

Regular Board of Education Meeting

Tuesday, April 21, 2026 6:05 PM

Media Center, 300 S Harrison, Colfax, IL 61728

I. CALL TO ORDER AND ROLL CALL

II. PLEDGE OF ALLEGIANCE

III. PRESENTATIONS

III.A. Core Construction w/ARCON & Associates

III.B. SEL Programming

Speaker (s): Jennifer Jamison, Director of Curriculum and Compliance

III.C. Elementary Departmentalization

Speaker (s): Mr. Ben Hutley, Elementary Principal

IV. CONSENT AGENDA

IV.A. Approval of Agenda

IV.B. Approval of Minutes

IV.C. Approval of Bills

IV.D. Approval of Treasurer's Report

IV.E. First Reading - PRESS Issue 121

IV.F. First Reading - Policy 6:120

IV.G. First Reading - Policy 7:230

IV.H. Approval of Sports Medicine Services

IV.I. IESA Contract Renewal

IV.J. Title I/IDEA Consolidated District Plan

IV.K. College Course Pre-Approval

V. OPPORTUNITY FOR PUBLIC COMMENT ON ANYTHING ON OR NOT ON THE AGENDA

Those wishing to speak should sign in and indicate their desire to speak. Speakers will be in the order of sign-up.

Board Policy 2:230 - Public Participation at School Board Meetings and Petition to the Board

VI. ADMINISTRATIVE REPORTS

VI.A. Erik Young, Superintendent

VI.B. Ben Hutley, Elementary Principal

VI.C. Zach Freed, Jr/Sr High School Principal

VII. COMMUNICATION ITEMS

VII.A. Transportation/Attendance Report

VII.B. Strategic Planning Session - May 27,
2026, 3pm-7pm

VII.C. Graduation - May 17, 2026 at 2pm

VII.D. Last Day Teacher Institute - May 26, 2026

VII.E. FOIA Requests

VII.E.1. FOIA Request 03/24/26 - CT Mills -
Employee Responsibility

VII.E.2. FOIA Request 04/06/26 - Jules
Goonewardena - Emails Referencing Steve Lefko

VII.E.3. FOIA Request 04/10/26 - Carla Carlos -
Directory Information

VII.E.4. FOIA Request 04/13/26 - Michael Henry -
Legal Expenditures and Representation

VII.E.5. FOIA Request 04/15/26 - Kaitlyn Crabtree
- Student Records

VII.E.6. FOIA Request 04/17/26 - Owen Wang -
Ramadan Accommodation Policies

VII.F. File Statement of Economic Interest by
May 1, 2026

VII.G. Cyber Training Report

VII.H. JAC Registration

VIII. DISCUSSION ITEMS

VIII.A. 2026-2027 Board Meeting Dates

VIII.B. Parking

VIII.C. Bus Garage

VIII.D. Playground

VIII.E. Interior design of new addition

VIII.F. Trees

IX. COMMITTEE REPORTS

IX.A. Building and Grounds - April 2, 2026

IX.B. Parent/Teacher/Student Advisory Meeting

IX.C. Schedule Buildings and Grounds Meeting

IX.D. Schedule Policy Committee Meeting

X. BUSINESS ITEMS

X.A. Approval of Authorization to Spend

X.B. Authorize Superintendent to prepare FY27 Budget

X.C. Approval of Submission of Waiver of Illinois School Code in the areas of School Calendar to the State Board for consideration and action

X.D. Approve Bus Purchase

X.E. Approve Bus Purchase

X.F. Approve the opening of additional Speech Pathologist position

X.G. Authorize Superintendent to enter into Chromebook Lease

X.H. Approval of Resolution Authorizing for the Disposal of Surplus Personal Property

XI. EXECUTIVE SESSION

- **To discuss Appointment, Employment, Compensation, Discipline, Performance, or Dismissal of Specific Employees; Collective Negotiations Matters; Student Discipline; Matters Related to Individual Students; Litigation; and Minutes of Meetings Lawfully Closed pursuant to Statute Section 5 ILCS 120/2 [c] 1-12, 16, & 21** (updated 2/2026)

XI.A. Discussion

XI.B. Come out of Executive Session

XI.C. Approve and Seal the minutes of the Executive Session

XII. ACTIONS AS A RESULT OF EXECUTIVE SESSION

XII.A. Resignations

XII.A.1. Resignation of Media Specialist

XII.B. Employment

***All new hires/volunteers are contingent upon successful completion of background investigation, employment history review, and verification/completion of proper certification and/or licensure for the position.**

XII.B.1. Employment - Jr/Sr HS Social Studies Teacher

XII.B.2. Employment of Elementary Teacher

XII.B.3. Approve Program Volunteer

XII.C. Graduation Approval - Student #25004

XIII.

ADJOURNMENT

Update Memo

Please distribute to board members and appropriate staff.

PRESS

Policy Reference Education Subscription Service

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Next Issue: Five-Year Reviews

Online Instructions

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

- Go to www.iasb.com and click on the  button on the top navigation.
- 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.
- Click the  button on the top navigator bar. This will bring you to your account page
- Under "**Quick Links**," click on "**PRESS Login**."

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 **Policy Reference Manual (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."

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 – Policy Reference Education Subscription Service**.

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

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.

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 Policy Reference Manual (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 PlanCompact – **RENAMED**

- 6:170-AP1, E2, School-Level Parent and Family Engagement PlanCompact – **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
<p>New Law Impacts Immigration Enforcement at Daycares</p> <p>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.</p>	<p>No PRESS materials are affected.</p>
<p>U.S. Dept. Of Education Releases Updated Guidance on Prayer and Religious Expression in Schools</p> <p>In February 2026, the U.S. Dept. of Education issued an updated version of its guidance, <i>Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools</i>, 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.</p>	<p>Affected PRESS materials, including sample policies 6:70, <i>Teaching About Religions</i>, 7:130, <i>Student Rights and Responsibilities</i>, and 7:330, <i>Student Use of Buildings - Equal Access</i>, will be updated in a future PRESS issue.</p>
<p>Duplicate Citations for 105 ILCS 5/22-105 Will Be Addressed in General Revisory Bill</p> <p>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 <i>Safe Schools For All Act</i>, which is proposed to change to 105 ILCS 5/22-106. Instances of this citation for the <i>Safe Schools for All Act</i> within the materials for Issue 121 include the phrase “(final citation pending).”</p>	<p>Affected PRESS materials, including sample policy 6:145, <i>Migrant Students</i>, and materials in the 7:150 suite, will be updated in the fall issue.</p>

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 <i>junk mail</i> from the definition of <i>public record</i> , and for continuous improvement.	<input type="checkbox"/>
2:150-AP, Superintendent Committees	The procedure is updated in response: <ol style="list-style-type: none"> 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, <i>District-Level Parent and Family Engagement Plan Compact</i>; and 3. Continuous improvement. 	<input type="checkbox"/>
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, <i>Organizational School Board Meetings</i> , in the Cross References.	<input type="checkbox"/>
2:200-AP, Types of School Board Meetings	The procedure is updated to align with the option added to footnote 19 in 2:200, <i>Types of School Board Meetings</i> .	<input type="checkbox"/>
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 <i>active military duty</i> as a <i>service member</i> as a reason a board member may attend a meeting remotely, and for continuous improvement. A Cross Reference to 2:110, <i>Qualifications, Term, and Duties of Board Officers</i> , is added.	<input type="checkbox"/>

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

2:250, Access to District Public Records	<p>The policy, Legal References, and footnotes are updated. The policy and footnotes are updated in response to:</p> <ol style="list-style-type: none"> 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 <i>public record</i> to exclude <i>junk mail</i>; and 3. Continuous improvement. <p>The Legal References are updated for continuous improvement.</p>	<input type="checkbox"/>
2:250-AP1, Access to and Copying of District Public Records	<p>The procedure is updated for the reasons stated in 2:250, <i>Access to District Public Records</i>, 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.</p>	<input type="checkbox"/>
2:250-AP2, Protocols for Record Preservation and Development of Retention Schedules	<p>The procedure is updated in response to Local Records Act, 50 ILCS 205/3, amended by P.A. 104-438, revising the definition of <i>public record</i> to exclude <i>junk mail</i>, and for continuous improvement.</p>	<input type="checkbox"/>
2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records	<p>The exhibit is updated in response to:</p> <ol style="list-style-type: none"> 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 <i>Understanding Type 1 Diabetes for Parents and Guardians</i>; and 3. Continuous improvement. 	<input type="checkbox"/>
2:260, Uniform Grievance Procedure	<p>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.</p>	<input type="checkbox"/>
2:265, Title IX Grievance Procedure	<p>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.</p>	<input type="checkbox"/>
4:40, Incurring Debt	<p>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.</p>	<input type="checkbox"/>
4:140-E4, Resolution to Increase Driver Education Fees	<p>The exhibit is updated in response to 105 ILCS 5/27-815, titled <i>safety education; driver education course</i>, (formerly 105 ILCS 5/27-24.2), renumbered by P.A. 104-391, and for continuous improvement.</p>	<input type="checkbox"/>
4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors	<p>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.</p>	<input type="checkbox"/>
4:170-AP6, E2, Notification to Staff and Parents/Guardians of CPR and AED Video	<p>The exhibit is updated with a new Ill. High School Association (IHSA) web address.</p>	<input type="checkbox"/>
5:30, Hiring Process and Criteria	<p>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 <i>no-match</i> letter).</p>	<input type="checkbox"/>

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

5:30-AP1, Interview Questions	The procedure is updated in response to a five-year review.	<input type="checkbox"/>
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 <i>no-match</i> letter), and for continuous improvement.	<input type="checkbox"/>
5:30-AP2, E1, Notice of Preliminary Hiring Decision Based on Conviction Record	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
5:30-AP2, E2, Notice of Final Hiring Decision Based on Conviction Record	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
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: <ol style="list-style-type: none"> 1. P.A. 104-391, renumbering and repealing citations in 105 ILCS 5/27; and 2. 105 ILCS 5/22-81 (<i>a/k/a Louie's Law</i>), added by P.A. 103-399, requiring ISBE and the Ill. Dept. of Human Services to develop and regularly update a comprehensive <i>Substance Use Prevention and Recovery Instruction Resource Guide</i> for public elementary and secondary schools across the State of Illinois. 	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
5:330, Sick Days, Vacation, Holidays, and Leaves	The policy, Legal References, and footnotes are updated for the reasons stated in 5:250, <i>Leaves of Absence</i> , above.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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: <ol style="list-style-type: none"> 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. 	<input type="checkbox"/>

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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
6:100-AP, Dissection of Animals	The procedure is updated in response to a five-year review.	<input type="checkbox"/>
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.	<input type="checkbox"/>
6:100-E2, Student Permission for Exposure to Animals	The exhibit is unchanged in response to a five-year review.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
6:170-AP1, E1, District-Level Parent and Family Engagement <u>PlanCompact</u>	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.	<input type="checkbox"/>
6:170-AP1, E2, School-Level Parent and Family Engagement <u>PlanCompact</u>	RENAMED. The exhibit is renamed and updated for the reasons stated in 6:170-AP1, E1, <i>District-Level Parent and Family Engagement Plan</i> , above.	<input type="checkbox"/>
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.	<input type="checkbox"/>

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

6:180, Extended Instructional Programs	<p>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:</p> <ol style="list-style-type: none"> 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. <p>The footnotes are also updated for continuous improvement.</p>	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
6:235-AP2, Web Publishing Guidelines	The procedure is updated in response to a five-year review.	<input type="checkbox"/>
6:235-E3, Online Privacy Statement	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
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.	<input type="checkbox"/>
7:50, School Admissions and Student Transfers To and From Non-District Schools	<p>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:</p> <ol style="list-style-type: none"> 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 <i>Health examinations and immunizations</i> (formerly 105 ILCS 5/27-8.1), renumbered by P.A. 104-391. <p>The footnotes are also updated for continuous improvement. 7:150, <i>Agency and Law Enforcement Requests</i>, is added to the Cross References.</p>	<input type="checkbox"/>
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 <i>Health examinations and immunizations</i> (formerly 105 ILCS 5/27-8.1), renumbered by P.A. 104-391. The footnotes are also updated for continuous improvement.	<input type="checkbox"/>
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.	<input type="checkbox"/>

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

7:190-E2, Student Handbook Checklist	<p>The exhibit is updated in response to:</p> <ol style="list-style-type: none"> 1. 105 ILCS 5/27-13.2, repealed by P.A. 104-391, resulting in the renaming of 6:60-AP1, E1, <i>Requests to Examine Materials and Statutory Opt-outs</i>; 2. 775 ILCS 5/1-103(Q), added by P.A. 103-785, adding <i>reproductive health decisions</i> 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, <i>a/k/a Ensuring Success in School Law</i>, 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, <i>District-Level Parent and Family Engagement Plan Compact</i>; and 8. Continuous improvement. 	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
7:285-AP, Anaphylaxis Prevention, Response, and Management Program	<p>The procedure is updated in response to:</p> <ol style="list-style-type: none"> 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 <i>bullying prevention</i> (formerly 105 ILCS 5/27-23.7), renumbered by P.A. 104-391; and 3. Continuous improvement. 	<input type="checkbox"/>

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.	<input type="checkbox"/>
7:300-E2, Certificate of Physical Fitness for Participation in Athletics	The exhibit is updated for the reasons stated in 7:300, <i>Extracurricular Athletics</i> , above.	<input type="checkbox"/>
7:305-AP, Program for Managing Student Athlete Concussions and Head Injuries	The procedure is updated for the reasons stated in 7:300, <i>Extracurricular Athletics</i> , above.	<input type="checkbox"/>
7:340-AP1, School Student Records	The procedure is updated in response to: <ol style="list-style-type: none"> 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. 	<input type="checkbox"/>
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, <i>School Student Records</i> , above.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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, <i>Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information</i> , above.	<input type="checkbox"/>
8:90, Parent Organizations and Booster Clubs	The policy and footnotes are updated in response to a five-year review.	<input type="checkbox"/>

Acknowledgement to PRESS Advisory Board

The **P**olicy **R**eference **E**ducation **S**ubscription **S**ervice (**PRESS**) Advisory Board consists of a group of distinguished individuals, from the legal and education field. These individuals dedicate and volunteer their time to provide valuable input and suggestions on **PRESS** Issues. We appreciate their contributions and thank them sincerely.

