



To: Dr. Charles Johns

From: Rosanne Williamson, Jennifer Pearson, and Ryan Bretag

Re: Consolidated District Plan (Regarding Consolidation of Federal Grants)

Date: June 13, 2022

Recommendation

The administration is seeking approval of the Consolidated District Plan for FY 2022 for the following grants: Title I, Part A, Title II- Part A, Title IV-Part A, Title III - Language Instruction Educational Program (LIEP), Title III - Immigrant Education Program, and IDEA, Part B Flow-Through. **Approval of this plan is merely a procedural requirement and does not signal any change in the grants for which we apply or receive.**

Background

The Consolidated District Plan process strives to streamline the federal grant application and management process. One phase includes the Board of Education approving the Consolidated District Plan, which amounts to codifying the grants that we will continue to apply for and receive.

eGrant Management System

Printed Copy of Application

Applicant: NORTHFIELD TWP HSD 225

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: NORTHFIELD TWP HSD 225

Date Generated: 6/8/2022 11:00:07 AM

Generated By: ryanbretag

1. Contact Information for Person Completing This Form

Last Name*

Williamson

Phone*

847 486 4701

First Name*

Rosanne

Middle
Initial

S

Email*

rwilliamson@glenbrook225.org

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

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

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

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

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

([count] of 2500 maximum characters used)

Equitable access to all and unlimited participation in any Federally funded programs will continue to be available to teachers and other staff, family members and other stakeholders, and all other beneficiaries with special needs and all others involved in their care, education and success. The district will not knowingly enter into agreements with any entity or individual that discriminates on the basis of any protected status. Further steps are listed in BOE policy.

3. 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 Coordinated Funding 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.

Some pages display sections based on which grants were selected on the Funding page as anticipated as funded. To change the sections that display, return to the Funding page and select or de-select grants for which funding is anticipated.

*Required field, applicable for all funding sources

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

Plan Changes

Provide a brief description of the changes which have been made to the APPROVED initial application for the fiscal year or a subsequent APPROVED amendment with this amendment. Include the name of any page that was changed.

([count] of 5000 maximum characters used)

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2022-2023.* [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
- ESSER II (Elementary and Secondary School Emergency Relief II)
- ARP-ESSER III (Elementary and Secondary School Emergency Relief III)

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)

Federal funds are used to support allowable activities such as professional development based on needs assessments, consultation, costs to purchase instructional materials and equipment, purchased services from other government entities for special education and related services, and pay staff salaries, as deemed appropriate, to improve the educational results for students supported by the grant. In accordance with the IDEA 2004 regulations, the district may use up to 15% of IDEA Part B flow-through funds to support District-wide Response to Intervention efforts/early intervention for students not identified as needing special education but who need additional support to succeed in general education. They provide supplemental funds to state and local resources to ensure that all children with disabilities ages 3 through 21 (inclusive) receive a free appropriate public education in the least restrictive environment. In no case are the funds used to supplant state and local funds. Funds are also used to supplement support provided to EL students and students at risk of academic failure through state and local resources.

Response from the approved prior year Consolidated District Plan.

Federal funds are used to support allowable activities such as professional development based on needs assessments, consultation, costs to purchase instructional materials and equipment, purchased services from other government entities for special education and related services, and pay staff salaries, as deemed appropriate, to improve the educational results for students supported by the grant. In accordance with the IDEA 2004 regulations, the district may use up to 15% of IDEA Part B flow-through funds to support District-wide Response to Intervention efforts/early intervention for students not identified as needing special education but who need additional support to succeed in general education. They provide supplemental funds to state and local resources to ensure that all children with disabilities ages 3 through 21 (inclusive) receive a free appropriate public education in the least restrictive environment. In no case are the funds used to supplant state and local funds. Funds are also used to supplement support provided to EL students and students at risk of academic failure through state and local resources.

3. Will the LEA braid funding?

Put N/A in the text area if no. List what programs will be supported if the answer is yes.

No ▾ NA

4. Will the hybrid- blend Title II and/or Title IV funding?

Indicate all that apply.

- No Hybrid Funding
- Title II to Title I
- Title IV to Title I
- Title II to Title IV
- Title IV to Title II

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)

We utilized school and district report card, 5Essential survey, student achievement data disaggregated by student groups, school improvement plans, and professional development plans. We also completed an audit of our Bilingual program using the Illinois Resource Center and an audit of our student and staff well-being using West 40 SEL Hub.

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

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.

In-house surveys to students, parents, and staff emanating on student social-emotional and academic learning needs. Audit of bilingual services done by Illinois Resource Center. Audit of well-being needs using Trauma Responsive Schools Implementation 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 Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

- Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- Include any additional information relevant to this planning document. Provide targeted responses where noted.
- 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

Glenbrook South High School operates a Targeted Assistance Program designed to provide academic interventions and other support for students at risk of school failure. Generally, subgroups that underperform their white or Asian peers include Hispanic, Black, low-income, and students with an Individual Education Program. The goal of the program is to ensure that students meet rigorous academic standards. Provide support to homeless children in grades 9-12 at Glenbrook South High School that improves attendance and engages homeless students in the general school curriculum on a consistent basis. Homeless students' average attendance rate will match or exceed that of their non-homeless peers.

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**

Also identify needs assessment results, including description of strategies for closing any achievement gaps and for key professional development opportunities for teachers and principals.

Ongoing consultation with stakeholders identified the needs this grant is responsive to. Specifically, school leaders, parents and students recognize the need to recruit and retain new teachers as well as provide professional development to teachers that is responsive to individual teacher needs while at the same time addresses needs identified through data indicative of student needs related to closing the achievement gap and social-emotional learning. The Title II program will focus on new teacher professional development and retention through the establishment of mentor teachers for each new teacher. The mentor program is a two-year for all teachers new to the district. This supports equity in teacher experience and effectiveness. Most teachers new to our district come with 3-5 years of teaching experience; however, some are new to the profession. The mentor program provides personalized professional development for new teachers based upon their years of experience and professional learning needs. Professional development for teachers is designed with the goal of meeting the diverse needs of students. Ongoing data collection shows that there is a need to address student social-emotional well-being, mental health and substance use. Teachers receive stipends for curriculum development work and providing in-house professional development to better meet student needs in the areas of student social-emotional well-being, mental health and substance use. Teachers will participate in curriculum development projects to promote implementation of

research-based instructional strategies that improve student achievement.

G. Title III - LIEP

The Title III program is designed to meet the needs of English Learners. Needs identified include the development of academic vocabulary and English proficiency levels with performance levels on the ACCESS exams sufficient to exit the EL program. Once students exit the EL program, their academic progress continues to be monitored and supported.

H. Title III - ISEP

The Immigrant Education Program is designed to meet the language learning needs of immigrant students and support students in assimilating to a large U.S. public high school.

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

Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget.

Ongoing consultation with stakeholders identified the needs this grant is responsive to. Specifically, school leaders, parents and students recognize the need to provide professional development to that is responsive to individual teacher needs while at the same time addresses needs identified through data indicative of student needs related to closing the achievement gap and social-emotional learning. Title IV is designated primarily for professional development in the areas of social-emotional learning, growth mindsets, identity and (digital) citizenship.

