



# **BOARD OF EDUCATION AGENDA AND BOARD PACKET**

**SPECIAL BOARD MEETING  
MONDAY, JULY 8, 2019 @ 6:00 P.M.  
PEOTONE HIGH SCHOOL - MEDIA CENTER**



**PEOTONE COMMUNITY UNIT SCHOOL DISTRICT 207U  
SPECIAL BOARD MEETING  
MONDAY, JULY 8, 2019 AT 6:00 P.M.  
PEOTONE HIGH SCHOOL - MEDIA CENTER**

- I. CALL TO ORDER AT:**
- II. PLEDGE TO THE FLAG:**
- III. ROLL CALL:**
- IV. OPPORTUNITY FOR VISITORS TO SPEAK:**

**V. FOR ACTION:**

**Report No. 1:** Approval of the Teachers' Contract for  
2019 through 2023 .....

**Report No. 2:** Approval of Classified Staff Increase who are not Covered in the  
Approved Teachers' Contract .....

**Report No. 3:** Approval of the Consolidated District Plan. ....

**Report No. 4:** Approval of an Amended ESY Rate of Pay (18-19).....

**Report No. 5:** Personnel: Approval of the Contracts of  
Administrative and Directors. ....

**VI. ADMINISTRATION REPORTS:**

**VII. EXECUTIVE SESSION:**

For the purpose of the appointment, employment, compensation, discipline, performance, or dismissal of specific employees or legal counsel; collective negotiating matters; presentation of evidence or testimony as authorized by law; purchase, lease, or sale of real or publicly owned property; investment contracts; security procedures which may include personnel; student disciplinary cases; litigation; issues under the Tort Immunity Act; professional ethics or performance; board self-evaluation; selection to fill a public office; and/or the discussion of previously closed minutes. **THERE MAY BE OR MAY NOT BE ACTION FOLLOWING THE EXECUTIVE SESSION.**

**VIII. OTHER:**

**IX. ADJOURNMENT:**

## **FOR ACTION:**

### **REPORT NO. 1:**

**FOR ACTION:**      **APPROVAL OF THE TEACHERS' CONTRACT FOR 2019-2023.**

The Board will need a motion to approve the **Teachers' Contract for the years 2019 through 2023.**

**MOTION REQUIRED:**      **ROLL CALL VOTE.**

### **REPORT NO. 2:**

**FOR ACTION:**      **APPROVAL OF THE CLASSIFIED STAFF INCREASE WHO ARE NOT COVERED IN THE APPROVED TEACHERS' CONTRACT.**

The Board will need a motion for approval of the **Classified Staff Increase who are not covered in the Approved Teachers' Contract.**

**MOTION REQUIRED:**      **ROLL CALL VOTE.**

### **REPORT NO. 3:**

**FOR ACTION:**      **APPROVAL OF THE CONSOLIDATED DISTRICT PLAN.**

The Board will need a motion for approval of the **Consolidated District Plan.** In accordance with the Every Student Succeeds Act (ESSA) legislation, and because we receive federal funds under Title I, Title II, Title IV and IDEA, we are required to submit a Board approved Consolidation District Plan to the Illinois State Board of Education in order to apply for this year's fiscal grants.

**MOTION REQUIRED:**      **ROLL CALL VOTE.**

### **REPORT NO 4:**

**FOR ACTION:**      **APPROVAL OF THE AMENDED ESY RATE OF PAY.**

The Board will need a motion for the **Approval of Amended ESY Rate of Pay** for Paraprofessionals for 2018-2019 extended school year. The Board previously approved ESY rate of pay for Paraprofessionals at the February 20, 2019 regular board meeting at \$14.00 per hour. However, for a few paraprofessionals, that is not a significant increase from their typical pay rate. Therefore, ESY Paraprofessionals will be paid \$14.00 per hour or \$1.00 more than their normal hourly rate, whichever is the higher prevailing wage.

**MOTION REQUIRED:**      **ROLL CALL VOTE.**

## **REPORT NO. 5:**

**FOR ACTION:**      **PERSONNEL:** (\*Contingent upon receipt and evaluation of Employment documentation required by the District and the Illinois State Board of Education\*)

The Board will need a motion for approval of the Administrative and Director contracts.

### **Administrative Contracts:**

Mr. Chris Gibson, Assistant Principal-PJHS/Athletic Director PHS  
Mrs. Wendy Bean, Assistant Principal PHS

### **Director Contracts:**

Mr. Dave Osborne, Director of Building and Grounds  
Mrs. Jennifer Haag, Director of Transportation

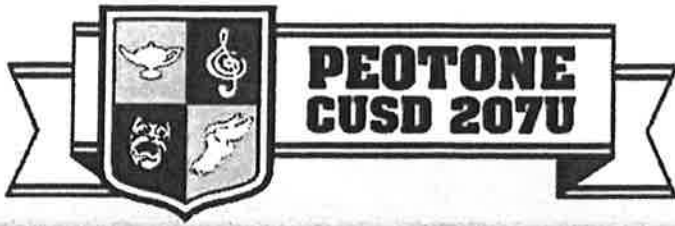
## **ADMINISTRATION REPORTS:**

### **EXECUTIVE SESSION:**

For the purpose of the appointment, employment, compensation, discipline, performance, or dismissal of specific employees or legal counsel; collective negotiating matters; presentation of evidence or testimony as authorized by law; purchase, lease, or sale of real or publicly owned property; investment contracts; security procedures which may include personnel; student disciplinary cases; litigation; issues under the Tort Immunity Act; professional ethics or performance; board self-evaluation; selection to fill a public office; and/or the discussion of previously closed minutes. **THERE MAY OR MAY NOT BE ANY ACTION FOLLOWING THE EXECUTIVE SESSION.**

