators from each elementary school to share information about the needs, strengths, and weaknesses of incoming kindergarten students. Early childhood staff complete an Early Childhood Exit/Transition to Kindergarten form on each student, with present levels of performance in the areas of language, academic readiness, social/emotional development, motor skills, and health. Early childhood staff also provide the receiving teams with information related to needed services, accommodations and supports that students transitioning to elementary programming will likely need. Individual meetings for children are held and transition plans are created either through IEPs or 504 plans. The pre-IPT is used to determine each potential EL preschool student's English language proficiency level, minimally in the domains of listening and speaking. Pre-ipt results may not be used to determine placement in the EL program for kindergarten. The EL teacher screens all preschool students who have been identified through the Home Language Survey as speaking or having another language spoken in the home with the WIDA MODEL to determine EL status and placement in the TBE/TPI programs. We will be doing screenings in the summer/fall of 2025.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

Student Achievement and Timely Graduation Instructions

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

ISBE Goals:

- [x] 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.
- [x] 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.
- [x] 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.

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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.

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([count] of 7500 maximum characters used)

District has research based curricula/highly effective curricula in all core subject matter. All grade levels follow the same school board approved scope and sequence, and identified essential standards. All district curriculum is aligned to Illinois State Learning Standards (including electives and Social-Emotional Learning). Over the past seven years, we have used the EQuiP rubric and other objective criteria to identify the highest quality core programs in the following areas: elementary music, elementary and middle school social studies (K-8), ELA (K-8), NGSS (K-8), and Math (K-8). We have also used EdReports to make sure that the programs/resources that we adopt in our district meet the heart of the rigorous academic standards. Beyond the core programs, we provide the following high-quality instructional programs for students: art, physical education/health, study skills, computer/literacy instruction, Project Lead the Way (STEAM), and band. We also have a large range of special education supports as well as a long-standing gifted program (grades 1-8). The district does support a "whole child" approach during the school day and also through after school programming. In the fall of 2021 in order to address gaps in the learning of foundational skills crucial to beginning reading acquisition, we invested in a high-quality, researched-proven phonics program in grades K-4 and will continue utilizing that program. All core subject matter has embedded English Language Development standards (WIDA), all EL services (TPI and TBE) are provided through the core curriculum either in self-contained classrooms (TBE) or through co-teaching (TPI). Professional development to support the implementation of the district instructional programs will include instructional specialists (coaches), EL professional development from the IRC, conferences/seminars, webinars, mentoring, and supports for Professional Learning Communities, book studies, and release time for collaboration within grades levels, across grade levels, and across the district to make sure all stakeholders (general education, special education, EL, paraprofessionals, and administrators) are all supporting an aligned system to ensure all students have the greatest access to a well-rounded instructional program to meet the needs of ALL students. We do have co-teaching in place at every building for both ELs and students with IEPs so that all students spend the maximum amount of time in the regular classroom. The development of these core programs are on-going. We have curriculum meetings on a bi-monthly basis to review what is working and what is not by looking at achievement data, and to review quarterly data of EL achievement compared to that of non-EL students to aid our investigation into ways to improve our services. As for implementation, we use professional development days, customized professional development from the Illinois Resource Center for EL needs, sending teachers/administrators to workshops and conferences. We also work with Reimagine Writing, WithPartners, and Solution Tree. All provide ongoing training to help teachers deliver the well-rounded instructional programs using high-yield, research based strategies. Solution Tree provides training for PLCs and MTSS systems. All coaches will help the teachers meet the needs of all students by providing support, resources, and coaching to improve instruction. The instructional specialists, along with other staff (teachers and administrators) also conduct instructional rounds that will not only examine the instructional practices but the team will also be examining the fidelity of the instructional programs. We will continue this work during the 2026-27 school year.

Response from the prior year Consolidated District Plan.

District has research based curricula/highly effective curricula in all core subject matter. All grade levels follow the same school board approved scope and sequence, and identified essential standards. All district curriculum is aligned to Illinois State Learning Standards (including electives and Social-Emotional Learning). Over the past seven years, we have used the EQuiP rubric and other objective criteria to identify the highest quality core programs in the following areas: elementary music, elementary and middle school social studies (K-8), ELA (K-8), NGSS (K-8), and Math (K-8). We have also used EdReports to make sure that the programs/resources that we adopt in our district meet the heart of the rigorous academic standards. Beyond the core programs, we provide the following high-quality instructional programs for students: art (middle school), physical education/health, study skills, computer/literacy instruction, Project Lead the Way (STEAM), and band. During the 2024-25 school year we expanded our PLTW offerings at the middle school to give students a wider range of topics. We also have a large range of special education supports as well as a long-standing gifted program (grades 1-8). The district does support a "whole child" approach during the school day and also through after school programming. In the fall of 2021 in order to address gaps in the learning of foundational skills crucial to beginning reading acquisition, we invested in a high-quality, researched-proven phonics program in grades K-4 and will continue utilizing that program. All core subject matter has embedded English Language Development standards (WIDA), all EL services (TPI and TBE) are provided through the core curriculum either in self-contained classrooms (TBE) or through co-teaching (TPI). Professional development to support the implementation of the district instructional programs will include instructional specialists (coaches), EL professional development from the IRC, conferences/seminars, webinars, mentoring, and supports for Professional Learning Communities, book studies, and release time for collaboration within grades levels, across grade levels, and across the district to make sure all stakeholders (general education, special education, EL, paraprofessionals, and administrators) are all supporting an aligned system to ensure all students have the greatest access to a well-rounded instructional program to meet the needs of ALL students. We do have co-teaching in place at every building for both ELs and students with IEPs so that all students spend the maximum amount of time in the regular classroom. The development of these core programs are on-going. We have curriculum meetings on a bi-monthly basis to review what is working and what is not by looking at achievement data, and to review quarterly data of EL achievement compared to that of non-EL students to aid our investigation into ways to improve our services. As for implementation, we use professional development days, customized professional development from the Illinois Resource Center for EL needs, sending teachers/administrators to workshops and conferences. We also work with Reimagine Writing, WithPartners, and Solution Tree. All provide ongoing training to help teachers deliver the well-rounded instructional programs using high-yield, research based strategies. Solution Tree provides training for PLCs and MTSS systems. All coaches will help the teachers meet the needs of all students by providing support, resources, and coaching to improve instruction. The instructional specialists, along with other staff (teachers and administrators) also conduct instructional rounds that will not only examine the instructional practices but the team will also be examining the fidelity of the instructional programs. We will continue this work during the 2025-26 school year.

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

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([count] of 7500 maximum characters used)

Achievement on all required Illinois state assessments is reviewed annually at individual buildings and at the district level: IAR, ACCESS, Illinois Science Assessment, DLM, and KIDS. We also use district assessments: STAR progress monitoring in math and reading, CORE Phonics Screeners, and Renaissance STAR Benchmarking (reading and math) are also collected three times a year for students in grades K-8. Since IAR is lagging data, we rely more heavily on local assessments, especially STAR. We also identify students who may be at-risk of failure due to social-emotional factors through a screening instrument (SAEBRS). In the fall of 2025, all students will again receive an SEL screener. We assess students three times a year using SAEBRS. This will allow us to identify students that may need SEL supports through the school year. At the end of each school year, we look at STAR data and identify students that are below the 10th percentile. We plan interventions for at-risk students to begin in the fall of the next year. At the end of the first round of STAR (beginning of October), we examine the data of the whole school: Universal Screener meetings. It is at this time when we check the progress of the students that were previously identified. If the students are not making academic gains, the intervention will be changed. If the at-risk students have exceeded the 10th percentile, they will

be monitored until the next round of STAR testing in January. In the fall (after STAR testing), we are also able to identify any new students that may need interventions. Students that fall below the 10th percentile on any STAR test receive more intensive interventions or receive multiple interventions. Between STAR testing windows, we meet every 6 weeks (Data Review meetings) to check on the progress of all students in interventions. These students are not only monitored through assessments that are embedded in each intervention program. This data allows us to examine if interventions are successful or if new interventions need to be put in place. The elementary math series has interventions built into the program. At weekly PLCs, teacher teams identify any students who have not mastered essential standards for the current unit of instruction. There will be time built into weekly schedules for teachers to team and reteach all students who have not mastered essential standards, comprising our Tier II interventions.

Response from the prior year Consolidated District Plan.

Achievement on all required Illinois state assessments is reviewed annually at individual buildings and at the district level: IAR, ACCESS, Illinois Science Assessment, DLM, and KIDS. We also use district assessments: STAR progress monitoring in math and reading for students with disabilities, CORE Phonics Screeners, and Renaissance STAR Benchmarking (reading and math) are also collected three times a year for students in grades K-8. Since IAR is lagging data, we rely more heavily on local assessments, especially STAR. We also identify students who may be at-risk of failure due to social-emotional factors through a screening instrument (SAEBRS). In the fall of 2025, all students will again receive an SEL screener. We assess students three times a year using SAEBRS. This will allow us to identify students that may need SEL supports through the school year. At the end of each school year, we look at STAR data and identify students that are below the 10th percentile. We plan interventions for at-risk students to begin in the fall of the next year. At the end of the first round of STAR (beginning of October), we examine the data of the whole school: Universal Screener meetings. It is at this time when we check the progress of the students that were previously identified. If the students are not making academic gains, the intervention will be changed. If the at-risk students have exceeded the 10th percentile, they will be monitored until the next round of STAR testing in January. In the fall (after STAR testing), we are also able to identify any new students that may need interventions. Students that fall below the 10th percentile on any STAR test receive more intensive interventions or receive multiple interventions. Between STAR testing windows, we meet every 6 weeks (Data Review meetings) to check on the progress of all students in interventions. These students are not only monitored through assessments that are embedded in each intervention program. This data allows us to examine if interventions are successful or if new interventions need to be put in place. The elementary math series has interventions built into the program. At weekly PLCs, teacher teams identify any students who have not mastered essential standards for the current unit of instruction. There will be time built into weekly schedules for teachers to team and reteach all students who have not mastered essential standards, comprising our Tier II interventions.

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

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Individual students in need of educational assistance are identified by the district's MTSS process. We also help our teachers develop classroom Tier I and Tier II interventions so students do not have to be pulled from core instruction. During a school week, any student that is at-risk receives targeted instruction either within the classroom or they are pulled out of the classroom to receive more intensive support. There are two Title I aides placed at each elementary building and four Title I aides assigned to the middle school (5th - 8th grade). These aides are trained to provide reading and math interventions. The associate principal in each building will monitor the progress made in intensive interventions for our most at-risk students, along with leading out and overseeing both SEL and academic interventions. During the summer our elementary summer programming will have a "camp-like" structure. Wanting to continue to address both the SEL and academic affects of the pandemic, we will be offering academic interventions as well as SEL and physical education experiences to better address the whole child. At the middle school, the administrators and counselors have created two lists: students who are struggling with passing classes due to skill issues and students who are struggling to pass classes due to "will" issues. In addition to the academic offerings, we will also offer experiences with drama, music, community field trips to better address the needs of the whole child. The district will continue the Spring Forward Summer Camp, which will be another summer experience provided in cooperation with Spring Forward Learning Center, a local youth organization. In addition to academics this program will give a true camp experience complete with field trips, crafts, and other camp experiences.During the school year, grade level teams work in Professional Learning Communities. One of the core questions they must answer continuously is, "What do we do for the students who have not learned the standard(s)?" In the PLC, teachers work together to come up with strategies to help all students gain grade-level proficiency. They provide re-teaching opportunities, alternative modalities to meet students' learning needs, or share students to make sure that students needing additional help do not get left behind. Teams of educators outside of the grade levels will also be working to identify students who are not meeting the challenging State academic standards. If the PLCs are not successful in helping a student meet the standards, this team will be able to offer an objective look at what is happening. They will examine the data presented from the PLCs and help the teachers with other strategies/approaches that they may not have tried. These teams serve as a support for both the teacher and the students. This team will also track the student achievement to make sure all students are successful.During the regular school year, we identify students needing additional help by using the spring STAR data. All students that fall below the 10th percentile on STAR are screened in the fall. If students need reading supports, they are given differentiated support within the ELA core program and then are given additional time or times in the day to receive targeted interventions. Students that are identified at-risk are given a reading screener that will pinpoint areas of weakness: fluency, phonemic awareness, comprehension, or phonics. Our district will continue to increase our bilingual programming to expand beyond our historically offered K-4 Spanish TBE program. We will offer K-8 Spanish TBE, K-8 Arabic TBE, 5-8 French TBE, and 5-8 Ewe TBE. We are attempting to hire sufficient bilingual paraprofessionals so that one paraprofessional can be hired for every 2-3 bilingual grade level cohorts. These paraprofessionals will be used in conjunction with the bilingual teachers to provide native language intervention in Reading and Math as students show through the curriculum and (for Spanish)STAR'S native language test that they need further support.