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

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

Needs assessments continue to demonstrate the need for additional resources for special education, related services, and supplementary aids and equipment to ensure students with significant disabilities receive a FAPE. Student achievement data continues to show gaps in comparisons of general education and special education students. Review of student services data (e.g. referral, safety assessments, homebound certifications) reveals a rise in mental health issues are on the rise increasing the number of students who may qualify for IDEA eligibility. There is a need to provide specialized evaluations and services for students, and consultation, training/professional development, and support for staff and families. Based on administrative and staff professional development plans and feedback forms, staff continues to require training and professional development based on identified areas for professional growth including assessment, curriculum and instruction, behavior/social/emotional topics, IDEA legal requirements and IEP development, inclusive practices, teaming practices, and disability-specific strategy (e.g. autism, dyslexia, etc.) Resources are allocated to the district therapeutic day school to address possible inequities in non-academic and extra-curricular activities since students are not in the larger building or based on the of their individual disability may be unable to participate in the general education setting, even with supplementary aids and supports.

L. IDEA, Part B - Preschool

M. Elementary and Secondary School Emergency Relief Grant II

Reviewed student social-emotional, mental health, learning recovery, and behavioral needs to determine strategies, systems, and tools to support re-entry and stabilization of the learning environment that can be supported through tiered interventions and data-informed practices.

N. ARP-LEA Elementary and Secondary Emergency Relief Grant III

The district intends to use ARP-ESSER funds to implement prevention and mitigation strategies that are, to the extent practicable, consistent with CDC guidance, in order to continuously and safely operate schools for in-person learning. District 225 will utilize ESSER III funds to address issues that have arisen due to the COVID-19 pandemic. District 225 is required by statute to set aside 20 percent of its total ESSER III allocation to address learning loss. The remaining funds will be spent consistent with section 2001(e)(2) of the ARP Act. It will also be directed toward those students disproportionately impacted by the COVID-19 pandemic, including students with disabilities and students from low-income families. District 225's plan for ESSER III funds may include additional transition staffing to support students with disabilities who qualify for COVID-19 post-secondary transition recovery eligibility or have extended transition services due to learning loss. It will also be used to address additional nursing and homebound instruction needs, providing summer transportation to low-income families to access summer educational services, mental health and wellness activities, a district-wide emergency communication system, and upgrades to improve air quality.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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 (1,7,8,9,10)
- B. Principals (1,7,8,9,10)
- C. Other school leaders (1,8,9,10)
- D. Paraprofessionals (1)
- E. Specialized instructional support personnel (1,2,3,4,8,9,10)
- 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 (1,2,3,4,7,8,9,10)
- H. Parent liaisons
- I. Title I director (1)
- J. Title II director (1)
- K. Bilingual director (1,7)
- L. Title IV director (1)
- M. Special Education director
- N. Guidance staff
- O. Local government representatives (8)
- P. Community members and community based organizations (7,8)
- Q. Business representatives (2,3,4)
- R. Researchers (7)
- S. Institutions of Higher Education (7)
- 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 = ESSER II

9 = ARP-LEA (ESSER III)

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)

A Title I parent meeting took place in September 2022. Standing meetings such as district-wide cabinet meetings and Glenbrook South building-based meetings take place to discuss needs and interventions for at-risk students. Administrators, teachers regularly participate in these meetings. Consultation with teachers, principals, other school leaders, paraprofessionals, instructional support personnel, administrators, other school personnel and parents of children served under this part is ongoing throughout the school year. Input from parents in attendance at annual Title I meeting will be obtained regarding draft documents that will also be reviewed by school personnel during meetings held in the fall of 2018. Parents will be invited to offer suggestions as far as revisions to the Title I Plan. Previously, parents were interested to learn more about the Title I program. During last year's Title I meeting and at future meetings, Glenbrook South school personnel provided feedback on documents and offer additional information to parents regarding parent meetings that will occur throughout the school year.

Response from the prior year Consolidated District Plan.

A Title I parent meeting took place in September 2019. Standing meetings such as district-wide cabinet meetings and Glenbrook South building-based meetings take place to discuss needs and interventions for at-risk students. Administrators, teachers regularly participate in these meetings. Consultation with teachers, principals, other school leaders, paraprofessionals, instructional support personnel, administrators, other school personnel and parents of children served under this part is ongoing throughout the school year. The annual Title I parent meeting will be held in early September 2018. Input from parents in attendance at this meeting will be obtained regarding draft documents that will also be reviewed by school personnel during meetings held in the fall of 2018. Parents will be invited to offer suggestions as far as revisions to the Title I Plan. Previously, parents were interested to learn more about the Title I program. During last year's Title I meeting and at future meetings, Glenbrook South school personnel will provide feedback on documents and offer additional information to parents regarding parent meetings that will occur throughout the school year.

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied populations. [2]**

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([count] of 7500 maximum characters used)

Annual Title I Parent meeting will take place in September. Glenbrook South H.S. will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by: GBS EL Parent Night - during the first quarter, parents of LEP students are invited to a meeting where we discuss our program, student placement, and curriculum. Parents can also take part in a question and answer session. During the third quarter, parents are invited to a meeting where we discuss college and upcoming testing information. Parents can also take part in a question and answer session. Latino Parent Night Program - series of six/seven evening workshops for Spanish-speaking parents. Korean Parent Night Program - series of four evening workshops for Korean-speaking parents. Glenbrook South H.S. will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Parents will be invited to offer suggestions in how to reach out to, communicate with and work with parents as equal partners during the annual meeting to review this policy and school-parent compact. As part of regular communications audits through the public relations department, parents and community members provide feedback regarding how to reach out to, communicate with and work with parents and community members. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: The school does work with the Glenview-Northbrook Coalition for Youth (GNCY) and works jointly to coordinate programs with a focus on substance use issues and social/emotional/mental health information programming. The school will have the parent involvement policy and school-parent compact translated into languages parents can understand to the extent practicable. Consultation with parents and family members in the development of the LEA plans is ongoing. For example, a recent Title I parent meeting covered many aspects of this plan. Besides this, Glenbrook South hosts additional parent nights such as, but not limited to: Freshman Parent Coffee, September, Standardized Testing, Resources and Supports, Course Selection Freshmen Four Year Plan Meetings, November, Standardized Testing, Course Selection Sophomore Parent Coffee, February, Course Selection, School Involvement, Resources and Supports Sophomore Parent College Night, March, College Planning Junior Parent College Night, December, College Planning Junior College Colloquium, March, Post-Secondary Planning Senior Parent College Night, August, College Application Process Senior College Finance Night, September, College Planning

Response from the prior year Consolidated District Plan.

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4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. ** [3]

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

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Annual Title I parent meeting will take place along with other meetings scheduled by the high school. Student Services Department Parent Engagement Programs - Freshman Parent Coffee, September, Standardized Testing, Resources and Supports, Course Selection Freshmen Four Year Plan Meetings, November, Standardized Testing, Course Selection Sophomore Parent Coffee, February, Course Selection, School Involvement, Resources and Supports Sophomore Parent College Night, March, College Planning Junior Parent College Night, December, College Planning Junior College Colloquium, March, Post-Secondary Planning Senior Parent College Night, August, College Application Process Senior College Finance Night, September, College Planning Senior FAFSA Completion Night and Days, October, College Planning Senior Parent Seminar, May, Post-Secondary Planning GBS EL Parent Night - during the first quarter, parents of LEP students are invited to a meeting where we discuss our program, student placement, and curriculum. Parents can also take part in a question and answer session. During the third quarter, parents are invited to a meeting where we discuss college and upcoming testing information. Parents can also take part in a question and answer session. Latino Parent Night Program - series of six/seven evening workshops for Spanish-speaking parents. Korean Parent Night Program - series of four evening workshops for Korean-speaking parents. Glenbrook South H.S. will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Parents will be invited to offer suggestions in how to reach out to, communicate with and work with parents as equal partners during the annual meeting to review this policy and school-parent compact. As part of regular communications audits through the public relations department, parents and community members provide feedback regarding how to reach out to, communicate with and work with parents and community members. The school does work with the Glenview-Northbrook Coalition for Youth (GNCY) and works jointly to coordinate programs with a focus on substance use issues and social/emotional/mental health information programming. Glenbrook South H.S. will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: The school will have the parent involvement policy and school-parent compact translated into languages parents can understand to the extent practicable.