### **OTHER:**

### **ADJOURNMENT:**



District Office  
212 West Wilson Street  
Peotone, IL 60468  
Tel: 708-258-0991  
Fax: 708-258-0994  
[www.peotoneschools.org](http://www.peotoneschools.org)

**July 8, 2019**

**To: Board of Education – Peotone CUSD 207U  
Mr. Steve Stein, Superintendent of Schools**

**From: Dr. Charles J. Vitton, Assistant Superintendent** *W*

**RE: ACTION REPORT – Consolidated District Plan**

In accordance with the Every Student Succeeds Act (ESSA) legislation, and because we receive federal funds under Title I, Title II, Title IV, and IDEA, we are required to submit a Board approved Consolidated District Plan to the Illinois State Board of Education in order to apply for this year's fiscal grants.

Attached you will find this year's Consolidated District Plan for your approval.

[Close Printer Friendly Page](#)
**Applicant:** PEOTONE CUSD 207U**County:** Will**Consolidated District Plan** ▼**Application:** 2019-2020 Consolidated District Plan - 00**Cycle:** Original Application[Printer-Friendly](#)[Click to Return to Application Select](#)**Project Number:** 20-CDP-00-56-099-207U-26**Overview****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:** *Every child in each public school system in the State of Illinois deserves to attend a system wherein:*

- \* All kindergartners are assessed for readiness.
- \* Ninety percent or more of third-grade students are reading at or above grade level.
- \* Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- \* Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- \* Ninety percent or more of students graduate from high school ready for college and career.
- \* All students are supported by highly prepared and effective teachers and school leaders.
- \* Every school offers a safe and healthy learning environment for all students.

**FY2020  
INCLUDED  
PROGRAMS:**

Title I, Part A - Improving Basic Programs  
 Title I, Part A - School Improvement Part 1003(a)  
 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 Education  
 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

**DUE DATE:** District plans must be submitted to the Illinois State Board of Education and approved before any FY2020 grant applications for included programs can be approved. Submission by April 1 is recommended.

**DURATION:** The District Plan must be submitted initially for the school year 2019-2020 and 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

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Applicant: PEOTONE CUSD 207U

County: Will

Consolidated District Plan ▼

Application: 2019-2020 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 20-CDP-00-56-099-207U-26

**Contact Information****Instructions****1. Contact Information for Person Completing This Form**

Last Name\*

First Name\*

Middle  
Initial

Vittori

Charles

J

Phone\*

Email\*

708 258

0991

cvittori@peotoneschools.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 characters used)Peotone CUSD 207U programming is designed and available to all students regardless of gender, race, national origin, color, disability, or age. The district has Board of Education policies in place to protect students, teachers, and other beneficiaries from barriers to equitable programming.

**3. General Completion Instructions**

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

Required fields on each page are dependent upon funding sources selected on the Coordinated Funding tab.

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

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



program(s) selected.

***How to Complete Pages with Pre-populated Fields***

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

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

Program Risk Assessment pages must be completed for FY2020. In future years, those responses are expected to pre-populate in the grant, with an opportunity for the entity to review and revise as necessary.

\*Required field, applicable for all funding sources

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Applicant: PEOTONE CUSD 207U

County: Will

Consolidated District Plan ▼

Application: 2019-2020 Consolidated District Plan - 00

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Project Number: 20-CDP-00-56-099-207U-26

**Coordinated and Aligned Funding**[Instructions](#)

- 1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2019-2020.\* [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(a)
- ☐ 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 Education Program
- ☒ 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 listed above, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.\* [2]**

All federal resources will be used to fund the mandated programs and services for identified groups of students (ELL, SPED, McKinney Vento, Orphan, etc.) in conjunction with additional state and local funds for students who have not been targeted for mandated programs. Utilizing the federal funds will provide for training staff, offering specialized programming, and allowing for equity in student opportunities for those who would otherwise not be able to participate.

**Legislative References:**

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

\*Required field, applicable for all funding sources

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Applicant: PEOTONE CUSD 207U

County: Will

Consolidated District Plan ▼

Application: 2019-2020 Consolidated District Plan - 00

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Project Number: 20-CDP-00-56-099-207U-26

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages
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**Needs Assessment Impact****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. ☒ Title I plan(s)
- 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 Coordinated Funding 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**

Based on State assessment data (PARCC/IAR) as well as local assessment data (AIMSweb Plus / NWEA MAP) there is an area of need related to grade-level student performance in Reading and Mathematics. Subsequently, resources need to be allocated to ensure adequate growth in student achievement in the areas of Reading and Mathematics.

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

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

Needs assessment results (annual survey findings) will be used as the foundation to determine and provide for professional development to train teachers and administrators in the areas of research-based Reading and Math instruction, technology integration, and implementation of the new Illinois Learning Standards, in an effort to improve instruction.

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

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

Needs assessment results will be used as the foundation to determine and provide for professional development and technology enhancements with the goal of improving instruction in the area of Foreign Language and the integration of technology into daily instruction in all content areas.