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Special Acknowledgement to IASB Legal Assistants

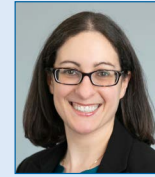
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Instruction

Education of Children with Disabilities 1

The School District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of the School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act.² The term *children with disabilities*, as used in this policy, means children between ages 3 and 21 (inclusive)³ for whom it is determined, through definitions and procedures described in the Ill. State Board of Education (ISBE) *Special Education* rules, that special education services are needed. Children with disabilities who turn 22 years old during the school year are eligible for such services through the end of the school year.⁴

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the ISBE *Special Education* rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ State or federal law controls this policy's content. Each school district and special education cooperative must develop written special education policies and procedures in conformance with ISBE rules. 23 Ill.Admin.Code §226.710. In its continuing commitment to help school districts and special education cooperatives comply with ISBE requirements for policy and procedure, the Ill. Council of School Attorneys, special education committee, reviewed this policy and prepared extensive procedures, *Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities*, at: www.iasb.com/law/.

² Opinions vary regarding the extent of a district's responsibility for providing FAPE to dually enrolled students, i.e., whether the responsibility is limited to the extent necessary to access the public portion of their education. Contact the board attorney for advice.

³ 105 ILCS 5/14-6.01 states that high school districts are financially responsible for the education of children with disabilities who reside in their districts when such children reach age 15, but they may admit children with disabilities into special education facilities without regard to graduation from the eighth grade after they reach age 14 ½. When a child with a disability turns 14 ½ years old, it is the elementary school district's responsibility to notify the high school district of the child's current eligibility, program, and evaluation data upon which the current program is based. Id.

For elementary districts, edit ages as follows: ages 3 and ~~15~~21 (inclusive).

For high school districts, edit ages as follows: ages ~~14~~14 (or has graduated from 8th grade) and 21 (inclusive).

⁴ 105 ILCS 5/14-1.02, amended by P.A. 102-172. Delete this sentence for elementary school districts. IDEA funds cannot be used to provide services for students beyond the age of 21. See ISBE's *Frequently Asked Questions: Public Act 102-0172 and Public Act 102-0173* (July 2021), at www.isbe.net/Documents/FAQ-HB-40-HB-2748.pdf. **Consult the board attorney for further guidance.**

relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), representation by counsel, and a review procedure. ⁵

The District may maintain membership in one or more cooperative associations of school districts that shall assist the District in fulfilling its obligations to the District's students with disabilities.

If necessary, students may also be placed in nonpublic special education programs or education facilities. ⁶

LEGAL REF.: 20 U.S.C. §1400 et seq., Individuals With Disabilities Education Improvement Act of 2004.
29 U.S.C. §794, Rehabilitation Act of 1973, Section 504.
42 U.S.C. §12101 et seq., Americans With Disabilities Act.
34 C.F.R. Part 106.
34 C.F.R. Part 300.
105 ILCS 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02b.
23 Ill.Admin.Code Part 226.

CROSS REF.: 2:150 (Committees), 7:230 (Misconduct by Students with Disabilities)

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁵ Districts must use ISBE's procedural safeguards for students who qualify for services under IDEA. For students who qualify for services exclusively under Section 504, the district must establish a system of procedural safeguards or use the ones provided by ISBE *Special Education* rules. 23 Ill.Admin.Code §§226.500-570. ISBE rules are more extensive than is required by Section 504 and districts may, as the policy provides, develop their own procedures. See 6:120-API, E1, *Notice to Parents/Guardians Regarding Section 504 Rights*.

⁶ The district may be eligible to receive reimbursement from the State for the student's expenses. 105 ILCS 5/14-7.02.

Students

Misconduct by Students with Disabilities¹

Behavioral Interventions²

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students³

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Ill. State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ State or federal law controls this policy's content. State law requires each district to have a policy on student behavior (105 ILCS 5/10-20.14; 23 Ill.Admin.Code §1.280) plus "policies and procedures" on behavioral interventions (105 ILCS 5/14-8.05). In its continuing commitment to help school districts and special education cooperatives comply with the Ill. State Board of Education's requirements for policy and procedure, the Ill. Council of School Attorneys, special education committee, reviewed this policy and prepared extensive procedures, *Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities*. These procedures, plus other material, are available gratis on the IASB website at: www.iasb.com/policy-services-and-school-law/guidance-and-resources/special-education/special-education-procedures-and-sample-policies/.

² State law specifies what must be covered in the mandatory "policies and procedures" on behavioral interventions. 105 ILCS 5/14-8.05(c). They must "be developed with the advice of parents with students with disabilities and other parents, teachers, administrators, advocates for persons with disabilities, and individuals with knowledge or expertise in the development and implementation of behavioral interventions for persons with disabilities." *Id.* A board that wants to highlight the components of the procedures may add the following:

The committee shall review the Ill. State Board of Education's guidelines on the use of behavioral interventions and use them as a non-binding reference. This policy and the behavioral intervention procedures shall be furnished to the parents/guardians of all students with individual education plans (IEPs) within 15 days after their adoption or amendment by, or presentation to, the School Board or at the time an individual education plan is first implemented for a student; all students shall be informed annually of this policy and the procedures. At the annual IEP review, this policy shall be given to the parents/guardians and the behavioral interventions procedures explained and made available to them on request.

³ A special education student may not be expelled for behavior or a condition that is a manifestation of the student's disability. 34 C.F.R. §300.530.

LEGAL REF.: Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. §§1412, 1413, and 1415.
Gun-Free Schools Act, 20 U.S.C. §7151 et seq.
34 C.F.R. §§300.101, 300.530 - 300.536.
105 ILCS 5/10-22.6 and 5/14-8.05.
23 Ill.Admin.Code §226.400.
Honig v. Doe, 484 U.S. 305 (1988).

CROSS REF.: 2:150 (Committees), 6:120 (Education of Children with Disabilities), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct)



619 East 1st Street Gibson City IL, 60936
(217)-784-2045

**GIBSON AREA HOSPITAL & HEALTH SERVICES
CONTRACT FOR HIGH SCHOOL SPORTS MEDICINE SERVICES**

The following is an agreement between Gibson Area Hospital & Health Services (“GAHHS”) and Ridgeview High School (“RHS”) to provide sports medicine coverage during the 2026-2027, 2027-2028, and 2028-2029 RHS school years.

GAHHS will provide a certified athletic trainer for the following RHS events:

Football: Pre-Season scrimmages and pre-season practices
All home and away varsity games.
All home jv/freshman games
All playoff games.

Volleyball: All home varsity games.
Home tournaments.

Basketball: All boys home varsity
All girls home varsity
Home tournaments.

Wrestling: All home varsity/jv meets
Home tournaments

Baseball: All home varsity games.
Home tournaments.

Softball: All home varsity games.
Home tournaments.

Track: All home varsity meets

Additional Coverages:

All RHS hosted Regional, Sectional, or state tournaments.

Sports injury clinic on site offered at least once a week during sport seasons at RHS. Athletic screens at GAH Elite locations are available by an Athletic Trainer Monday-Friday free of charge.



619 East 1st Street Gibson City IL, 60936
(217)-784-2045

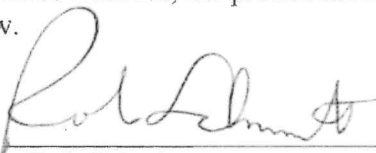
The contract shall become effective on the first day of football training of each RHS school year and shall terminate when classes at RHS terminate in the spring.

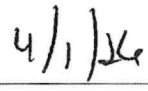
The law of Illinois shall govern the interpretation of this contract.

All notices, requests, demands or other communications required to be given pursuant to the contract shall be in writing and shall be deemed to have been given, if sent by U.S. mail, registered or certified mail, return receipt requested, postage prepaid, addressed to the parties at their place of business or to such other addresses as the parties direct in writing.

This contract shall be construed according to its fair meaning as if prepared by all parties hereto.

In witness whereof, the parties hereto have executed this contract on the date noted below.

By: 
Rob Schmitt
Chief Executive Officer


Date

By: _____
Erik Young
Ridgeview High School Superintendent

Date



IESA Renewal for 26-27

Search

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[CONCUSSION CERTIFICATION](#)

2026-2027 Athletics/Scholastic Bowl Registration

This form indicates the activities you registered for the 2026-2027 school year. Check boxes below and submit this form to pay dues and register for activities.

NOTE: Submitting this form with your administrator password denotes that your Board of Education has authorized your membership in the IESA, and that you are in compliance with the by-laws of the IESA.

IESA Membership Dues

2026-2027 Membership – NOT RENEWED

- Annual Membership dues of **\$275.00** must be paid.
- National Federation rule book will be sent to each school for each sport entered.

[PAY DUES ONLY – No Activities Included](#)

–OR–

CONTINUE Athletics and Scholastic Bowl Registration below. Dues will be added to your total.

Athletic and Scholastic Bowl Registration - Step #1

- INSTRUCTIONS**
1. Check appropriate boxes in "Register" column
 2. Proceed to Step #2

Activities you participated in last year are displayed in RED

Activity	Postmarked Entry Date and Fees	Final Postmarked Entry Date and Fees	Register
2026 Girls Softball	To 6/8/2026 \$65.00	6/18/2026 to 7/1/2026 \$130.00 - Double Fees	<input checked="" type="checkbox"/>
2026 Boys Baseball	To 6/8/2026 \$65.00	6/18/2026 to 7/1/2026 \$130.00 - Double Fees	<input checked="" type="checkbox"/>
2026 Boys Cross-Country	To 6/8/2026 \$120.00	6/18/2026 to 8/1/2026 \$120.00 - Double Fees waived	<input type="checkbox"/>
2026 Girls Cross-Country	To 6/8/2026 \$120.00	6/18/2026 to 8/1/2026 \$120.00 - Double Fees waived	<input type="checkbox"/>
2026 Girls 7th Grade Basketball	To 6/8/2026 \$65.00	6/18/2026 to 8/1/2026 \$130.00 - Double Fees	<input checked="" type="checkbox"/>
2026 Girls 8th Grade Basketball	To 6/8/2026 \$65.00	6/18/2026 to 8/1/2026 \$130.00 - Double Fees	<input checked="" type="checkbox"/>
2027 Boys 7th Grade Basketball	To 6/8/2026 \$65.00	6/18/2026 to 9/1/2026 \$130.00 - Double Fees	<input checked="" type="checkbox"/>
2027 Boys 8th Grade Basketball	To 6/8/2026 \$65.00	6/18/2026 to 9/1/2026 \$130.00 - Double Fees	<input checked="" type="checkbox"/>

2027 Boys Wrestling	To 10/5/2026 \$75.00	10/15/2026 to 11/1/2026 \$150.00 - Double Fees	<input checked="" type="checkbox"/>
2027 Girls Wrestling	To 10/5/2026 \$75.00	10/15/2026 to 12/1/2026 \$75.00 - Double Fees waived	<input type="checkbox"/>
2027 Girls 7th Grade Volleyball	To 10/5/2026 \$65.00	10/15/2026 to 11/1/2026 \$130.00 - Double Fees	<input checked="" type="checkbox"/>
2027 Girls 8th Grade Volleyball	To 10/5/2026 \$65.00	10/15/2026 to 11/1/2026 \$130.00 - Double Fees	<input checked="" type="checkbox"/>
2027 Boys 7th Grade Track & Field	To 10/5/2026 \$70.00	10/15/2026 to 11/1/2026 \$140.00 - Double Fees	<input checked="" type="checkbox"/>
2027 Boys 8th Grade Track & Field	To 10/5/2026 \$70.00	10/15/2026 to 11/1/2026 \$140.00 - Double Fees	<input checked="" type="checkbox"/>
2027 Girls 7th Grade Track & Field	To 10/5/2026 \$70.00	10/15/2026 to 11/1/2026 \$140.00 - Double Fees	<input checked="" type="checkbox"/>
2027 Girls 8th Grade Track & Field	To 10/5/2026 \$70.00	10/15/2026 to 11/1/2026 \$140.00 - Double Fees	<input checked="" type="checkbox"/>
2027 Scholastic Bowl	To 10/5/2026 \$75.00	10/15/2026 to 11/1/2026 \$75.00 - Double Fees waived	<input type="checkbox"/>

- Entries submitted during the **Final Entry Period** incur a **double entry fee**.
- Double entry fees are **waived** for schools participating in an activity for the **first time**.
- **No waivers** will be granted for any **late entries**.