Response from the prior year Consolidated District Plan.

Individual students in need of educational assistance are identified by the district's MTSS process. We also help our teachers develop classroom Tier I and Tier II interventions so students do not have to be pulled from core instruction. During a school week, any student that is at-risk receives targeted instruction either within the classroom or they are pulled out of the classroom to receive more intensive support. There are two Title I aides placed at each elementary building and four Title I aides assigned to the middle school (5th - 8th grade). These aides are trained to provide reading and math interventions. The associate principal in each building will monitor the progress made in intensive interventions for our most at-risk students, along with leading out and overseeing both SEL and academic interventions. During the summer our elementary summer programming will have a "camp-like" structure. Wanting to continue to address both the SEL and academic affects of the pandemic, we will be offering academic interventions as well as SEL and physical education experiences to better address the whole child. At the middle school, the administrators and counselors have created two lists: students who are struggling with passing classes due to skill issues and students who are struggling to pass classes due to "will" issues. In addition to the academic offerings, we will also offer experiences with drama, music, community field trips to better address the needs of the whole child. The district will continue the Spring Forward Summer Camp, which will be another summer experience provided in cooperation with Spring Forward Learning Center, a local youth organization. In addition to academics this program will give a true camp experience complete with field trips, crafts, and other camp experiences.During the school year, grade level teams work in Professional Learning Communities. One of the core questions they must answer continuously is, "What do we do for the students who have not learned the standard(s)?" In the PLC, teachers work together to come up with strategies to help all students gain grade-level proficiency. They provide re-teaching opportunities, alternative modalities to meet students' learning needs, or share students to make sure that students needing additional help do not get left behind. Teams of educators outside of the grade levels will also be working to identify students who are not meeting the challenging State academic standards. If the PLCs are not successful in helping a student meet the standards, this team will be able to offer an objective look at what is happening. They will examine the data presented from the PLCs and help the teachers with other strategies/approaches that they may not have tried. These teams serve as a support for both the teacher and the students. This team will also track the student achievement to make sure all students are successful.During the regular school year, we identify students needing additional help by using the spring STAR data. All students that fall below the 10th percentile on STAR are screened in the fall. If students need reading supports, they are given differentiated support within the ELA core program and then are given additional time or times in the day to receive targeted interventions. Students that are identified at-risk are given a reading screener that will pinpoint areas of weakness: fluency, phonemic awareness, comprehension, or phonics. Our district will continue to increase our bilingual programming to expand beyond our historically offered K-4 Spanish TBE program. We will offer K-8 Spanish TBE, K-8 Arabic TBE, K-4 Chin TBE, 5-8 French TBE, and 5-8 Ewe TBE. We are attempting to hire sufficient bilingual paraprofessionals so that one paraprofessional can be hired for every 2-3 bilingual grade level cohorts. These paraprofessionals will be used in conjunction with the bilingual teachers to provide native language intervention in Reading and Math as students show through the curriculum and (for Spanish)STAR'S native language test that they need further support.

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

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([count] of 7500 maximum characters used)

We utilize co-teaching in all five buildings. This means that all students, including EL and special education students, will have access to all academic standards in the most inclusive environment possible. We also use professional

development from Solution Tree, WithPartners, and Reimagine Writing to identify high-yield, research-based strategies to raise the instructional rigor in all classrooms. The Marzano teacher instructional map is an extensive list of instructional strategies that span from conditions to learning (classroom management and building relationships with students) to high yield instructional strategies. We have continuous professional development spaced out through the year to support teachers. We start the learning off each summer with our new teaching staff. We spend an entire day digging into the instructional strategies that will help their students meet the rigorous Illinois Learning Standards. For all staff, we have continued professional development throughout each year. We provide professional development by bringing in trainers from Solution Tree, Reimagine Writing and other entities. Once the professional development is completed, the learning is supported through instructional rounds, administrative coaching, and teachers serving as instructional coaches for each other. All buildings utilize a mixture of PBIS and Conscious Discipline and there will be building based teams (counselor, instructional specialist, principal, psychologist or social worker) - covering both academic and social-emotional supports for students. Additionally, TBE Bilingual staff now receive training in native language literacy instructional techniques as well as, when available, native language literacy testing to support students who need more support.Our community supports (Robert Young, School Health Link, etc.) also improve the conditions for our schools.Additional programs and strategies to strengthen language programs in support of EL students in the form of a continuum of EL services from self-contained bilingual programs to students receiving support in the classroom as the EL and gen ed teacher co-teach lessons. Cooperative learning structures are used to provide opportunities for students to develop their speaking and listening skills as well as reading and writing. Academic vocabulary is explicitly taught in K-8 ELA programs. We plan to spend Title III funds to purchase literacy intervention materials in Spanish and Arabic to support supplemental instruction in those languages for students who need it. Additionally, we have secured from our elementary mathematics vendor a Spanish version of our English Math intervention materials so that we can provide Spanish language Math interventions to our elementary students who require it.

Response from the prior year Consolidated District Plan.

We utilize co-teaching in all five buildings. This means that all students, including EL and special education students, will have access to all academic standards in the most inclusive environment possible. We also use professional development from Solution Tree, WithPartners, and Reimagine Writing to identify high-yield, research-based strategies to raise the instructional rigor in all classrooms. The Marzano teacher instructional map is an extensive list of instructional strategies that span from conditions to learning (classroom management and building relationships with students) to high yield instructional strategies. We have continuous professional development spaced out through the year to support teachers. We start the learning off each summer with our new teaching staff. We spend an entire day digging into the instructional strategies that will help their students meet the rigorous Illinois Learning Standards. For all staff, we have continued professional development throughout each year. We provide professional development by bringing in trainers from Solution Tree, Reimagine Writing and other entities. Once the professional development is completed, the learning is supported through instructional rounds, administrative coaching, and teachers serving as instructional coaches for each other. All buildings utilize a mixture of PBIS and Conscious Discipline and there will be building based teams (counselor, instructional specialist, principal, psychologist or social worker) - covering both academic and social-emotional supports for students. Additionally, TBE Bilingual staff now receive training in native language literacy instructional techniques as well as, when available, native language literacy testing to support students who need more support.Our community supports (Robert Young, School Health Link, etc.) also improve the conditions for our schools.Additional programs and strategies to strengthen language programs in support of EL students in the form of a continuum of EL services from self-contained bilingual programs to students receiving support in the classroom as the EL and gen ed teacher co-teach lessons. Cooperative learning structures are used to provide opportunities for students to develop their speaking and listening skills as well as reading and writing. Academic vocabulary is explicitly taught in K-8 ELA programs. We plan to spend Title III funds to purchase literacy intervention materials in Spanish and Arabic to support supplemental instruction in those languages for students who need it. Additionally, we have secured from our elementary mathematics vendor a Spanish version of our English Math intervention materials so that we can provide Spanish language Math interventions to our elementary students who require it.

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, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

All buildings have high poverty (100%) and high EL (25%) populations. Therefore, there will be no disparities between buildings. We do track the turnover at one elementary, Wells Elementary. This has been historically one of the highest poverty, high minority, and high EL school in the district. The district will continue to support Wells' administrative team and provide professional development to Wells in the area of Professional Learning Communities.

Response from the prior year Consolidated District Plan.

All buildings have high poverty (100%) and high EL (25%) populations. Therefore, there will be no disparities between buildings. We do track the turnover at one elementary, Wells Elementary. This has been historically one of the highest poverty, high minority, and high EL school in the district. The district will continue to support Wells' administrative team and provide professional development to Wells in the area of Professional Learning Communities.

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

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([count] of 7500 maximum characters used)

There are full-time librarians in five schools. The district librarians work as a Professional Learning Community and they have identified essential standards for literacy, library skills, and technology/digital literacy skills. Beginning with the 2025-26 school year, the elementary began utilizing Keyboarding without Tears for both keyboarding instruction and digital literacy instruction. All students will have a set time to receive library/digital literacy instruction at least once a week. Each librarian works with classroom teachers to support the Illinois State Standards, especially ELA standards. All students at the middle school receive one semester of computer skills/digital literacy training. Librarians also maintain the book/material collections at each building. These collections provide reading material for students. Many of students do not have access to reading materials in the home. As the librarians work with classrooms and individual students, they work to instill the love of reading in every child. At the elementary, the librarians read books aloud to students to expose them to all genres. At all levels, librarians get to know students personally so they can help each child find books that interest them. The district librarians also work with the local library to promote reading opportunities outside the school day or during the summer months. All of these endeavors provide countless opportunities for students to become literate individuals. At the middle school, there is one librarian for over 1,200 students. The librarian will be targeting 6th grade and developing a unit with the ELA/Social Studies teachers where the librarian will be teaching research skills to all students. The librarians have identified essential standards for K-4 library education. They have also developed standard based scales (showing how students progress to meet the standard) for the essential standards. This data will be a part of the librarian PLCs and sharing with individual building leadership teams. We will continue to purchase a variety of children's literature that reflects the lived experiences and cultures of our student body annually for several years. As part of this initiative we will also be allocating additional funding to our school libraries to purchase texts that are reflective of our communities as well as other perspectives that lack representation.

Response from the prior year Consolidated District Plan.

There are full-time librarians in five schools. The district librarians work as a Professional Learning Community and they have identified essential standards for literacy, library skills, and technology/digital literacy skills. Beginning with the 2024-25 school year, the elementary began utilizing Keyboarding without Tears for both keyboarding instruction and digital literacy instruction. All students will have a set time to receive library/digital literacy instruction at least once a week. Each librarian works with classroom teachers to support the Illinois State Standards, especially ELA standards. All students at the middle school receive one semester of computer skills/digital literacy training. Librarians also maintain the book/material collections at each building. These collections provide reading material for students. Many of students do not have access to reading materials in the home. As the librarians work with classrooms and individual students, they work to instill the love of reading in every child. At the elementary, the librarians read books aloud to students to expose them to all genres. At all levels, librarians get to know students personally so they can help each child find books that interest them. The district librarians also work with the local library to promote reading opportunities outside the school day or during the summer months. All of these endeavors provide countless opportunities for students to become literate individuals. At the middle school, there is one librarian for over 1,200 students. The librarian will be targeting 6th grade and developing a unit with the ELA/Social Studies teachers where the librarian will be teaching research skills to all students. The librarians have identified essential standards for K-4 library education. They have also developed standard based scales (showing how students progress to meet the standard) for the essential standards. This data will be a part of the librarian PLCs and sharing with individual building leadership teams. We will continue to purchase a variety of children's literature that reflects the lived experiences and cultures of our student body annually for several years. As part of this initiative we will also be allocating additional funding to our school libraries to purchase texts that are reflective of our communities as well as other perspectives that lack representation.