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

Based on State assessment data (PARCC/IAR) as well as local assessment data (AIMSweb Plus / NWEA MAP) there is an area of need related to the performance of students with IEP's in meeting grade level expectations in Reading and Mathematics. Subsequently, resources need to be allocated to ensure adequate growth in student achievement in the areas of Reading and Mathematics for students receiving special education services.

**L.IDEA, Part B - Preschool**

Based on local assessment data (DRDP or Hawaii Early Learning Needs Assessment) there is an area of need related to the performance of students (regular education and special education) in meeting grade level expectations in Reading and Mathematics. Subsequently, resources need to be allocated to ensure adequate growth in student achievement in the areas of Reading and Mathematics.

**Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected

EGMS HOME	
<b>Consolidated District Plan</b>	
Applicant: PEOTONE CUSD 207U Application: 2019-2020 Consolidated District Plan - 00 Cycle: Original Application Project Number: 20-CDP-00-56-099-207U-26	County: Will <div style="border: 1px solid black; padding: 2px; display: inline-block;">Consolidate</div> <a href="#">Click to R</a>

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control
Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title Specific Pages

**Stakeholder Involvement**

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

**ISBE Goals:**

- ☐ All kindergartners are assessed for readiness.
- ☐ Ninety percent or more of third-grade students are reading at or above grade level.
- ☐ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ☐ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ☐ Ninety percent or more of students graduate from high school ready for college and career.
- ☒ All students are supported by highly prepared and effective teachers and school leaders.
- ☐ Every school offers a safe and healthy learning environment for all students.

**District Goal(s):**

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

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

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

**Program Footnotes:**

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 7 = Title III, including LIEP and Immigrant Education
- 8 = Title IV, Part A - Student Support and Academic Enrichment

**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 and how the stakeholders' input impacted the final plan submission. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

For your convenience, the FY19 Title I 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.*

(310 of 7500 maximum characters used)

The LEA consulted with stakeholders (teachers, principals, district administration, parents) in the development of this plan in April of 2019. Stakeholder's input included dialogue on assessment processes, staffing and resource needs, and ways in which to support instruction for all students in the district.

**Response from the FY19 Title I District Plan.**

The LEA consulted with stakeholders (teachers, principals, district administration, parents) in the development of this plan on March 1, 2018. Stakeholder's input included dialogue on assessment processes, staffing and resource needs, and ways in which to support instruction for all students in the district.

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

For your convenience, the FY19 Title I 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.*

(336 of 7500 maximum characters used)

The approaches the district will use to include parents and family members in the development of LEA plans include:

Parent Orientation Meetings  
Parent Title I Orientation Presentations  
Family Literacy Nights  
Parent Letters introducing testing measures of all students  
Parent/Teacher Conferences  
Student Progress Reports  
Updated Web Page

**Response from the FY19 Title I District Plan.**

The approaches the district will use to include parents and family members in the development of LEA plans include:

Parent Orientation Meetings  
Parent Title I Orientation Presentations  
Family Literacy Nights  
Parent Letters introducing testing measures of all students  
Parent/Teacher Conferences  
Student Progress Reports  
Updated Web Page

**4. Describe the activities/strategies the LEA will implement for effective parent and family engagement.\*\* [3]**

*NOTE: This is a new field for FY2020. There is nothing to re-display.*

(266 of 7500 maximum characters used)

The district will provide opportunities for parent and family engagement through the following: Open House Nights, Family Reading Nights, Book Fairs, Parent Education Events, PTA hosted events, and various school events that foster parent engagement in the schools.

#### **Title I Requirement:**

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

ESFA section 1112(a)(1)(A).

#### **Title III Requirement:**

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

#### **Legislative References:**

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

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

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Applicant: PEOTONE CUSD 207U

County: Will

Consolidated District Plan ▼

 Application: 2019-2020 Consolidated District Plan - 00  
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Project Number: 20-CDP-00-56-099-207U-26

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title Specific Pages
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## Stakeholder Involvement

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

## ISBE Goals:

- ☐ All kindergartners are assessed for readiness.
- ☐ Ninety percent or more of third-grade students are reading at or above grade level.
- ☐ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ☐ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ☐ Ninety percent or more of students graduate from high school ready for college and career.
- ☒ All students are supported by highly prepared and effective teachers and school leaders.
- ☐ Every school offers a safe and healthy learning environment for all students.

## District Goal(s):

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

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

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

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 7 = Title III, including LIEP and Immigrant Education
- 8 = Title IV, Part A - Student Support and Academic Enrichment

**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 and how the stakeholders' input impacted the final plan submission. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated





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Applicant: PEOTONE CUSD 207U