Proceed to Step #2

If you encounter an error message, please contact our webmaster.
Tell us your school, and be as specific as you can about the problem.
Most helpful would any error information listed as part of the error page.

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

Overview

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

PROGRAM: Consolidated District Plan

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

BOARD GOALS:

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

FY 2027 Title I, Part A - Improving Basic Programs

Included Title I, Part A - School Improvement Part 1003

Programs: Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

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

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

EL - Bilingual Service Plan (BSP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

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

LEGISLATION:

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

DUE DATE:

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

Submission by April 1 is recommended.

DURATION:

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

AMENDMENTS:

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

INSTRUCTIONS:

Instructions in PDF format

COMMON**ABBREVIATIONS:**

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

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan

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

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Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name*

Hutley

Phone*

309 723 6531

Extension

First Name*

Benjamin

Email*

bhutley@ridgeview19.org

Middle Initial

R

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

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

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

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

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

([count] of 2500 maximum characters used)The district has taken steps to remove all barriers of gender, race, national origin, color, disability, or age, and all students, teachers, and other beneficiaries with special needs will have equal access to programs. All teachers and instructional staff will receive training on an annual basis to ensure that all students are included in every aspect of the curriculum including extracurricular activities.

3. Bilingual Director (Administrator overseeing EL Services) Assurance

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

9

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

4. District Migrant Education Program Liaison

Last Name

Jamison

Phone

309 723 5111

First Name

Jennifer

Extension

Middle Initial

Email

jjamison@ridgeview19.org

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

5. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

*Required field, applicable for all funding sources

Consolidated District Plan

Applicant: RIDGEVIEW CUSD 19

County: McLean

Consolidated District Plan ▼

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 27-CDP-00-17-064-0190-26

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

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

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

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

Save Page

*Required field, applicable for all funding sources

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Needs Assessment and Programs

Instructions

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

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

Braiding of Funds

- Yes
- No

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

Transfer of Funds

Yes No

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

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

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

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

([count] of 7500 maximum characters used)

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

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

Legislative References:

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

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

*Required field, applicable for all funding sources

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

Instructions

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

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

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

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

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

A. Title I, Part A - Improving Basic Programs

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

L. IDEA, Part B - Preschool

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

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

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

ISBE Goals:

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

District Goal(s):

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

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

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

Program Footnotes:

1 = Title I, Part A - Improving Basic Programs

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

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

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

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

[[count] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

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

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

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[[count] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

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

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([count] of 7500 maximum characters used)

All details are included in our Parent and Family Engagement Policy

Effective parent and family engagement will be facilitated by:

One-way communication:

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

Two-way communication:

Title I Parent Advisory Council meeting at least once per year

Title I Parent Engagement Night at least once per year

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

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

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

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

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

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

Additional involvement:

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

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

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

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

Response from the prior year Consolidated District Plan.

All details are included in our Parent and Family Engagement Policy

Effective parent and family engagement will be facilitated by:

One-way communication:

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

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

Title I Requirement:

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

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

Title III Requirement:

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

(Section 3121(b)(4)(C))

Legislative References:

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

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

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

*Required field

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

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

County: McLean

Consolidated District Plan

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

Parent and Family Engagement

ESEA Section 1116(a)(2)

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

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

Resources:

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

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

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

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

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

How To Upload A File

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

Choose File No file chosen

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

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

*Required field

Consolidated District Plan

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Private School Participation

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

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

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

Consultation Requirements:

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

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

Will Private Schools participate in the Program?

Yes No

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

Yes No N/A

[Nonpublic School Consultation Form](#)

[Nonpublic School Participation List Form](#)

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

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

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

County: McLean

Consolidated District Plan

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Preschool Coordination

Instructions

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

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

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

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

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

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

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

([count] of 7500 maximum characters used)

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

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

Response from the approved prior year Consolidated District Plan.

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

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Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

Consolidated District Plan

Applicant: RIDGEVIEW CUSD 19

County: McLean

Consolidated Dist

Application: 2025-2027 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 27-CDP-00-17-064-0190-26

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

Student Achievement and Timely Graduation

Instructions

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

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

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

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

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

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(1170 of 7500 maximum characters used)

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

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

Response from the prior year Consolidated District Plan.

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

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

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

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(2459 of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

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

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

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.

(1528 of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

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

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

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

(3181 of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

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

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

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

(432 of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

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

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

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

(552 of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

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

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(500 of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

- [1] Title I, Part A, Section 1112(b)(1)(A)
- [2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646
- [4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646
- [5] Title I, Part A, Section 1112(b)(2)
- [6] Title I, Part A, Section 1112(b)(13)(B)
- [7] Title I, Part A, Section 1112(b)(13)(A)

Save Page

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

**Required field for only Title I, Part A

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Consolidated District Plan

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

County: McLean

Consolidated Dist

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

College and Career Readiness

Instructions

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

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

District Goal(s):

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

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

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

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

(1192 of 7500 maximum characters used)

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

(1034 of 7500 maximum characters used)

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

Response from the approved prior year Consolidated District Plan.

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

Legislative References:

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

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

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

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

County: McLean

Consolidated District Plan

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

Professional Development - Highly Prepared and Effective Teachers and School Leaders

Instructions

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

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

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Title II funding is applied to Title I professional development.

G. Title III - LIEP

H. Title III - ISEP

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

Title IV funding is applied to Title I professional development.

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

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

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

L. IDEA, Part B - Preschool

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

Legislative Requirement:

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

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

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

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Consolidated District Plan

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

Safe and Healthy Learning Environment

Instructions

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

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

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

- 1. Describe the process through which the districts will:*
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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DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used)
The student handbook includes extensive language on bullying and harassment, including information on identifying bullying, reporting bullying, identified complaint managers, as well as responses for reprisal or retaliation. K-5 students will receive at least 30 minutes of SEL instruction per week using the Character Strong SEL Program. Students will learn how to be purposeful people focusing on the three pillars of being kind, strong, and well. They will receive grade level appropriate instruction on respect, responsibility, gratitude, empathy, perseverance, honesty, cooperation, courage, and creativity. Project Oz provides additional support in the areas of drug abuse and prevention for our 5th grade students. This drug abuse and prevention initiative will also begin in fourth grade next year. Additional mental health and behavioral support is provided by cooperatives with Tri County Special Education Association, Project Oz, and Chestnut Health Systems. The YWCA provides a week long series of lessons focused on Erin's Law, identifying safe adults, the difference between a good touch vs a bad touch, and appropriate experiences. All lessons are age appropriate and parents receive notice as well as the opportunity to opt out if it is not right for their family. Middle school and high school receive character education during their mentoring period and receive support from the jr/sr high school guidance counselor and other services. As facilitated by Senate Bill 100, administrators and teachers have received training on restorative practices as alternatives to removing students from classrooms and school. Teachers are aware of the difference between classroom-managed behavior issues and office-managed behavior issues. The Ridgeview Teacher Handbook prohibits the use of behavioral interventions that compromise student health and safety unless required to halt the student from hurting themselves or others. The administrator, student counselor, and various special education personnel have received training in Crisis Prevention and Intervention and are trained to safely administer restraint when necessary, but also understand to only use this as a last resort when a student demonstrates a danger to themselves or others..

Response from the prior year Consolidated District Plan.

The student handbook includes extensive language on bullying and harassment, including information on identifying bullying, reporting bullying, identified complaint managers, as well as responses for reprisal or retaliation. K-5 students will receive at least 30 minutes of SEL instruction per week using Yale University's RULER SEL Program. Students will learn that all emotions matter, will develop strong classroom communities, and will engage in daily check-ins aimed at establishing their current feelings and what behaviors will be needed to continue to change those feelings. Project Oz provides additional support in the areas of drug abuse and prevention for our 5th grade students. This drug abuse and prevention initiative will also begin in fourth grade next year. Additional mental health and behavioral support is provided by cooperatives with Tri County Special Education Association, Project Oz, and Chestnut Health Systems. The YWCA provides a week long series of lessons focused on Erin's Law, identifying safe adults, the difference between a good touch vs a bad touch, and appropriate experiences. All lessons are age appropriate and parents receive notice as well as the opportunity to opt out if it is not right for their family. Middle school and high school receive character education during their mentoring period and receive support from the jr/sr high school guidance counselor and other services. As facilitated by Senate Bill 100, administrators and teachers have received training on restorative practices as alternatives to removing students from classrooms and school. Teachers are aware of the difference between classroom-managed behavior issues and office-managed behavior issues. The Ridgeview Teacher Handbook prohibits the use of behavioral interventions that compromise student health and safety unless required to halt the student from hurting themselves or others. The administrator, student counselor, and various special education personnel have received training in Crisis Prevention and Intervention and are trained to safely administer restraint when necessary, but also understand to only use this as a last resort when a student demonstrates a danger to themselves or others. The district also has a plan regarding Restraint and Time Out and continues to work to reduce these behaviors each year. Meetings are held semi-annually to review the RTO data and revise the plan as needed.

- 2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]

(42 U.S.C. 11301 et seq.):*

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[[count]] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

Title I Requirement:

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

Legislative Requirements:

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

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

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

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

Consolidated District Plan

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Attendance Center Designation

[Instructions](#)

Attendance Center Designation

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

Describe anticipated Reorganizations:	
--	--

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Consolidated District Plan

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

Title I Specific Requirements - Part Two

Instructions

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

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

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

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

[]

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

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

No schools identified under this part

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

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

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?*

[] Yes
[] No

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

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

Direct Certification.

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

Section 1114 and 1115

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

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

([count] of 7500 maximum characters used)

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

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

([count] of 7500 maximum characters used)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

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

*Required field

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Applicant: RIDGEVIEW CUSD 19
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Table with 12 columns: Needs Assessment Impact, Stakeholders, Parent and Family Engagement, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements, Youth in Care Stability Plan

IDEA Specific Requirements

Instructions

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

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

ISBE Goals:

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

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

Input checkbox

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

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

([count] of 7500 maximum characters used)

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

Response from the approved prior year Consolidated District Plan.

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

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

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

([count] of 7500 maximum characters used)

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

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

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

([count] of 7500 maximum characters used)

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

([count] of 7500 maximum characters used)

Indicator 4: Suspension/Expulsion

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

Indicator 5 and 6: Educational Environments

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

Indicator 7: Early Childhood Outcomes

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

*Required field

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

Overview

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

- PROGRAM:** Youth in Care Stability
PURPOSE: To comply with ESSA requirements for educational stability for students who are Youth in Care.
REQUIRED FOR: All Illinois school districts and state-authorized charter schools
RESOURCES: [ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)
[US Department of Education \(USDE\) web page for Students in Foster Care](#)
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)
[Educational Stability Requirements \(Effective October 7, 2008\)](#)
[Public Act 099-0781 \(effective 8/12/2016\)](#)
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)
[Finance, Budgets & Funding – Transportation Programs \(scroll to Foster Care Transportation section\)](#)
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

BACKGROUND

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

DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.
 First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the driver’s side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]
 Vehicle Usage:
https://www.isbe.net/Documents/school_vehicle_guidance.pdf
https://www.isbe.net/Documents/vehicle_use_summary.pdf
<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>
 Transportation Programs:
<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

REQUIREMENTS

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

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

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

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs

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

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

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

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

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

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

Contact Information

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
Jamison	Jennifer	Director of Curriculum and Compliance	jjamison@ridgeview19.org
Phone*			
309	723	5111	

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

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

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

2. LEA Transportation Director - required*

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

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

3. Other personnel

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

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

4. Other personnel

Last Name	First Name	Position/Title	Email
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Freed	Zach	Jr/Sr High School Principal	zfreed@ridgeview19.org
-------	------	-----------------------------	------------------------

Phone*
309 723 2951

Click here to add information for additional other personnel.