Response from the prior year Consolidated District Plan.

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Title I Requirement:

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

[FSEA section 1112\(a\)\(1\)\(A\)](#)

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 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



Private School Participation

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

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

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

Will Private Schools participate in the Program?

- Yes No

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	Title II <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Title IV <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Nonpublic Consultation Form
Ida Crown	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Choose File No file chosen 43-20-np-consult-participation signed.pdf
Rochelle Zell Jewish High Sc	<input type="checkbox"/>	<input type="text" value="0"/>	<input type="text" value="150"/>	<input type="text" value="150"/>	Choose File No file chosen RZJHS Title Grant Form 22-23.pdf

Comments:

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.

No preschool programs. This is not applicable as we are a high school district only.

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)

No preschool programs. This is not applicable as we are a high school district only.

Response from the approved prior year Consolidated District Plan.

No preschool programs. This is not applicable as we are a high school district only.

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

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.

Identify gaps in systems and practices that provide opportunities to support the ongoing work toward enhancing student success* for all students.* 4As academic/athletics/activities/arts, attendance, behavior, SEL, and wellbeing, including continuing building an environment where all students feel a sense of belonging.

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

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

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

([count] of 7500 maximum characters used)

The instructional program is designed to offer the greatest possible flexibility in meeting the educational needs of a diverse student population. While preparing students with a solid foundation of basic skills in traditional academic courses, the curriculum offers opportunities for students to extend their abilities with considerable depth and breadth. The curriculum is designed not only to address what students do in the learning situation but also with what they will learn and be able to do as a consequence of it. Individual needs are recognized by the fact that almost 160 different courses are offered. Both schools boasts an outstanding instructional staff who are committed to helping each student toward the goal of reaching his or her maximum potential. Many of the staff have gained state and national recognition for contributions they have made to their profession. Through this variety, the student is able to gain a strong basic academic background as well as a broad learning experience in fields of special interest. The student's instructional and personal needs are supplemented by a student services staff that includes counselors, social workers, school psychologists, and school nurses. The unique needs and interests of the students are also served by extensive student activities and athletic programs, which not only provide an opportunity for each student to become involved in the life of the school, but also develop within the student a desire to achieve excellence.

Response from the prior year Consolidated District Plan.

The instructional program is designed to offer the greatest possible flexibility in meeting the educational needs of a diverse student population. While preparing students with a solid foundation of basic skills in traditional academic courses, the curriculum offers opportunities for students to extend their abilities with considerable depth and breadth. The curriculum is designed not only to address what students do in the learning situation but also with what they will learn and be able to do as a consequence of it. Individual needs are recognized by the fact that almost 160 different courses are offered. Both schools boasts an outstanding instructional staff who are committed to helping each student toward the goal of reaching his or her maximum potential. Many of the staff have gained state and national recognition for contributions they have made to their profession. Through this variety, the student is able to gain a strong basic academic background as well as a broad learning experience in fields of special interest. The student's instructional and personal needs are supplemented by a student services staff that includes counselors, social workers, school psychologists, and school nurses. The unique needs and interests of the students are also served by extensive student activities and athletic programs, which not only provide an opportunity for each student to become involved in the life of the school, but also develop within the student a desire to achieve excellence.

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

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

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

([count] of 7500 maximum characters used)

Students are identified as at risk of failure based upon teacher feedback, standardized test scores, a study skills rubric, attendance records and progress towards graduation based upon grades attained. Academic and functional performance compared to typical peers is also criteria for special education eligibility. Social-emotional screeners are also used to assess health and well-being compared to typical peers. EL screeners are used to determine English proficiency for placement in EL programs.

Response from the prior year Consolidated District Plan.

Students are identified as at risk of failure based upon teacher feedback, standardized test scores, a study skills rubric, attendance records and progress towards graduation based upon grades attained. Academic and functional performance compared to typical peers is also criteria for special education eligibility. Social-emotional screeners are also used to assess health and well-being compared to typical peers. EL screeners are used to determine English proficiency for placement in EL programs.

3. Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and language standards. This includes a description of any additional educational 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.

([count] of 7500 maximum characters used)

Paraprofessionals are hired to provide additional assistance in meeting challenging State academic and language standards. These paraprofessionals often are able to provide native language support as well. Students can also attend before/after school tutoring to receive any additional assistance throughout the school year. When vocabulary and writing sessions are run during summer school, individual students are encouraged to attend. The district is following EL/WIDA guidelines.

Response from the prior year Consolidated District Plan.

Paraprofessionals are hired to provide additional assistance in meeting challenging State academic and language standards. These paraprofessionals often are able to provide native language support as well. Students can also attend before/after school tutoring to receive any additional assistance throughout the school year. When vocabulary and writing sessions are run during summer school, individual students are encouraged to attend. The district is following EL/WIDA guidelines.

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

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

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([count] of 7500 maximum characters used)

Self-contained English courses are provided for English instruction; all courses use the State academic and language standards in developing curriculum, assessments, and instruction. Language assisted courses are provided for content area instruction that focuses on strategies to develop academic and language proficiency as well as content knowledge; these courses also use the State academic and language standards in developing curriculum, assessments, and instruction. Teachers integrate speaking, listening, reading, and writing in all lessons. Teachers use models, guided practice, graphic organizers, previewing, and cooperative learning and allow for multiple/alternative expressions of ideas/learning. Teachers are encouraged to use content and language objectives and links to background and past learning when planning. Teachers are encouraged to use culturally responsive teaching when instructing and planning. The district is following EL/WIDA guidelines.

Response from the prior year Consolidated District Plan.

Self-contained English courses are provided for English instruction; all courses use the State academic and language standards in developing curriculum, assessments, and instruction. Language assisted courses are provided for content area instruction that focuses on strategies to develop academic and language proficiency as well as content knowledge; these courses also use the State academic and language standards in developing curriculum, assessments, and instruction. Teachers integrate speaking, listening, reading, and writing in all lessons. Teachers use models, guided practice, graphic organizers, previewing, and cooperative learning and allow for multiple/alternative expressions of ideas/learning. Teachers are encouraged to use content and language objectives and links to background and past learning when planning. Teachers are encouraged to use culturally responsive teaching when instructing and planning. The district is following EL/WIDA guidelines.

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.

([count] of 7500 maximum characters used)

The district does not hire teachers who are ineffective, inexperienced and never employs out-of-field teachers. All teachers are fully credentialed. The district tracks academic progress of all student subgroups identifying ten year trends that sometimes show disparities in performance of some subgroups. Title I funding is used to support students who demonstrate lower academic achievement. Teacher assignments are not based upon a demographic profile of students.