County: Will

Consolidated District Plan ▼

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages
<b>Preschool Coordination</b>								
<p><b>INSTRUCTIONS:</b> Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE must be selected.</p> <p><b>ISBE Goals:</b></p> <p><input checked="" type="checkbox"/> All kindergartners are assessed for readiness.</p> <p><input type="checkbox"/> Ninety percent or more of third-grade students are reading at or above grade level.</p> <p><input type="checkbox"/> Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.</p> <p><input type="checkbox"/> Ninety percent or more of ninth-grade students are on track to graduate with their cohort.</p> <p><input type="checkbox"/> Ninety percent or more of students graduate from high school ready for college and career.</p> <p><input type="checkbox"/> All students are supported by highly prepared and effective teachers and school leaders.</p> <p><input type="checkbox"/> Every school offers a safe and healthy learning environment for all students.</p> <p><b>District Goal(s):</b></p> <p><input type="checkbox"/> Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.</p> <p><b>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]</b></p> <p>For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.</p> <p>If the district does not offer early childhood education programs, enter  <b>No Preschool Programs</b></p> <p><i>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.</i></p> <p>[[count] of 7500 maximum characters used]</p> <p>The district conducts its own early childhood education program and works closely with the elementary school with regard to curriculum and instruction alignment, sharing of services, and collaboration with regard to transitioning to the elementary school and the Kindergarten program.</p> <p>Response from the FY19 Title I District Plan.</p> <p>The district conducts its own early childhood education program and works closely with the elementary school with regard to curriculum and instruction alignment, sharing of services, and collaboration with regard to transitioning to the elementary school and the Kindergarten program.</p> <p><b>Title I Requirement</b></p> <p>Coordination of services with preschool education programs</p> <p><b>Legislative References:</b></p> <p>[1] Title I, Part A, Section 1112(b)(8)</p> <p>*Required field for Title I and/or IDEA Preschool</p>								

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Applicant: PEOTONE CUSD 207U

County: Will

Consolidated District Plan ▼

Application: 2019-2020 Consolidated District Plan - 00  
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Project Number: 20-CDP-00-56-099-207U-26

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	For Care Tran
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**Student Achievement and Timely Graduation**

**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 must be selected.\*

**ISBE Goals:**

- ☒ All kindergartners are assessed for readiness.
- ☒ Ninety percent or more of third-grade students are reading at or above grade level.
- ☒ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ☐ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ☒ Ninety percent or more of students graduate from high school ready for college and career.
- ☐ All students are supported by highly prepared and effective teachers and school leaders.
- ☐ Every school offers a safe and healthy learning environment for all students.

**District Goal(s):**

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

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

For your convenience, the FY19 Title I 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)

Peotone CUSD 207U has an instructional program that is aligned to the Illinois Learning Standards. This program provides aligned instruction in English Language Arts and Mathematics as measured by the annual state assessment (PARCC/IAR and SAT). To guide instruction during the school year, in meeting the benchmarks of the Illinois Learning Standards, the district universally screens its students using AIMSweb Plus and/or NWEA MAP three times a year; additionally, the district administers a practice SAT exam to students in grades 9 and 10.

Response from the FY19 Title I District Plan.

**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 FY19 Title I 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)

Grade level teams, along with building and district administration, assume the primary responsibility for coordinating early intervention (Tier 2/3) services for students at risk of failure. Universal screening data is used to match students to specific tiered interventions for instructional support. Students identified as at risk of failure are progress monitored frequently to determine the effectiveness of intervention being provided.

Response from the FY19 Title I District Plan.

**3. Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and language standards.\* [3]**

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. **DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.**

([count] of 7500 maximum characters used)

Students in targeted assistance programming receive instructional supports by reading specialists or math interventionists (either pull-out or push-in) and are progress monitored to ensure effectiveness of tiered instruction.

Response from the FY19 Title I District Plan.

**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.\* [4]**

For your convenience, the FY19 Title I 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)

Professional development will be provided to staff regarding Social Emotional Learning (SEL) and school-based programming will be reviewed to ensure that the overall conditions for learning are supportive and safe for students.

Response from the FY19 Title I District Plan.

**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 FY19 Title I 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 school district has a board policy that requires all staff that are hired to be highly qualified for the position for which they are teaching. All staff who instruct students that are currently employed by the school district are licensed and endorsed to teach in the areas they are assigned. Certified staff will be evaluated on either an annual (non-tenured) or bi-annual (tenured) basis using the Danielson Framework as aligned with the Illinois teacher evaluation guidelines.

Response from the FY19 Title I District Plan.

**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 FY19 Title I 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 full-time certified school librarian to support literacy and the development of digital literacy skills. The district offers students several digital options for engagement with both informational and literary text, as well as digital research tools to support learning.

Response from the FY19 Title I District Plan.

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

For your convenience, the FY19 Title I 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 uses placement criteria (grades, placement exam, NWEA MAP scores) in the middle grades to determine a sequential course of Mathematics for those students who possess talent or skill in this area of instruction. This program leads to students in 8th grade taking high school Algebra (for high school credit) and then follows with a higher level or Mathematics placement once in high school. Students in grades K-5 are placed in flexible intervention groupings based on universal screening data, and those students performing above grade level standards receive tiered instruction during this time that meets their accelerated / talented needs.

Response from the FY19 Title I District Plan.

**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


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Applicant: PEOTONE CUSD 207U

Application: 2019-2020 Consolidated District Plan - 00  
Cycle: Original Application

**Project Number** 20-CDP-00-56-099-207U-26

County: WHI

Consolidated District Plan ▼

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<b>Needs Assessment Impact</b>	<b>Stakeholders</b>	<b>Private Schools Participation</b>	<b>Preschool Coordination</b>	<b>Student Achievement</b>	<b>College and Career</b>	<b>Professional Development</b>	<b>Safe Learning Environment</b>	<b>Title I Specific Pages</b>	<b>For Care Tran</b>
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### College and Career Readiness

**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:**

- ☒ All kindergartners are assessed for readiness.
- ☒ Ninety percent or more of third-grade students are reading at or above grade level.
- ☒ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ☒ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ☒ Ninety percent or more of students graduate from high school ready for college and career.
- ☒ All students are supported by highly prepared and effective teachers and school leaders.
- ☒ Every school offers a safe and healthy learning environment for all students.