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

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

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([count] of 7500 maximum characters used)

The district identifies gifted and talented students through a three-pronged objective process including STAR scores, CoGAT 7 results, and teacher recommendations. To ensure equitable identification that reflects our district's diverse population, we utilize local norms and the CoGAT 7 assessment, which is designed for cultural sensitivity. While more affluent districts may require the 95th percentile, we cast a wider net by considering students starting at the 89th percentile. We consult with the Belin-Blank Center to refine these criteria, ensuring students from all racial, ethnic, and economic strata are represented. Additionally, the district utilizes the Iowa Acceleration Scale for subject or grade-level acceleration and maintains "watch lists" to monitor students who meet some, but not all, criteria.Significant program shifts are being implemented to align with "best practices" and our new district configuration. Beginning next year, gifted programming (TEC) will utilize a pull-out model for grades 2-5. To better align with developmental research, we are refining our identification window. While we will continue to serve currently identified students during the transition, formal TEC services will officially begin in 3rd grade effective 2027-2028. All 2nd-grade students will take the CoGAT for equitable screening to begin services in 3rd grade, and students will be re-evaluated in 5th grade to prepare for the transition to the middle school program. This shift ensures the program serves students requiring long-term specialized instruction rather than reflecting early academic exposure.Our mathematics trajectory is also being updated for greater sustainability. We are moving away from "telescoping" 5th and 6th-grade standards into a single year. Instead, we are adopting the Advanced Illustrative Curriculum in 6th and 7th grade, which compacts 6th, 7th, and 8th-grade standards into two years. This sequence provides a more manageable pace through complex material while ensuring all TEC students are fully prepared for Algebra I in 8th grade. Despite these structural changes, our core mission remains providing abstract, complex, and accelerated learning experiences for our most advanced learners.

Response from the prior year Consolidated District Plan.

District guidelines for the identification of gifted students have been established using objective criteria (STAR scores and CoGAT scores) and must be supported by a teacher recommendation. The CoGAT 7 assessment instrument was chosen because it was developed to be more culturally sensitive. We strive to identify students for the gifted program that reflects the diversity in our district and our gifted program is very diverse. We currently administer the CoGAT in grade 2. Gifted students are served in two ways: pull out programming and self-contained content area core subjects. At the elementary, students in the gifted program are served by an elementary gifted itinerant teacher that is shared between all four buildings. Gifted students are provided services one day a week in a pull-out model. At a grade level, all gifted students are clustered into one classroom. The teacher that is identified as the gifted cluster teacher is able to plan for differentiated instruction and assignments for this group of students. At the middle school, gifted students are in the following self-contained gifted classes: ELA, math, and science. At the fifth grade level, gifted students in the math courses are accelerated through the 5th grade math program and then complete the 6th grade math standards as well. This allows the gifted students to take Algebra I in 8th grade. When these students matriculate to the unit high school, they are then placed in the accelerated math track. The middle school has added another track for math: advanced math. Students who may not qualify for gifted programming may qualify to move through the curriculum at a faster pace. STAR scores and a team decision (last year's math teacher, administrator, and gifted coordinator) determine student placement in the advanced sections. Over the last five years, we have used the local norms on CoGAT to identify gifted students. We consulted with the Belin-Blank Center for the Gifted in Iowa City to assist in developing criteria to cast a wider net to include students from diverse racial, ethnic, and cultural populations, as well as all economic strata. Other more affluent district's nearby may look at students scoring in the 95th percentile of the standardized assessments. We begin to look at students starting at the 89th percentile and then gather additional support materials (teacher recommendations). We do allow parents to recommend students, but they still must meet the three-pronged process: STAR, CoGAT, and teacher recommendation. We do create "watch lists" at all grade levels. If students have only one or two of the needed criteria, we monitor them and check on STAR scores three times a year. If a CoGAT has not been administered within the last two years, our gifted teachers will administer the CoGAT to individual students if needed. We have currently added acceleration policies to our gifted programming. The district uses the Iowa Acceleration Scale (from the Belin and Blank Center at the University of Iowa) and the required assessments to identify students who may be eligible for subject or grade acceleration. We also have procedures in place for early entrance to kindergarten and first grade.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

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

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

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

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

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

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

**Required field for only Title I, Part A

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:

- [x] 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.
- [x] 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.
- [x] 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.

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

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

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

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([count] of 7500 maximum characters used)

In February of each year, the unit high school curriculum director meets with 8th grade teachers and counselors. There are suggested courses that students should take (based on STAR test scores), but parents can also give input and ask for additional considerations for placing students in courses. Although we are a PreK-8 district, we still work with community employers, higher institutions, and educational/professional organizations to prepare our students to be college and career reading. In our after school middle school program (Lights ON for Learning), we use a career exploratory program called XELLO. This helps students begin to look at what careers are available. Also at the middle school, students take field trips to colleges, local businesses, and businesses to start preparing them for beyond high school. We have had partnerships with the Hispanic and Black Engineers in our area. These organizations come to speak to students, participate in events, and donate money for our students to go on field trips to visit workplaces. We also have ties with the Women in Engineering Society. Since we are a K-8 district, we do not provide dual or concurrent enrollment at colleges or career counseling to students.

Response from the approved prior year Consolidated District Plan.

In February of each year, the unit high school curriculum director meets with 8th grade teachers and counselors. There are suggested courses that students should take (based on STAR test scores), but parents can also give input and ask for additional considerations for placing students in courses. Although we are a PreK-8 district, we still work with community employers, higher institutions, and educational/professional organizations to prepare our students to be college and career reading. In our after school middle school program (Lights ON for Learning), we use a career exploratory program called XELLO. This helps students begin to look at what careers are available. Also at the middle school, students take field trips to colleges, local businesses, and businesses to start preparing them for beyond high school. We have had partnerships with the Hispanic and Black Engineers in our area. These organizations come to speak to students, participate in events, and donate money for our students to go on field trips to visit workplaces. We also have ties with the Women in Engineering Society. Since we are a K-8 district, we do not provide dual or concurrent enrollment at colleges or career counseling to students.

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

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

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

([count] of 7500 maximum characters used)

We currently offer STEAM (science, technology, engineering, art, and math) programs at every school. We recently added more "exploratory" classes at the middle school to increase the careers that students are exposed to throughout their time in middle school. Students have access to the following 9-week courses from PLTW: Infection Detection, Design and Modeling, Automation and Robotics, Flight and Space,Medical Detectives, Coding, and others. We know that STEM careers are what will be in demand in the future. This also allows students to have a project learning based approach where they have hands-on experiences with technology. All of the PLTW courses are aligned to NGSS and ISTE standards. At the elementary, we have four, self-contained elementary science teachers who provide STEAM instruction to all K-5 students two times in a 6 day cycle. This is a very big investment that will be paid out of local funds. We were concerned that elementary teachers either weren't making time to teach elementary science or the science materials were extremely old and not aligned to NGSS. The elementary science teachers will use the Project Lead the Way core programs that are aligned to NGSS and will help prepare students for PLTW in the middle school This is the elementary version of the program we are implementing in the middle school. All of the elementary PLTW programs are also aligned to NGSS/ISTE standards. Other STEM programming includes two after school robotics clubs: First Lego League and First Lego League Jr. In the past we had three middle school robotics teams. All three of the teams advanced to the state level competition. We will continue to offer after school robotics for students in the 2026-27 SY. We do partner with Junior Achievement so that our students are learning about careers and connecting with community workers at the elementary level.

Response from the approved prior year Consolidated District Plan.

We currently offer STEAM (science, technology, engineering, art, and math) programs at every school. We recently added more "exploratory" classes at the middle school to increase the careers that students are exposed to throughout their time in middle school. Students have access to the following 9-week courses from PLTW: Infection Detection, Design and Modeling, Automation and Robotics, Flight and Space,Medical Detectives, Coding, and others. We know that STEM careers are what will be in demand in the future. This also allows students to have a project learning based approach where they have hands-on experiences with technology. All of the PLTW courses are aligned to NGSS and ISTE standards. At the elementary, we have four, self-contained elementary science teachers who provide STEAM instruction to all K-4 students two times in a 6 day cycle. This is a very big investment that will be paid out of local funds. We were concerned that elementary teachers either weren't making time to teach elementary science or the science materials were extremely old and not aligned to NGSS. The elementary science teachers will use the Project Lead the Way core programs that are aligned to NGSS and will help prepare students for PLTW in the middle school This is the elementary version of the program we are implementing in the middle school. All of the elementary PLTW programs are also aligned to NGSS/ISTE standards. Other STEM programming includes two after school robotics clubs: First Lego League and First Lego League Jr.. In the past we had three middle school robotics teams. All three of the teams advanced to the state level competition. We will continue to offer after school robotics for students in the 2025-26 SY. We do partner with Junior Achievement so that our students are learning about careers and connecting with community workers at the elementary level.

Legislative References:

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

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

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

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:

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

District Goal(s):

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

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

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Professional development is one of the biggest components of Title I, Part A for EMSD 37. Without this professional development, we cannot meet the student achievement targets that we have set for the 2026-27 school year. We believe in differentiated, targeted, and highly researched professional development that will impact our students the most. First, we partner with Solution Tree because we believe comprehensive, standards-based, rigorous professional development will move the needle on achievement for all students. Solution Tree provides PD for teachers, aides, principals, and district leaders. They also provide professional development and support for PLCs and our MTSS systems to better address student needs. In the 2026-27 school year elementary students will have a focus on writing and that professional development will be provided by Reimagine Writing. In addition, the district has a partnership with WithPartners and the IRC to implement best practices with multilingual learners. Additional professional development will be provided for new curricula (PLTW, PBL, art, etc.), STEM, new teachers, assessment, literacy, co-teaching, technology integration, interventions, and gifted education will create a robust learning environment for all stakeholders.

B. Title I, Part A - School Improvement Part 1003

Professional development from 1003(a) will include training in co-teaching and best practices in inclusive classrooms. It will also include training on instructional practices for teaching students with dyslexia and other learning disabilities. During the 2026-27 school year, we will continue our work with how best to serve EL students and students with low language in collaboration with WithPartners and the IRC.

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Not providing - all Title II funds are included in Title I budget and grant.

G. Title III - LIEP

Need

H. Title III - ISEP

Need

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

Not providing - all Title IV funds are included in Title I budget and grant.

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

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

Need

L. IDEA, Part B - Preschool

Legislative Requirement:

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

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

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

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:

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

District Goal(s):

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

---

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

i. reduce incidences of bullying and harassment;

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

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

a. each major racial and ethnic group;

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

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

d. English proficiency status;

e. gender; and

f. migrant status.

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East Moline School District has strict anti-bullying and harassment policies. Each building tracks student data for either concern. There is a core SEL program PreK-8 that educates students on these topics and helps them understand when to report any bullying or harassment that they are aware of. Each building uses PBIS or Conscious Discipline and a tracking program that will identify any cases of bullying. There is an SEL committee at each building that not only tracks the data but then creates an intervention plan if there are increased incidents of either. Tier 2 and Tier 3 interventions are also put in place for students who need support if they are engaging in bullying behavior. Each building has a building goal to reduce bullying IF this is indicated by building data. Since this is not widespread across the district, there is no district goal regarding bullying. Each month, the principals must report bullying and harassment data to the superintendent. The district does not use time out for students. Restraint is not considered an aversive behavioral intervention as it is used only to prevent a student from furthering harm to themselves or another in the event of a crisis. It is not utilized as punishment in any way, shape, or form. Given that restraint is utilized only to prevent further immediate harm when imminent danger is present and not to reduce or eliminate behavior, it is not considered an intervention. In the event a restraint is utilized, it is only done so by designated staff certified in Nonviolent Crisis Intervention. The district follows the state guidance regarding written notification to parents within 24 hours of the incident. If the restraint exceeds 15 minutes or if repeated episodes occur during any three hour time period, a certified staff person knowledgeable about the use of physical restraint evaluates the situation and records notes of that evaluation. When possible, the nurse will evaluate staff and students following a restraint. Data is submitted to the central office who reviews the information and incident and submits to the state within the required time frame. School administration and staff receive ongoing professional development focused on approaches that help students build coping skills to prevent crisis including Trauma Sensitive Schools, PBIS, Crisis Prevention, Conscious Discipline, Zones of Regulation, and Functional Behavioral Analyses along with building a positive school culture.