Response from the prior year Consolidated District Plan.

The district does not hire teachers who are ineffective, inexperienced and never employs out-of-field teachers. All teachers are fully credentialed. The district tracks academic progress of all student subgroups identifying ten year trends that sometimes show disparities in performance of some subgroups. Title I funding is used to support students who demonstrate lower academic achievement. Teacher assignments are not based upon a demographic profile of students.

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.

([count] of 7500 maximum characters used)

Our school library curriculum has a strong focus on developing students' digital literacy skills. Librarians are considered teaching librarians and often partner with academic teachers in working with students during research projects and other academic pursuits that make use of the school library program. We have found this practice to be effective in improving student achievement.

Response from the prior year Consolidated District Plan.

Our school library curriculum has a strong focus on developing students' digital literacy skills. Librarians are considered teaching librarians and often partner with academic teachers in working with students during research projects and other academic pursuits that make use of the school library program. We have found this practice to be effective in improving student achievement.

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

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

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

([count] of 7500 maximum characters used)

Students are placed in honors/gifted classes based upon teacher recommendations, standardized test scores and a study skills rubric.

Response from the prior year Consolidated District Plan.

Students are placed in honors/gifted classes based upon teacher recommendations, standardized test scores and a study skills rubric.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

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

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

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

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

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

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

**Required field for only Title I, Part A

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.

Identify gaps in systems and practices that provide opportunities to support the ongoing work toward enhancing student success* for all students.* 4As academic/athletics/activities/arts, attendance, behavior, SEL, and wellbeing, including continuing building an environment where all students feel a sense of belonging.

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

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

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

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

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

[[count] of 7500 maximum characters used)

We have a very strong articulation program with our middle schools. Placement of students in high school courses and potential supplemental academic intervention programs is discussed with eighth grade teachers on a student-by-student basis. PSAT8 test scores are also utilized as part of the placement process. Most incoming freshmen participate in a transition to high school program called Peer Group which is facilitated by teachers and grade 12 senior student leaders. This program runs during the entire school year. Our district has been in a recent partnership with Oakton Community College related to the further development of dual credit courses and placement of our students in Oakton's programs once they graduate from high school. Some students take advantage of concurrent enrollment opportunities, as well. University representatives from colleges across the nation visit our campus to provide students with information regarding the programs offered by their institutions. Besides this, students may access local employers and partners through the Inspire Your Future program coordinated through our Career and Technical Education Department. This program also helps students identify potential future interests and skills.

Response from the approved prior year Consolidated District Plan.

We have a very strong articulation program with our middle schools. Placement of students in high school courses and potential supplemental academic intervention programs is discussed with eighth grade teachers on a student-by-student basis. PSAT8 test scores are also utilized as part of the placement process. Most incoming freshmen participate in a transition to high school program called Peer Group which is facilitated by teachers and grade 12 senior student leaders. This program runs during the entire school year. Our district has been in a recent partnership with Oakton Community College related to the further development of dual credit courses and placement of our students in Oakton's programs once they graduate from high school. Some students take advantage of concurrent enrollment opportunities, as well. University representatives from colleges across the nation visit our campus to provide students with information regarding the programs offered by their institutions. Besides this, students may access local employers and partners through the Inspire Your Future program coordinated through our Career and Technical Education Department. This program also helps students identify potential future interests and skills.

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

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

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

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

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

[[count] of 7500 maximum characters used)

The district offers an elective program in the areas of Career and Technical Education. This program incorporates integration with work-based learning opportunities through outside speakers and job shadowing. A new Business Incubator course promotes the design thinking process for problem solving. An online program, Inspire Your Future, available through our career and technical education consortium, NSERVE, provides information regarding a variety of new and emerging careers and connects students to local professionals.

Response from the approved prior year Consolidated District Plan.

The district offers an elective program in the areas of Career and Technical Education. This program incorporates integration with work-based learning opportunities through outside speakers and job shadowing. A new Business Incubator course promotes the design thinking process for problem solving. An online program, Inspire Your Future, available through our career and technical education consortium, NSERVE, provides information regarding a variety of new and emerging careers and connects students to local professionals.

Legislative References:

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

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

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

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.

Identify gaps in systems and practices that provide opportunities to support the ongoing work toward enhancing student success* for all students.* 4As academic/athletics/activities/arts, attendance, behavior, SEL, and wellbeing, including continuing building an environment where all students feel a sense of belonging. Recruit, retain, develop, and support highly effective teachers and leadership teams in the district and schools to continually improve as a district. Leadership development should be available to administrators, teachers, and support staff to support continuity of services, quality, and growth.

For each program for which funding is anticipated for the 2022-2023 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 Coordinated Funding 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

Glenbrook South High School operates a Targeted Assistance Program designed to provide academic interventions and other support for students at risk of school failure. Generally, subgroups that underperform their white or Asian peers include Hispanic, Black, low income, and students with an Individual Education Program. The goal of the program is to ensure that students meet rigorous State academic standards. Provide support to homeless children in grades 9-12 at Glenbrook South H.S. that improves attendance and engages homeless students in the general school curriculum on a consistent basis. Homeless students' average attendance rate will match or exceed that of their non-homeless peers.

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

Ongoing consultation with stakeholders identified the needs this grant is responsive to. Specifically, school leaders, parents and students recognize the need to recruit and retain new teachers as well as provide professional development to teachers that is responsive to individual teacher needs while at the same time addresses needs identified through data indicative of student needs related to closing the achievement gap and social-emotional learning. The Title II program will have a focus on new teacher professional development and retention through the establishment of mentor teachers for each new teacher. The mentor program is a year program for all teachers new to the district. This supports equity in teacher experience and effectiveness. Most teachers new to our district come with 3-5 years of teaching experience however, some are new to the profession. The mentor program provides personalized professional development for new teachers based upon their years of experience and professional learning needs. Professional development for all teachers is designed with the goal of meeting the diverse needs of students. Illinois Youth Survey data show that there is a need to address student social-emotional well-being, mental health and substance use. Teachers receive stipends for curriculum development and providing in-house professional development to better meet student needs in the areas of student social-emotional well-being, mental health and substance use. Teachers will participate in curriculum development projects to promote implementation of research-based instructional strategies that improve student achievement.

G. Title III - LIEP

The Title III program is designed to meet the needs of English Learners. Needs identified include the development of academic vocabulary and English proficiency levels with performance on the ACCESS exams sufficient to exit the EL program. Once students exit the EL program, their academic progress continues to be monitored and supported.

H. Title III - ISEP

The Immigrant Education Program is designed to meet the language learning needs of immigrant students and support students in assimilating to a large U.S. public high school.

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

Ongoing consultation with stakeholders identified the needs this grant is responsive to. Specifically, school leaders, parents and students recognize the need to provide professional development to teachers that is responsive to individual teacher needs while at the same time addressing needs identified through data indicative of student needs related to closing the achievement gap in social-emotional learning. Title IV is designated primarily for professional development in the areas of social-emotional learning, growth mindsets, identity and (digital) citizenship.