**District Goal(s):**

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

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

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

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

For your convenience, the FY19 Title I 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 facilitate effective transitions students from middle grades to high school, and from high school to post-secondary education, through the work of the district's Guidance Counselors and Transition Coordinator, collaboration with Joliet Junior College, course offerings at the Kankakee Area Career Center, and through partnerships with local business/employers. The district's Guidance Counselors administer interest surveys several times throughout the secondary education experience to facilitate possible changes in course offerings and / or collaboration with outside organizations to meet the needs of our students.

Response from the FY19 Title I District Plan.

The district will facilitate effective transitions for students from middle grades to high school, and from high school to post-secondary education, through the work of the district's Guidance Counselors and Transition Coordinator, collaboration with Joliet Junior College, course offerings at the Kankakee Area Career Center, and through partnerships with local business/employers. The district's Guidance Counselors administer interest surveys several times throughout the secondary education experience to facilitate possible changes in course offerings and / or collaboration with outside organizations to meet the needs of our students.

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

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

**Work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.**

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

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

([count] of 7500 maximum characters used)

The district supports programs that coordinate and integrate academic/career/technical education, as well as work-based learning opportunities, through the following:

- ~ Student enrollment at Kankakee Area Career Center
- ~ High school course offerings in career and technical education
- ~ Participation in Skills USA chapters at the junior high school and high school levels
- ~ Student work release

Response from the FY19 Title I District Plan.

The district supports programs that coordinate and integrate academic/career/technical education, as well as work-based learning opportunities, through the following:

- ~ Student enrollment at Kankakee Area Career Center
- ~ High school course offerings in career and technical education
- ~ Participation in Skills USA chapters at the junior high school and high school levels
- ~ Student work release

**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


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Applicants: PEOTONE CUSD 207U

County: Will

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Applications: 2019-2020 Consolidated District Plan - 00  
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Project Number: 20-COP-00-56-099-207U-26

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	For Core Tran
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**Professional Development - Highly Prepared and Effective Teachers and School Leaders**

**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:**

- ☐ All kindergartners are assessed for readiness.
- ☐ Ninety percent or more of third-grade students are reading at or above grade level.
- ☐ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ☐ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ☐ Ninety percent or more of students graduate from high school ready for college and career.
- ☒ All students are supported by highly prepared and effective teachers and school leaders.
- ☐ Every school offers a safe and healthy learning environment for all students.

**District Goal(s):**

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

**For each program for which funding is anticipated for the 2019-2020 school year, provide a brief description of professional development activities to be funded by the program as applicable.\* [1]**

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

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

**Program and Description****A. Title I, Part A - Improving Basic Programs**

Funds will be used for professional development to train teachers and principals in the areas of research-based Reading instruction and implementation of the new Illinois Learning Standards, in an effort to improve instruction. There are no participating private schools within the boundaries of the school district.

**B. Title I, Part A - School Improvement Part 1003(a)****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**

Funds will be used for professional development to train teachers and principals in the areas of research-based Reading and Math instruction, technology integration, and implementation of the new Illinois Learning Standards, in an effort to improve instruction. There are no participating private schools within the boundaries of the school district.

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

Funds will be used for professional development and technology enhancements with the goal of improving instruction in the area of Foreign Language and the integration of technology into daily instruction in all content areas. There are no participating private schools within the boundaries of the school district.

**J. Title V, Part B - Rural and Low Income Schools****K. IDEA, Part B - Flow-Through [2]**

Funds will be used for professional development to train teachers and principals in the areas of research-based Reading and Math instruction, technology integration, implementation of the new Illinois Learning Standards, effective differentiation, and best practices in special education in an effort to improve instruction. There are no participating private schools within the boundaries of the school district.

**L. IDEA, Part B - Preschool**

Funds will be used for professional development to train teachers and principals in the areas of research-based Reading and Math instruction, technology integration, implementation of the new Illinois Learning Standards, effective differentiation, and best practices in early childhood / preschool in an effort to improve instruction. There are no participating private schools within the boundaries of the school district.

**Legislative Requirement:**

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

[2] 34 CFR 300.207 ; 21.22(b)(4-9) of ESSA

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


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Applicant: PEOTONE CUSD 267U

County: Will

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Project Numbers: 20-COP-00-56-099-207U-26

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	For Core Tran
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### Safe and Healthy Learning Environment

**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:

- ☐ All kindergartners are assessed for readiness.
- ☐ Ninety percent or more of third-grade students are reading at or above grade level.
- ☐ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ☐ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ☐ Ninety percent or more of students graduate from high school ready for college and career.
- ☐ All students are supported by highly prepared and effective teachers and school leaders.
- ☒ Every school offers a safe and healthy learning environment for all students.

#### District Goal(s):

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

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

##### i. reduce incidences of bullying and harassment

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

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

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

For your convenience, the FY19 Title I 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 in place Board of Education adopted policies outlining protections for students to reduce incidences of bullying and harassment. There is an online anonymous bullying reporting system in place to allow for anyone (child or adult) to report incidences of bullying and harassment. These reports are distributed directly to building administrators to handle appropriately, within the adopted guidelines / policies.

The district complies with Senate Bill 100 in regard to suspensions and expulsions and employs restorative justice practices to ensure students are not removed from the classroom unless absolutely necessary and when compromising student or self safety. Discipline data is compiled annually, and disaggregated and analyzed to ensure there is no discrimination in regard to race/ethnicity, socio-economic status, disability, EL status, gender, or migrant status.

