

eGrant Management System

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Applicant: GENESEO CUSD 228

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: GENESEO CUSD 228

Date Generated: 4/22/2026 12:00:30 PM

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Overview

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

PROGRAM:

Consolidated District Plan

PURPOSE:

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

BOARD GOALS:

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

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

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

FY 2027

Included

Programs:

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)

EL - Bilingual Service Plan (BSP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

IDEA, Part B - Flow-Through

IDEA, Part B - Preschool

Foster Care Transportation Plan

LEGISLATION:

[Every Student Succeeds Act \(ESSA\)](#)

[Individuals with Disabilities Education Act](#)

[Rehabilitation Act](#)

[Strengthening Career and Technical Education for the 21st Century Act](#)

[Workforce Innovation and Opportunity Act](#)

[Head Start Act](#)

[McKinney-Vento Homeless Assistance Act](#)

[Adult Education and Family Literacy Act](#)

[105 ILCS 5/ Illinois School Code Article 14C. Transitional Bilingual Education](#)

[23 Illinois Administrative Code 228 Transitional Bilingual Education](#)

DUE DATE:

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

Submission by April 1 is recommended.

DURATION:

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

AMENDMENTS:

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

INSTRUCTIONS:

Instructions in PDF format

COMMON ABBREVIATIONS:

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

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan

1. Contact Information for Person Completing This Form

Last Name*

Delgado

Phone*

309 945 0450

Extension

First Name*

Laura

Middle

Initial

Email*

ldelgado@geneseoschools.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)

There exist six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The district does not feel that these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity.

3. Bilingual Director (Administrator overseeing EL Services) Assurance

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

10

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

4. District Migrant Education Program Liaison

Last Name

Gronski

First Name

Tim

Middle Initial

Phone

309 945 0450

Extension

Email

tgronski@geneseoschools.org

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

5. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

*Required field, applicable for all funding sources

Amendments

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

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

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

*Required field, applicable for all funding sources

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

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

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

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

The District will work with state and local stakeholders to maximize federal resources from Title I, Title II Part A, Title IV Part A, IDEA Part B Flow-Through, and IDEA Part B-Preschool grants through meetings and transparency to get meaningful feedback. The District works closely with the Henry-Stark County special education cooperative for IDEA guidance and compliance.

Response from the approved prior year Consolidated District Plan.

The District will work with state and local stakeholders to maximize federal resources from Title I, Title II Part A, Title IV Part A, IDEA Part B Flow-Through, and IDEA Part B-Preschool grants through meetings and transparency to get meaningful feedback. The District works closely with the Henry-Stark Counties special education cooperative for IDEA guidance and compliance.

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

Braiding of Funds

- Yes No

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

Transfer of Funds

- Yes No

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

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

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

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

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

[[count] of 7500 maximum characters used)

The district reviewed our progress academically, behaviorally, and social-emotionally and determined we need to focus more on appropriate behaviors and SEL work related to unfinished learning as well as more proactive methods related to evidence-aligned instructional practices. Great academic growth and recovery has taken place.

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.

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

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

A. Title I, Part A - Improving Basic Programs

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

The district is working to be more intentional with our initial screening process and Response to Intervention once a student is identified. We are also working to be more uniform in our approaches across all three elementary buildings to ensure consistency and better transition for our students to the middle school. Our needs assessment data indicates that we need to focus resources on Reading Specialists, Reading aides, and English Language Development instruction. We also need access to better RTI resources that provide real time and adaptive results.

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

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

The district utilizes a Teaching and Learning Team to be more intentional with staff professional development. We are able to look at our building and district goals for student academic success for the year and align PD with them. The district also utilizes a mentoring program for new and new-to-the district staff members to improve performance and retention. Our needs assessment data indicates we need to continue to focus on understanding our collective assessment data for program evaluation and student progress monitoring through NWEA/MAP and ECRA.

G. Title III - LIEP

H. Title III - ISEP

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

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

The district is looking at ways to support our students who are struggling with severe social and emotional stress through curriculum and staff professional development. Our needs assessment data indicates we need more resources and professional development tied to social-emotional struggles. We also need to improve our support for English Language Learners through a more intentional and robust program of instruction in English Language Development. We are including academic enrichment as a core part of our WIN intervention block time in order to meet the needs of all students across a spectrum of learning.

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

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

Recent stakeholder feedback collected via an internal survey revealed an overall positive perception of the cooperative's role in supporting students and staff across member districts. Respondents consistently highlighted strengths in collaboration, student-centered services, and responsiveness of leadership and support staff. At the same time, important patterns emerged around staffing consistency, communication alignment, and cross-role collaboration that reflect areas needing strategic attention.

L. IDEA, Part B - Preschool

Recent stakeholder feedback collected via an internal survey revealed an overall positive perception of the cooperative's role in supporting students and staff across member districts. Respondents consistently highlighted strengths in collaboration, student-centered services, and responsiveness of leadership and support staff. At the same time, important patterns emerged around staffing consistency, communication alignment, and cross-role collaboration that reflect areas needing strategic attention.

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.

Through the development our our new Board Strategic Plan, the following goals align: 1) Promote a vibrant and dynamic district by expanding learning opportunities, raising student achievement, and supporting students and families; 2) Provide safe and inclusive environments that support the success of every student; 3) Invest in recruitment, professional development, and retention of teaching staff to support high-quality teaching and learning.

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

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

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent

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

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

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

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

[[count] of 7500 maximum characters used)

The District Leadership Team, including Staff, Principals, and District Administrators met in person on March 11, 2026 to review district plan and goals. We used a collaborative process that included consensus building activities to ensure equity of voice and perspective. Present at the meeting were: Laura Delgado - Superintendent, Sarah Boone - Administrator for Academic Interventionists and Coaches, Tom Ryerson - High School Principal, Nate O'Dell - Middle School Principal, Joe Mowen - Elementary Principal, Philip Moe - Elementary Principal, Brian Hofer - Elementary Principal, Casey Hanson - Special Education Coordinator, Monica Furlong - Special Education Coordinator, Alyson Anton - Teacher, Jennifer Johnson - Teacher, Skyler Schneider - Teacher, Jennifer Snodgrass - LBS1/Special Education Teacher, Andrea Snook - Teacher

Response from the prior year Consolidated District Plan.

March 14, 2025 Barry Snodgrass - School Board President, Tim Gronski - Director of Operations, Adam Brumbaugh - Superintendent, Joe Mowen - Administrator, Sharon Neumann - Parent/Teacher Association, Brian Hofer - Administrator, Title Director, Cassie Hanson - Special Education Director, Nate O'Dell - Administrator, Denise Ford - Social Worker, Allie Schnowski - Math Interventionist, Amy Medley - Reading Specialist, Javier Reyes - EL Director, Black Hawk College Members met in person on March 14, 2025. Those that could not meet in person had the opportunity to provide feedback ahead of time. Feedback given shaped the final plan submission through consensus building activities. The meeting was open to the public.