Response from the prior year Consolidated District Plan.

East Moline School District has strict anti-bullying and harassment policies. Each building tracks student data for either concern. There is a core SEL program PreK-8 that educates students on these topics and helps them understand when to report any bullying or harassment that they are aware of. Each building uses PBIS and a tracking program that will identify any cases of bullying. There is a PBIS committee at each building that not only tracks the data but then creates an intervention plan if there are increased incidents of either. Tier 2 and Tier 3 interventions are also put in place for students who need support if they are engaging in bullying behavior. Each building has a building goal to reduce bullying IF this is indicated by building data. Since this is not widespread across the district, there is no district goal regarding bullying. Each month, the principals must report bullying and harassment data to the superintendent. The district does not use time out for students. Restraint is not considered an aversive behavioral intervention as it is used only to prevent a student from furthering harm to themselves or another in the event of a crisis. It is not utilized as punishment in any way, shape, or form. Given that restraint is utilized only to prevent further immediate harm when imminent danger is present and not to reduce or eliminate behavior, it is not considered an intervention. In the event a restraint is utilized, it is only done so by designated staff certified in Nonviolent Crisis Intervention. The district follows the state guidance regarding written notification to parents within 24 hours of the incident. If the restraint exceeds 15 minutes or if repeated episodes occur during any three hour time period, a certified staff person knowledgeable about the use of physical restraint evaluates the situation and records notes of that evaluation. When possible, the nurse will evaluate staff and students following a restraint. Data is submitted to the central office who reviews the information and incident and submits to the state within the required time frame. School administration and staff receive ongoing professional development focused on approaches that help students build coping skills to prevent crisis including Trauma Sensitive Schools, PBIS, Crisis Prevention, Conscious Discipline, Zones of Regulation, and Functional Behavioral Analyses along with building a positive school culture.

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.):*

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([count] of 7500 maximum characters used)

We have a homeless liaison that is in charge of all homeless services. We use Title I monies to help our homeless families with clothing, money for transportation, and for general school supplies. The liaison also works with all schools so that the schools can more accurately identify potential homeless families/students. We also display posters in prominent places in each building and in our district office that provide information about the rights of homeless families. The secretaries and office aides receive training since they are the first staff members that families meet when students come to school to register. Since we do not have a high percentage of homeless students, the homeless liaison reaches out to each family personally to verify status and identify supports the family needs. Our transportation department works with homeless families to provide free transportation to families even if they live outside the district boundaries. We also have support at registration so that families who may be homeless have immediate access to supports needed.

Response from the prior year Consolidated District Plan.

We have a homeless liaison that is in charge of all homeless services. We use Title I monies to help our homeless families with clothing, money for transportation, and for general school supplies. The liaison also works with all schools so that the schools can more accurately identify potential homeless families/students. We also display posters in prominent places in each building and in our district office that provide information about the rights of homeless families. The secretaries and office aides receive training since they are the first staff members that families meet when students come to school to register. Since we do not have a high percentage of homeless students, the homeless liaison reaches out to each family personally to verify status and identify supports the family needs. Our transportation department works with homeless families to provide free transportation to families even if they live outside the district boundaries. We also have support at registration so that families who may be homeless have immediate access to supports needed.

Title I Requirement:

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

Legislative Requirements:

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

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

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

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

Attendance Center Designation Instructions

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1002 - GLENVIEW MIDDLE SCHOOL	◉	○	○	○	5/18/2026
2001 - BOWLESBURG ELEM SCHOOL	◉	○	○	○	5/18/2026
2003 - HILLCREST ELEM SCHOOL	◉	○	○	○	5/18/2026
2008 - RIDGEWOOD ELEM SCHOOL	◉	○	○	○	5/18/2026
2009 - WELLS ELEM SCHOOL	◉	○	○	○	5/18/2026
3002 - EAST MOLINE EARLY LEARNING CENTER	◉	○	○	○	5/18/2026

Describe anticipated Reorganizations:

EMSD will be moving all 5th graders to the elementary buildings making Glenview Middle School grades 6-8. Ridgewood Elementary will become a much larger elementary and the other three will be slightly smaller. There will be no changes to the Early Learning Center.

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:

- [x] 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.
- [x] 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.
- [x] 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.

- [ ]

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

   Section 1111(d)

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

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

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

   No schools identified under this part

   ([count] of 7500 maximum characters used)

   In the fall of 2025, all elementary schools received the designation of "commendable" from the state of Illinois. The one middle school, Glenview Middle School, received the designation of Comprehensive after having the "Targeted" designation since 2019. On examining the middle school student achievement data, it was found that special education students are not achieving in line with other student sub-groups. In addition, the building leadership team wanted to target the EL subgroup in their efforts as well. In consultation with the ISBE School Improvement consultant, Glenview will continue to focus on academic language and student engagement during the 2026-27 SY. In addition, the district has partnered with our local ROE to address math, literacy, and SEL needs across the district. Glenview's school improvement funds (1003a) will be utilized to accomplish the action items in our plan.

   Response from the approved prior year Consolidated District Plan.

   In the fall of 2024, all elementary schools received the designation of "commendable" from the state of Illinois. The one middle school, Glenview Middle School, received the designation of Comprehensive after having the "Targeted" designation since 2019. During the 2025-26 school year, Glenview will begin implementing their school improvement plan that is currently being developed with the School Improvement Coordinator. Currently the School Leadership Team is creating a school improvement plan based on the needs assessment given at the building level as well as information collected from American Institutes for Research (AIR). Glenview's school improvement funds (1003a) will be utilized to accomplish the action items in our plan.

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)

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

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

   Section 1114 and 1115

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

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

   ([count] of 7500 maximum characters used)

   All six of the buildings in our district are identified as school-wide programs. The major goal for all school-wide programs is to ensure that all students, regardless of income or race, can achieve or exceed grade level standards in every subject area. This is done through high level, research based, high yield instructional strategies based on the Marzano teaching/learning map. Each teacher is given extensive training each year in identifying and utilizing the instructional strategies in his/her classroom. Throughout the year the district provides differentiated professional development for certified and and classified staff to increase the instructional expertise for all. Providing instructional coaching at every building and instructional rounds provide constant support for staff throughout the school year. Another major goal is to begin every cycle of teaching starting with the standards. Standards-based planning is key to providing our

students the key to success. Teachers start with the standards and then craft lesson to show students explicit steps in order to meet the grade level standards. Over the past four years, we have invested countless hours of professional development and PLC time to create standards-based daily learning targets for all grade levels and all content areas. These are posted in every room and provide a visible, clear road map for both the teacher and the students to show what it takes to be proficient in standards. Beginning with the 2023-24 school year, we began reporting to parents using standards based reporting, which better aligns the instruction to reporting. The final goal is to create safe school environments where all students can thrive. Each school uses a data-driven MTSS system for both SEL/behavior and academics and provides the supports to both teachers and students to create a school environment that is free of violence, bullying, and disrespect. Just like academic standards, the behavioral standards are made clear to students and taught to them explicitly. Currently, we do not have any students that are living in local institutions or community day programs for neglected or delinquent children. To support our SEL efforts we are also including Conscious Discipline training to our MTSS framework and supports.

Response from the approved prior year Consolidated District Plan.

All six of the buildings in our district are identified as school-wide programs. The major goal for all school-wide programs is to ensure that all students, regardless of income or race, can achieve or exceed grade level standards in every subject area. This is done through high level, research based, high yield instructional strategies based on the Marzano teaching/learning map. Each teacher is given extensive training each year in identifying and utilizing the instructional strategies in his/her classroom. Throughout the year the district provides differentiated professional development for certified and and classified staff to increase the instructional expertise for all. Providing instructional coaching at every building and instructional rounds provide constant support for staff throughout the school year. Another major goal is to begin every cycle of teaching starting with the standards. Standards-based planning is key to providing our students the key to success. Teachers start with the standards and then craft lesson to show students explicit steps in order to meet the grade level standards. Over the past four years, we have invested countless hours of professional development and PLC time to create standards-based daily learning targets for all grade levels and all content areas. These are posted in every room and provide a visible, clear road map for both the teacher and the students to show what it takes to be proficient in standards. Beginning with the 2023-24 school year, we began reporting to parents using standards based reporting, which better aligns the instruction to reporting. The final goal is to create safe school environments where all students can thrive. Each school uses a data-driven MTSS system for both SEL/behavior and academics and provides the supports to both teachers and students to create a school environment that is free of violence, bullying, and disrespect. Just like academic standards, the behavioral standards are made clear to students and taught to them explicitly. Currently, we do not have any students that are living in local institutions or community day programs for neglected or delinquent children. To support our SEL efforts we are also including Conscious Discipline training to our MTSS framework and supports.

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, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

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

([count] of 7500 maximum characters used)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

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

*Required field

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:

- [x] 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.
- [x] 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.
- [x] 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.

- [ ]

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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, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   ([count] of 7500 maximum characters used)

   The special education needs assessment documents the following areas of needed development: Continued support of district programs to maintain compliance on Indicator 5C. Funds will be used to support district programs for students with higher levels of need. The needs assessment also documents professional development needs in the areas of co-teaching and differentiation, behavior intervention planning, behavior support, and accommodations and supports in a general education setting. Focus areas are established by a special education leadership team and for the upcoming school year, we'll be working on aligned and best practices with IEP writing, individualized support, co-teaching and specially designed instruction, and supporting student's individual behavior needs.

   Response from the approved prior year Consolidated District Plan.

   The special education needs assessment documents the following areas: Rigorous special education instruction in the least restrictive environment, specifically providing services for students with IEPs in the general education classroom 80% or more of the school day, and decreasing the number of students served in separate placements. The needs assessment also documents professional development needs in the areas of IEP process and goal writing, inclusive practices, utilizing para support effectively, Autism, and behavior support. Each school building reviews their data to establish themes and areas of focus for the following school year. These themes include improving co-teaching instruction with more specially designed instruction, alignment with IEP writing across the building/district, Algining evaluation information to goals and services, improvement of FBA /BIP procedures, reducing the reliance on paraprofessionals, and leading more student independence. These focus areas will take us into the next school year and align with the district's new strategic priorities.

2. **Summarize the activities and programs to be funded within the grant application.***

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

   ([count] of 7500 maximum characters used)

   Grant funds will support professional development in the identified needs of each area presented in the needs assessment. Professional development will be offered to administrators, staff, and paraprofessionals working with students with disabilities. Funds will be used to employ paraprofessionals to support the provision of FAPE in special and general education classrooms. This grant will also support replenishing and ordering new curriculum specific to the needs of students with disabilities. Evaluation materials and supplies will be purchased using grant funds for psychologists and related service providers. The grant will also support employment of secretarial services for the department. In addition to general program support, we will continue to grow our structured learning classroom and emotional disability classroom programs. Grant funds will be used for training, supplies, curriculum, and outside services to come in and support these program students.

   Response from the approved prior year Consolidated District Plan.

   Grant funds will support professional development in the identified needs of each area presented in the needs assessment. Professional development will be offered to administrators, staff, and paraprofessionals working with students with disabilities. Funds will be used to employ paraprofessionals to support the provision of FAPE in special and general education classrooms. This grant will also support replenishing and ordering new curriculum specific to the needs of students with disabilities. Evaluation materials and supplies will be purchased using grant funds. The grant will also support employment of secretarial services for the department. In addition to general program support, we will continue to grow our structured learning classroom programs and will be piloting a classroom for students with emotional disabilities at the elementary level. We will be redesigning our success classroom for students with emotional disabilities at the middle school level as well.