Response from the FY19 Title I District 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.):\*

For your convenience, the FY19 Title I 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 provides the following services to homeless children and youth: waiving of registration and course fees; free lunch; participation fees for extracurricular activities outside of the school day, school supplies, local community resource connections.

Response from the FY19 Title I District Plan.

#### 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


<a href="#">EGHS HOME</a>   <a href="#">ISBE HOME</a>   <a href="#">LOGOUT</a>
<h2 style="margin: 0;">Consolidated District Plan</h2>
<small>SESSION TIMEOUT</small> <b>59:41</b>

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Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - PEOTONE HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	07/08/19
1002 - PEOTONE JR HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	07/08/19
2003 - PEOTONE ELEM SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	07/08/19
2005 - Peotone Intermediate Center	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	07/08/19
3001 - CONNOR SHAW CENTER	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	07/08/19

Describe anticipated Reorganizations:	
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Applicant: PEOTONE CUSD 207U

County: Will

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Project Number: 20-CDP-00-56-099-207U-26

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Fo: Care Tran
Title I Specific				Title I Specific Part Two					

## Title I Specific Requirements - Part Two

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

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

**ISBE Goals:**

- ☐ All kindergartners are assessed for readiness.
- ☒ Ninety percent or more of third-grade students are reading at or above grade level.
- ☐ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ☐ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ☐ Ninety percent or more of students graduate from high school ready for college and career.
- ☐ All students are supported by highly prepared and effective teachers and school leaders.
- ☐ Every school offers a safe and healthy learning environment for all students.

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

☐

**1. Describe how the district will 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 FY19 Title I 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)

The district / LEA receiving funds under this section shall provide notification to all stakeholders with respect to which subgroup or subgroups of students in any school receiving federal funds are consistently underperforming. Subsequently, a remediation plan will be developed by the LEA to ensure that all students are making progress towards meeting the State's challenging student academic achievement standards.

Re-display of the approved response from the FY19 Title I District Plan.

The district / LEA receiving funds under this section shall provide notification to all stakeholders with respect to which subgroup or subgroups of students in any school receiving federal funds are consistently underperforming. Subsequently, a remediation plan will be developed by the LEA to ensure that all students are making progress towards meeting the State's challenging student academic achievement standards.

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

- ☐ Yes
- ☒ No

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

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

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

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

Section 1114 and 1115

For your convenience, the FY19 Title I 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 targeted assistance program will provide instructional assistance to students identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards. The program will use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the targeted assistance schools, and be instructed by teachers that are highly qualified. The goal of the program is to increase the percentage of students achieving at grade level and meeting the benchmarks outlined in the State's student academic achievement standards.

Schools providing Title I target assistance programs: Peotone Elementary School (grades K-3) and Peotone Intermediate Center (grades 4-5). Instruction will be in the areas of English Language Arts and Mathematics. Services will be provided both in the classroom and in a pull out format during the regular school day.

Re-display of the approved response from the FY19 Title I District Plan.

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Schools providing Title I target assistance programs: Peotone Elementary School (grades K-3) and Peotone Intermediate Center (grades 4-5). Instruction will be in the areas of English Language Arts and Mathematics. Services will be provided both in the classroom and in a pull out format during the regular school day.



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 FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

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

([count] of 7500 maximum characters used)

The objective criteria used to establish the identity of target populations are AIMSweb assessments (Early Literacy, Early Numeracy, Oral Reading Fluency) and NWEA/MAP testing in Reading, Language, and Mathematics. Students not meeting grade level benchmarks will be initially targeted for supplemental instruction; feedback and collaboration with parents, administration, paraprofessionals, teachers, and instructional support personnel is utilized to make final determinations of the specific nature of instructional assistance.

Re-display of the approved response from the FY19 Title I District Plan.

The objective criteria used to establish the identity of target populations are AIMSweb assessments (Early Literacy, Early Numeracy, Oral Reading Fluency) and NWEA/MAP testing in Reading, Language, and Mathematics. Students not meeting grade level benchmarks will be initially targeted for supplemental instruction; feedback and collaboration with parents, administration, paraprofessionals, teachers, and instructional support personnel is utilized to make final determinations of the specific nature of instructional assistance.

**Title I Requirement:**

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

\*Required Field

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Applicant: PEOTONE CUSD 207U  
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County: Will

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Foster Care Tran
Foster Care Transportation Requirements			Foster Care Transportation Plan Contacts		Best Interest Determination		Foster Care Transportation Plan Development		

**Overview**

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

**PROGRAM:** Foster Care Transportation Plan

**PURPOSE:** To comply with ESSA requirements for educational stability for students in foster care

**REQUIRED FOR:** All Illinois school districts and state-authorized charter schools

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

**BACKGROUND**

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

**DEFINITION AND REFERENCES**

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

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

Vehicle Usage:

[https://www.isbe.net/Documents/school\\_vehicle\\_guidance.pdf](https://www.isbe.net/Documents/school_vehicle_guidance.pdf)

[https://www.isbe.net/Documents/vehicle\\_use\\_summary.pdf](https://www.isbe.net/Documents/vehicle_use_summary.pdf)

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

Transportation Programs:

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

**REQUIREMENTS**

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

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

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

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

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

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

**C. The following funding options should be considered when developing the transportation procedures for a student in foster care:**

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

- 4. State special education transportation funds, if the student has an IEP
  - 5. Local funds
-

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**Applicant: PEOTONE CUSD 207U**