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

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

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

[[count] of 7500 maximum characters used)

We will follow our school district 6:170 AP1 and 6:170 AP2 policies for development, implementation, and maintenance of parent and family engagement for Title I programs. Meetings will be scheduled as needed with parents/guardians to discuss the district compacts. The following people will be considered for invites to the meeting: parents/guardians, staff members, school board members, and coordinators for our after school program. An agenda will be drafted with the following components to be considered: review of federal compliance, state of the district to identify district needs, and fund allotment. Parent and family engagement will include the following: 1. Parents and families shall be notified of communication procedures by accessing school board policy documents. Building Principals will communicate this through newsletters. 2. Each school will: a. Offer an annual meeting for parents of any child receiving title I services. b. Offer flexible meeting dates and times c. Seek parent input in the planning, review, and improvement of programs. d. Provide parents with timely data on the progress their child is making, a description of the services being provided, and an opportunity to meet if they want to suggest further ideas. To specifically engage English learner and immigrant parents and family members, the district will create a welcoming environment, offer accessible communication, and actively involve families in their children's education, while also recognizing and building upon their strengths.

Response from the prior year Consolidated District Plan.

We will follow our school district 6:170 AP1 and 6:170 AP2 policies for development, implementation, and maintenance of parent and family engagement for Title I programs. Meetings will be scheduled as needed with parents/guardians to discuss the district compacts. The following people will be considered for invites to the meeting: parents/guardians, staff members, school board members, and coordinators for our after school program. An agenda will be drafted with the following components to be considered: review of federal compliance, state of the district to identify district needs, and fund allotment. Parent and family engagement will include the following: 1. Parents and families shall be notified of communication procedures by accessing school board policy documents. Building Principals will communicate this through newsletters. 2. Each school will: a. Offer an annual meeting for parents of any child receiving title I services. b. Offer flexible meeting dates and times c. Seek parent input in the planning, review, and improvement of programs. d. Provide parents with timely data on the progress their child is making, a description of the services being provided, and an opportunity to meet if they want to suggest further ideas. To specifically engage English learner and immigrant parents and family members, the district will create a welcoming environment, offer accessible communication, and actively involve families in their children's

education, while also recognizing and building upon their strengths.

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

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

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

[[count] of 7500 maximum characters used)

The district has four very involved Parent Teacher Association groups that allow us to disseminate effective and timely information to our parents. We will continue to use their resources and networking ability to facilitate effective parent and family engagement. We also hold several family nights across the district to get more parents in our buildings. To specifically engage English learner and immigrant parents and family members, the district will create a welcoming environment, offer accessible communication, and actively involve families in their children's education, while also recognizing and building upon their strengths.

Response from the prior year Consolidated District Plan.

The district has four very involved Parent Teacher Association groups that allow us to disseminate effective and timely information to our parents. We will continue to use their resources and networking ability to facilitate effective parent and family engagement. We also hold several family nights across the district to get more parents in our buildings. To specifically engage English learner and immigrant parents and family members, the district will create a welcoming environment, offer accessible communication, and actively involve families in their children's education, while also recognizing and building upon their strengths.

Title I Requirement:

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

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

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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

Parent and Family Engagement

ESEA Section 1116(a)(2)

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

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

Resources:

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

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

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

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

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

How To Upload A FILE

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

Choose File

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

28-037-2280-26-Geneseo CUSD228-PFE Policy.pdf

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

*Required field

Private School Participation

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

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

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

Will Private Schools participate in the Program?

- Yes No

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
St. Malachy School	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text" value="12"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="109"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="109"/>	<input type="button" value="Choose File"/> No file chosen <input type="text" value="St Mals TitleGrantApplication2026-2027.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.

Through the development our our new Board Strategic Plan, the following goals align: 1) Promote a vibrant and dynamic district by expanding learning opportunities, raising student achievement, and supporting students and families; 2) Provide safe and inclusive environments that support the success of every student; 3) Invest in recruitment, professional development, and retention of teaching staff to support high-quality teaching and learning.

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)

The school district houses three pre-school programs at Northside elementary schools. The teachers are district employees and thus are provided with the same instructional resources and support to ensure student success. Supports include necessary resources, access to interventionists, additional school personnel, and aligned curriculum.All students leaving our pre-k program are given an end of the year kindergarten readiness assessment. This data is provided to their incoming kindergarten teachers. Students make visits to kindergarten classrooms throughout the school to ensure a smooth transition by familiarizing students with kindergarten staff, classrooms, and expectations.Throughout the school year the pre-k staff meet with the kindergarten staff to ensure a properly vertically aligned curriculum.

Response from the approved prior year Consolidated District Plan.

The school district houses three pre-school programs at Northside elementary schools. The teachers are district employees and thus are provided with the same instructional resources and support to ensure student success. Supports include necessary resources, access to interventionists, additional school personnel, and aligned curriculum.All students leaving our pre-k program are given an end of the year kindergarten readiness assessment. This data is provided to their incoming kindergarten teachers. Students make visits to kindergarten classrooms throughout the school to ensure a smooth transition by familiarizing students with kindergarten staff, classrooms, and expectations.Throughout the school year the pre-k staff meet with the kindergarten staff to ensure a properly vertically aligned curriculum.

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.

Through the development of our new Board Strategic Plan, the following goals align: 1) Promote a vibrant and dynamic district by expanding learning opportunities, raising student achievement, and supporting students and families; 2) Provide safe and inclusive environments that support the success of every student; 3) Invest in recruitment, professional development, and retention of teaching staff to support high-quality teaching and learning.

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)

District 228 plans for a well-rounded academic, social-emotional, and language curricula for all of our students in grades K-5. Teachers will work in professional learning teams whose primary purpose is to deliver instruction that supports student learning needs. This will include the use of personalized small groups for reading and math. Reading and writing workshop models will be used so that students receive instruction, resources, and feedback appropriate to their needs. Interventions for students who demonstrate a gap in their learning will be provided in a small group setting with texts at the student's instructional level. A focus on the six systems of language will provide the foundation for reading and writing interventions. The reading specialists will work in a coaching role in combination with co-teaching to support classroom teacher professional growth and learning as well as direct support to at-risk students. A mathematics workshop model will be found in classrooms that will allow for student interaction and learning with manipulatives, math talks, peer reviews, small group problem solving, real world problems, and independent practice. Math interventions will be done in the classroom during RTI time with Go-Math or with instructional aides. The support of reading and math interventionists enables teachers to group students heterogeneously and have the resources to support smaller group learning. The RTI time will operate as a structured support time for at-risk students in reading, math, language, and social-emotional development. For students who do not require extra support in these areas, the RTI time will allow for exploratory growth in the areas of reading, STEAM, and community service. District 228 uses inclusive practices for special education, ESL, and regular education supports. These practices allow for students to have peer models who encourage perseverance and a growth-mindset in learning. Intervention delivery will parallel this service model so that pull-out will occur as necessary, but the majority of the time will be spent in small groups in the classroom. The use of Second Step resources and our district-wide behavior matrix will provide a foundation for student social-emotional learning. Students receive lessons on internet safety, bullying, appropriate peer-to-peer interactions, and appropriate adult interactions. Support staff are also trained to help support the behavior matrix and to use common Second Step language. A well-rounded learning experience includes STEM and fine arts. Students have access to art, PE, and music 3 days a week. Students can collaborate on STEM projects in our new collaboration labs. We utilize NWEA MAP for assessing our students K-5. We utilize AIMS-Web and Skills Navigator as progress monitoring programs. Students can also use Go-Math and IXL for remediation.

Response from the prior year Consolidated District Plan.