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

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

   ([count] of 7500 maximum characters used)

   District programs and structures are reviewed annually. We continue to increase our inclusive services, including building district programs to prevent the reliance on out of district placements. We will continue to grow our structured learning classrooms for students with high levels of need. We are on year 2 of redeveloping our success (emotional disability) classroom and adding partners to make our setting more therapeutic and trauma informed.

   Response from the approved prior year Consolidated District Plan.

   District programs and structures are reviewed annually. We continue to increase our inclusive services, including building district programs to prevent the reliance on out of district placements. We will continue to grow our structured learning classrooms. Our needs assessment also showed the need and interest for an intentional program designed for students with emotional disabilities at our elementary school. We will be working to build that as we also strengthen our middle school program to add more therapeutic supports.

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, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   ([count] of 7500 maximum characters used)

   Preliminary reports indicate that we are not meeting in Indicator 5B. It has shifted from missing on 5C to finally meeting that indicator and keeping more students in district schools, but now we are higher than the target in our 03 settings. Funds will be used to provide paraprofessional support and training on inclusive service models to grow our knowledge and skills to include more students in less restrictive environments.

*Required field

Overview

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

Program: Youth in Care Stability

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

Required For: All Illinois school districts and state-authorized charter schools

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

Background

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

Definition and References

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

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

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf
https://www.isbe.net/Documents/vehicle_use_summary.pdf
https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf

Transportation Programs:

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

Requirements

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

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

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

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

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

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

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

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

Contact Information

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
Swanson	Jaylee	Associate Superintendent of Student Services	jswanson@emsd37.org

Phone*

309 792 2887

☐ 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*
Ellis	Ryan	Director of Transportation	rellis@emsd37.org

Phone*

309 792 2887

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

*Required field

Best Interest Determination as it relates to School Stability

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***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.

Upon notification of foster placement, school staff including the counselor and principal, will notify the special education department within 24 hours. Building principal, school counselor, state child worker, Associate Superintendent of Student Services, and foster family will determine via conference the supports necessary for the child to remain in the school of origin. The purpose of the team is to determine how to best support the child's attendance in the school of origin. The Associate Superintendent of Student Services will contact transportation department while school counselor will act as the liaison for any school based needs, communication or consultation needed from other agencies or surrounding districts.For students enrolled in general education programs, the district has determined the factors that will be considered from the highest priority down: 1) What school will provide the student the most stability? This will be a shared decision between the foster parent, DCFS (if necessary), and director of special services. (note: we are keeping the team small so that the best decision for the child can be made quickly). 2) If the child requires transportation, how long will the child be on the bus if they remain at the school of origin? Depending on the age of the child, the transportation director and director of special services will look over the routes. If the bus ride is longer than 30 minutes, the discussion will go back to the foster parent, associate superintendent, and DCFS. If a child is deemed to be able to handle this ride, the school of origin will still be the first priority. Any bus ride over 40 minutes will not be considered in the best interest of any child. We are a PreK - 8 district. The district position is that this is not in the best interest of any child in the PreK-4 buildings and it is also not appropriate for a middle school child due to the extremely early pick up time. Middle school students struggle with the 7:55 start time due to adolescent body clocks and picking a child up any earlier than necessary is an adverse condition. Special circumstances may be considered on a child to child basis. The director of special services, DCFS, and the foster parent will meet if this is a point of contention.; 3) The last thing that will be considered is the convenience for the foster parent. There may be circumstances where a child's day care is in the school (before and after YMCA program) or nearby. As long as there is no complications with pick up/drop off times and the child does not need transportation or the transportation is a bus ride less than 40 minutes, this request can be granted. At the one month mark, the director of special services will contact the foster parent and the principal of the school to check on the child. If all things are going well, including regular attendance that is not impacted by transportation, the child will remain at the school until any updates are shared by DCFS and the foster parent. The director of special services will be the point of contact for both DCFS and foster parent for the length that the child is enrolled in the district. This list of factors is not exhaustive and all other pertinent information will be shared and considered by the district. While this decision is being made, the child will remain in their current school if at all possible. The School of Origin (SOO) is responsible for the transportation while all disputes are being resolved. The district's ultimate goal is to have all placements determined within 48 hours. If the Associate Superintendent of Student Services is unavailable, the associate superintendent of student achievement or the superintendent will take the lead on all foster care meetings and decisions.

Response from the approved prior year Consolidated District Plan.

Upon notification of foster placement, school staff including the counselor and principal, will notify the special education department within 24 hours. Building principal, school counselor, state child worker, director of special services, and foster family will determine via conference the supports necessary for the child to remain in the school of origin. The purpose of the team is to determine how to best support the child's attendance in the school of origin. The director of special services will contact transportation department while school counselor will act as the liaison for any school based needs, communication or consultation needed from other agencies or surrounding districts.For students enrolled in general education programs, the district has determined the factors that will be considered from the highest priority down: 1) What school will provide the student the most stability? This will be a shared decision between the foster parent, DCFS (if necessary), and director of special services. (note: we are keeping the team small so that the best decision for the child can be made quickly). 2) If the child requires transportation, how long will the child be on the bus if they remain at the school of origin? Depending on the age of the child, the transportation director and director of special services will look over the routes. If the bus ride is longer than 30 minutes, the discussion will go back to the foster parent, associate superintendent, and DCFS. If a child is deemed to be able to handle this ride, the school of origin will still be the first priority. Any bus ride over 40 minutes will not be considered in the best interest of any child. We are a PreK - 8 district. The district position is that this is not in the best interest of any child in the PreK-4 buildings and it is also not appropriate for a middle school child due to the extremely early pick up time. Middle school students struggle with the 7:55 start time due to adolescent body clocks and picking a child up any earlier than necessary is an adverse condition. Special circumstances may be considered on a child to child basis. The director of special services, DCFS, and the foster parent will meet if this is a point of contention.; 3) The last thing that will be considered is the convenience for the foster parent. There may be circumstances where a child's day care is in the school (before and after YMCA program) or nearby. As long as there is no complications with pick up/drop off times and the child does not need transportation or the transportation is a bus ride less than 40 minutes, this request can be granted. At the one month mark, the director of special services will contact the foster parent and the principal of the school to check on the child. If all things are going well, including regular attendance that is not impacted by transportation, the child will remain at the school until any updates are shared by DCFS and the foster parent. The director of special services will be the point of contact for both DCFS and foster parent for the length that the child is enrolled in the district. This list of factors is not exhaustive and all other pertinent information will be shared and considered by the district. While this decision is being made, the child will remain in their current school if at all possible. The School of Origin (SOO) is responsible for the transportation while all disputes are being resolved. The district's ultimate goal is to have all placements determined within 48 hours. If the director of special services is unavailable, the associate superintendent of student achievement or the superintendent will take the lead on all foster care meetings and decisions.

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

See IDEA legislation hereSee Section 504 here

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

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

The child's foster care team shall include special education administration and staff when the child in question has an IEP, 504 or is in the child find process. The team will consider how to ensure that the child's specialized services are continued in the least restrictive environment to the maximum, reasonable extent possible in the child's current serving school or school or origin based on the IEP placement.

Response from the approved prior year Consolidated District Plan.

The child's foster care team shall include special education administration and staff when the child in question has an IEP, 504 or is in the child find process. The team will consider how to ensure that the child's specialized services are continued in the least restrictive environment to the maximum, reasonable extent possible in the child's current serving school or school or origin based on the IEP 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.

The team will also include EL staff when the child is suspected of needing or has been identified as an English Learner. The team will consider a timely evaluation when needed, and access to effective EL programming.

Response from the approved prior year Consolidated District Plan.

The team will also include EL staff when the child is suspected of needing or has been identified as an English Learner. The team will consider a timely evaluation when needed, and access to effective EL programming.

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

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

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

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

The team shall make every effort to resolve disagreement among parents, school staff, child welfare agency representatives and other stakeholders in the event of a disagreement. Members of any participating group shall make the dispute known in writing to the team within three days. The team will reconvene to determine how best to resolve the dispute while recognizing that DCFS has been designated as having final decision making authority in the event of dispute among team members. As

included in an above section, the School of Origin (SOO) will be responsible for transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

The team shall make every effort to resolve disagreement among parents, school staff, child welfare agency representatives and other stakeholders in the event of a disagreement. Members of any participating group shall make the dispute known in writing to the team within three days. The team will reconvene to determine how best to resolve the dispute while recognizing that DCFS has been designated as having final decision making authority in the event of dispute among team members. As included in an above section, the School of Origin (SOO) will be responsible for transportation while all disputes are being resolved.

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

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

The district will do annual reminders for school building leaders and secretary staff and other necessary stakeholders with regular check ins and updates on students identified as Youth in Care.

*Required field

Youth in Care Stability Plan Development

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

NOTE: Fields below may be prepopulated with data. Review any prepopulated data, copy and revise as needed in the box above it, and save the page.

1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process.*

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

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

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

The Associate Superintendent of Student Services and Director of Transportation will meet first to explore all routes and determine the time the child will be on the bus. Once that is determined, the foster care team (foster parent, DCFS, and director of special education) will consider transportation needs as part of the initial conference. Factors including distance/length of ride, the grade level of the child, the length the child has been enrolled in current school, IEP services, ability of foster care family to transport will all be addressed .

Response from the approved prior year Consolidated District Plan.

The director of special education and the co-directors of transportation will meet first to explore all routes and determine the time the child will be on the bus. Once that is determined, the foster care team (foster parent, DCFS, and director of special education) will consider transportation needs as part of the initial conference. Factors including distance/length of ride, the grade level of the child, the length the child has been enrolled in current school, IEP services, ability of foster care family to transport will all be addressed .

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

- [x] a. Pre-existing transportation route
- [x] b. New transportation route
- [x] c. Route-to-route hand-offs
- [x] d. District-to-district boundary hand-offs
- [x] e. Other services for which student is eligible, such as IDEA transportation options
- [x] f. Options presented by DCFS worker
- [x] 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.

Special education personnel will coordinate with the Transportation Director, director of special education, and business office to communicate foster transportation needs. Sources of funding including Title I, McKinney Vento, IDEA and other public and private funds will be utilized to ensure continued transportation services for the student in foster care.

Response from the approved prior year Consolidated District Plan.

Special education personnel will coordinate with the Transportation Director, director of special education, and business office to communicate foster transportation needs. Sources of funding including Title I, McKinney Vento, IDEA and other public and private funds will be utilized to ensure continued transportation services for the student in foster care.

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.

The team shall make every effort to resolve disagreement among parents, school staff, child welfare agency representatives and other stakeholders in the event of a disagreement. Members of any participating group shall make the dispute known in writing to the team within three days. The team will reconvene to determine how best to resolve the dispute while recognizing that DCFS has been designated as having final decision making authority in the event of dispute among team members. The School of Origin (SOO) will be responsible for the transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

The team shall make every effort to resolve disagreement among parents, school staff, child welfare agency representatives and other stakeholders in the event of a disagreement. Members of any participating group shall make the dispute known in writing to the team within three days. The team will reconvene to determine how best to resolve the dispute while recognizing that DCFS has been designated as having final decision making authority in the event of dispute among team members. The School of Origin (SOO) will be responsible for the transportation while all disputes are being resolved.

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, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

The original plan as discussed at the first foster conference will be utilized in the event of a dispute. The School of Origin (SOO) will be responsible for the transportation while all disputes are being resolved.Special education personnel will coordinate with the Transportation Director, director of special education, and business office to communicate foster transportation needs. Sources of funding including Title 1, McKinney Vento, IDEA and other public

and private funds will be utilized to ensure continued transportation services for the student in foster care.

Response from the approved prior year Consolidated District Plan.