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Envir
Foster Care Transportation Requirements		Foster Care Transportation Plan Contacts			Best Interest Determination		

**Contact Information**

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

As part of the foster care transportation plan development process, several stakeholders should be involved. These may include, but are not limited to:

- Local educational agency (LEA) point of contact for foster students (LEA-POC)
- LEA transportation director
- Child welfare agency point of contact
- LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
- Title I director
- School social worker
- Guidance counselor
- Special education personnel

**Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are included as applicable.**

1. LEA-POC - required\*

Last Name*	First Name*	Position/Title*	Email*
Loy	Amy	Director of Special Services	aloy@pec

2. LEA Transportation Director - required\*

Last Name*	First Name*	Position/Title*	Email*
Haag	Jennifer	Director of Transportation	jhaag@pi

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

3. Other personnel

Last Name	First Name	Position/Title	Email
Vitton	Charles	Assistant Superintendent	cvitton@

☐ Click here to add information for additional other personnel.

\*Required field

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Applicants: PEOTONE CUSD 207U

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Foster Care Transportation
Foster Care Transportation Requirements		Foster Care Transportation Plan Contacts		Best Interest Determination		Foster Care Transportation Plan Development			

### Best Interest Determination

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

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

1. Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care. Include the positions of all district personnel involved.\*

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

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, "see above", or n/a as this may delay the submission or approval of your plan. LEA will collaborate with the foster care agency case worker or case worker supervisor to make a best interest determination. The case worker / supervisor will be responsible for consulting with the foster parent(s), biological parent(s), and child (when appropriate) to obtain their input into the decision. Factors considered will include the appropriateness of the current educational setting, proximity to the school in which the child is enrolled at the time of placement and the effect of the commute on the child's well-being and education, safety, special needs, and the time in the school year. District personnel involved in the decision making include the Director of Special Services, Director of Transportation, and Assistant Superintendent.

Response from the approved FY19 Foster Care Transportation Plan.

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 FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

Continuity in implementation of supports/services/programming that are required to provide FAPE per a student's IEP or Section 504 Plan will be taken into consideration when making a best interest determination. Any required special transportation per a student's IEP or required transportation accommodations per a student's 504 Plan will be accounted for and provided when transporting a child in care.

Response from the approved FY19 Foster Care Transportation Plan.

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

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

Continuity of provision of mandated supports, programming and services for children who are English learners will be taken into consideration in making a best interest determination and providing transportation for children in care.

**Response from the approved FY19 Foster Care Transportation Plan.**

4. Describe the dispute resolution process should there be disagreement among parents, education decision makers, and other stakeholders regarding the best interest determination.<sup>a</sup>

*Be sure to include the step-by-step process if one would want to initiate a dispute through the resolution. NOTE: Include that DCFS has the final say if a resolution cannot be determined.*

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

The LEA will collaborate with the placing agency, DCFS personnel, and other involved parties to resolve any disputes. The child will remain in their school of origin to the extent feasible and possible until the dispute has been resolved. In the event the dispute cannot be resolved between the involved parties, the ultimate decision shall reside with DCFS.

**Response from the approved FY19 Foster Care Transportation Plan.**

\*Required field

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Applicants: PEOTONE CUSD 207U

County: WI

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Foster Care Transportation
Foster Care Transportation Requirements			Foster Care Transportation Plan Contacts		Best Interest Determination			Foster Care Transportation Plan Development	

## Transportation Plan Development

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

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

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

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

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan. LEA will collaborate with the foster care agency case worker or case worker supervisor to determine how transportation will be provided. The case worker / supervisor will be responsible for consulting with the foster parent(s), biological parent(s), and child (when appropriate) to obtain their input into the decision. Factors considered may include the proximity to the school in which the child is enrolled at the time of placement, the effect of the commute on the child's well-being and education, safety, and any special needs related to transportation. Additionally, existing district bus routes or special transportation routes if required by the child's IEP will be considered prior to looking at other transportation options. District staff involved include the Director of Special Services, Director of Transportation, and Assistant Superintendent.

Response from the approved FY19 Foster Care Transportation Plan.

## 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  
Provide gas cards to foster parents if foster parents are able to provide transportation. The amount of the gas cards will be determined using the current mileage reimbursement rate and the number of miles round-trip between the foster parent's home and the school.
- ☐ i. Other - describe
- ☐ j. Other - describe

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

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

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

For youth in care requiring transportation as a related service on their IEP, transportation costs will be included in the Special Education Transportation Claim. For all other youth in care, 50% of the transportation cost will be claimed on the general transportation claim and the other 50% will be billed to DCFS using the provided reimbursement invoice.

Response from the approved FY19 Foster Care Transportation Plan.

## 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 FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

The LEA will collaborate with the placing agency, DCFS personnel, and other involved parties to resolve any disputes. The child will remain in their school or origin to the extent feasible and possible until the dispute has been resolved. In the event the dispute cannot be resolved between the involved parties, the ultimate decision shall reside with DCFS.

Response from the approved FY19 Foster Care Transportation Plan.

## 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 FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

The district will utilize one of the identified options above to provide adequate and appropriate transportation to and from the school of origin while disputes are being resolved.

Response from the approved FY19 Foster Care Transportation Plan.

## 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 FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

Annually, the Director of Special Services will make each school social worker and building principal aware of the transportation plan process. Building administrators will relay this information to their school staff. The school social worker or building administrator will be the point of contact for school staff, who will then contact the Director of Special Services to initiate transportation services for the youth in care.