District 228 plans for a well-rounded academic, social-emotional, and language curricula for all of our students in grades K-5. Teachers will work in professional learning teams whose primary purpose is to deliver instruction that supports student learning needs. This will include the use of personalized small groups for reading and math. Reading and writing workshop models will be used so that students receive instruction, resources, and feedback appropriate to their needs. Interventions for students who demonstrate a gap in their learning will be provided in a small group setting with texts at the student's instructional level. A focus on the six systems of language will provide the foundation for reading and writing interventions. The reading specialists will work in a coaching role in combination with co-teaching to support classroom teacher professional growth and learning as well as direct support to at-risk students. A mathematics workshop model will be found in classrooms that will allow for student interaction and learning with manipulatives, math talks, peer reviews, small group problem solving, real world problems, and independent practice. Math interventions will be done in the classroom during RTI time with Go-Math or with instructional aides. The support of reading and math interventionists enables teachers to group students heterogeneously and have the resources to support smaller group learning. The RTI time will operate as a structured support time for at-risk students in reading, math, language, and social-emotional development. For students who do not require extra support in these areas, the RTI time will allow for exploratory growth in the areas of reading, STEAM, and community service. District 228 uses inclusive practices for special education, ESL, and regular education supports. These practices allow for students to have peer models who encourage perseverance and a growth-mindset in learning. Intervention delivery will parallel this service model so that pull-out will occur as necessary, but the majority of the time will be spent in small groups in the classroom. The use of Second Step resources and our district-wide behavior matrix will provide a foundation for student social-emotional learning. Students receive lessons on internet safety, bullying, appropriate peer-to-peer interactions, and appropriate adult interactions. Support staff are also trained to help support the behavior matrix and to use common Second Step language. A well-rounded learning experience includes STEM and fine arts. Students have access to art, PE, and music 3 days a week. Students can collaborate on STEM projects in our new collaboration labs. Summer school is a time to address the "summer slide" for our neediest students. They are given a 6 week refresher in Math and Reading. We utilize NWEA MAP for assessing our students K-5. We utilize AIMS-Web and Skills Navigator as progress monitoring programs. Students can also use Go-Math and IXL for remediation.

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.

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([count] of 7500 maximum characters used)

1) All students k-8 will be given a benchmark and universal screeners during the school year. Data is nationally norm referenced to allow us to know if our students are meeting standards. 2) Teachers will monitor student performance in the classroom and notify building Principal. A data sheet will be filled out collaboratively and student will be assessed individually to find out specially their level. 3) Students who have previously received RTI services in previous years will be automatically benchmarked to ensure adequate progress is being made. 4) All new students will be given an individually administered benchmark assessment to find out their level to ensure the school is meeting their needs. Students who are not performing at grade level according to the benchmark exam will then be reassessed individually by a certified teacher to specifically identify their areas in need of improvement. This process will be done by using the researched based programs Fountas and Pinnell for reading skills, and AIMS web plus for math skills. Students who score below the nationally norm score of the 20th percentile will be in our Response to Intervention (RTI), and receive additional instruction through sequenced based interventions in their area of need(s). At the K-5 level, students who score between the 11th and 20th percentile will receive small group intervention and students scoring between the 0 and 9th percentile will receive intervention services 1 on 1. Students receiving RTI services will be progress monitored twice a month. The problem solving team will schedule monthly meetings to review student classroom and progress monitoring data to ensure students are receiving the support needed. Whole class universal assessments will be given in the winter and spring to ensure students are making adequate progress. The data obtained from the interim universal assessments will be analyzed and student support given in the same process as outlined above. At the 6-8 level, students who score below the 20th percentile will be provided with researched based interventions during an academic student assistance period (ASAP) by a certified teacher 5 days a week for 25 minutes a day. The problem solving team will schedule monthly meetings to review student classroom and progress monitoring data to ensure students are receiving the support needed. Whole class universal assessments will be given in the winter and spring to ensure students are making adequate progress. The data obtained from the interim universal assessments will be analyzed and student support given in the same process as outlined above.

Response from the prior year Consolidated District Plan.

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

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

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

([count] of 7500 maximum characters used)

At the K-5 level, students who are in need of support will be given interventions in their specific area of need. Students who score below the nationally norm score of the 20th percentile will be in our Response to Intervention (RTI), and receive additional instruction through sequenced based interventions in their area of need(s). Students who score between the 11th and 20th percentile will receive small group intervention and students scoring between the 0 and 9th percentile will receive intervention services 1 on 1. Students receiving RTI services will be progress monitored twice a month. The problem solving team will schedule monthly meetings to review student classroom and progress monitoring data to ensure students are receiving the support needed. Whole class universal assessments will be given in the winter and spring to ensure students are making adequate progress. The classroom teacher will be administering small group interventions targeting the specific standards needed. During this designated RTI time, an instructional aide will be in the classroom as well to provide additional support. This time is provided during the school day and in the classroom 3 days a week. If needed, a specific reading and math interventionist (certified teacher) will provide 1 on 1 instruction as needed. This intervention is provided for 30 minutes a day, 5 days a week during the school day. At the 6-8 level, students who score below the 20th percentile will be provided with with researched based interventions during an academic student assistance period (ASAP) by a certified teacher 5 days a week for 25 minutes a day. Interventions will be researched based and provided by a certified teacher in that specific content area.

Response from the prior year Consolidated District Plan.

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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)

Each year the problem solving team reviews district-wide data by standard. Student performance data is analyzed to ensure our Tier 1 instruction is meeting all student needs. For students in need of additional support, reading and math interventions are provided at each building. A variety of researched based interventions and resources will be utilized: Fluency: Read Naturally Levels, 6 minute solution, SRA Reading Mastery Fast Cycle, Corrective Reading: Decoding, Early Success Reading Intervention, Fountas and Pinnell LLI, Read Naturally- Online Comprehension: CARS (Comprehensive Assessment of Reading Strategies), STARS, Reading Mastery Classic Level, Reading Mastery Plus level 3, SRA Reading Mastery Fast Cycle, Corrective Reading Comprehension, Early Success Reading Intervention, Fountas and Pinnell LLI, Read Naturally- Online, MobyMax Phonics: Corrective Reading: Decoding, SRA Reading Mastery Fast Cycle, Reading Recovery, Read Naturally-Online Math: Saxon Math, Touch Math, Reflex Math -Online, Go-Math Intervention (Reteach), MobyMax At the K-5 level, students will receive services in one of two tiers: small group or 1 on 1. Small group interventions will target the specific area of need and administered by the classroom teacher a minimum of 3 times a week for 30 minutes each. 1 on 1 instruction will target the specific area of need and administered by the reading/math interventionist a minimum of 5 times a week for 30 minutes each. At the 6-8 level, students who score below the 20th percentile will be provided with with researched based interventions during an academic student assistance period (ASAP) by a certified teacher 5 days a week for 25 minutes a day. Interventions will be researched based and provided by a certified teacher in that specific content area.

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

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

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([count] of 7500 maximum characters used)

Building Principals will analyze student demographic data in comparison with class rosters. Class rosters will be balanced to ensure all students, regardless of their income or race, are given the best opportunity to succeed. If a disparity is discovered, a review will be conducted and changes in the class roster will be made. Geneseo has a rigorous evaluation process for teachers to ensure they teach all students to the highest standard. If teachers are underperforming,

they receive additional support and training to ensure all students are successful, including low-income and/or minority students. New, or inexperienced teachers, all receive coaching and mentoring by veteran, high-performing teachers, and we don't currently have any out-of-field teachers.

Response from the prior year Consolidated District Plan.