5. Other personnel

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

Phone*
309 723 2951

Click here to add information for additional other personnel.

*Required field

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

Best Interest Determination as it relates to School Stability

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

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth in Care or changes residences while they are a Youth in Care. Include the positions of all di...

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. Ridgeview will assure that a child in foster care (starting in PreK) remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest.

Response from the approved prior year Consolidated District Plan.

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

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

See IDEA legislation here See Section 504 here

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

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

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

*Required field

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Consolidated District Plan

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

Youth in Care Stability Plan Development

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

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

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

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. All staff are aware to refer any transportation concerns to the District Office. The personnel that will be involved in this process included:

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

The following factors should be considered when developing the transportation procedures for a student in foster care:

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

Response from the approved prior year Consolidated District Plan.

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6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

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

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

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

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

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

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

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

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

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

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- 1.Pre-existing transportation route
 - 2.New transportation route
 - 3.Route-to-Route hand-offs
 - 4.District-to-district boundary hand-offs
 - 5.Eligibility of the student for transportation through other services such, but not limited to, Individuals with Disabilities Education Act (IDEA)
 - 6.Alternatives not directly provided by the district/school such as:
 - a.Contracting services - taxis, student transport companies, etc. - see note below
 - b.Public transportation such as city buses, rails, etc.
 - c.Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes
- Funding options that will be considered include:
- 1. Title IV-E of the Social Security Act if the student is eligible
 - 2.Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
 - 3.IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
 - 4.State special education transportation funds, if the student has an IEP
 - 5.Local funds

Response from the approved prior year Consolidated District Plan.

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 - 3.IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
 - 4.State special education transportation funds, if the student has an IEP
 - 5.Local funds

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

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

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

Response from the approved prior year Consolidated District Plan.

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

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. Ridgeview will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved. Ridgeview will collaborate with any and all individuals and agencies necessary to create a transportation plan that is in the best interest of the student.

Response from the approved prior year Consolidated District Plan.

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

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. All school personnel will be made aware of the whom they should discuss information with regarding any student they believe may be eligible for transportation services during the annual mandated trainings. The discussion of the student's possible need with the LEA will initiate the process. Ridgeview staff will comply with all statutory requirements to protect student privacy, including FERPA and any other privacy requirements under federal, state, or local laws.

Response from the approved prior year Consolidated District Plan.

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

*Required field

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

BSP Overview

Program Name: EL - Bilingual Service Plan

Purpose: The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Trans Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the challenging academic standards as all children are expected to meet in Illinois.

Rules: [23 Ill. Admin. Code, Part 228.50](#)

Contact: Multilingual Department at 312-814-3850
multilingual@isbe.net

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Sp
BSP Overview					BSP Plan Specifics							
BSP Program Contact		Attendance Center Enrollment Information			BSP Professional Development			BSP TBE Requirements		BSP Parent Advisory Committee		

BSP Contact Information

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

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

Last Name*
Jamison
Phone*
309 723 5111

First Name*
Jennifer
Middle Initial

Email*
jjamison@ridgeview19.org

EL Program Director Requirements:

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

*Required field

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Special Education
BSP Overview					BSP Plan Specifics							
BSP Program Contact		Attendance Center Enrollment Information			BSP Professional Development			BSP TBE Requirements		BSP Parent Advisory Committee		

Attendance Center Enrollment Information

Instructions

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

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

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

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

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

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	S
BSP Overview				BSP Plan Specifics								
BSP Program Contact		Attendance Center Enrollment Information			BSP Professional Development		BSP TBE Requirements		BSP Parent Advisory Committee			

BSP Professional Development

Instructions

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

PROFESSIONAL DEVELOPMENT ACTIVITIES

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

*The required professional development will be provided.

Yes

No

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

*Required field

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	S
BSP Overview								BSP Plan Specifics				
BSP Program Contact		Attendance Center Enrollment Information			BSP Professional Development			BSP TBE Requirements		BSP Parent Advisory Committee		

BSP TBE Requirements

[Instructions](#)

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

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes No

*Required field

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

TBE Parent Advisory Committee

Instructions

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

Does your district offer a TBE program?

Yes

No

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Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
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Board Approval, Certification, and Assurances

Instructions

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

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

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

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

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

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Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
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Grant Application Certifications and Assurances

Instructions

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

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

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

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

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

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

NO BINDING OBLIGATION

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

PROJECT

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

FUNDING

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

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

INVOLUNTARY TERMINATION

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

GENERAL CERTIFICATIONS AND ASSURANCES

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

grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).

26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
- Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - Maintain separate accounts and ledgers for the project;
 - Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
 - Properly post all expenditures made on behalf of the project;
 - Be responsible for the accountability, documentation, and cash management of the project; the approval and payment of all expenses, obligations, and contracts; and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
 - Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/grantees on actual expenditures/obligations that occur within project beginning and ending dates;
 - Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
 - Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education; and
 - Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

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

a) Publishing a statement:

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

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

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

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

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

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

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

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

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

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Applicant: RIDGEVIEW CUSD 19

County: McLean

Consolidated District Plan ▼

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 27-CDP-00-17-064-0190-26

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

Instructions

Lower Tier Covered Transactions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

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

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

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

www.sam.gov

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

v.02.17.2026

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County: McLean

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Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 27-CDP-00-17-064-0190-26

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

Instructions

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

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

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

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

Instructions

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

DEFINITIONS

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

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

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

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Consolidated District Plan ▼

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Project Number: 27-CDP-00-17-064-0190-26

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
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Assurances

Instructions

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

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

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

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

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

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

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

v.02.17.2026

ERIK R. YOUNG

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

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Submit

Instructions

Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.

Consistency Check

Lock Application

Unlock Application

Application was created on:

4/9/2026

Assurances

District Data Entry

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

Have questions or need help? Contact our Call Center (217)558-3600 between 7:00am - 5:00pm CST, Monday - Friday or [Click here to Contact Us](#)
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Elementary Principal's Report - April 2026

Community Involvement and Awareness

- Second grade students attended their annual field trip to Gibson City Hospital on 4/16. This experience has a connection to the new Arts and Letters curriculum whose final unit focuses on "Good Eating" and healthy bodies as well as different body systems with special attention to the digestive system..
- We ran the Read-A-Thon fundraiser again in an effort to raise money for our student activity account, which pays for all things student related, including activities for field day, awards and celebrations related to FastBridge growth, and anything else we can think of. This year we were able to raise over \$3500! Thanks to the generosity of our families!

Curriculum & Program Development/Staff Collaboration

- We'll hold our last Problem Solving Team meeting on Thursday, April 16th. This will be our final day to evaluate our interventions, consider the students we are supporting, and move things around. I appreciate all of the work that our teachers and interventionists do to support our students.
- Hailey Pocic-Burt from ROE 17 was here on April 15 to provide math coaching related to Illustrative Mathematics for our 3rd grade and kindergarten teachers. She focused on lesson planning and engaging intervention activities for students.
- As part of a positive culture initiative Mr. Young and Mrs. Jamison introduced a program called Alpaca, allowing staff to enter information about how they're feeling and share thoughts related to what they need. They are also able to provide shout outs to other staff members to recognize them for their amazing support and accomplishments. After several months of being on the platform, Ridgeview Elementary was recognized as being in the Top 5 schools using the platform related to shoutouts and recognition.

Students and Staff

- STANGS organized a GLOW Olympics for our elementary school boys on April 6th. We had over 30 families in attendance. Students enjoyed a variety of games and activities with their parent and even earned medals at the end of the event. Thanks to STANGS for organizing this activity. Stangs is a small, but mighty group that organizes awesome activities for our students. Please consider supporting our students by joining STANGS.
- We conducted our second tornado drill of the year to try new methods for entering the basement more efficiently. Overall it was a success and students were in the basement in less than 6 minutes.
- Student Council will be attending a celebratory field trip on Monday April 27th. They will be attending an Impossible Science presentation. Students will get to experience crazy experiments, witness a live stage presentation, and lots more! Thanks to Mrs. Beck, Mrs. Brinkman, and Miss Johnson for organizing activities for students.
- Illinois Assessment of Readiness (IAR) and Illinois Science Assessment (ISA) testing began on April 6th for all 3rd - 5th grade students. Thank you to Ms. Boettcher who organized the testing with support from Mrs. Jamison and Mrs. McCormick. Students prepared with their teachers, completing sample test items and familiarizing themselves with the assessment. Overall, the assessment went smoothly and we completed make ups the following week.

- PreK attended their final field trip of the year to Miller Park Zoo on Friday, April 17th. Students attended this event with their parents. I'm hoping the weather was beautiful and the students and their families enjoyed the experience.
- We are planning our Elementary School Field Day for the last day of school, May 22. We'll continue to have our Rock Climbing Wall, dunk tank, foam blower, and bounce house along with several other events. Thanks to our teachers who organize the event and our generous donors, including our families, STANGS, Gibson Area Hospital, and the Colfax Fire Department.

April 2026 Board Report
Jr./Sr. High School
Principal & Assistant Principal

Community Involvement and Awareness

During 9th period on Wednesday, April 1st, and Thursday, April 2nd, we held our Student of the Month assemblies. Nominees were recognized and student of the month winners were named: Junior High - Ronnie Badillo, High School - Daviney Steidinger-Reynolds.

On Wednesday the 8th, I attended the HOIC monthly membership meeting. At this meeting we organized scholarship interviews and discussed future professional development.

On Friday the 10th, the social committee held their annual Easter Egg Hunt. During this event several prizes are awarded based on donations from many local businesses.

On Wednesday the 15th, NHS and Student Council members participated in food packing to help put together food supplies for elementary students to take home.

Mr. Mustang was held on Friday the 17th.

The FFA Banquet was held on Sunday, April 19th. Multiple FFA members were recognized for their service this year and awards were given.

Curriculum & Program Development/Staff Collaboration

Friday the 17th, ELA teachers met to discuss Arts and Letters curriculum, review the year, and begin to think about best practices for implementation next school year.

The April Principal's Roundtable was held Tuesday the 21st to discuss AI usage and get feedback from students on what AI policies would be most effective.

Students and Staff

On Thursday March 19th, we held NHS induction in the main gym. The following students were inducted: Kane Aupperle, Carter Beck, Abrielle Cavinder, Brooke Hinrichsen, Zane Hoffman, Rylee Kukuck, Kamryn Rinkenberger, Lily Sandage, Reid Snyder, and Reed Weber.

On April 1st, music department students attended The Wiz at the James M. Nederlander Theatre in Chicago.

FFA attended Section 9 Livestock Judging on 4/7 and LLCC Livestock Judging on 4/9. They will compete at State Livestock Judging Friday, April 24th.

On Wednesday the 15th, students from the High School Book Club visited The Literary in Champaign for their yearly field trip.

Friday, April 17th Anatomy and Physiology students visited a cadaver lab at Northern Illinois University.

Spring sports are in full swing with softball, baseball, junior high and high school track competing multiple nights a week. Softball has been off to a great start this season and track has seen success at several invites individually and as a team.

RIDGEVIEW HIGH SCHOOL

March 2026

		6th	7-8th	9-12th	6th Spec. Ed. Foster Child
A.	Days in Session	16	16	16	16
B	Enrollment	39	70	168	1
C.	Total Days Present	603	1040	2462	16
D.	Average Daily Attendance	38	65	154	1
E.	Total Days Absent	21.5	81	212	0
Percent Attendance		97%	93%	92%	100%

V. List new students who entered this month:

Name	Date	from	Grade

W List students who transferred out - did not return.