Response from the approved FY19 Foster Care Transportation Plan.

\*Required field


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<a href="#">Plan Assurances</a>	<a href="#">State Assurances</a>	<a href="#">Debarment</a>	<a href="#">Lobbying</a>	<a href="#">GEPA 442</a>	<a href="#">Assurances</a>
<b>Board Approval, Certification, and Assurances</b>					<a href="#">Instructions</a>
<p><input checked="" type="checkbox"/> 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.</p> <p>Provide the date on which the District Board approved the Consolidated District Plan.</p> <p><u>07/15/2019</u></p> <p>Each district plan shall provide assurances that the district will, as applicable based on grant award(s):</p> <ol style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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));</li> <li>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;</li> <li>5. collaborate with the State or local child welfare agency to—             <ol style="list-style-type: none"> <li>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</li> <li>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—                 <ol style="list-style-type: none"> <li>i. ensure that children in foster care needing transportation to the school</li> </ol> </li> </ol> </li> </ol>					

- 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.



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<a href="#">Plan Assurances</a>	<a href="#">State Assurances</a>	<a href="#">Debarment</a>	<a href="#">Lobbying</a>	<a href="#">GEPA 442</a>	<a href="#">Assurances</a>
<b>Grant Application Certifications and Assurances</b> <a href="#">Instructions</a>					
<p><input checked="" type="checkbox"/> 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:</p> <p>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.</p> <p><i>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.</i></p> <p><b>DEFINITIONS</b></p> <p>"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.</p> <p>"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.</p> <p>"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.</p> <p>"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.</p> <p>The capitalized word "Term" means the period of time from the project beginning date through the project ending date.</p> <p><b>LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS</b></p> <p>The applicant acknowledges and agrees that this grant is subject to the provisions of:</p> <p>2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards</p> <p><a href="http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl">http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl</a></p>					

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

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

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

<ftp://www.ilga.gov/JCAR/AdminCode/044/04407000sections.html>

#### **NO BINDING OBLIGATION**

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.

#### **PROJECT**

4. 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.
5. 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.
6. All funds provided shall be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement.
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.

#### **GENERAL CERTIFICATIONS AND ASSURANCES**

8. 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)).
9. 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.

10. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
11. 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.
12. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
13. 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).
14. 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.
15. 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.).
16. 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.
17. 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**

18. 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.

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

#### **DRUG-FREE WORKPLACE CERTIFICATION**

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

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

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

- a) Publishing a statement:
  - 1) Notifying employees that the unlawful manufacture, distribution, dispensing,

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

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<b>Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion</b> <a href="#">Instructions</a>					
<b>Lower Tier Covered Transactions</b>					
<p>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.</p> <p><b>Before completing this certification, read instructions below.</b></p> <p style="text-align: center;"><b>CERTIFICATION</b></p> <p><input checked="" type="checkbox"/> By checking this box, the prospective lower tier participant certifies that:</p> <ol style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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;</li> <li>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</li> <li>The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.</li> </ol> <p style="text-align: center;"><b>Instructions for Certification</b></p> <ol style="list-style-type: none"> <li>By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.</li> <li>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.</li> <li>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</li> </ol>					

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](http://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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<b>Certification Regarding Lobbying</b>					<a href="#">Instructions</a>
<p>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 section 1352, title 31, U.S. Code. 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.</p> <p><input checked="" type="checkbox"/> By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:</p> <p>(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.</p> <p>(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 <u>ISBE 85-37</u>"Disclosure of Lobbying Activities," in accordance with its instructions.</p> <p>(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.</p>					
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<b>GEPA 442 Assurances</b>					<a href="#">Instructions</a>
<p><input checked="" type="checkbox"/> 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:</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>DEFINITIONS</b></p> <p>"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.</p> <p>"LEA" means the local educational agency.</p> <p>"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.</p> <p>"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" and "project" may be used interchangeably.</p> <p>"PROGRAM" means any applicable program under which federal funds are made available to the applicant.</p> <p>"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.</p> <p>"SECRETARY" means the Secretary of Education.</p> <p><b>PROJECT</b></p> <ol style="list-style-type: none"> <li>2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;</li> <li>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;</li> <li>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. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General</li> </ol>					

Administrative Regulations (EDGAR), the cost principles contained in 2 CFR 225 (OMB Circular A-87), OMB Circular A-102, and OMB Circular A-133;

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 Section 1232f of Title 20-Education, 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 Section 794 of Title 29 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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Applicant: PEOTONE CUSD 207U

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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. (v2.1.2018)

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. (U.S. Code, Title 18, Section 1001). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

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

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

STEVE STEIN

Signature of School District Superintendent / Agency Administrator



Dr. Charles Vitton

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

Agreed to on this Date: 06/28/2019  
 RCDT when agreed to: 56-099-207U-26

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<div> <b>Assurances</b> <a href="#">Instructions</a> </div> <p>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.</p> <p>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.</p> <p>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. (v2.1.2018)</p> <p>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. (U.S. Code, Title 18, Section 1001). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.</p> <p>NOTE: These boxes will be automatically filled in as each of the separate</p>					

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

STEVE STEIN

Signature of School District  
Superintendent / Agency Administrator

Ⓒ

Dr. Charles Vitton

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

Agreed to on this Date:  
06/28/2019  
RCDT when agreed to: 56-  
099-207U-26