Building Principals will analyze student demographic data in comparison with class rosters. Class rosters will be balanced to ensure all students, regardless of their income or race, are given the best opportunity to succeed. If a disparity is discovered, a review will be conducted and changes in the class roster will be made. Geneseo has a rigorous evaluation process for teachers to ensure they teach all students to the highest standard. If teachers are underperforming, they receive additional support and training to ensure all students are successful, including low-income and/or minority students. New, or inexperienced teachers, all receive coaching and mentoring by veteran, high-performing teachers, and we don't currently have any out-of-field teachers.

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

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

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

([count] of 7500 maximum characters used)

The district employs a district librarian and a library assistant housed at each individual building. Students are provided with training on how to utilize search engines, digital citizenship, and keyboarding skills. The district has the technology capability for 1 on 1 devices K-12 through a variety of tools including mini ipads, ipads, chromebooks, and mac books.

Response from the prior year Consolidated District Plan.

The district employs a district librarian and a library assistant housed at each individual building. Students are provided with training on how to utilize search engines, digital citizenship, and keyboarding skills. The district has the technology capability for 1 on 1 devices K-12 through a variety of tools including mini ipads, ipads, chromebooks, and mac books.

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

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

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([count] of 7500 maximum characters used)

At the middle school students are placed in accelerated learning tracks based on their ability levels. At the elementary level, students who score at the 99 percentile level on the benchmark and universal assessments will be provided with academic content at their level. Students will be given the option of grade acceleration, if applicable, and targeted instruction at their ability level.

Response from the prior year Consolidated District Plan.

At the middle school students are placed in accelerated learning tracks based on their ability levels. At the elementary level, students who score at the 99 percentile level on the benchmark and universal assessments will be provided with academic content at their level. Students will be given the option of grade acceleration if applicable, and targeted instruction at their ability level.

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.

Through the development of our new Board Strategic Plan, the following goals align: 1) Promote a vibrant and dynamic district by expanding learning opportunities, raising student achievement, and supporting students and families; 2) Provide safe and inclusive environments that support the success of every student; 3) Invest in recruitment, professional development, and retention of teaching staff to support high-quality teaching and learning.

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.

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([count] of 7500 maximum characters used)

The Geneseo school district has a local partnership with Western Illinois and Blackhawk college to provide dual enrollment opportunities. Local businesses are also a part of the focus group held once every two years to identify specific trade skills needed for students to be successful in the workforce. The district also houses a work study program that affords students the opportunity to work in a field of their choice to gain practical experience to decide if that field is right for them. All 8th grade teachers fill out transition paperwork identifying student skill level(s), and strengths and weaknesses. This information is utilized by high school counselors for class placements of incoming freshman. The district facilitates effective transitions for students from middle grades to high school and from high school to postsecondary education by introducing summer bridge programs, providing early exposure to postsecondary options, and partnerships with colleges and businesses, while also focusing on academic preparedness, social-emotional support, and open communication with families.

Response from the approved prior year Consolidated District Plan.

The Geneseo school district has a local partnership with Western Illinois and Blackhawk college to provide dual enrollment opportunities. Local businesses are also a part of the focus group held once every two years to identify specific trade skills needed for students to be successful in the workforce. The district also houses a work study program that affords students the opportunity to work in a field of their choice to gain practical experience to decide if that field is right for them. All 8th grade teachers fill out transition paperwork identifying student skill level(s), and strengths and weaknesses. This information is utilized by high school counselors for class placements of incoming freshman. The district facilitates effective transitions for students from middle grades to high school and from high school to postsecondary education by introducing summer bridge programs, providing early exposure to postsecondary options, and partnerships with colleges and businesses, while also focusing on academic preparedness, social-emotional support, and open communication with families.

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.

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

([count] of 7500 maximum characters used)

The district takes great pride in working to ensure students are prepared with the necessary college and career ready skills. These skills are defined and articulated throughout courses at the high school level and documented on our online curriculum platform, ATLAS. Our counselors stay in contact with local trade businesses to ensure the skills being taught are in demand. The Geneseo school district has a local partnership with Western Illinois and Blackhawk college to provide dual enrollment opportunities. Local businesses are also a part of the focus group held once every two years to identify specific trade skills needed for students to be successful in the workforce. The district also houses a work study program that affords students the opportunity to work in a field of their choice to gain practical experience to decide if that field is right for them.

Response from the approved prior year Consolidated District Plan.

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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.

Through the development our our new Board Strategic Plan, the following goals align: 1) Promote a vibrant and dynamic district by expanding learning opportunities, raising student achievement, and supporting students and families; 2) Provide safe and inclusive environments that support the success of every student. Subgoal 1.3 specifically states we will invest in recruitment, professional development, and retention of teaching staff to support high quality teaching and learning.

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

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Training and support in trauma-informed practices, SEL approaches, and support for student behavior provided to staff. Training on best instructional practices for reading and math will be provided to staff.

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

NOT PROVIDING

G. Title III - LIEP

H. Title III - ISEP

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

NOT PROVIDING

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

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

A portion of the grant will be used for professional development. Goals and topics to be covered are tied to our goals and include autism, CPI, and de-escalation, and writing IEPs.

L. IDEA, Part B - Preschool

NOT PROVIDING

Legislative Requirement:

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

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

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

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.

Through the development our new Board Strategic Plan, the following goals align: 1) Promote a vibrant and dynamic district by expanding learning opportunities, raising student achievement, and supporting students and families; 2) Provide safe and inclusive environments that support the success of every student. Subgoal 2.3 specifically states we will ensure learning environments and supports address students' social, emotional, and behavioral needs; 3) Invest in recruitment, professional development, and retention of teaching staff to support high-quality teaching and learning.

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

i. reduce incidences of bullying and harassment;

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

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

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

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

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

([count] of 7500 maximum characters used)

Our district recognizes the importance of a positive school learning environment and that the most powerful learning environment is the classroom. It is a priority of our school district to keep students in the classroom as much as possible. With that being said we do recognize there are times a student is in need of additional discipline practices administered outside of the classroom. The schools in the district have the following discipline practices. 1) A district wide behavior expectation system has been created with input by teachers, administrators, social workers, and parents. The "behavior matrix" has been communicated to parents, and students are provided with examples of proper behavior throughout the school year. 2) The classroom management system is consistent throughout the building. Teachers are provided with support and training on how to handle student discipline in the classroom. If needed, a student is referred to the office. 3) The building Principal meets with the student and has them fill out a reflection sheet. Students are provided with additional interventions by school social worker if the same problem persists. Quarterly behavior reports will be ran by each building in the district. Data will be sorted using the subgroups defined above to allow for transparency of discipline procedures. If a disparity does present itself, the problem solving team will be tasked with designing a plan.

Response from the prior year Consolidated District Plan.

Our district recognizes the importance of a positive school learning environment and that the most powerful learning environment is the classroom. It is a priority of our school district to keep students in the classroom as much as possible. With that being said we do recognize there are times a student is in need of additional discipline practices administered outside of the classroom. The schools in the district have the following discipline practices. 1) A district wide behavior expectations has been created with input by teachers, administrators, social workers, and parents. The "behavior matrix" has been communicated to parents, and students are provided with examples of proper behavior throughout the school year. 2) The classroom management system is consistent throughout the building. Teachers are provided with support and training on how to handle student discipline in the classroom. If needed, a student is referred to the office. 3) The building Principal meets with the student and has them fill out a reflection sheet. Students are provided with additional interventions by school social worker if the same problem persists. Quarterly behavior reports will be ran by each building in the district. Data will be sorted using the subgroups defined above to allow for transparency of discipline procedures. If a disparity does present itself, the problem solving team will be tasked with designing a plan.