Name	Date	from	Grade at Transfer
Camren Long	3/2/2026	NCHS	11



Principals signature



Prepared by

RIDGEVIEW ELEMENTARY SCHOOL

For the school month beginning March 1st, 2026 to March 31, 2026

	Gen Ed Full Day Kdg.	Sped Full Day Kdg	Gen Ed Kdg Foster	Sped Kdg Foster	Gen Ed 1st-5th grd.	Sped 1st-5th grd.	Sped. Foster Child	Gen Ed. Foster	Total
A. Number of days school was actually in session	15	15	15	15	15	15	15	15	15
B Total enrollment as of end of month	30	5	1	0	131	33	0	0	200
C. Total number of days of attendance of all pupils (Days Present)	417.00	63.50	15.00	0	1825	438.5	0	0	
D. Average daily attendance of all pupils	27.80	4.23	1.00	0.00	121.67	29.233	0	0	183.93
E. Total days absence of grades	33	11.5	0	0	140	56.5	0	0	241
F. Percentage Attendance	92.67%	84.66%	100.00%	0.00%	92.88%	88.58%	0.00%	0.00%	91.97%
	Pre-K Am Gen Ed	Pre-Am Sped	Pre-k PM Gen Ed	Pre-K PM Sped	Pre-k Gen Ed Foster	Pre-K Sped Foster	Total		
G. Number of days school was actually in session	15	15	15	15	15	15			
H. Total enrollment of 1/2 day pupils at end of month	10	8	14	4	2	0			
I. Total daily attendance of 1/2 day pupils (Days Present)	142.5	111.5	186	58.5	28.5	0			
J. Average daily attendance of 1/2 day pupils	9.5	7.433	12.4	3.9	1.9	0			35.133
K. Absence of 1/2 day pupils	7.5	8.5	11	1.5	1.5	0			30
L. Percentage Attendance	95.00%	92.91%	88.57%	97.50%	95.00%	0.00%			92.46%

M. List new students who entered this month:

Name	Date	Grade	Bus Rider

List students who dropped this month:

Name	Date	Grade	Bus Rider



Principals signature

J. Scaggs

Prepared by

Effective Sept., 1998

Updated December 1, 2023

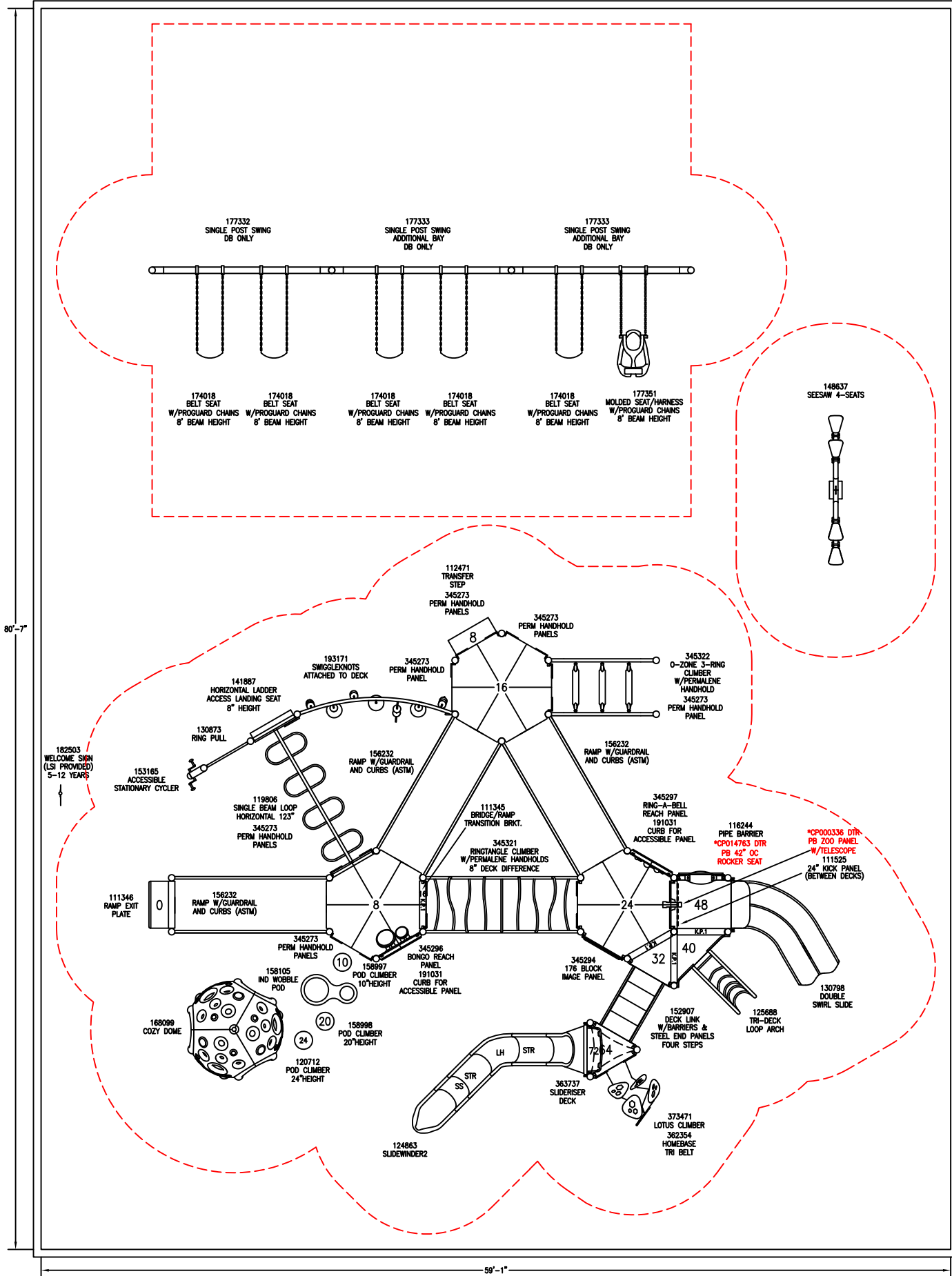








4,762 Sq.Ft.





Box 7075
 Westchester, IL 60154
 708-579-9055
 708-579-0109 (fax)
 1-800-526-6197

April 15, 2026

Ridgeview Elementary
 Colfax, IL
 OPTION 1
 PlayBooster

<u>QTY.</u>	<u>NO.</u>	<u>DESCRIPTION</u>	<u>UNIT PRICE</u>	<u>PRICE</u>
PlayBooster Component System				
1	111345A	Bridge/Ramp Transition Bracket		\$ 415
1	111346B	Ramp Exit Plate DB		725
3	156232A	Ramp w/Guardrails w/Curbs Meets ASTM	\$ 5,915	17,745
1	193171A	SwiggleKnots Bridge w/Grab Bar Attached to Deck DB Only		8,865
1	125688A	Loop Arch 90*Tri-Deck 40"Dk DB		2,550
1	152907D	Deck Link w/Barriers Steel end panels 4 Steps		4,645
1	373471B	Lotus Climber 64" Dk DB		2,585
1	345322A	O-Zone 3-Ring Climber w/Permalene Handholds 16"Deck Diff Attached to 16"Dk DB		6,960
1	345321A	Ring Tangle 8" Difference Deck Heights ¹		3,220
1	CP014763A	DTR PB 42" OC Rocker Seat		1,395
1	CP000336A	DTR PB Zoo Panel w/Telescope		5,215
1	122197A	90* Triangular Tenderdeck		1,215
3	178710A	Hexagon Tenderdeck	4,120	12,360
1	111525A	Kick Panel For 24"Rise		620
4	121948A	Kick Plate 8"Rise	160	640
1	111228A	Square Tenderdeck		1,445
1	112471A	Transfer Step DB		730
2	111231A	Triangular Tenderdeck	1,115	2,230
2	191031A	Accessible Panel Curb	150	300
1	345296A	Bongo Reach Panel Above Deck		1,255
2	345273B	Handhold Panel	235	470
4	345273A	Handhold Panel Set	390	1,560
1	345294A	Image Panel - 176 Block Above Deck		1,970
1	116244A	Pipe Barrier Above Deck		875
1	345297A	Ring-a-Bell Reach Panel Above Deck		1,375
1	362354A	HomeBase Tri Belt		1,635
1	153165A	Stationary Cyclor Accessible		690
1	141887A	Access/Landing Assembly Seat Barrier Left 8"Dk		865
1	130873A	Ring Pull		925
1	119806A	Single Beam Loop Horiz Ladder 123"		1,910
3	111404G	100"Alum Post DB	410	1,230
1	111404F	108"Alum Post DB		415
5	111404E	116"Alum Post DB	435	2,175
4	111404D	124"Alum Post DB	500	2,000
2	111404C	132"Alum Post DB	520	1,040
3	111404A	148"Alum Post DB	555	1,665
2	111404J	76"Alum Post DB	360	720

2	111404I	84"Alum Post DB	\$	380	\$	760
9	111404H	92"Alum Post DB		390		3,510
1	130798A	Double Swirl Slide 48"Dk DB				3,175
1	363737A	SlideRiser Deck				2,135
1	124863F	SlideWinder2 72"Dk DB 2 Straight 1 Left				4,975
1	158997A	Pod Climber 10" DB				390
1	158998A	Pod Climber 20" DB				410
1	120712A	Pod Climber 24" DB				410
1	158105A	Wobble Pod DB Only				2,155
1	168099A	Cozy Dome DB				6,215
1	182503C	Welcome Sign (LSI Provided) Ages 5-12 years Direct Bury				-
		SUBTOTAL				<u>\$ 120,770</u>

Freestanding Equipment

1	148637A	Seesaw 4-Seats DB			\$	4,825
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6-Place Single Post Swing Set

5	174018A	Belt Seat Proguard Chains 8' Beam	\$	175	\$	875
1	177351A	Molded Bucket Seat (5-12 yrs) w/Harness Proguard Chains 8' Beam				1,195
1	177332A	Single Post Swing Frame 8' Beam Height Only DB Only				1,710
2	177333A	Single Post Swing Frame Additional Bay 8' Beam Height Only DB Only		1,270		2,540
		SUBTOTAL				<u>\$ 6,320</u>

EQUIPMENT TOTAL	\$	131,915
CONTRACT DISCOUNT - 8%		(10,553)
SHIPPING		7,876
TOTAL	\$	<u>129,238</u>





landscape structures

Ridgeview Elementary-Option 2

CLF26RID2 | 4.15.2026

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 708-579-0109 (fax)
 1-800-526-6197

April 15, 2026

Ridgeview Elementary
 Colfax, IL
 OPTION 2
 PlayBooster

<u>QTY.</u>	<u>NO.</u>	<u>DESCRIPTION</u>	<u>UNIT PRICE</u>	<u>PRICE</u>
PlayBooster Component System				
1	193173C	TightRope Bridge w/o Deck Connections		\$ 2,335
1	146812A	Sky Rail Climber 72"Dk DB ¹		2,300
1	152907B	Deck Link w/Barriers Steel end panels 2 Steps		2,880
1	176079A	Sunbeam Climber		2,495
1	223167A	Trailblazer Climber 72" Deck to Deck w/Steel Posts Included DB1		12,170
1	145624A	Vertical Ascent 48"Dk		1,695
1	152911C	Curved Transfer Module Right 48"Dk DB		4,095
3	111228A	Square Tenderdeck	\$ 1,445	4,335
1	115236A	Ball Maze Panel Above Deck		1,725
1	345299B	Trail Tracker Reach Panel at Grade		655
2	166809A	E-Pod Seat	435	870
1	184489C	Overhead Trekker Ladder w/o Deck Connections DB		3,430
2	111404F	108"Alum Post DB	415	830
2	111404D	124"Alum Post DB	500	1,000
4	111404C	132"Alum Post DB	520	2,080
2	111404A	148"Alum Post DB	555	1,110
6	111404K	156"Alum Post DB	620	3,720
1	375459	46 5/16i Footer Post DB DB		-
1	376578	78 3/8i Footer Post DB DB		-
1	271761A	Alpine Slide 72" Deck DB ¹		5,415
1	130798A	Double Swirl Slide 48"Dk DB		3,175
1	368212E	FlowWinder Slide 72" DK 80" Slide Height 2 Right 1 Short DB		8,495
1	158997A	Pod Climber 10" DB		390
1	158998A	Pod Climber 20" DB		410
1	182503C	Welcome Sign (LSI Provided) Ages 5-12 years Direct Bury		-
SUBTOTAL				\$ 65,610
Freestanding Equipment				
1	247179A	Curva Spinner DB Only		\$ 2,630
1	164075B	Double Bobble Rider DB		2,905
1	218915A	Global Motion DB Only ¹		39,595
SUBTOTAL				\$ 45,130
5-Place Single Post swing Set				
3	174018A	Belt Seat Proguard Chains 8' Beam	\$ 175	\$ 525
1	352219A	Flexx Swing w/Single Post Frame 52" Bury DB Only		7,170
1	177351A	Molded Bucket Seat (5-12 yrs) w/Harness Proguard Chains 8' Beam		1,195