The original plan as discussed at the first foster conference will be utilized in the event of a dispute. The School of Origin (SOO) will be responsible for the transportation while all disputes are being resolved.Special education personnel will coordinate with the Transportation Director, director of special education, and business office to communicate foster transportation needs. Sources of funding including Title 1, McKinney Vento, IDEA and other public and private funds will be utilized to ensure continued transportation services for the student in foster care.

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.

District staff will be provided information regarding the Youth in Care plan and considerations at the start of the school year along with other annual trainings to ensure systemic implementation.

Response from the approved prior year Consolidated District Plan.

District staff will be provided information regarding the Youth in Care plan and considerations at the start of the school year along with other annual trainings to ensure systemic implementation.

*Required field

BSP Overview

Program Name:	EL - Bilingual Service Plan
Purpose:	The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education.In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.
Rules:	23 Ill. Admin. Code, Part 228.50
Contact:	Multilingual Department at 312-814-3850 multilingual@isbe.net

BSP Contact Information

886 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*	First Name*	Middle Initial
Leal	Blanca	

Phone*: 309 792 2887

Email*: bleal@emsd37.org

EL Program Director Requirements:

a. Administrative Endorsement ☑

AND

b. ESL/Bilingual Endorsement ☑

OR

Eight (8) Hours of Professional Development Related to EL Education ☐

*Required field

Attendance Center Enrollment Information Instructions

886 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
- [x] Transitional Bilingual Education Program
- [x] Transitional Program of Instruction

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

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

BSP Professional Development Instructions

886 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 instructional staff.

*The required professional development will be provided.

- [x] Yes
- [ ] No

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

*Required field

BSP TBE Requirements Instructions

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

PROGRAM ENROLLMENT

Does your district offer a TBE program? Yes (●) No ( )

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

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

Does your district use Spanish Language Arts Standards? Yes (●) No ( )

*Required field

TBE Parent Advisory Committee Instructions

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

Does your district offer a TBE program?

Yes (●)
No ( )

Please check all that apply to the districts Bilingual Parent Advisory Committee (BPAC).

The district attests that:

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

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

Board Approval, Certification, and Assurances Instructions

☐ By checking this box, the applicant hereby certifies that he or she has read, understood, and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

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

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

Grant Application Certifications and Assurances Instructions

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

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

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

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

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

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

NO BINDING OBLIGATION

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

PROJECT

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

FUNDING

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

INVOLUNTARY TERMINATION

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

grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).

19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.

20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Educations employees during any part of the application process or during the Term of the Grant Agreement.

21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.

22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.

23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).

24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.

25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).

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

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

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

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

    a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;

    b) Maintain separate accounts and ledgers for the project;

    c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;

    d) Properly post all expenditures made on behalf of the project;

    e) Be responsible for the accountability, documentation, and cash management of the project; the approval and payment of all expenses, obligations, and contracts; and hiring of personnel on behalf of the project in accordance with the Grant Agreement;

    f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);

    g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/grantees on actual expenditures/obligations that occur within project beginning and ending dates;

    h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;

    i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education; and

    j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

    a) Publishing a statement:

        i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.

ii) Specifying the actions that will be taken against employees for violations of such prohibition.

iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:

1) Abide by the terms of the statement; and

2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.

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

i) The dangers of drug abuse in the workplace;

ii) The grantees or contractors policy of maintaining a drug-free workplace;

iii) Any available drug counseling, rehabilitation, and employee assistance programs; and

iv) The penalties that may be imposed upon an employee for drug violations.

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

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

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

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

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

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

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

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

v.02.17.2026

Certification Regarding Lobbying

Instructions

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

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

(1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit ISBE 85-37"Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v.02.17.2026

GEPA 442 Assurances

Instructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

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

Assurances Instructions

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

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

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

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

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

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

Not calling IWAS Web Servic

Signature of School District Superintendent / Agency Administrator

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

EAST MOLINE SCHOOL DISTRICT #37 & SILVIS SCHOOL DISTRICT #34

Food Service Office 3451 Morton Drive, East Moline, IL 61244

Phone: 309-792-2887 ext. 2317 | **Email:** ckave@emsd37.org

March 31, 2026

To whom it may concern,

The Board of Education of **East Moline School District #37** and **Silvis School District #34** are requesting bids for the **2026-2027 school year** on the items listed below:

Milk & Juice Specifications (One Half Pint / Cartons Only):

- White Skim, 1%, 2%, & Whole Milk
- Chocolate Skim, 1%, 2%, & Whole Milk
- Strawberry Skim, 1%, 2%, & Whole Milk (if available)
- Lactose Free 1% Milk
- Orange Juice 100%

Key Delivery & Service Requirements

The district's will provide a badge and an alarm code for delivery at all school locations. Deliveries should be made to schools based on their usage ensuring they always have enough to their meals each day.

- Temperature: Milk must be delivered and maintained at 40°F or lower. Any product delivered above this temperature will be rejected.
- Shelf Life: All milk products must have a minimum pull date of 7 days from the date of delivery.
- Drivers will rotate and stock coolers.
- Coolers: The successful bidder shall provide, install, and maintain refrigerated milk coolers at no additional cost to the district.
- Credits: The vendor must agree to credit the district for any spoiled, leaking, or out-of-date product.

Delivery Locations: The items listed above will be delivered to seven (7) schools in the East Moline School District and two (2) schools in the Silvis School District.

- **East Moline:**
  - Bowlesburg - 2221 10th St, Silvis, IL 61282
  - Hillcrest - 451 22nd Ave, East Moline, IL 61244
  - Ridgewood - 814 30th Ave, East Moline, IL 61244
  - Wells - 490 Avenue of the Cities, East Moline, IL 61244

    - Glenview North - 3210 7th St, East Moline, IL 61244
    - Glenview South - 3100 7th St East Moline, IL 61244
    - East Moline Education Center - 3100 4th Ave, East Moline, IL 61244
- **Silvis:**
    - George O Barr - 1305 5th Avenue, Silvis, IL 61282
    - Northeast Junior High - 4280 4th Avenue, East Moline, IL 61244

Cooler Requirements: Milk coolers must meet Illinois Department of Public Health cooling requirements and surface standards. The following inventory is required:

- **One (1) 16-crate cooler:** Bowlesburg, Hillcrest, Ridgewood, Wells, Glenview North, Northeast Jr High and George O Barr (Barr also need an additional 8 crate)
- **One (1) double door 16-crate cooler:** Glenview South.
- **One (1) 8-crate cooler:** East Moline Education Center & George O Barr.

Escalation Clause: The milk market order issued the first week of **May 2026** for **Zone 79** will serve as the base of the escalation clause. Please provide documentation on the milk market order for the first week of April. Prices shall be firm for 30 days, after which they may fluctuate monthly based on Class 1 raw milk prices from Federal Milk Order Announcements. Adjustments will occur at a rate of **$0.001 per half pint** for each **$0.15 change** per hundred weight of raw milk.

Contract Terms: The contract begins **July 1, 2026**, and concludes **June 30, 2027**. If both parties agree, the contract may be extended annually for a total of **four (4) years**, ending **June 30, 2030**. Rollover decisions will be made by **May 1** of each year.

Submission Instructions: Please return the bid and all required certifications (Bid Rigging, Independent Bid, Debarment, and Lobbying Disclosures) to the Food Service Office at 3451 Morton Drive, East Moline, **or via email to ckave@emsd37.org**. Bids are due by **1:30 PM on Wednesday, April 29, 2026**, at which time they will be opened and read out loud. Envelopes or email subject lines must be marked **"MILK BID"**.

For questions regarding this bid, I can be reached at 309-792-2887 x 2317

Sincerely,

Colin Kave Director of Food Services

Director of Food Services

ILLINOIS
STATE BOARD OF
EDUCATION

100 North First Street
Springfield, Illinois 62777-0001

BID-RIGGING CERTIFICATION

NUTRITION DEPARTMENT

As the duly authorized agent, I hereby certify that neither the contractor, nor any individual presently affiliated with the contractor's organization, is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Illinois Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a contract by a contractor who has been convicted of bid-rigging or bid-rotating.

ORGANIZATION / COMPANY NAME	ORGANIZATION / COMPANY ADDRESS
PRAIRIE FARMS DAIRY	3510 CENTRAL AVE DUBUQUE IA 52001
NAME OF AUTHORIZED AGENT	TITLE OF AUTHORIZED AGENT
STACY R WAND	GENERAL MANAGER

Stacy R Wand
Signature of Authorized Agent

3/31/26
Date

ILLINOIS
STATE BOARD OF
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100 North First Street
Springfield, Illinois 62777-0001

CERTIFICATE OF INDEPENDENT PRICE DETERMINATION

NUTRITION DEPARTMENT

Both the School Food Authority (SFA)/Sponsoring Organization (SO) and the Company (Offeror) shall execute this Independent Price Determination Certificate.

NAME OF COMPANY	NAME OF SCHOOL FOOD AUTHORITY/ SPONSORING ORGANIZATION
PRAIRIE FARMS DAIRY	

A. By submission of this offer, the Offeror certifies, and in the case of a joint offer, each party thereto certifies as to its own organization, that in connection with this procurement:
   (1) The prices in this offer have been arrived at independently, without consultation, communication, or agreement for the purpose of restricting competition, as to any matter relating to such prices with any other Offeror or with any competitor.
   (2) Unless otherwise required by law, the prices which have been quoted in this offer have not been knowingly disclosed to the Offeror and will not knowingly be disclosed by the Offeror prior to opening in the case of an advertised procurement or prior to award in the case of a negotiated procurement, directly or indirectly to any other Offeror for the purpose of restricting competition.
   (3) No attempt has been made or will be made by the Offeror to induce any person or firm to submit or not submit an offer for the purpose of restricting competition.

B. Each person signing this offer on behalf of the Offeror certifies that:
   (1) He or she is the person in the Offeror's organization responsible within the organization for the decision as to the prices being offered herein and has not participated, and will not participate, in any action contrary to sections a through c above; or
   (2) He or she is not the person in other Offeror's organization responsible within the organization for the decision as to the prices being offered herein, but that he or she has been authorized in writing to act as agent for the persons responsible for such decision in certifying that such persons have not participated and will not participate in any action contrary to sections a through c above, and as their agent does hereby certify; and he or she has not participated, and will not participate, in any action contrary to the above.

TO THE BEST OF MY KNOWLEDGE, this Offeror, its affiliates, subsidiaries, officers, directors, and employees are not currently under investigation by any government agency and have not in the last three years been convicted of or found liable for any act prohibited by state or federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding on any public contract, accepts as follows:

Signature of Offeror's authorized representative	Title	Date Signed
Stacy R Ward	GENERAL MANAGER	3/31/26

IN ACCEPTING THIS OFFER, the SFA/SO certifies that no representative of the SFA has taken any action, which may have jeopardized the independence of the offer referred above.

Signature of SFA/SO authorized representative	Title	Date Signed

ILLINOIS
STATE BOARD OF
EDUCATION

100 North First Street
Springfield, Illinois 62777-0001

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION LOWER TIER COVERED TRANSACTIONS

NUTRITION DEPARTMENT

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

Child Nutrition Program Operators are required to ensure that all sub-contractors and sub-grantees are neither excluded nor disqualified under the suspension and debarment rules found at 2 CFR 200.212 by doing any **one** of the following:

- Checking the Excluded Parties List found at the System for Award Management (SAM) www.SAM.gov.
- Collecting a certification that the entity is neither excluded nor disqualified. Since a federal certification form is no longer available, the grantee or sub-grantee electing this method must devise its own.
- Including a clause to this effect in the sub-grant agreement and in any procurement, contract expected to equal or exceed$25,000, awarded by the grantee or a sub-grantee under its grant or sub-grant.
- Sub-grantee and contractors must obtain a Unique Entity ID. All Federal Government awards are required to have a Unique Entity ID. To obtain a Unique Entity ID, visit www.SAM.gov to register. There is no charge for a Unique Entity ID. The Unique Entity ID serves as a means of tracking and identifying applications for Federal assistance and is required on all applications for Federal assistance.

BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS BELOW.

CERTIFICATION

The prospective lower tier participant certifies, by submission of this Certification, that:

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

PRAIRIE FARMS DAIRY
Company/Organization Name

PR/Award Number or Project Name

STACY R WAND
Name of Company / Organization Authorized Representative

GENERAL MANAGER
Title

Digital or Original Signature of Authorized Representative

3/31/26
Date

ILLINOIS
STATE BOARD OF
EDUCATION

100 North First Street
Springfield, Illinois 62777-0001

CERTIFICATE REGARDING LOBBYING

NUTRITION DEPARTMENT

Applicable to Grants, Subgrants, Cooperative Agreements, and Contracts Exceeding $100,000 in Federal Funds

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

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit the Illinois State Board of Education (ISBE) form, "Disclosure of Lobbying Activities", in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all covered subawards exceeding $100,000 in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

PRAIRIE FARMS DAIRY
Organization Name

PR/Award Number or Project Name

STACY R WAND
Name of Authorized Representative

GENERAL MANAGER
Title

Stacy R Wand
***Digital or Original** Signature of Authorized Representative*

3/31/26
Date

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street
Springfield, Illinois 62777-0001

DISCLOSURE OF LOBBYING ACTIVITIES

NUTRITION DEPARTMENT

Directions: Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352. *(See reverse for public burden disclosure.)*

1. TYPE OF FEDERAL ACTION
☐ a. Contract ☐ b. Grant ☐ c. Cooperative agreement ☐ d. Loan ☐ e. Loan guarantee ☐ f. Loan insurance

2. STATUS OF FEDERAL ACTION
☐ a. Bid/offer/application ☐ b. Initial award ☐ c. Post-award

3. REPORT TYPE
☐ a. Initial filing ☐ b. Material change ☐ For material change only: _____ Year _____ Quarter _____ Date of last report

4. NAME AND ADDRESS OF REPORTING ENTITY
☐ Prime ☐ Subawardee, Tier _____ if known
_____ Congressional District, if known

5. IF REPORTING ENTITY IN NO. 4 IS SUBAWARDEE, ENTER NAME AND ADDRESS OF PRIME
_____ Congressional District, if known

6. FEDERAL DEPARTMENT/AGENCY	**7. FEDERAL PROGRAM NAME/DESCRIPTION** _____ CFDA Number, if applicable
8. FEDERAL ACTION NUMBER, if known	**9. AWARD AMOUNT (if known)** $ _____
10a. NAME AND ADDRESS OF LOBBYING ENTITY (if individual last name, first name, MI)	**10b. INDIVIDUALS PERFORMING SERVICES** (including address if different from #10a) (last name, first name, MI)

(Attach Continuation Sheet(s), if necessary)

11. AMOUNT OF PAYMENT (check all that apply)
$ _____ ☐ Actual ☐ Planned

12. FORM OF PAYMENT (check all that apply)
☐ a. Cash ☐ b. In-kind; specify: nature _____ value _____

13. TYPE OF PAYMENT (check all that apply)
☐ a. Retainer ☐ b. One-time fee ☐ c. Commission ☐ d. Contingent fee ☐ e. Deferred ☐ f. Other, specify _____

14. Brief description of services performed or to be performed and date(s) of service, including officer(s), employee(s), or member(s) contacted, for payment indicated in item 11.

15. ☐ **YES** ☐ **NO** **CONTINUATION SHEET(S), ATTACHED**

16. Information requested through this form is authorized by title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

ORIGINAL SIGNATURE	Stacy R Wand
PRINT NAME OR TYPE	STACY R WAND
TITLE	GENERAL MANAGER
TELEPHONE NUMBER: 563-582-7206	DATE: 3/31/24

Prairie Farms Dairy, Inc.

Product Number	Description		BID Price
1165 HPT	WHOLE 50/CS	PF	0.3733
1331 HPT	2% 50/CS	PF	0.3596
4752 HPT	1% 50/CS	PF	0.3548
34255 HPT	LFREE 1% PNTRY FR	PFBOX	0.9600
36143 HPT	LF 1%CHC PNTRYFR27	PF/BX	0.9601
5404 HPT	SKIM 50/CS	PF	0.3459
6926 HPT	CHOC FF 50/CS	PF	0.3757
1555 HPT	CHOC 1% 50/CS	PF	0.3793
17025 HPT	STRAW FF 50/CS	PF	0.3845

Milk Escalator / De-Escalator Pricing Clause

The pricing quoted is based on the current month's (APRIL 2026) Federal Milk Marketing Order for Class I Skim and Class I Butterfat. This pricing is subject to change as the cost of raw milk changes each month according to the USDA Federal Milk Market Price Announcements and changes in over order premium charges.

The cost of milk fluctuates up and down each month based on the cost changes in raw milk. Changes are based on CMPC announced class 1 Skim and Class 1 announced butterfat. Calculations to four decimal places.

- ½ pint whole = ([(Skim change*8.3205)/100] +[(Butterfat change *0.2795)/16
- ½ pint 2% = ([(Skim change*8.4476)/100] +[(Butterfat change *0.1724)/16
- ½ pint 1% = ([(Skim change*8.5338)/100] +[(Butterfat change *0.0862)/16
- ½ pint Skim= ([(Skim change*8.61274/100] +[(Butterfat change *0.01726)/16

Prices will also be adjusted up or down based on cost changes in packaging, ingredients, labor, fuel, juice concentrate, re-sale products, and any other manufacturing and distribution related expenses. Supporting documentation will be supplied upon request.

FORCE MAJEURE
If either party's failure to comply with any obligation arising under this Agreement results from acts of God, governmental Laws, rules, regulations or order, strikes or other labor trouble, shortage of or inability to obtain raw materials, fuels power or transportation, or any other case beyond the reasonable control of the affected party (any of the foregoing, collectively "Force Majeure", such failure shall not be a breach of this Agreement or create any liability for damages.

All price changes will become effective on the 1st day of the month following the price announcement.

Thank you for the opportunity to bid on your business.

Sincerely,

Stacy R. Wand
General Manager
Prairie Farms Dairy Dubuque

Ridiculously High Standards

April 20, 2026

East Moline School District #37 & Silvis School District #34
Attn: Colin Kave, Director of Food Services
3451 Morton Dr.
East Moline, IL 61244
ckave@emsd37.org

Dear Mr. Kave:

We respectfully submit the following quotations on dairy products intended for use by the East Moline School District #37 and Silvis School District #34 for the 2026-2027 school year. As requested, this bid is based on April 2026 Milk Market Order. Please ensure all bidders are using the same month for consistency.

½ pint Skim Milk	-	.3370
½ pint 1% Milk	-	.3499
½ pint 2% Milk	-	.3658
½ pint Whole Milk	-	.3849
½ pint Skim Chocolate Milk	-	.3930
½ pint 1% Chocolate Milk	-	.4139
½ pint 2% Chocolate Milk	-	.5168
½ pint Whole Chocolate Milk	-	N/A
½ pint Strawberry Milk	-	N/A
½ pint Lactose Free Milk	-	N/A
½ pint 100% Orange Juice	-	.64
4 oz. - 100% Orange Juice	-	.34

Prices quoted are subject to the attached escalator clause.

We furnish and maintain all necessary milk coolers. Please note that when a school system owns their own coolers .0100 / ½ pint can be deducted.

Delivery schedule will be as mutually agreed upon.

We agree to extend this bid for an additional 3 years beyond the 2026-27 school year. Pricing for each subsequent year will be determined at the end of the prior year and will be mutually agreed upon by both parties.

Sincerely,

Julieta Hansen

Julieta Hansen, Controller
ANDERSON ERICKSON DAIRY
julietah@aedairy.com

ESCALATOR CLAUSE

FLUID MILK PRODUCTS:

The prices in this bid are based on the Class I price (at 3.5% butterfat) plus premiums. The Class I price is established under the terms of the Central Federal Milk Market Order #32. The price established for the month of April 2026 is $24.08 per 100 lbs.
The components of this price include: Class I Skim Price - $12.00/cwt.; Class I Butterfat Price - $2.0221/lb; Location Adjustment - $2.70/cwt.; Premiums - $2.72/cwt.

The formula for price adjustments of fluid milk delivered in half-pint and all other size containers is as follows:

a. Compute the difference per hundredweight for Class I milk between the price for the month in question and the price for the base month indicated above (or the most recent month in which prices were adjusted) based on the factors relating to the actual cost of each product. Actual cost for each product is determined as follows: (Skim factor) * (Skim price) + (Butterfat factor) * (Butterfat price) + Location adjustment + Premiums. Skim factors/Butterfat factors are as follows: Whole milk - .9665/3.35; 2% milk - .9800/2.00; 1% milk - .9900/1.00; Skim milk - .9995/.05.

b. Multiply this difference per hundredweight by .086 (8.6 / 100 – 8.6 lbs. to each gallon of milk) to calculate the difference in price per gallon.

c. One-sixteenth of this difference is the amount of change in price for each one-half pint container of milk. All other size containers will be proportional.

d. If the price for Class I milk is higher during the month in question than in the base month, the sum will be added to the previous price charged by the vendor. If the price for Class I milk is lower during the month in question than in the base month, the sum will be deducted from the previous price charged by the vendor.

ALL PRODUCTS:

Prices bid on all products are subject to change based on price changes from our suppliers including but not limited to fuel, packaging, tariffs and ingredients. Supporting documentation is available upon request.

SUSPENSION AND DEBARMENT CERTIFICATION

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

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 7CFR Part 3017, Section 3017.510, Participants' responsibilities. The regulations were published as Part IV of the January 30, 1989, Federal Register (pages 4722-4733). Copies of the regulations may be obtained by contacting the Department of Agriculture agency with which this transaction originated.

(BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS BELOW)

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

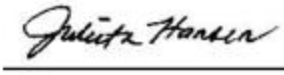
(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Anderson Erickson Dairy

Organization Name

Julieta Hansen, Controller

Name of Authorized Representative



Signature

LOBBYING CERTIFICATION

Applicable to Grants, Subgrants, Cooperative Agreements, and Contracts exceeding $100,000 in federal funds

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

The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with awarding of a federal contract, the making of a federal grant, the making of a federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a federal contract, grant, loan, or cooperative agreement.

2. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence and officer or employee of any agency, a Member of Congress, an officer or employee of the undersigned shall complete and submit Standard Form LLL, DISCLOSURE FORM TO REPORT LOBBYING, in accordance with its instructions.