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

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

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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 homeless liaison will be contacted by building Principal if they suspect or are notified of students who are homeless. Students who are identified as being homeless will be given priority on expedited individual benchmark, free school supplies, and will be given the option of meeting with school social worker as needed for counseling. A referral to local outside agencies will be provided to parents for clothing, food, and outside school counseling services.

Response from the prior year Consolidated District Plan.

Our homeless liaison, Mr. Joe DePauw, will be contacted by building Principal if they suspect or are notified of students who are homeless. Students who are identified as being homeless will be given priority on expedited individual benchmark, free school supplies, and will be given the option of meeting with school social worker as needed for counseling. A referral to local outside agencies will be provided to parents for clothing, food, and outside school counseling services.

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 - GENESEO HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1002 - GENESEO MIDDLE SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2003 - MILLIKIN ELEM SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	05/14/26
2004 - NORTHSIDE ELEM SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	05/14/26
2005 - SOUTHWEST ELEM SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	05/14/26
3001 - ROCK RIVER COOP ALTERNATIVE SCH	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 Needs Assessment and Programs page and select Title I, save the page, and return to this page.

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

ISBE Goals:

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

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

- Through the development our new Board Strategic Plan, the following goals align: 1) Promote a vibrant and dynamic district by expanding learning opportunities, raising student achievement, and supporting students and families; 2) Provide safe and inclusive environments that support the success of every student; 3) Invest in recruitment, professional development, and retention of teaching staff to support high-quality teaching and learning.

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

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

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

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

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

No schools identified under this part

([count] of 7500 maximum characters used)

No schools identified under this part.

Response from the approved prior year Consolidated District Plan.

No schools identified under this part.

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

- Yes
- No

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

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

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

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)

Additional services are provided by having all students kindergarten through 8th grade take a Fall universal benchmark assessment that will outline their current level in reading, language arts skills, and mathematics by state standard. Teachers, in collaboration with the problem solving team, will review the data and make academic decisions. The problem solving team consists of the building Principal, social worker, school psychologists, and classroom teachers. Class performance on standards will be analyzed and specific state standards will be targeted based on the needs of the students in the classroom. Students who are not performing at grade level according to the benchmark exam will then be reassessed individually by a certified teacher to specifically identify their areas in need of improvement. This process will be done by using the researched based programs Fountas and Pinnell for reading skills, and AIMS web plus for math skills. Students who score below the nationally norm score of the 20th percentile will be in our Response to Intervention (RtI), and receive additional instruction through sequenced based interventions in their area of need(s). At the elementary level, students who score between the 11th and 20th percentile will receive small group intervention and students scoring between the 0 and 9th percentile will receive intervention services 1 on 1. Students receiving RtI services will be progress monitored twice a month. The problem solving team will schedule monthly meetings to review student classroom and progress monitoring data to ensure students are receiving the support needed. Whole class universal assessments will be given in the winter and spring to ensure students are making adequate progress.At the middle school level, students will be placed in an academic student assistance period (ASAP) for 25 minutes a day to administer appropriate services. Students receiving RtI services will be progress monitored twice a month. The problem solving team will schedule monthly meetings to review student classroom and progress monitoring data to ensure

students are receiving the support needed. Whole class universal assessments will be given in the winter and spring to ensure students are making adequate progress. At any point a teacher feels a student is in need of additional support, the teacher will contact the building Principal. In conjunction with the building Principal, a data review sheet will be filled out on the student, and an individual benchmark will be given to the student. The data will dictate the next steps by utilizing the procedures outline above. A variety of interventions and resources will be utilized: Fluency: Read Naturally Levels, 6 minute solution, SRA Reading Mastery Fast Cycle, Corrective Reading: Decoding, Early Success Reading Intervention, Fountas and Pinnell LLI, Read Naturally- Online Comprehension: CARs (Comprehensive Assessment of Reading Strategies), STARS, Reading Mastery Classic Level, Reading Mastery Plus level 3, SRA Reading Mastery Fast Cycle, Corrective Reading Comprehension, Early Success Reading Intervention, Fountas and Pinnell LLI, Read Naturally- Online, MobyMax Phonics: Corrective Reading: Decoding, SRA Reading Mastery Fast Cycle, Reading Recovery, Read Naturally-Online Math: Saxon Math, Touch Math, Reflex Math -Online, Go-Math Intervention (Reteach), MobyMax

Response from the approved prior year Consolidated District Plan.

Additional services are provided by having all students kindergarten through 8th grade will be given a Fall universal benchmark assessment that will outline their current level in reading, language arts skills, and mathematics by state standard. Teachers, in collaboration with the problem solving team, will review the data and make academic decisions. The problem solving team consists of the building Principal, social worker, school psychologists, and classroom teachers. Class performance on standards will be analyzed and specific state standards will be targeted based on the needs of the students in the classroom. Students who are not performing at grade level according to the benchmark exam will then be reassessed individually by a certified teacher to specifically identify their areas in need of improvement. This process will be done by using the researched based programs Fountas and Pinnell for reading skills, and AIMS web plus for math skills. Students who score below the nationally norm score of the 20th percentile will be in our Response to Intervention (RTI), and receive additional instruction through sequenced based interventions in their area of need(s). At the elementary level, students who score between the 11th and 20th percentile will receive small group intervention and students scoring between the 0 and 9th percentile will receive intervention services 1 on 1. Students receiving RTI services will be progress monitored twice a month. The problem solving team will schedule monthly meetings to review student classroom and progress monitoring data to ensure students are receiving the support needed. Whole class universal assessments will be given in the winter and spring to ensure students are making adequate progress. At the middle school level, students will be placed in an academic student assistance period (ASAP) for 25 minutes a day to administer appropriate services. Students receiving RTI services will be progress monitored twice a month. The problem solving team will schedule monthly meetings to review student classroom and progress monitoring data to ensure students are receiving the support needed. Whole class universal assessments will be given in the winter and spring to ensure students are making adequate progress. At any point a teacher feels a student is in need of additional support, the teacher will contact the building Principal. In conjunction with the building Principal, a data review sheet will be filled out on the student, and an individual benchmark will be given to the student. The data will dictate the next steps by utilizing the procedures outline above. A variety of interventions and resources will be utilized: Fluency: Read Naturally Levels, 6 minute solution, SRA Reading Mastery Fast Cycle, Corrective Reading: Decoding, Early Success Reading Intervention, Fountas and Pinnell LLI, Read Naturally- Online Comprehension: CARs (Comprehensive Assessment of Reading Strategies), STARS, Reading Mastery Classic Level, Reading Mastery Plus level 3, SRA Reading Mastery Fast Cycle, Corrective Reading Comprehension, Early Success Reading Intervention, Fountas and Pinnell LLI, Read Naturally- Online, MobyMax Phonics: Corrective Reading: Decoding, SRA Reading Mastery Fast Cycle, Reading Recovery, Read Naturally-Online Math: Saxon Math, Touch Math, Reflex Math -Online, Go-Math Intervention (Reteach), MobyMax

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)