LS landscape structures

Ridgeview Elementary-Option 3

CLF26RID3 | 4.15.2026

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landscape structures

Ridgeview Elementary-Option 3

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April 15, 2026

Ridgeview Elementary
 Colfax, IL
 OPTION 3
 PlayBooster

<u>QTY.</u>	<u>NO.</u>	<u>DESCRIPTION</u>	<u>UNIT PRICE</u>	<u>PRICE</u>
PlayBooster Component System				
1	120873B	84"Disc Challenge w/Handhold Panels 24"Deck Diff Attached To 16"Dk DB		\$ 4,200
1	147425A	Clatterbridge 123 w/Barriers		9,465
1	146812A	Sky Rail Climber 64"Dk DB ¹		2,300
1	150975A	Cascade Climber 48"Dk DB Only		3,260
1	363602B	Corkscrew w/Perm Handholds 40"Dk DB		1,575
1	152907B	Deck Link w/Barriers Steel end panels 2 Steps		2,880
1	345328A	Pod Climber 16"Dk DB Right Mounted Handhold		715
1	345315A	Wiggle Ladder 32"Dk DB		970
1	152911C	Curved Transfer Module Right 48"Dk DB		4,095
1	111525A	Kick Panel For 24"Rise		620
6	121948A	Kick Plate 8"Rise	\$ 160	960
9	111228A	Square Tenderdeck	1,445	13,005
3	111231A	Triangular Tenderdeck	1,115	3,345
1	111240A	Balcony Deck		1,805
1	115236A	Ball Maze Panel Above Deck		1,725
2	345273A	Handhold Panel Set	390	780
1	345281A	Marble Panel Above Deck		3,290
1	345293A	Match 4 Panel Above Deck		1,365
3	116244A	Pipe Barrier Above Deck	875	2,625
1	164145A	Rock-N-Ring Panel Ground Level		2,880
1	345276A	Storefront Panel		875
1	201545A	Blender Spinner DB ¹		3,505
2	362348A	HomeBase Square Belt	2,165	4,330
1	363738A	Oodle Seat DB		4,485
3	120818A	Playstructure Seat	535	1,605
1	139782A	2"Horizontal Ladder 4-5 Years		1,305
1	111467A	2"S Ring Bridge Right		2,440
1	119805A	Single Beam Loop Horiz Ladder 84"		1,475
1	111353A	Track Ride		3,675
4	111404G	100"Alum Post DB	410	1,640
1	111404F	108"Alum Post DB		415
7	111404E	116"Alum Post DB	435	3,045
2	111404D	124"Alum Post DB	500	1,000
16	111404C	132"Alum Post DB	520	8,320
1	111404O	132"Steel Post DB 42" BURY		415
2	111404B	140"Alum Post DB	525	1,050

1	111404N	140"Steel Post DB 42" BURY		\$	435
2	111404A	148"Alum Post DB	\$	555	1,110
4	111404J	76"Alum Post DB		360	1,440
2	111404H	92"Alum Post DB		390	780
1	123331B	Double Slide 40"Dk DB			2,900
1	124863D	SlideWinder2 56"Dk DB 2 Left			4,100
1	122033B	SpyroSlide 72"w/Hanger Bracket DB1			9,245
1	126204A	30"Dia Crawl Tunnel 32" w/o View Ground Level			3,430
1	120710A	Pod Climber 8" DB			390
1	158105A	Wobble Pod DB Only			2,155
1	182503C	Welcome Sign (LSI Provided) Ages 5-12 years Direct Bury			-
		SUBTOTAL			<u>\$ 127,425</u>

5-Place Single Post swing Set

3	174018A	Belt Seat Proguard Chains 8' Beam	\$	175	\$ 525
1	237296A	Friendship Swing w/Single Post Frame 52" Bury ProGuard Chains DB Only			4,535
1	177351A	Molded Bucket Seat (5-12 yrs) w/Harness Proguard Chains 8' Beam			1,195
2	177345A	Single Post Swing Frame 52" Bury Additional Bay 8' Beam Height Only DB Only		1,355	2,710
		SUBTOTAL			<u>\$ 8,965</u>

	EQUIPMENT TOTAL	\$ 136,390
	CONTRACT DISCOUNT - 8%	(10,911)
	SHIPPING	10,684
	TOTAL	<u>\$ 136,163</u>



LS landscape structures

Ridgeview Elementary-Option 4

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LS landscape
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April 15, 2026

Ridgeview Elementary
 Colfax, IL
 OPTION 4
 PlayBooster

<u>QTY.</u>	<u>NO.</u>	<u>DESCRIPTION</u>	<u>UNIT PRICE</u>	<u>PRICE</u>
PlayBooster Component System				
1	345311A	Cliff Climber 48"Dk DB		\$ 2,485
1	363735F	Crossbar Climber w/Perm Handholds 72"Dk DB		5,220
2	152907B	Deck Link w/Barriers Steel end panels 2 Steps	\$ 2,880	5,760
1	201887A	JigJag Climber w/Permalene Handhold (Left) 48"Dk1		2,245
1	345312A	Loop Ladder 48"Dk DB		1,305
1	148434A	Loop Pole Perm Handholds 48"Dk DB		1,575
1	202594A	Portal Climber w/Permalene Handhold (Left) Equal Decks 72"Dk DB Only		7,795
1	145624D	Vertical Ascent 72"Dk		1,905
1	CP035051	123" Arch Bridge & 2 Hoop Lounge Seats Below 72" Dk Only DB Proshield Barriers on Bridge		18,825
2	CP047487A	DTR 196" Steel Deck Post for 104" Deck 50" Bury	740	1,480
1	CP014763A	DTR PB 42" OC Rocker Seat		1,395
1	152911C	Curved Transfer Module Right 48"Dk DB		4,095
1	111229A	Square Deck Extension		1,375
2	111228A	Square Tenderdeck	1,445	2,890
2	111231A	Triangular Tenderdeck	1,115	2,230
1	111240A	Balcony Deck		1,805
1	115236A	Ball Maze Panel Above Deck		1,725
1	345281A	Marble Panel Above Deck		3,290
1	345295B	Navigator Reach Panel at Grade		970
1	345289A	Periscope Panel Above Deck		2,285
3	116244A	Pipe Barrier Above Deck	875	2,625
1	345285A	Rain Sound Wheel Panel Above Deck		3,025
4	120314A	Wire Barrier Above Deck	960	3,840
1	185296A	10' PlayOdyssey Tower ¹		38,570
1	185346A	10' Tower SlideWinder ²		7,795
1	222709A	10' Tower WhooshWinder Slide		8,980
1	166809A	E-Pod Seat		435
1	362348A	HomeBase Square Belt		2,165
1	362354A	HomeBase Tri Belt		1,635
2	111404C	132"Alum Post DB	520	1,040
5	111404A	148"Alum Post DB	555	2,775
2	111404M	148"Steel Post DB	500	1,000
2	111404K	156"Alum Post DB	620	1,240
3	111404Z	182"Steel Post DB 44" Bury	650	1,950
1	111404H	92"Alum Post DB		390

1	376817	102 3/8i Footer Post DB DB		-
1	376845	54 3/8i Footer Post DB DB		-
1	271761A	Alpine Slide 72" Deck DB ¹	\$	5,415
1	130390A	Double Swoosh Slide 72"Dk DB1		3,315
1	368212H	FlowWinder Slide 96" DK 104" Slide Height 2 Long 1 Right 1 Short DB Only		9,740
1	182503C	Welcome Sign (LSI Provided) Ages 5-12 years Direct Bury		-
		SUBTOTAL	\$	166,590
Freestanding Equipment				
1	247189A	Chill Spinner DB	\$	2,875
1	155077A	Stand-Up Spinner DB Only		2,450
		SUBTOTAL	\$	5,325
Outdoor Musical Instruments				
1	214442A	Rhapsody Grandioso Chimes DB	\$	9,665
1	214445A	Rhapsody Kettle Drum DB		2,060
1	214441A	Rhapsody Vivo Metallophone DB		6,720
		SUBTOTAL	\$	18,445
4-Place Single Post swing Set with Oodle Swing				
3	174018A	Belt Seat Proguard Chains 8' Beam	\$	175
1	177351A	Molded Bucket Seat (5-12 yrs) w/Harness Proguard Chains 8' Beam		1,195
1	173592A	Oodle Swing DB Only ¹		7,695
1	177332A	Single Post Swing Frame 8' Beam Height Only DB Only		1,710
1	177333A	Single Post Swing Frame Additional Bay 8' Beam Height Only DB Only		1,270
		SUBTOTAL	\$	12,395
EQUIPMENT TOTAL			\$	202,755
CONTRACT DISCOUNT - 8%				(16,220)
SHIPPING				14,629
TOTAL			\$	201,164



Illinois State Board of Education

100 North First Street, S-404
Springfield, Illinois 62777-0001

APPLICATION FOR WAIVER OR MODIFICATION OF STATE BOARD RULES AND/OR SCHOOL CODE MANDATES

LEGISLATIVE AFFAIRS DEPARTMENT

Instructions: This application is to be used for seeking a waiver or modification of State Board of Education rules or of School Code mandates in accordance with Section 2-3.25g of the School Code [105 ILCS 5/2-3.25g]. The completed application must be submitted by **certified** mail, return receipt requested, to the above address. Please use the instructions on the reverse side when completing this application.

Please note that action on incomplete applications will be delayed until all required documentation is received.

1. The application is for: (Check appropriate box(es) below.)

Waiver of School Code Waiver of ISBE Rule Modification of School Code Modification of ISBE Rule

2. APPLICANT NAME Ridgeview CUSD 19	CONTACT PERSON Erik Young	
NAME OF SUPERINTENDENT/EXECUTIVE DIRECTOR Erik Young	CONTACT TELEPHONE (Include Area Code and Extension) 309-723-5111	
APPLICANT ADDRESS (Street, City, State, Zip Code) 300 South Harrison St. Colfax, IL 61728	CONTACT FAX (Include Area Code) 309-723-2828	CONTACT E-MAIL eyoung@ridgeview19.org
COUNTY McLean	May we contact your e-mail address? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

3. Provide citation or language of the rule(s) or School Code mandate(s) which are the subject of this application. If you are requesting a modification, display it here, using strike through or underlining. Please See Attached

4. Attach a narrative identifying and justifying the specific request.

- For proposed waivers and modifications of rules or of the School Code that are based upon meeting the intent of the rule or mandate in a more effective, efficient or economical manner, a narrative description must provide all of the required information (see Item 4(a) on the reverse side).
- All proposed waivers/modifications requested to stimulate innovation or improve student performance, including all proposed waivers of School Code mandates, shall provide the specific plan for improved student performance and school improvement upon which the request is being based and how the applicant will determine success (see Item 4(b) on the reverse side).
- Applications requesting waivers from Section 17-1.5 of the School Code must include the amount, nature, and reason for the requested relief and all remedies that have been exhausted by the district to comply with the administrative expenditure limitation.

5. **Public Testimony:**

Attach a description of the testimony provided, to include the information enumerated in item 5 on the reverse side.

6. This application is for: Initial Waiver/Modification Renewal of Previously Approved Waiver/Modification
This application requests waiver/modification for 5 years (from 2027-2028 school year through 2031-2032 school year).
(See Item 6 on reverse side for limits on the duration of waivers/modifications.)

7. Attach a copy of each public notice required. Any request not meeting the requirements will be returned as ineligible for consideration.

8. Compliance with Notice and Hearing Requirements

I certify that a hearing concerning this application and any associated plan for improved student performance was held on _____.
(Date)

I further certify that the applicant has met all the notification and hearing requirements enumerated in items A and B on reverse side and that the board of education/board of directors of the applicant identified above approved this application on _____.
(Date)

Date

Signature of Applicant
(i.e. District Superintendent/Executive Director/Regional Superintendent)

INSTRUCTIONS: Please use the following as a checklist in assembling your application package. Incomplete applications will not be considered until all required documentation is received. All applicants must hold a public hearing prior to submission of the application.

- A. Public Hearing: Each eligible applicant (see item 2 below) must hold a public hearing, providing for a time to take testimony about the request that is separate from the time when any other business is being conducted or testimony on other matters is being heard. The public hearing may be held during a regular board meeting.
- B. Required Notices of Public Hearing: Provide the following notices to inform the public and others of the hearing date. Each must state the time, date, location and general subject matter of the hearing.
 - **All applicants:** Publish a notice on the applicant's website at least 14 days in advance of the hearing. Applicants requesting an **increased fee for driver's education (105 ILCS 5/27-24.2)** must also publish the proposed amount of the fee as part of the website notice and as part of the notice placed in a newspaper of general circulation.
 - **School districts:** Publish a notice in a newspaper of general circulation within the applicant's area at least 7 days in advance of the hearing.
 - **Joint agreements, ISCs or regional superintendents:** Publish a notice in a newspaper of general circulation in each school district that is a member of the joint agreement or that is served by the educational service region or intermediate service center, provided that a notice in a newspaper generally circulated in more than one school district shall be considered sufficient notice to all of the affected districts.
 - **All applicants:** Provide a written notice to the applicant's exclusive bargaining agent(s) affected by the request at least 7 days in advance of the hearing; this notice must also state that testimony will be taken from staff.
 - **All applicants:** Provide a written advance notice to the applicant's state legislators affected by the request.

- Item 1.** Indicate the **type of action** sought under this application:
 - ISBE approval of waivers or modifications of ISBE rules and of modifications of School Code mandates to allow an applicant to meet the intent of the rule or mandate in a more effective, efficient or economical manner or when necessary to stimulate innovation or to improve student performance; or
 - General Assembly approval of waivers of School Code mandates to allow an applicant to meet the intent of the rule or mandate in a more effective, efficient or economical manner or when necessary to stimulate innovation or to improve student performance.