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

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

Needs assessments continue to demonstrate the need for additional resources for special education, related services, and supplementary aids and equipment to ensure students with significant disabilities receive a

FAPE. Student achievement data continues to show gaps in comparisons of general education and special education students. Review student services data (e.g. referral, safety assessments, homebound certifications) data reveals a rise in mental health issues are on the rise increasing the number of students who qualify for IDEA eligibility. There is a need to provide specialized evaluations and services for students, and consultation, training/professional development, and support for staff and families. Based on administrative and staff professional development plans and feedback forms, staff continues to require training and professional development based on identified areas for professional growth, including assessment, curriculum and instruction, behavior/social/emotional topics, IDEA legal requirements and IEP development, inclusive practices, teaming practices, and disability specific strategies (e.g. autism, dyslexia, etc.) Resources are allocated to the district therapeutic day school to address possible inequities in non-academic and extra-curricular activities since students are not in the larger building or because of the nature of their individual disability may be unable to participate in the general education setting, even with supplementary aids and supports.

L. IDEA, Part B - Preschool

M. Elementary and Secondary School Emergency Relief Grant II

Provide trauma-responsive, well-being, and social-emotional skills training to support to support re-entry and stabilization of the learning environment supported through tiered interventions and data-informed practices.

N. ARP-LEA Elementary and Secondary School Emergency Relief Grant III

Provide transition staffing growth opportunities for working to support students with disabilities who qualify for COVID-19 post-secondary transition recovery eligibility or have extended transition services due to learning loss. It will also be used to address additional growth in nursing and homebound instruction needs.

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; IDEA, Part B Preschool; ESSER II; and/or ESSER III

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.

Identify gaps in systems and practices that provide opportunities to support the ongoing work toward enhancing student success* for all students.* 4As academic/athletics/activities/arts, attendance, behavior, SEL, and wellbeing, including continuing building an environment where all students feel a sense of belonging.

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]

- each major racial and ethnic group;
- economically disadvantaged students as compared to students who are not economically disadvantaged;
- children with disabilities as compared to children without disabilities;
- English proficiency status;
- gender; and
- migrant status.

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

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

{[count] of 7500 maximum characters used}

The district has a bullying policy and recently updated student discipline policies designed to keep students engaged in the classroom. It is the policy of the Board of Education to foster an environment which maximizes student learning and employee performance, and a climate of civility among students and employees of the district. The Board recognizes that there are certain behaviors and types of conduct that, if tolerated, would have a significant negative impact upon the learning environment and to complete effective teaching and learning. These behaviors, characterized as hazing, bullying, or aggressive behavior, will not be tolerated. Special considerations are taken when addressing bullying in students with disabilities. There are resources to help kids with disabilities who are bullied or who bully others. Through the Individualized Education Programs (IEPs) or Section 504 plans we craft specialized approaches for preventing and responding to bullying. Additionally, when bullying is directed at a child because of his or her established disability and it creates a hostile environment at school, bullying behavior may cross the line and become "disability harassment." Under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, the school addresses the harassment.

Response from the prior year Consolidated District Plan.

The district has a bullying policy and recently updated student discipline policies designed to keep students engaged in the classroom. It is the policy of the Board of Education to foster an environment which maximizes student learning and employee performance, and a climate of civility among students and employees of the district. The Board recognizes that there are certain behaviors and types of conduct that, if tolerated, would have a significant negative impact upon the learning environment and to complete effective teaching and learning. These behaviors, characterized as hazing, bullying, or aggressive behavior, will not be tolerated. Special considerations are taken when addressing bullying in students with disabilities. There are resources to help kids with disabilities who are bullied or who bully others. Through the Individualized Education Programs (IEPs) or Section 504 plans we craft specialized approaches for preventing and responding to bullying. Additionally, when bullying is directed at a child because of his or her established disability and it creates a hostile environment at school, bullying behavior may cross the line and become "disability harassment." Under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, the school addresses the harassment.

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

[\(42 U.S.C. 11301 et seq.\):*](#)

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

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

{[count] of 7500 maximum characters used}

Title I funds are used to support students who are homeless by providing school supplies and transportation to and from school.

Response from the prior year Consolidated District Plan.

Title I funds are used to support students who are homeless by providing school supplies and transportation to and from school.

Title I Requirement:

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

Legislative Requirements:

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

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

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

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

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - GLENBROOK NORTH HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
0002 - GLENBROOK SOUTH HIGH SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3001 - GLENBROOK EVENING HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
3002 - GLENBROOK OFF-CAMPUS CENTER	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations:

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 Coordinated Funding page and select Title I, save the page, and return to this page.

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

ISBE Goals:

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

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

- Identify gaps in systems and practices that provide opportunities to support the ongoing work toward enhancing student success* for all students.* 4As academic/athletics/activities/arts, attendance, behavior, SEL, and wellbeing, including continuing building an environment where all students feel a sense of belonging. Recruit, retain, develop, and support highly effective leadership teams in the district and schools to continually improve as a district. Leadership development should be available to administrators, teachers, and support staff to support continuity of services, quality, and growth.

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

[Section 1111\(d\)](#)

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

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

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

No schools identified under this part

([count] of 7500 maximum characters used)

Our Title I school did not receive focused or priority services previously. If we are identified for comprehensive or targeted services going forward we will work with Illinois Empower, the new system of support for schools offered by the State of Illinois.

Re-display of the approved response from the prior year Consolidated District Plan.

Our Title I school did not receive focused or priority services previously. If we are identified for comprehensive or targeted services going forward we will work with Illinois Empower, the new system of support for schools offered by the State of Illinois.

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

- Yes
- No

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

[Measures of Poverty from 1113\(5\)\(A\) and \(B\)](#)

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

Glenbrook South High School operates a Targeted Assistance Program designed to provide academic interventions and other support for students at risk of school failure. The goal of the program is to ensure that students meet rigorous State academic standards.

Re-display of the approved response from the prior year Consolidated District Plan.

Glenbrook South High School operates a Targeted Assistance Program designed to provide academic interventions and other support for students at risk of school failure. The goal of the program is to ensure that students meet rigorous State academic standards.

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)

The district uses a variety of objective criteria to identify targeted populations such as standardized test scores, student progress in reading and math as assessed through programs such as STAR Reading and Math, Carnegie Learning, Read/Write Google, Aims Web (just to name a few), study skills rubric, and grades earned in courses. Consultation with parents, administrators, paraprofessionals and instructional support personnel is ongoing. Glenbrook South H.S. will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The student's teacher will work with the family to consider suggestions about the education of their student. Potentially make adjustments to the student's academic program depending upon the nature of the suggestion. Offer additional support available at the school for academic interventions or social/emotional interventions.

Re-display of the approved response from the prior year Consolidated District Plan.

The district uses a variety of objective criteria to identify targeted populations such as standardized test scores, student progress in reading and math as assessed through programs such as STAR Reading and Math, Carnegie Learning, Read/Write Google, Aims Web (just to name a few), study skills rubric, and grades earned in courses. Consultation with parents, administrators, paraprofessionals and instructional support personnel is ongoing. Glenbrook South H.S. will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The student's teacher will work with the family to consider suggestions about the education of their student. Potentially make adjustments to the student's academic program depending upon the nature of the suggestion. Offer additional support available at the school for academic interventions or social/emotional interventions.

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

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

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- 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.