All students kindergarten through 8th grade will be given a Fall universal benchmark assessment that will outline their current level in reading, language arts skills, and mathematics by state standard. Teachers, in collaboration with the problem solving team, will review the data and make academic decisions. The problem solving team consists of the building Principal, social worker, school psychologists, and classroom teachers. Class performance on standards will be analyzed and specific state standards will be targeted based on the needs of the students in the classroom. Students who are not performing at grade level according to the benchmark exam will then be reassessed individually by a certified teacher to specifically identify their areas in need of improvement. This process will be done by using the researched based programs Fountas and Pinnell for reading skills, and AIMS web plus for math skills. Students who score below the nationally norm score of the 20th percentile will be in our Response to Intervention (RTI), and receive additional instruction through sequenced based interventions in their area of need(s). Students who score between the 11th and 20th percentile will receive small group intervention and students scoring between the 0 and 9th percentile will receive intervention services 1 on 1. Students receiving RTI services will be progress monitored twice a month. The problem solving team will schedule monthly meetings to review student classroom and progress monitoring data to ensure students are receiving the support needed. Whole class universal assessments will be given in the winter and spring to ensure students are making adequate progress. Building Principals will contact parents of students who will be receiving additional interventions to gain their input and insight on how to best serve their child in the academic setting. Parents will be given quarterly reports outlining the progress of their students in RTI. At monthly meetings the problem solving team will ask how to best identify new students in need of additional support. Recommendations will be given and accepted as team feels fit.

Response from the approved prior year Consolidated District Plan.

All students kindergarten through 8th grade will be given a Fall universal benchmark assessment that will outline their current level in reading, language arts skills, and mathematics by state standard. Teachers, in collaboration with the problem solving team, will review the data and make academic decisions. The problem solving team consists of the building Principal, social worker, school psychologists, and classroom teachers. Class performance on standards will be analyzed and specific state standards will be targeted based on the needs of the students in the classroom. Students who are not performing at grade level according to the benchmark exam will then be reassessed individually by a certified teacher to specifically identify their areas in need of improvement. This process will be done by using the researched based programs Fountas and Pinnell for reading skills, and AIMS web plus for math skills. Students who score below the nationally norm score of the 20th percentile will be in our Response to Intervention (RTI), and receive additional instruction through sequenced based interventions in their area of need(s). Students who score between the 11th and 20th percentile will receive small group intervention and students scoring between the 0 and 9th percentile will receive intervention services 1 on 1. Students receiving RTI services will be progress monitored twice a month. The problem solving team will schedule monthly meetings to review student classroom and progress monitoring data to ensure students are receiving the support needed. Whole class universal assessments will be given in the winter and spring to ensure students are making adequate progress. Building Principals will contact parents of students who will be receiving additional interventions to gain their input and insight on how to best serve their child in the academic setting. Parents will be given quarterly reports outlining the progress of their students in RTI. At monthly meetings the problem solving team will ask how to best identify new students in need of additional support. Recommendations will be given and accepted as team feels fit.

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

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

ISBE Goals:

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

- Through the development our our new Board Strategic Plan, the following goals align: 1) Promote a vibrant and dynamic district by expanding learning opportunities, raising student achievement, and supporting students and families; 2) Provide safe and inclusive environments that support the success of every student; 3) Invest in recruitment, professional development, and retention of teaching staff to support high-quality teaching and learning.

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.

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([count] of 7500 maximum characters used)

Information from the Needs Assessment identified areas requiring targeted improvement in the following areas - 1) staffing consistency and service reliability, specifically within social work services; 2) communication alignment and clarity; 3) role clarity and cross-disciplinary collaboration. Strategies for addressing these needs include: 1) Provide Crisis Prevention Institute (CPI) training to all staff to improve behavior management consistency, 2) Maintain Infinitec membership to support structured, individualized professional learning pathways ("Learning Strands") aligned to grade level, content area, and district-identified priorities, 3) targeted professional development in IEP goal writing and compliance, data collection and progress monitoring practices, functional behavioral assessments and development of behavior intervention plans, paraprofessional collaboration and instructional support strategies, and autism-specific training for general education staff.

Response from the approved prior year Consolidated District Plan.

Information gleaned from the FY24 special education needs assessment are used to direct the FY25 professional development, and for servicing specific areas of concern. Specifically, one main focus for the FY25 school term will be the training related to the "Restraint and Seclusion Rules" put into place April 2020. Crisis Prevention (CPI) training will be given to all staff members, and the district will have someone trained as the trainer for the district. To help with the strategies and understanding of how to address the achievement gaps membership to Infinitec was purchased and staff will have developed "Learning Strands" specific to their grade level(s) taught, content areas, job assignment(s), and district targeted areas. These strands will be done thru Webinars and specific to the areas of need. Other professional development will be provided related to retraining the MTSS building teams, and other topics identified by the needs assessment that are district specific.

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)

Our Districts IDEA Part B Flow Thru and Preschool grant monies are used to fund our special education programs and services provided by our Cooperative, Henry-Stark Counties Special Education District 801. Specifically, the services that monies are allocated for are:-Speech & Language Pathology-School Social Worker-School Psychologist-Physical & Occupational Therapy-Life-Skills/Low Incidence Programs K-12-Behavioral Day-School Program K-12-Board Certified Behavior AnalystThis is not an all-inclusive list of the services provided by HSCSED, but the majority of the grant monies goes towards the services listed.

Response from the approved prior year Consolidated District Plan.

Our Districts IDEA Part B Flow Thru and Preschool grant monies are used to fund our special education programs and services provided by our Cooperative, Henry-Stark Counties Special Education District 801. Specifically, the services that monies are allocated for are:-Speech & Language Pathology-School Social Worker-School Psychologist-Physical & Occupational Therapy-Life-Skills/Low Incidence Programs K-12-Behavioral Day-School Program K-12-Board Certified Behavior AnalystThis is not an all-inclusive list of the services provided by HSCSED, but the majority of the grant monies goes towards the services listed.

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 are no identified changes in the scope or nature of services from the prior fiscal year at this time.

Response from the approved prior year Consolidated District Plan.

There are no identified changes in the scope or nature of services from the prior fiscal year at this time.

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

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

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

([count] of 7500 maximum characters used)

Geneseo CUSD #228 has one area that funds will target: indicator #6, ECSE programming. IDEA Funds will be utilized to create at least one more section of Blended ECSE, allowing special education 3-5-year-olds to be with their non-disabled peers, increasing the percentage of students within the targeted range.

*Required field

Overview

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

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

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

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

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

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

Contact Information

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
Ford	Denise	School Social Worker	dford@geneseoschools.org
Phone*			
309	945	0450	

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

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Gronski	Tim	Assistant Superintendent/CSBO	tgronski@geneseoschools.org
Phone*			
309	945	0450	

[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 student's placement if the student becomes a Youth in Care or changes residences while they are a Youth in Care. Include the positions of all district personnel and other stakeholders involved.*

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

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

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

An SEA, in collaboration with the State or tribal child welfare agency, must ensure that in determining whether it is in a child's best interest to remain in his or her school of origin, an LEA takes into consideration all factors relating to a child's best interest. These factors include the appropriateness of the current educational setting and proximity of placement. (ESEA section 1111(g)(1)(E)(i)). SEAs, LEAs, and child welfare agencies have flexibility in determining which factors should be considered as part of evaluating the appropriateness of the current educational setting, as well as any additional factors that pertain to a child's best interest. Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors may include: Preferences of the child; Preferences of the child's parent(s) or education decision maker(s); The child's attachment to the school, including meaningful relationships with staff and peers; Placement of the child's sibling(s); Influence of the school climate on the child, including safety; The availability and quality of the services in the school to meet the child's educational and socio-emotional needs; History of school transfers and how they have impacted the child; How the length of the commute would impact the child, based on the child's developmental stage; Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA. Transportation costs should not be considered when determining a child's best interest, which is consistent with the program instruction released by HHS subsequent to the passage of the Fostering Connections Act.