3. The undersigned shall require that the language of this certification be included in the award documents for all covered subawards exceeding $100,000 in federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

Anderson Erickson Dairy / 2420 E. University Ave., Des Moines, IA 50317
Name/Address of Organization

Julieta Hansen, Controller
Name/Title of Submitting Official

Julieta Hansen
Signature

04/20/2026
Date

DISCLOSURE OF LOBBYING ACTIVITIES

STANDARD FORM –LLL

APPROVED BY OMB

COMPLETE THIS FORM TO DISCLOSE LOBBYING ACTIVITIES PURSUANT TO 31 U.S.C. 1352

(SEE NEXT PAGE FOR PUBLIC DISCLOSURE)

1. **Type of Federal Action**	2. **Status of Federal Action**	3. **Report Type**
□ A. Contract □ B. Grant □ C. Cooperative Agreement □ D. Loan □ E. Loan Guarantee □ F. Loan Insurance	□ A. Bid/Offer/Application □ B. Initial Award □ C. Post award	□ A. Initial Filing □ B. Material Change **For Material Change Only:** Year: _____ Quarter: _____ Date of Last Report: _____

4. **Name and Address of Reporting Entity:**	5. **If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:**
□Prime □Subawardee Tier_____, if known Congressional District, if known: _____	Congressional District, if known: _____
6. **Federal Department/Agency:**	7. **Federal Program Name/Description:** CFDA Number, if applicable: _____
8. **Federal Action Number:** *(if known)*	9. **Award Amount:** *(if known)*
10. a. **Name and Address of Lobbying Entity:** *(if individual, last name, first name, MI)*	10. b. **Individual Performing Services:** *(including address if different from No. 10 a) (Last name, first name, MI)*
11. **Amount of Payment:** *(check all that apply)* **$**_____ Actual □ Planned □	13. **Type of Payment**: *(check all that apply)* □ A. Retainer □ B. One-Time Fee □ C. Commission □ D. Contingency Fee □ E. Deferred □ F. Other: *(specify)* _____
12. **Form of Payment:** *(check all that apply)* □ A. Cash Nature _____ □ B. In-kind (specify) Value _____	

14. **Brief Description** of services performed or to be performed and date(s) of service, including officer(s), employees, or members contracted for payment indicated in Item 11.
(Attach Continuation Sheets if necessary)

15. **Continuation Sheets Attached:** Yes □ No □

16. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. The disclosure of lobbying activities is a material representation of fact upon which evidence was placed by the above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. The information will be reported to the Congress semiannually and will be available for public inspection. Any person who fails to file the required disclosures shall be subject to a civil penalty of no less than $10,000 and no more than $100,000 for each such failure.	**Signature:** _____ **Print Name:** _____ **Title:** _____ **Telephone Number:** _____ **Date:** _____

Federal Use Only — Authorized for Local Reproduction

Not Applicable - Anderson Erickson Dairy does not perform any lobbying activities

Milk Bid Comparison				
	Est. % of use	AE Dairy	Prairie Farms	
1% White, half pint	13.00%	0.3499	0.3459	-0.004
FF Chocolate, half pint	80.00%	0.393	0.3757	-0.0173
FF Strawberry, half pin	7.00%	N/A	0.3845	N/A
Lactose Free, half pint	Minimal	N/A	0.96	N/A

Milk bid but currently to not purchase				
Whole Milk, half pint	0	0.3849	0.3733	-0.0116
2% White, half pint	0	0.3658	0.3596	-0.0062
Skim White, half pint	0	0.337	0.3459	0.0089
1% Chocolate, half pint	0	0.4139	N/A	N/A
2% Chocolate, half pint	0	0.5168	N/A	N/A

EAST MOLINE SCHOOL DISTRICT #37 & SILVIS SCHOOL DISTRICT #34

Food Service Office 3451 Morton Drive, East Moline, IL 61244

Phone: 309-792-2887 ext. 2317 | **Email:** ckave@emsd37.org

March 31, 2026

To whom it may concern,

The Board of Education of **East Moline School District #37** and **Silvis School District #34** are requesting bids for the **2026-2027 school year** on the items listed below:

Milk & Juice Specifications (One Half Pint / Cartons Only):

- White Skim, 1%, 2%, & Whole Milk
- Chocolate Skim, 1%, 2%, & Whole Milk
- Strawberry Skim, 1%, 2%, & Whole Milk (if available)
- Lactose Free 1% Milk
- Orange Juice 100%

Key Delivery & Service Requirements

The district's will provide a badge and an alarm code for delivery at all school locations. Deliveries should be made to schools based on their usage ensuring they always have enough to their meals each day.

- Temperature: Milk must be delivered and maintained at 40°F or lower. Any product delivered above this temperature will be rejected.
- Shelf Life: All milk products must have a minimum pull date of 7 days from the date of delivery.
- Drivers will rotate and stock coolers.
- Coolers: The successful bidder shall provide, install, and maintain refrigerated milk coolers at no additional cost to the district.
- Credits: The vendor must agree to credit the district for any spoiled, leaking, or out-of-date product.

Delivery Locations: The items listed above will be delivered to seven (7) schools in the East Moline School District and two (2) schools in the Silvis School District.

- **East Moline:**
    - Bowlesburg - 2221 10th St, Silvis, IL 61282
    - Hillcrest - 451 22nd Ave, East Moline, IL 61244
    - Ridgewood - 814 30th Ave, East Moline, IL 61244
    - Wells - 490 Avenue of the Cities, East Moline, IL 61244

    - Glenview North - 3210 7th St, East Moline, IL 61244
    - Glenview South - 3100 7th St East Moline, IL 61244
    - East Moline Education Center - 3100 4th Ave, East Moline, IL 61244
- **Silvis:**
    - George O Barr - 1305 5th Avenue, Silvis, IL 61282
    - Northeast Junior High - 4280 4th Avenue, East Moline, IL 61244

Cooler Requirements: Milk coolers must meet Illinois Department of Public Health cooling requirements and surface standards. The following inventory is required:

- **One (1) 16-crate cooler:** Bowlesburg, Hillcrest, Ridgewood, Wells, Glenview North, Northeast Jr High and George O Barr (Barr also need an additional 8 crate)
- **One (1) double door 16-crate cooler:** Glenview South.
- **One (1) 8-crate cooler:** East Moline Education Center & George O Barr.

Escalation Clause: The milk market order issued the first week of **May 2026** for **Zone 79** will serve as the base of the escalation clause. Please provide documentation on the milk market order for the first week of April. Prices shall be firm for 30 days, after which they may fluctuate monthly based on Class 1 raw milk prices from Federal Milk Order Announcements. Adjustments will occur at a rate of **$0.001 per half pint** for each **$0.15 change** per hundred weight of raw milk.

Contract Terms: The contract begins **July 1, 2026**, and concludes **June 30, 2027**. If both parties agree, the contract may be extended annually for a total of **four (4) years**, ending **June 30, 2030**. Rollover decisions will be made by **May 1** of each year.

Submission Instructions: Please return the bid and all required certifications (Bid Rigging, Independent Bid, Debarment, and Lobbying Disclosures) to the Food Service Office at 3451 Morton Drive, East Moline, **or via email to ckave@emsd37.org**. Bids are due by **1:30 PM on Wednesday, April 29, 2026**, at which time they will be opened and read out loud. Envelopes or email subject lines must be marked **"MILK BID"**.

For questions regarding this bid, I can be reached at 309-792-2887 x 2317

Sincerely,

Colin Kave Director of Food Services

Director of Food Services

MEMORANDUM OF UNDERSTANDING

RE: BLOOMBOARD TEACHER RESIDENCY PROGRAM, ENDORSEMENT PROGRAM, PAID STUDENT TEACHING, and TUITION REIMBURSEMENT

This Memorandum of Understanding is entered into between the Board of Education of the East Moline School District No. 37, Rock Island County, Illinois ("District" or "Board") and the East Moline Education Association, IEA-NEA ("Association") (collectively the "Parties"). The Board and the Association previously entered into a collective bargaining agreement for July 1, 2022, through June 30, 2028 (the "Current Agreement") and a Memorandum of Understanding regarding Paid Student Teaching for Instructional Aides (the "Current Student Teaching MOU") on September 23, 2024. The Parties hereby agree to supplement the Current Agreement as follows for the life of the agreement:

BLOOMBOARD TEACHER RESIDENCY PROGRAM

PROGRAM ADMINISTRATION

The district will provide the opportunity for instructional aides to apply for participation in a Teacher Residency Program administered by Bloomboard, Inc. The district will provide the necessary elementary/special education classroom assignments, class authority, protected "Time in Residence" for coursework, and assignment of a mentor/cooperating teacher.

FINANCIAL COMMITMENT

The District shall pay all Program tuition and fees directly to the provider/institution via pre-paid credits, with the exception of a $4,100 annual candidate contribution. Bloomboard, Inc. will work with candidates to apply for federal PELL grants toward the candidate contribution, and the candidate will be responsible for remaining costs.

Participants in the teacher residency program will not be eligible for additional tuition reimbursement as outlined in the 2022-2028 EMEA contract.

PAID STUDENT TEACHING FOR PROGRAM PARTICIPANTS

Instructional aides accepted into and participating in the Bloomboard Teacher Residency Program will be eligible for the benefits of paid student teaching as outlined in the Current Student Teaching MOU.

COMPENSATION FOR MENTOR TEACHERS

Licensed staff serving as mentor teachers in the Bloomboard Teacher Residency Program will receive a stipend equal to the amount paid to new teacher mentors in the district.

BLOOMBOARD TEACHING AREA ENDORSEMENT PROGRAM

The district will provide the opportunity for licensed staff to participate in a program to obtain endorsements in either special education or English as a Second Language, administered by Bloomboard, Inc. The district will pay the full tuition amount via pre-paid credits, under the same conditions as the Current Agreement provision for tuition reimbursement

Additionally, the district will provide reimbursement to employees for any test and licensure fees associated with obtaining the endorsement in a "hard to fill" area.

Participants in the Bloomboard endorsement courses will not be eligible for additional tuition reimbursement for the courses paid for by the district.

Participants who choose to continue the Bloomboard program to complete a Masters degree in a hard to fill area will be eligible for tuition reimbursement for the additional courses.

LIMITS ON FINANCIAL COMMITMENT

The District currently has an agreement with Bloomboard, Inc. with a balance of $237,720.00 in pre-paid credits. The district will continue to pay the financial commitments outlined above until the exhaustion of these credits.

ELIGIBILITY FOR PAID STUDENT TEACHING

For any Instructional Aide who has not yet informed the District of their intent to participate in paid student teaching by the conclusion of the 2025-2026 school year, approval for the Paid Student Teaching benefit shall be strictly limited to those participating in the following pathways:

1. The Western Illinois University (WIU) Paraprofessional-to-Teacher pathway.
2. The BloomBoard Teacher Residency program.

DEFINITION OF "TUITION"

For purposes of tuition reimbursement under the Current agreement, tuition is defined as any payment made by the employee to the institution for tuition. Tuition will not include credits toward tuition covered by grants, scholarships or loans.

For the Board of Education: _____ Date: _____

For the Association: _____ Date: _____

East Moline School District #37 Human Resources
3451 Morton Drive, East Moline IL 61244
Phone: 309-792-2887 Fax: 309-796-1857
www.emsd37.org

To: Dr. Kristin Humphries, Superintendent
From: Dr. Tracy Anderson, Director of Human Resources
Date: May 18, 2026
Re: Updated Memorandum of Understanding: BloomBoard Teacher Residency and Endorsement Programs

This memo serves as an executive summary of the proposed Memorandum of Understanding (MOU) between the Board and the East Moline Education Association (EMEA) regarding our partnership with BloomBoard, presented for consideration at the May 18, 2026 Board of Education meeting. The primary intent of this MOU is to ensure that new BloomBoard opportunities are fully aligned and integrated with our existing student teaching and tuition reimbursement frameworks.

Alignment with Paid Student Teaching

The updated MOU establishes that instructional aides accepted into the BloomBoard Teacher Residency Program will access the same benefits provided under our original Paid Student Teaching for Instructional Aides MOU.

Clarification of Tuition Reimbursement

To ensure fiscal responsibility and prevent "double-dipping," the updated MOU clarifies eligibility for tuition benefits:

- **Exclusion from Standard Reimbursement:** Employees participating in BloomBoard programs will not be eligible for additional tuition reimbursement for those same courses under the standard 2022-2028 collective bargaining agreement.
- **Targeted Endorsements:** The district will use pre-paid credits to cover tuition for licensed staff pursuing endorsements in "hard to fill" areas (Special Education or ESL).
- **Master's Degree Pathway:** Should an employee choose to continue beyond the endorsement to a Master's degree in a hard-to-fill area, they remain eligible for standard tuition reimbursement for those additional credits.

Pathways and Future Planning

Starting with the conclusion of the 2025-2026 school year, approval for paid student teaching will be strictly limited to participants in two specific pathways: the BloomBoard Teacher Residency or the Western Illinois University (WIU) Paraprofessional-to-Teacher program.