- Identify gaps in systems and practices that provide opportunities to support the ongoing work toward enhancing student success* for all students.* 4As academic/athletics/activities/arts, attendance, behavior, SEL, and wellbeing, including continuing building an environment where all students feel a sense of belonging. Recruit, retain, develop, and support highly effective leadership teams in the district and schools to continually improve as a district. Leadership development should be available to administrators, teachers, and support staff to support continuity of services, quality, and growth.

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)

Based on administrative and staff professional development plans and feedback forms, staff continues to require training and professional development based on identified areas for professional growth, including assessment, curriculum and instruction, behavior/social/emotional topics, IDEA legal requirements and IEP development, inclusive practices, teaming practices, and disability-specific strategies (e.g. autism, dyslexia, etc.) Finally, resources are allocated to the district therapeutic day school to address possible inequities in non-academic and extra-curricular activities since students are not in the larger building or based on the nature of their individual disability may be unable to participate in the general education setting, even with supplementary aids and supports. Additionally, Glenbrook contracts with NSSED for programs, services and professional development. NSSED assesses needs by meeting with each member district Superintendent, Special Education Director and Chief School Business Officer to collaboratively review student data and share district goals and initiatives. These meetings reflect patterns and priorities across districts in serving students with special needs and inform the focus for professional development, programming and services. Parent leaders from each district meet monthly with cooperative administrators to share areas of need for programming and services for their children and training for the broader parent community. Results indicate the focus for next year with be in the following areas: Positive Behavior Supports, Instructional Strategies for all Learners, Professional Learning, Social Emotional Learning, Team Based Data Driven Assessment and Collaborative Teaming.

Response from the approved prior year Consolidated District Plan.

Needs assessments continue to demonstrate the need for additional resources for special education, related services, and supplementary aids and equipment to ensure students with significant disabilities receive a FAPE. Student achievement data continues to show gaps in comparisons of general education and special education students. Review student services data (e.g. referral, safety assessments, homebound certifications) data reveals a rise in mental health issues are on the rise increasing the number of students who may qualify for IDEA eligibility. There is a need to provide specialized evaluations and services for students, and consultation, training/professional development, and support for staff and families. Based on administrative and staff professional development plans and feedback forms, staff continues to require training and professional development based on identified areas for professional growth, including assessment, curriculum and instruction, behavior/social/emotional topics, IDEA legal requirements and IEP development, inclusive practices, teaming practices, and disability-specific strategies (e.g. autism, dyslexia, etc.) Finally, resources are allocated to the district therapeutic day school to address possible inequities in non-academic and extra-curricular activities since students are not in the larger building or based on the nature of their individual disability may be unable to participate in the general education setting, even with supplementary aids and supports. Additionally, Glenbrook contracts with NSSED for programs, services and professional development. NSSED assesses needs by meeting with each member district Superintendent, Special Education Director and Chief School Business Officer to collaboratively review student data and share district goals and initiatives. These meetings reflect patterns and priorities across districts in serving students with special needs and inform the focus for professional development, programming and services. Parent leaders from each district meet monthly with cooperative administrators to share areas of need for programming and services for their children and training for the broader parent community. Results indicate the focus for next year with be in the following areas: Positive Behavior Supports, Instructional Strategies for all Learners, Professional Learning, Social Emotional Learning, Team Based Data Driven Assessment and Collaborative Teaming.

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)

IDEA grant monies will be used for several purposes based on the needs assessment and needs summarized above. The majority of funds will go towards payments for services invoiced by NSSED and other agencies for additional resources for special education, related services, and supplementary aids and equipment to ensure students with significant disabilities receive a FAPE. Staff salaries for behavior support and speech and language services. Additionally, it will support a part-time, bilingual/EL teacher. Research-based curricular materials, training, and coaching (for reading, writing, and math instruction and assistive devices) will be used to support instruction in academic skills, functional performance, and independent living to improve educational (academic, functional, college, and career-readiness) results. Assessment and progress monitoring tools will also be included to efficiently and effectively collect and analyze data for decision-making. These identified resources will supplement/fill gaps in existing resources. Training and professional development will be provided (at the local, state, and national level) based on best practices and identified areas for professional growth, including assessment, curriculum and instruction, behavior/social/emotional topics, IDEA legal requirements and IEP development, inclusive practices, teaming practices, and disability-specific strategies (e.g. autism, dyslexia, etc.) Resources will be allocated to expand non-academic and extracurricular opportunities to students in the district therapeutic day school, including additional equipment for robust STEM opportunities, pre-vocational/vocational experiences, and participation in athletic alternative leagues. Connectedness and engaging opportunities increases students' motivation and academic achievement. Additionally, through a contract with TrueNorth, IDEA funds will be used for students enrolled in special education instructional programs and the systems that support those programs and services (administrative, office support, insurance policies for property, casualty or student accident, technology support); 200 on site professional development opportunities for member district and cooperative staff focused on students with disabilities: costs associated with speakers, conference attendance, travel and facility rental; staff to manage internal technology infrastructure and outside contractual services; maintenance agreements for information systems such as Tyler Infinite Visions and Tyler SIS, MIDAS Education, Frontline and School Dude.

Response from the approved prior year Consolidated District Plan.

IDEA grant monies will be used for several purposes based on the needs assessment and needs summarized above. The majority of funds will go towards payments for services invoiced by NSSED and other agencies for additional resources for special education, related services, and supplementary aids and equipment to ensure students with significant disabilities receive a FAPE. Staff salaries for behavior support and speech and language services. Additionally, it will support a part-time, bilingual/EL teacher. Research-based curricular materials, training, and coaching (for reading, writing, and math instruction and assistive devices) will be used to support instruction in academic skills, functional performance, and independent living to improve educational (academic, functional, college, and career-readiness) results. Assessment and progress monitoring tools will also be included to efficiently and effectively collect and analyze data for decision-making. These identified resources will supplement/fill gaps in existing resources. Training and professional development will be provided (at the local, state, and national level) based on best practices and identified areas for professional growth, including assessment, curriculum and instruction, behavior/social/emotional topics, IDEA legal requirements and IEP development, inclusive practices, teaming practices, and disability-specific strategies (e.g. autism, dyslexia, etc.) Resources will be allocated to expand non-academic and extra-curricular opportunities to students in the district therapeutic day school, including additional equipment for robust STEM opportunities, pre-

vocational/vocational experiences, and participation in athletic alternative leagues. Connectedness and engaging opportunities increases students' motivation and academic achievement. Additionally, through a contract with NSSSED, IDEA funds will be used for students enrolled in special education instructional programs and the systems that support those programs and services (administrative, office support, insurance policies for property, casualty or student accident, technology support); 200 on site professional development opportunities for member district and cooperative staff focused on students with disabilities: costs associated with speakers, conference attendance, travel and facility rental; staff to manage internal technology infrastructure and outside contractual services; maintenance agreements for information systems such as Tyler Infinite Visions and Tyler SIS, MIDAS Education, Frontline and School Dude.

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)

There is no substantive change in the nature or scope of services. The district will be required to use CCEIS funds. In accordance with 34 CFR 300.646, the district will set aside 15 percent of IDEA Part B flow-through funds for CCEIS. A CCEIS plan was submitted, including the planned budget and expenditures.

Response from the approved prior year Consolidated District Plan.

In 2021-2022 the district will be required to use CCEIS funds. In accordance with 34 CFR 300.646, the district will set aside 15 percent of IDEA Part B flow-through funds for CCEIS. A CCEIS plan was submitted, including the planned budget and expenditures.