Response from the approved prior year Consolidated District Plan.

An SEA, in collaboration with the State or tribal child welfare agency, must ensure that in determining whether it is in a child's best interest to remain in his or her school of origin, an LEA takes into consideration all factors relating to a child's best interest. These factors include the appropriateness of the current educational setting and proximity of placement. (ESEA section 1111(g)(1)(E)(i)). SEAs, LEAs, and child welfare agencies have flexibility in determining which factors should be considered as part of evaluating the appropriateness of the current educational setting, as well as any additional factors that pertain to a child's best interest. Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors may include: Preferences of the child; Preferences of the child's parent(s) or education decision maker(s); The child's attachment to the school, including meaningful relationships with staff and peers; Placement of the child's sibling(s); Influence of the school climate on the child, including safety; The availability and quality of the services in the school to meet the child's educational and socio-emotional needs; History of school transfers and how they have impacted the child; How the length of the commute would impact the child, based on the child's developmental stage; Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA. Transportation costs should not be considered when determining a child's best interest, which is consistent with the program instruction released by HHS subsequent to the passage of the Fostering Connections Act.

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

See IDEA legislation here See Section 504 here

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

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

A significant percentage of children in foster care are receiving special education services; several studies show that children in foster care are between 2.5 and 3.5 times more likely to be receiving special education services than their peers not in foster care. Research also suggests that children in foster care who are receiving special education services tend to change schools more frequently than children receiving special education services who are not in foster care. The IDEA Part B (IDEA or Part B) is the Federal law that assists States, and through them, local school districts in providing special education and related services to children with disabilities. Under Part B States and school districts must make a free appropriate public education (FAPE) available to all eligible children with disabilities in the least restrictive environment (LRE). FAPE under IDEA includes the provision of special education and related services at no cost to the parents in accordance with a properly developed individualized education program (IEP). LRE means that to the maximum extent appropriate, children with disabilities are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that the child cannot be educated satisfactorily in regular classes with the provision of supplementary aids and services. While IDEA presumes that the first placement option considered for each child with a disability is the regular classroom with appropriate supplementary aids and services, there is no one size fits all approach. School districts must make available a range of placement options to meet the needs of children with disabilities for special education and related services, including regular classes, special classes, separate schools, home instruction, and instruction in hospitals and institutions. Under the IDEA, each child's placement decision must be made by a group of knowledgeable persons, including the child's parents. This group may also include staff from a child welfare agency. The IDEA requires that the educational placement of each eligible child with a disability, including children with disabilities in foster care, be determined at least annually, and be based on the child's IEP in accordance with the child's individual needs. Unless the child's IEP requires some other arrangement, the child is educated in the school that he or she would attend if not disabled. In 2013, ED's Office of Special Education and Rehabilitation Services released a DCL23 on highly mobile children with disabilities, which highlighted several important issues that are relevant to educational stability for children in foster care. The DCL emphasized timely and expedited evaluations and eligibility determinations for highly mobile children with disabilities, and clarified that such children must have access to comparable services (including summer and other extended school year services, if applicable). Students with disabilities who are eligible for services under the IDEA are also protected by Section 504, a Federal law that prohibits discrimination on the basis of disability by recipients of Federal financial assistance, including public schools. School districts also must provide FAPE under Section 504 to students who have disabilities, regardless of whether they are eligible for services under the IDEA. FAPE under Section 504 includes the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, and that include adherence to specific procedural requirements. An IEP developed and implemented in accordance with the IDEA is one means of meeting the Section 21 Ibid. Note that this definition includes a child's foster parent, unless State law, regulations, or contractual obligations with a State or local entity prohibit a foster parent from acting as a parent. Students with disabilities who are in foster care are also protected by Title II of the Americans with Disabilities Act of 1990 (Title II), which prohibits disability discrimination by public entities, including public schools, regardless of whether they receive Federal financial assistance. School districts often develop written plans, commonly referred to as Section 504 Plans, for students with disabilities who receive services under Section 504. Even if a student does not require special education services and does not have an IEP, he or she may nevertheless be a student with a disability under Section 504 and be entitled to receive related aids and services under a Section 504 Plan. As is true under the IDEA, Section 504 also requires that, to the maximum extent appropriate, students with disabilities be educated in the regular educational environment, unless they cannot be educated satisfactorily in that environment with the use of supplementary aids and services.

Response from the approved prior year Consolidated District Plan.

A significant percentage of children in foster care are receiving special education services; several studies show that children in foster care are between 2.5 and 3.5 times more likely to be receiving special education services than their peers not in foster care. Research also suggests that children in foster care who are receiving special education services tend to change schools more frequently than children receiving special education services who are not in foster care. The IDEA Part B (IDEA or Part B) is the Federal law that assists States, and through them, local school districts in providing special education and related services to children with disabilities. Under Part B States and school districts must make a free appropriate public education (FAPE) available to all eligible children with disabilities in the least restrictive environment (LRE). FAPE under IDEA includes the provision of special education and related services at no cost to the parents in accordance with a properly developed individualized education program (IEP). LRE means that to the maximum extent appropriate, children with disabilities are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that the child cannot be educated satisfactorily in regular classes with the provision of supplementary aids and services. While IDEA presumes that the first placement option considered for each child with a disability is the regular classroom with appropriate supplementary aids and services, there is no one size fits all approach. School districts must make available a range of placement options to meet the needs of children with disabilities for special education and related services, including regular classes, special classes, separate schools, home instruction, and instruction in hospitals and institutions. Under the IDEA, each child's placement decision must be made by a group of knowledgeable persons, including the child's parents. This group may also include staff from a child welfare agency. The IDEA requires that the educational placement of each eligible child with a disability, including children with disabilities in foster care, be determined at least annually, and be based on the child's IEP in accordance with the child's individual needs. Unless the child's IEP requires some other arrangement, the child is educated in the school that he or she would attend if not disabled. In 2013, ED's Office of Special Education and Rehabilitation Services released a DCL23 on highly mobile children with disabilities, which highlighted several important issues that are relevant to educational stability for children in

foster care. The DCL emphasized timely and expedited evaluations and eligibility determinations for highly mobile children with disabilities, and clarified that such children must have access to comparable services (including summer and other extended school year services, if applicable). Students with disabilities who are eligible for services under the IDEA are also protected by Section 504, a Federal law that prohibits discrimination on the basis of disability by recipients of Federal financial assistance, including public schools. School districts also must provide FAPE under Section 504 to students who have disabilities, regardless of whether they are eligible for services under the IDEA. FAPE under Section 504 includes the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, and that include adherence to specific procedural requirements. An IEP developed and implemented in accordance with the IDEA is one means of meeting the Section 21 Ibid. Note that this definition includes a child's foster parent, unless State law, regulations, or contractual obligations with a State or local entity prohibit a foster parent from acting as a parent. Students with disabilities who are in foster care are also protected by Title II of the Americans with Disabilities Act of 1990 (Title II), which prohibits disability discrimination by public entities, including public schools, regardless of whether they receive Federal financial assistance. School districts often develop written plans, commonly referred to as Section 504 Plans, for students with disabilities who receive services under Section 504. Even if a student does not require special education services and does not have an IEP, he or she may nevertheless be a student with a disability under Section 504 and be entitled to receive related aids and services under a Section 504 Plan. As is true under the IDEA, Section 504 also requires that, to the maximum extent appropriate, students with disabilities be educated in the regular educational environment, unless they cannot be educated satisfactorily in that environment with the use of supplementary aids and services.