Waivers are not permitted from ISBE rules or School Code mandates pertaining to special education, educator licensure, teacher tenure and seniority, compliance with the Every Student Succeeds Act, or township treasurers (Sections 5-1 and 5-2.1 of the School Code). Waivers of mandates pertaining to the use of student performance data and performance categories for teacher and principal evaluations are not permitted after September 1, 2014.

- Item 2. Eligible applicants** are school districts, independent authorities established pursuant to Section 2-3.25f of the School Code, joint agreements made up of school districts, and Regional Superintendents of Schools and Intermediate Service Centers on behalf of schools and programs operated by them.

- Item 3.** The **exact language of, or citation to**, the rule(s) or mandate(s) involved may be obtained by contacting the Legislative Affairs Department by mail at 100 North First Street, S-404, Springfield, Illinois, 62777-0001 or by telephone at (217) 782-6510.

- Item 4.** Identify the rationale for the specific waiver and/or modification sought.

(4)(a) For requests to meet the intent of the rule or mandate in a **more effective, efficient, or economical manner**, provide a narrative description which sets forth:

- i) the intent of the rule or mandate to be achieved;
- ii) the manner in which the applicant will meet that intent; and
- iii) how the manner proposed by the applicant will be more effective, efficient or economical.
- iv) In those instances where the applicant proposes a more economical manner, provide a fiscal analysis showing current expenditures related to the request and the projected savings that would result if the request is granted.

- (4)(b)** Requests necessary for **stimulating innovation or improving student performance** must include the specific plan for improved student performance and school improvement upon which the request is based that describes how the applicant will determine success.

- (4)(c)** Requests for waivers of the **administrative expenditure limitation** established in Section 17-1.5 of the School Code can be submitted **only** when circumstances for exceeding the cap are beyond the control of the district, and the district has exhausted all available and reasonable remedies to comply with the limitation. ISBE is required to recommend that the General Assembly disapprove any request for a waiver of the administrative expenditure limitation not meeting these requirements

- Item 5.** Describe the testimony provided, including:
 - number of people attending the public hearing;
 - number speaking in favor of and against the request;
 - comments made during the hearing; and
 - whether any written comments were provided.

- Item 6.** Waivers and modifications are limited to five years with the exception of waivers of the administrative expenditure limitation which are limited to the year in which emergency relief is needed (i.e., one year only).

- Item 7. Attach copies of the following:** (a) **website posting**, which must be dated in order to verify that it was posted at least 14 days in advance of the public hearing; (b) **newspaper notice**; and (c) **written notice to the collective bargaining agent**, each of which must be dated in order to verify that each was provided at least 7 days in advance of the public hearing; and (d) **written advance notice to the state legislators representing the applicant's territory**.

- Item 8.** Indicate the **date of the public hearing**. Applicants with governing boards must hold a public hearing and provide for a separate time to take testimony about the request. The superintendent's/executive director's/regional superintendent's signature on this application attests to the applicant's compliance with all hearing and notice requirements.

- Submission.** Applications must be postmarked not later than 15 calendar days following approval by the local board in the case of districts, joint agreements and ISCs, or by the regional superintendent of schools and be submitted by certified mail, return receipt requested, to:

**Illinois State Board of Education
Legislative Affairs Department
Attn: Waiver Coordinator
100 North 1st Street, S-404
Springfield, Illinois 62777-0001**

All complete applications for the waiver or modification of ISBE rules or for the modification of School Code mandates shall be deemed approved and effective 46 calendar days after the date of receipt by ISBE unless disapproved in writing. Receipt by ISBE shall be determined by the date of receipt shown on the return receipt form, except that material not properly addressed shall bear the date of receipt when the materials were provided to the Legislative Affairs Department.

Disapproval of an application upon which the ISBE must act shall be sent by certified mail to the applicant no later than 45 calendar days after receipt of the application. Applicants may appeal the ISBE's denial of an application by sending a written appeal to the address above by certified mail within 30 calendar days of receipt of the written denial.

Complete waiver applications and any appeals of ISBE action shall be submitted to the General Assembly for consideration in March and October of each year (for application deadlines, see <https://www.isbe.net/Pages/waivers.aspx>).

Modification of School Code Waiver - Ridgeview CUSD #19

Item #3 - Citation and Language

Per 105 ILCS 5/10-19.05 (in summary), schools are allotted up to a maximum of 10 partial days per school year for the purpose of in-service training program for teachers. These days may be counted as days of attendance. This is a request to modify and combine that allotment of 10 partial days to allow for 5 full days per school year for the purpose of in-service training programs for teachers. These days would be counted as a full day of attendance, and a sufficient number of minutes of school work under the direct supervision of teachers are added to the school days between such regularly scheduled full day sessions to accumulate not less than the number of minutes by which such sessions fall short of 5 clock hours. To explain simply - we are requesting the use of 5 Full Day School Improvement Days to be utilized for teacher in-service training and be counted as days of attendance. Each of our school days bank more than the required 5 clock hours. Those extra hours will be accumulated to at least 5 clock hours prior to scheduling the next Full Day School Improvement Day.

Item #4 - Narrative

a. This is a request to modify and combine that allotment of 10 partial days to allow for 5 full days per school year for the purpose of in-service training programs for teachers. These days would be counted as a full day of attendance, and a sufficient number of minutes of school work under the direct supervision of teachers are added to the school days between such regularly scheduled full day sessions to accumulate not less than the number of minutes by which such sessions fall short of 5 clock hours.

To explain simply - we are requesting the use of 5 Full Day School Improvement Days to be utilized for teacher in-service training and be counted as days of attendance. Each of our school days bank more than the required 5 clock hours. Those extra hours will be accumulated to at least 5 clock hours prior to scheduling the next Full Day School Improvement Day.

Our instructional day is comprised of 388 minutes. This is 88 minutes above the required 300 minutes required each day. These additional minutes will be banked to 300 minutes, prior to utilizing a Full Day School Improvement Day. Once a day is taken, the bank will reset to zero, and additional minutes will need to be banked prior to utilizing the next Full Day School Improvement Day. This would occur for all 5 full days of school improvement. These days would also count as attendance days..

The use of a Full Day School Improvement Day is more effective and efficient for our district versus utilizing a partial day School Improvement Day. A full day allows our faculty and staff to engage in more time intensive professional development, due to the fact there are longer time stretches of time to work with, versus partial days. We have found full days allow for faculty and staff to dig deeper into student assessment data, and provides more opportunity for discussion around the data.

When partial school improvement days are utilized, students still attend for part of the day. We have found partial days of attendance to not be as effective academically or behaviorally for students. On partial student attendance days, students attend for a few hours in the morning. Classes are cut short, thereby reducing the amount and quality of instruction for students. Student schedules are adjusted and many times minutes of instruction are reduced. There is also a portion of our students who do not adapt well to shortening and/or changed schedules. This can cause an increase in behaviors. On partial days, faculty and staff must transition from student instruction to professional development activities in a short period of time. Many times there are faculty and staff who are still finishing student related situations that have occurred during the morning, as afternoon professional development is beginning. This further reduces the amount of time those staff members can dedicate to professional development and improving instruction.

With partial days, student transportation is still required, both to and from school. However, with full days, no student transportation is required, thus saving the district the financial cost of transportation.

The utilization of a full day allows for faculty and staff to dedicate the entire day to improving student instruction. Longer stretches of time are available for faculty and staff to analyze data, discuss, make decisions, and develop new strategies. These types of activities are not as feasible with partial days.

Additionally, with full days students are not in the building. This allows for our faculty and staff to focus entirely on professional development and improvement of instruction.

The use of full days allows our faculty and staff more opportunity to meet. Currently, substitute teachers are hired on half-days, to cover some teachers' classes so those teachers can meet and discuss student data all day. A full day school improvement day would eliminate the need to hire substitute teachers, and provides this opportunity for all teachers. This is especially important given the difficulty in finding substitute teachers.

In summary, full day school improvement days provide a more efficient use of time for our faculty and staff. By doing so, it provides better opportunities for our faculty and staff to discuss, plan, and begin to improve student instruction. This is especially as we continue to grapple with the impact on learning which has occurred over the last year and a half.

b. Full Day School Improvement Days will be utilized to address student learning in the areas of English/Language Arts (ELA), Mathematics, and technology based instruction. It is expected that by focusing on these areas, student achievement will improve, specifically in ELA and math. A focus on technology based instruction is also important. The uncertainty of instruction has surfaced more than once as we have navigated through the pandemic. Additionally, it is important to prepare our students as 21st century learners. These three areas will be the main focus during the full days of school improvement. Time will be utilized for professional development, data collection and analysis, and curriculum development in these areas.

Additionally, by focusing on and collecting data on these three areas, it will be possible to determine if the time was utilized effectively.

Item #5 - Public Testimony

Number of people attending the public hearing -

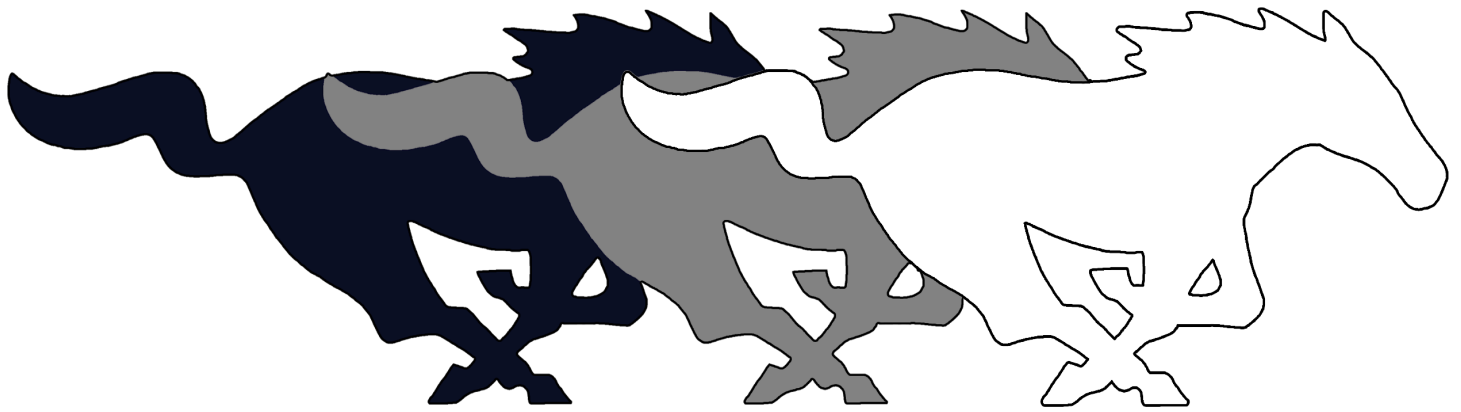
Number speaking in favor of and against the request -

Comments made during the hearing -

Whether any written comments were provided -

[Family Access](#) [Activity Calendar](#) [Health](#) [Safe2Help](#) [Rooms](#)

[New Student Enrollment](#)



Ridgeview CUSD #19
Home of the Mustangs

[Family Access](#) [Activity Calendar](#) [Health](#) [Safe2Help](#) [Rooms](#)

[New Student Enrollment](#)

 MENU

SCHOOLS 

TRANSLATE 

SIGN IN

 MENU

SCHOOLS 

TRANSLATE 

SIGN IN

RIDGEVIEW CUSD #19 // DISTRICT OFFICE

// DISTRICT OFFICE STAFF & BOARD // DISTRICT MEETINGS

District Meetings

2025 - 2026 School Year

- [2025-2026 Meeting Dates](#)
- [Board of Education Meeting Agendas & Minutes](#)

(Board of Education Meeting Agendas and Minutes - (BEFORE July 20, 2021))

NOTICE OF PUBLIC HEARING

NOTICE IS HEREBY GIVEN:

Ridgeview CUSD #19 will hold a public hearing on **Tuesday, April 21, 2026 at 6:00pm in the Ridgeview Media Center**, located at 300 South Harrison Street, Colfax, Illinois 61728.

The purpose of this hearing will be to allow for input concerning the application for waiver of the Illinois School Code in the area of School Calendar.



Find Us

Ridgeview CUSD #19

300 S Harrison
Colfax, IL 61728

309-723-5111

tlopshire@ridgeview19.org

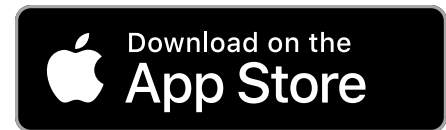
Schools

Ridgeview CUSD #19

Ridgeview Elementary
School

Ridgeview Jr./Sr. High
School

Stay Connected



The Ridgeview School Community will encourage students to embrace the future by adapting to challenges, making decisions, and solving problems as respectful and responsible members of an ever-changing society.