*Required Field

Overview

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

PROGRAM:	Foster Care Transportation Plan
PURPOSE:	To comply with ESSA requirements for educational stability for students in foster 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 children in foster care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time in foster care.

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

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

REQUIREMENTS

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

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

Contact Information

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

As part of the foster care transportation 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 foster 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. Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Williamson	Rosanne	Assistant Superintendent Educational Services	rwilliamson@glenbrook225.org

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Gravel	Raoul	Associate Superintendent	rgravel@glenbrook225.org

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

*Required field

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 child for placement if the child is placed into foster care or changes residences while in foster care. Include the positions of all district personnel involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in his or her 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 Foster Care Transportation Plan needs.

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

When determining the best interest of the school, the Assistant Superintendent for Educational Services will communicate with the child's team to determine the best placement possible. The POC will review all student records of the child, including all documents relating to tiered interventions, IEPs, section 504 plans, and EL/Bilingual services. Factors that will be considered include, but are not limited to: Access to home school, preference of the student, proximity of placement to school. Specialized factors that relate individually to each student will include: student's relationship to peers and adults at the school, length of drive from placement, placement of siblings, availability/quality of services needed for student (Special Education, EL/Bilingual), history of student's living situation and transiency. The teams shall include all relevant parties needed to determine the best solution for the student. A list of the above factors should be identified and discussed at a meeting in order to determine the best educational programming for the child. If appropriate, outside agencies join the team, including but not limited to DCFS, Foster care representatives, foster parents and any other child welfare agencies. District personnel involved include: Assistant Superintendent for Educational Services, Director of Transportation, school based team (assistant principal, teachers, related service staff) and outside agencies if appropriate.

Response from the approved prior year Consolidated District Plan.

When determining the best interest of the school, the Assistant Superintendent for Educational Services will communicate with the child's team to determine the best placement possible. The POC will review all student records of the child, including all documents relating to tiered interventions, IEPs, section 504 plans, and EL/Bilingual services. Factors that will be considered include, but are not limited to: Access to home school, preference of the student, proximity of placement to school. Specialized factors that relate individually to each student will include: student's relationship to peers and adults at the school, length of drive from placement, placement of siblings, availability/quality of services needed for student (Special Education, EL/Bilingual), history of student's living situation and transiency. The teams shall include all relevant parties needed to determine the best solution for the student. A list of the above factors should be identified and discussed at a meeting in order to determine the best educational programming for the child. If appropriate, outside agencies join the team, including but not limited to DCFS, Foster care representatives, foster parents and any other child welfare agencies. District personnel involved include: Assistant Superintendent for Educational Services, Director of Transportation, school based team (assistant principal, teachers, related service staff) and outside agencies if appropriate.

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

See IDEA legislation hereSee Section 504 here

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation 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 child has an IEP or Section 504 plan, it must be ensured that all special education and related services and supports are being provided in the least restrictive placement for that child's unique needs, following what is described in the child's IEP/504. All of this is needed to ensure a free and appropriate public education. Such services includes special transportation that meets the student's identified needs. Special transportation must be considered when determining placement for a foster student, especially length of time on a vehicle (in accordance with IDEA guidelines).

Response from the approved prior year Consolidated District Plan.

If a child has an IEP or Section 504 plan, it must be ensured that all special education and related services and supports are being provided in the least restrictive placement for that child's unique needs, following what is described in the child's IEP/504. All of this is needed to ensure a free and appropriate public education. Such services includes special transportation that meets the student's identified needs. Special transportation must be considered when determining placement for a foster student, especially length of time on a vehicle (in accordance with IDEA guidelines).

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 Foster Care Transportation 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.

Children requiring EL services will be placed into a program that is educationally sound and evidence based. In accordance with Title VI and the EEOA, the district must ensure that all EL students receive programming where they are provided equal access to a rich a viable services and curriculum. Although a parent may opt out of EL/Bilingual Services, the district still has the obligation to support such students in general education classrooms and provide appropriate communication services to parents (translators, interpreters, language lines. . .) All of these factors must be considered when determining placement for a student with EL services/needs.

Response from the approved prior year Consolidated District Plan.

Children requiring EL services will be placed into a program that is educationally sound and evidence based. In accordance with Title VI and the EEOA, the district must ensure that all EL students receive programming where they are provided equal access to a rich a viable services and curriculum. Although a parent may opt out of EL/Bilingual Services, the district still has the obligation to support such students in general education classrooms and provide appropriate communication services to parents (translators, interpreters, language lines. . .) All of these factors must be considered when determining placement for a student with EL services/needs.

4. Describe the dispute resolution process should there be disagreement among parents, 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 through the resolution. NOTE: include that DCFS has the final say if a resolution cannot be determined.

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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.

While it is the goal of District 225 to meet the needs of all students and collaborate with all stakeholders, there may be times when group consensus is not achieved. In the case of a dispute resolution, the team members should meet and discuss all perspectives of the team, including data to support the decision. However, if a consensus cannot be reached, the ultimate decision lies with the child welfare agency. This person is the final decision maker and must utilize the following factors when making such a decision: safety, permanent placement, sibling placement and other components of the case plan. These factors should be discussed by the entire team, with equitable participation in order to ensure a comprehensive discord about what is best for the child. This process of collaboration and data gathering should be conducted in an expedited manner and a written explanation/plan should be provided to all parties. Until such decision/plan is made, the child shall remain in their school of origin and transportation should be provided by the school district. The district will collaborate with the child welfare agencies to develop a shared funding agreement for any additional costs accrued.

Response from the approved prior year Consolidated District Plan.

While it is the goal of District 225 to meet the needs of all students and collaborate with all stakeholders, there may be times when group consensus is not achieved. In the case of a dispute resolution, the team members should meet and discuss all perspectives of the team, including data to support the decision. However, if a consensus cannot be reached, the ultimate decision lies with the child welfare agency. This person is the final decision maker and must utilize the following factors when making such a decision: safety, permanent placement, sibling placement and other components of the case plan. These factors should be discussed by the entire team, with equitable participation in order to ensure a comprehensive discord about what is best for the child. This process of collaboration and data gathering should be conducted in an expedited manner and a written explanation/plan should be provided to all parties. Until such decision/plan is made, the child shall remain in their school of origin and transportation should be provided by the school district. The district will collaborate with the child welfare agencies to develop a shared funding agreement for any additional costs accrued.

*Required field

Transportation 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 in foster care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation 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.

Children in foster care may need a transportation plan in order to attend their school of origin. The Assistant Superintendent for Educational Services and the Director of Transportation will collaborate with the team members, including outside agencies to determine how transportation will be provided. The POCs will then arrange for, coordinate and pay for whatever transportation is need for the individual student(s) during their time in foster care. At such time, the school district will work with the child welfare agency to determine the sharing of additional costs that may be accrued for the student. A funding agreement will then be added to the transportation plan. 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.

Children in foster care may need a transportation plan in order to attend their school of origin. The Assistant Superintendent for Educational Services and the Director of Transportation will collaborate with the team members, including outside agencies to determine how transportation will be provided. The POCs will then arrange for, coordinate and pay for whatever transportation is need for the individual student(s) during their time in foster care. At such time, the school district will work with the child welfare agency to determine the sharing of additional costs that may be accrued for the student. A funding agreement will then be added to the transportation plan. The following factors should be considered when developing the transportation procedures for a student in foster care: 1. Safety 2. Duration of the need for services 3. The time/length of travel time for the student each day 4. Time of placement change 5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.) 6. Traffic patterns 7. Flexibility in school schedule 8. Impact of extracurricular activities on transportation options 9. Maturity and behavioral capacity of student

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

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

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

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

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

Be sure to include the funding options that should be considered when developing the transportation procedures for a student in foster care.