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

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

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

Some children in foster care are also English learners (ELs)-students identified as having limited English proficiency in speaking, listening, reading, or writing English through procedures established by school districts. Title VI27 and the Equal Educational Opportunities Act of 1974 (EEOA) require public schools to ensure that all EL students, including EL students in foster care, can participate meaningfully and equally in educational programs. In order to meet their obligations under Title VI and the EEOA, LEAs must: Identify and assess all potential EL students in a timely, valid, and reliable manner; Provide EL students with a language assistance program that is educationally sound and proven successful; Sufficiently staff and support the language assistance programs for EL students; Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities; Avoid unnecessary segregation of EL students; Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in these evaluations and delivery of services; Meet the needs of EL students who opt out of language assistance programs; Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied.; Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time; Ensure meaningful communication with limited English proficient (LEP) parents. Additional information about States' and school districts' legal obligations under Title VI and the EEOA can be found in a DCL about EL students and LEP parents jointly released by the Department of Education and Department of Justice.

Response from the approved prior year Consolidated District Plan.

Some children in foster care are also English learners (ELs)-students identified as having limited English proficiency in speaking, listening, reading, or writing English through procedures established by school districts. Title VI27 and the Equal Educational Opportunities Act of 1974 (EEOA) require public schools to ensure that all EL students, including EL students in foster care, can participate meaningfully and equally in educational programs. In order to meet their obligations under Title VI and the EEOA, LEAs must: Identify and assess all potential EL students in a timely, valid, and reliable manner; Provide EL students with a language assistance program that is educationally sound and proven successful; Sufficiently staff and support the language assistance programs for EL students; Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities; Avoid unnecessary segregation of EL students; Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in these evaluations and delivery of services; Meet the needs of EL students who opt out of language assistance programs; Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied.; Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time; Ensure meaningful communication with limited English proficient (LEP) parents. Additional information about States' and school districts' legal obligations under Title VI and the EEOA can be found in a DCL about EL students and LEP parents jointly released by the Department of Education and Department of Justice.

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

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

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

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

We collaborated with child welfare agencies to develop a dispute resolution process at the local level for parties to address disagreements over the best interest determination decision. Since the best interest determination process represents input from multiple parties, this clear dispute resolution process helps to clarify a complicated process and enable parents and families to address disagreements about school placement in an orderly manner. The dispute resolution process is fair to all parties and reaches in an expeditious manner. If not, a mediator may be utilized. DCFS has the final say if a resolution cannot be determined. Once the decision is made, a written explanation is provided to all involved parties. The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved.

Response from the approved prior year Consolidated District Plan.

We collaborated with child welfare agencies to develop a dispute resolution process at the local level for parties to address disagreements over the best interest determination decision. Since the best interest determination process represents input from multiple parties, this clear dispute resolution process helps to clarify a complicated process and enable parents and families to address disagreements about school placement in an orderly manner. The dispute resolution process is fair to all parties and reaches in an expeditious manner. If not, a mediator may be utilized. DCFS has the final say if a resolution cannot be determined. Once the decision is made, a written explanation is provided to all involved parties. The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved.

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

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

Appropriate school personnel receive annual information and training from the district or its designee.

*Required field

Youth in Care Stability Plan Development

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

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

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

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

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

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

Transportation will be determined and coordinated by Tim Gronski, our CSBO and transportation director. The following factors should be considered when developing the Transportation Procedures for a foster care student: Safety; Duration; Time of placement change; Type of transportation available; Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity.

Response from the approved prior year Consolidated District Plan.

Transportation will be determined and coordinated by Tim Gronski, our CSBO and transportation director. The following factors should be considered when developing the Transportation Procedures for a foster care student: Safety; Duration; Time of placement change; Type of transportation available; Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity.

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

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

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

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

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

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

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

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

Funding will be taken out of the appropriate line item and budgetary fund based on the student's specific needs. Funding options include: Title IV-E, Title I, or if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE).

Response from the approved prior year Consolidated District Plan.

Funding will be taken out of the appropriate line item and budgetary fund based on the student's specific needs. Funding options include: Title IV-E, Title I, or if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE).

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

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

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

Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. A process to Consider if Agreement Cannot Be Reached: The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved.

Response from the approved prior year Consolidated District Plan.

Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. A process to Consider if Agreement Cannot Be Reached: The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved.

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

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

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

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

The School of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

The School of Origin (SOO) is responsible for the transportation while all 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 Youth in Care Stability Plan needs.

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

The district will ensure that all school personnel are aware of this transportation plan process so they can initiate the process if they become aware of a student who is eligible for such services through professional development held at the beginning of the school year.

Response from the approved prior year Consolidated District Plan.

The district will ensure that all school personnel are aware of this transportation plan process so they can initiate the process if they become aware of a student who is eligible for such services through professional development held at the beginning of the school year.

*Required field

BSP Overview

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

BSP Contact Information

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

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

Last Name*

Phone*

First Name*

Middle
Initial

Email*

EL Program Director Requirements:

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

*Required field

Attendance Center Enrollment Information

Instructions

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

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

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

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

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

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

PROFESSIONAL DEVELOPMENT ACTIVITIES

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

*The required professional development will be provided.

Yes

No

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

*Required field

BSP TBE Requirements[Instructions](#)

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

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes No

*Required field

TBE Parent Advisory Committee[Instructions](#)

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

Does your district offer a TBE program?

Yes
No

- 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.

05/14/2026

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

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

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

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

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

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

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

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

NO BINDING OBLIGATION

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

PROJECT

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

FUNDING

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

INVOLUNTARY TERMINATION

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

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

GENERAL CERTIFICATIONS AND ASSURANCES

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

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

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

- ii) Specifying the actions that will be taken against employees for violations of such prohibition.
 - iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
 - 1) Abide by the terms of the statement; and
 - 2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
 - b) Establishing a drug-free awareness program to inform employees about:
 - i) The dangers of drug abuse in the workplace;
 - ii) The grantees or contractors policy of maintaining a drug-free workplace;
 - iii) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - iv) The penalties that may be imposed upon an employee for drug violations.
 - c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
 - d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
 - e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
 - f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
 - g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

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

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Certification Regarding Lobbying

Instructions

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

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

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

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GEPA 442 Assurances

Instructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably. "GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant," "award," and "project" may be used interchangeably.

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

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

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Assurances

Instructions

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

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

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

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

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

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

v.02.17.2026

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:

3/23/2026

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

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"/>
Parent and Family Engagement		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"/>
Youth in Care Stability Plan			
Youth in Care Stability Plan Contacts	OPEN		<input type="checkbox"/>
Best Interest Determination Plan	OPEN		<input type="checkbox"/>
Youth In Care Transportation Plan	OPEN		<input type="checkbox"/>
Bilingual Service Plan			
BSP Plan Specifics			
BSP Program Contact	OPEN		<input type="checkbox"/>
Attendance Center Enrollment Information	OPEN		<input type="checkbox"/>
BSP Professional Development	OPEN		<input type="checkbox"/>
BSP TBE Requirements	OPEN		<input type="checkbox"/>
BSP Parent Advisory Committee	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"/>

Save