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CERTIFICATE OF PUBLICATION THE RIDGEVIEW REVIEW

Printer's Fee \$210.00

I hereby certify that I am now and was at the time of the publication of the notice hereinafter referred to and on each of the days of said publication the publisher of The Ridgeview Review, and I further certify that the advertisement hereto annexed was published in The Ridgeview Review for **two** successive weeks, the first publication being on the **9th day of April, 2026** and the last publication being on the **16th day of April, 2026** and I further certify that said newspaper is a newspaper as defined in "an Act to revise the law in relation to notices" as amended by Act approved July 17, 1959— Illinois Revised Statutes, Chap. 100, Para. 1 & 5.


.....Publisher

Received payment.....



High School Track
 Thursday, April 16, 4:00pm - at TriValley Invite

Saturday, April 18, 9:00am - at Lena-Winslow, and 10:00am at Prairie Central Invite

Tuesday, April 21, 4:30pm - at Livingston County Invite at Pontiac High School

Friday, April 24, 4:00pm - at EPG

High School Baseball

Thursday, April 16, 4:30pm - JV at Clinton

Saturday, April 18, 10:00am - at Dwight - Varsity/JV

Monday, April 20, 4:30pm, at home vs EPG

Wednesday, April 22, 4:30pm - at Fieldcrest

Thursday, April 23, 4:30pm - Frosh at Tri-Valley (2 5-Inning Game)

Friday, April 24, 4:30pm - at Lexington

Saturday, April 25, 11:00am - at home

High School Softball

Thursday, April 17, 4:30pm - at Ridgeview vs LeRoy (Varsity/ JV 5 Innings)

Saturday, April 18, 9:00am - JV at LeRoy Tournament and 10:00am - Varsity at Hoopeston

Monday, April 20, 4:30pm - at Lexington vs Fisher (extra innings)

Tuesday, April 21, 4:30pm - JV at Lexington vs St Bede

Wednesday, April 22, 4:30pm - Varsity at Heyworth

Thursday, April 23, 4:30pm - JV at Lexington vs Calvary Christian

Saturday, April 25, 11:00am - Var/JV at Putnam County (Granville)

Junior High Track

Monday, April 20, 4:15pm - at Heyworth

Tuesday, April 21, 4:00pm - at GCMS

Saturday, April 25, 9:00am - at Corpus Christi Invite at Central Catholic

Upcoming Events in Colfax

Sunday, April 19

11:00am-1:00pm - Colfax American Legion Chicken and Fish Dinner

Saturday, May 2

9:00am - CRP Town CleanUp and Planting Day - meet at the Legion at 9am

Saturday, June 20

Colfax Townwide Garage Sales - Contact Lexi Moran at 309-531-4737 to be included on the map

Thursday, August 6 - Saturday, August 8 - Colfax Good Ole' Days

Martin Township Public Library

The Martin Township Public Library hours of operation are:

Monday - 1:00pm - 5:00pm

Tuesday - 9:00am - 5:00pm

Wednesday - 1:00pm - 5:00pm

Friday - 1:00pm - 5:00pm

Saturday - 9:00am - Noon

Closed Thursday and Sunday



Ridgeview Activities

Thursday, April 16

2nd Grade Field Trip to Gibson Area Hospital

Friday, April 17

HS Anatomy & Physiology Field Trip to Cadaver Lab at NIU

PreK Field Trip to Miller Park Zoo

7:00pm - Mr Mustang Contest in HS Gym (Senior Class Fundraiser)

Saturday, April 18

3:00pm - Baseball Camp for K-5th graders by the HS Baseball team

Sunday, April 19

4:00pm - FFA Banquet

Tuesday, April 21

6:00pm - School Board Meeting in Media Center

Wednesday, April 22

ACT Testing (High School)

JH Field Trip to Peoria Chiefs Game

4:00pm - FFA Section 9 Wacky Wednesday Contests

Thursday, April 23

Physics Field Trip to Six Flags

5:30pm - 5th-8th Grade Band/Chorus Concert

7:00pm - High School Band/Chorus Concert

Friday, April 24

Judging Contest

Cheney's Grove Twp. Library

204 S. State St., Saybrook

Phone: 309-475-6131.

Sun. & Mon. - CLOSED

Tues. 10am-Noon & 1-5:00pm

Wed. CLOSED

Thurs. 5:00-8:00pm

Sat. 9am-12:00pm

Obituary



Robert Wheelwright August 3, 1944 – April 8, 2026

Robert C. Wheelwright, 81, of Benson, died at 11:16 pm, April 8, 2026, at OSF St. Francis Medical Center, Peoria.

A funeral Mass was held 10:00 am, Monday, April 13, 2026, at St. John's Catholic Church, Benson. Fr Justin Ramza will be officiating. Burial in St. John's Catholic Church Cemetery, Benson. Memorials may be made to St. John's Catholic Church, Benson or Benson Ambulance. Duffy-Pils Memorial Home, Colfax, is in charge of his arrangements.

Bob was born Aug. 3, 1944, in Roanoke, the son of Cecil and Gladys (Pierce) Wheelwright. He married Diane Vogel on Sept. 21, 1963, in Benson. She survives. Also surviving are his children, Jolinda (Greg) Rasmuson of Roanoke, Kevin (Stephanie) Wheelwright of Canton, Janelle (Chad) Hoffman of Colfax, and Kyle (Jaime) Wheelwright of Normal; grandchildren, Tyler (Juliana) Rasmuson, Lindsey (Addison) Deary, Zachary (Grace) Rasmuson, Luke (Alyssa) Rasmuson, Michael (Alyssa) Rasmuson, Claire, Jack and Lane Wheelwright, Cale, Brec, and Zane Hoffman, Zoe Steinkoenig,

and Adia and August Wheelwright; great-grandchildren, William and Raya Rasmuson, Easton, Caison, and Joanna Dailey, Paisley and Selah Rasmuson, and Ezekiel and Isaiah Rasmuson; brothers and sisters-in-law, Ed (Barbara) Vogel, David Hillard, and Millie Wheelwright.

He was preceded in death by his parents, sisters, Nancy Beyers, Shirley Bachman, and Jeanne Hillard; and brother, Eddie Wheelwright.

Bob graduated from Roanoke-Benson High School in 1962. Due to his track performance, conduct and gentleman-like manner in which he represented RBHS, his track uniform was retired. He held many School, County and District records in the 100 yd dash, 220 yd dash, and 440 yd dash. He then continued his track career and graduated from South Illinois University, Carbondale.

Bob retired after 30 years from the United States Postal Service where he carried over 889,200 lbs of mail in his career. He also was a manager at A.O. Smith Harvester in Eureka and the Internal Revenue Service.

He was a member of St. John's Catholic Church, Benson.

Bob's dedication, quiet support, generosity, honesty and love, that he gave to his wife, children, grandchildren and great-grandchildren, are all things we will miss the most and the things we will carry with us every day.

Papa Bob and Grandma Diane drove thousands of miles to be a part of their grandchildren, great-grandchildren and their teammate's lives. Never missing a game, meet, or event. They were always cheering from the sidelines, and you could feel their love, support and how proud they were of everyone.

Arrowsmith Auxiliary to Meet April 21

The Arrowsmith Legion Auxiliary will hold its next meeting on Tuesday, April 21 at 2 p.m. at the Legion Hall, as members prepare for upcoming spring efforts honoring local veterans.

Among the key items on the agenda will be placing the annual order of memorial poppies through the state office — a longstanding program supporting veterans and their families. The red poppy remains a recognized symbol of sac-

rifice and remembrance.

Auxiliary members will also organize the placement of crosses and American flags at veterans' graves in the three cemeteries throughout Arrowsmith Township. The effort, carried out ahead of Memorial Day, ensures those who served are remembered within the community.

Guests are invited, and all community members are welcome to attend the April 21 meeting.

CALL THE EXPERTS!

Window World® OF BLOOMINGTON

Livingston Co. Ford Co. Woodford Co. Iroquois Co. McLean Co.

1-800 NEXT WINDOW

Ridgeview CUSD #19

300 S. Harrison Street. Colfax. IL 61728 Phone. 309-723-5111

Erik Young
Superintendent

Zach Freed
JH/HS Principal

Ben Hutley
Elem Principal

April 2, 2026

Dear Mrs. Stacie Kennedy,

This letter is to inform you Ridgeview CUSD #19 will hold a Public Hearing on April 21, 2026 at 6:00pm in the Ridgeview Media Center, located at 300 South Harrison Street, Colfax, Illinois 61728. The purpose of the hearing will be to allow for input concerning the application for waiver of the Illinois School Code in the area of School Calendar. Specifically, the district is requesting the use of Full Day School Improvement days.

Persons wishing to give input on the waiver should contact the Superintendent's Office at (309) 723-5111 by noon on April 15, 2026..

If you have any additional questions or comments, please contact me at the number listed above.

Sincerely,

Erik Young
Superintendent
Ridgeview CUSD #19

Ridgeview CUSD #19

300 S. Harrison Street. Colfax. IL 61728 Phone. 309-723-5111

Erik Young
Superintendent

Zach Freed
JH/HS Principal

Ben Hutley
Elem Principal

April 2, 2026

Senator Sally Turner
Senate District 44
120 South McLean Street
Suite E
Lincoln, Illinois 62656

Dear Senator Turner,

This letter is to inform you Ridgeview CUSD #19 will hold a Public Hearing on April 21, 2026 at 6:00pm in the Ridgeview Media Center, located at 300 South Harrison Street, Colfax, Illinois 61728. The purpose of the hearing will be to allow for input concerning the application for waiver of the Illinois School Code in the area of School Calendar. Specifically, the district is requesting the use of Full Day School Improvement days.

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Sincerely,

Erik Young
Superintendent
Ridgeview CUSD #19

Ridgeview CUSD #19

300 S. Harrison Street. Colfax. IL 61728 Phone. 309-723-5111

Erik Young
Superintendent

Zach Freed
JH/HS Principal

Ben Hutley
Elem Principal

April 2, 2026

Representative Regan Deering
House District 88
419 East Ash Street
Decatur, Illinois 62526

Dear Representative Deering,

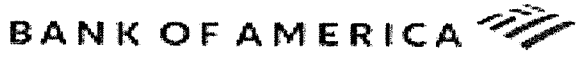
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Sincerely,

Erik Young
Superintendent
Ridgeview CUSD #19



BAPCC LLC

PAYOFF INVOICE
02/19/26

Banc of America Leasing & Capital, LLC is pleased to provide you with a payoff on your contract. The amount shown below (Total Payoff Due) is the amount required to satisfy your obligation under this contract on or before the due date. If the payment is not received by the due date, we will require "Per Diem" (at the amount shown below) for each day after the due date up until the payoff expiration date. If the payoff amount is not received by the payoff expiration date, a new payoff will need to be requested. This payoff expires on the date noted below.

Customer **RIDGEVIEW COMMUNITY UNIT SCHOOL DISTRICT 19**
Contract # **ACNV026217/1**

<u>Asset Description:</u>	<u>Vin Numbers:</u>	<u>Model</u>	<u>Payoff Amount</u>	<u>Daily Per diem</u>	<u>B of A Asset ID #</u>
2023 CHEVY/BLUE BIRD MICRO	1GB3GSB70P1105757	G5 LIFT	<u>Due 7/10/2026</u> \$42,500.00	<u>after 7/10/2026</u> N/A	165884
			\$42,500.00	N/A	

PAYOFF IS VALID ONLY FOR THE ASSET LISTED ABOVE

This payoff expires on: 7/10/2026

Any immediate requests to release collateral will require payment by certified funds. Any payments via check will result in a 15 day delay before processing any requests to release collateral.

Please send check payments with reference to the agreement # above to:

ATTENTION: Lease Administration Center IN CARE OF VENDOR BUYOUTS
Banc of America Leasing and Capital, LLC
6000 Feldwood Road
Lockbox 405874
College Park, GA 30349

If remitting via wire, please include reference to the agreement # above to:

Bank of America
100 N. Tryon Street
Charlotte, NC
Routing # 026009593
Acct # 12573-54255
Account Name: Lease Administration Center



BAPCC LLC

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02/19/26

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Customer **RIDGEVIEW COMMUNITY UNIT SCHOOL DISTRICT 19**
Contract # **ACNV026218/1**

<u>Asset Description:</u>	<u>Vin Numbers:</u>	<u>Model</u>	<u>Payoff Amount</u>	<u>Daily Per diem</u>	<u>B of A Asset ID #</u>
2024 BLUE BIRD 71 PASS	1BAKGCSH0RF802139	BBCV/3303S	<u>Due 7/10/2026</u> \$54,000.00	after 7/10/2026 N/A	165878
			\$54,000.00	N/A	

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