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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.

Funding or monetary factors will not play a role in determining transportation plans for foster students. The plan shall first and foremost address the child's safety, both physical and emotional and their academic needs. The district will collaborate with the child welfare agencies to develop a shared funding agreement for any additional costs accrued.

Response from the approved prior year Consolidated District Plan.

Funding or monetary factors will not play a role in determining transportation plans for foster students. The plan shall first and foremost address the child's safety, both physical and emotional and their academic needs. The district will collaborate with the child welfare agencies to develop a shared funding agreement for any additional costs accrued.

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 Foster Care Transportation 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.

In the event of a dispute on transportation, the child must remain in his or her school of origin while any dispute regarding transportation costs are being resolved (unless distance dictates otherwise). Prompt transportation is required in accordance with the Social Security Act and or IDEA. The team shall meet again to collaborate on what is the best interest of the student. Safety factors must be central to the discussion, so factors such as length of ride, bus stops, age of child, etc. . . must all be considered. The school district will pay for the transportation during the dispute so that there is not disruption of service to the child. However, the district will collaborate with the child welfare agencies to develop a shared funding agreement for any additional costs accrued.

Response from the approved prior year Consolidated District Plan.

In the event of a dispute on transportation, the child must remain in his or her school of origin while any dispute regarding transportation costs are being resolved (unless distance dictates otherwise). Prompt transportation is required in accordance with the Social Security Act and or IDEA. The team shall meet again to collaborate on what is the best interest of the student. Safety factors must be central to the discussion, so factors such as length of ride, bus stops, age of child, etc. . . must all be considered. The school district will pay for the transportation during the dispute so that there is not disruption of service to the child. However, the district will collaborate with the child welfare agencies to develop a shared funding agreement for any additional costs accrued.

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

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

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

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We will collaborate with the child welfare agency and the team to implement the transportation procedures for the student. Using the checklist above, the team will discuss each option, identifying the pros and cons to each option, as it relates to the child's safety and stability. During this time, the least restrictive and least disruptive transportation option will be implemented until the dispute is resolved. The school of origin is responsible for transportation while disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

We will collaborate with the child welfare agency and the team to implement the transportation procedures for the student. Using the checklist above, the team will discuss each option, identifying the pros and cons to each option, as it relates to the child's safety and stability. During this time, the least restrictive and least disruptive transportation option will be implemented until the dispute is resolved. The school of origin is responsible for transportation while disputes are being resolved.

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 Foster Care Transportation 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.

In District 225 we have a strict process for communicating unique student situations such as foster care. Once a district/building staff member is made aware of a foster care placement for a child, the Assistant Superintendent is alerted immediately. Paperwork is collected and a file is created for that student. A call to the child welfare and foster care parent is made to learn more about the specific situation of the child so that appropriate services can be set up if not already (tutoring, social work, free and reduced lunch application, etc. . .) The POCs then discuss the most immediate and available transportation option, taking into consideration the availability of buses, drivers, contracted companies, etc. . .

Response from the approved prior year Consolidated District Plan.

In District 225 we have a strict process for communicating unique student situations such as foster care. Once a district/building staff member is made aware of a foster care placement for a child, the Assistant Superintendent is alerted immediately. Paperwork is collected and a file is created for that student. A call to the child welfare and foster care parent is made to learn more about the specific situation of the child so that appropriate services can be set up if not already (tutoring, social work, free and reduced lunch application, etc. . .) The POCs then discuss the most immediate and available transportation option, taking into consideration the availability of buses, drivers, contracted companies, etc. . . This plan is discussed with the foster parent and child welfare agency so that transportation can begin as soon as the district is alerted to the foster child placement. The plan is then communicated with all parties. If there is a disagreement about the transportation plan, a meeting will be held to discuss the steps in number 5. All school personnel will be made aware of the transportation plan process via on part of an inservice in the fall or via an email notifying them that they can initiate the process if they become aware of a student who is eligible for such services.

*Required field

- 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 in Public Elementary and Secondary Schools on the U.S. Department of Education's website.

- 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

http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

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

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

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

<https://ilga.gov/commission/icar/admincode/044/04407000sections.html>

NO BINDING OBLIGATION

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

PROJECT

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

FUNDING

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

INVOLUNTARY TERMINATION

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

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/ grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Educations employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/ grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

- a) Publishing a statement:
 - 1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
 - 2) Specifying the actions that will be taken against employees for violations of such prohibition.
 - 3) Notifying the employee that, as a condition of employment on such contract or grant, the

- A) Abide by the terms of the statement; and
 - B) 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:
- 1) The dangers of drug abuse in the workplace;
 - 2) The grantees or contractors policy of maintaining a drug-free workplace;
 - 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 4) The penalties that may be imposed upon an employee for drug violations.
- c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
- f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

1. By checking the box 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.

v1.2019

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.

v1.2021

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.

v1.2021

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 certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

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

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

[Not calling IWAS Web Service](#)

Signature of School District Superintendent / Agency Administrator

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

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:

4/19/2022

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

This Application has not been submitted

Page Review Status Instructions

Expand All

Consolidated District Plan

Page Status

**Open Page
for editing**

[Consolidated District Plan](#)

Contact Information			OPEN	<input type="checkbox"/>
Needs Assessment and Programs			OPEN	<input type="checkbox"/>
Plan Specifics				
Needs Assessment Impact		OPEN		<input type="checkbox"/>
Stakeholders		OPEN		<input type="checkbox"/>
Private Schools Participation		OPEN		<input type="checkbox"/>
Preschool Coordination		OPEN		<input type="checkbox"/>
Student Achievement		OPEN		<input type="checkbox"/>
College and Career		OPEN		<input type="checkbox"/>
Professional Development		OPEN		<input type="checkbox"/>
Safe Learning Environment		OPEN		<input type="checkbox"/>
Title I Specific Pages				
Title I Specific - Part One	OPEN			<input type="checkbox"/>
Title I Specific - Part Two	OPEN			<input type="checkbox"/>
IDEA Specific Requirements		OPEN		<input type="checkbox"/>
Foster Care Transportation				
Foster Care Plan Contacts	OPEN			<input type="checkbox"/>
BID - School Stability	OPEN			<input type="checkbox"/>
Foster Care Transportation Plan	OPEN			<input type="checkbox"/>
Assurance Pages				
Plan Assurances		OPEN		<input type="checkbox"/>
State Assurances		OPEN		<input type="checkbox"/>
Debarment		OPEN		<input type="checkbox"/>
Lobbying		OPEN		<input type="checkbox"/>
GEPA 442		OPEN		<input type="checkbox"/>
AssurancesText		OPEN		<input type="checkbox"/>
Assurances		OPEN		<input type="checkbox"/>

Save

Selectable Application Print

Request Print Job

[_Consolidated District Plan](#)

Requested Print Jobs

[Requested by ryanbretag on 6/8/2022](#)

Completed Print Jobs

[Completed - ryanbretag on 6/1/2022 4:10:51 PM](#)