

NOTICE OF REGULAR BOARD MEETING

**Atwood Heights School District 125 Board of Education
Hamlin Upper Grade Center
12150 S. Hamlin Avenue, Alsip, Illinois
Tuesday, May 13, 2025 at 6:30 p.m.**

AGENDA

1. CALL TO ORDER
 - A. Pledge of Allegiance
 - B. Roll Call
 - C. New Board Member Recites Oath of Office
2. 30 MINUTES FOR CITIZENS OF ATWOOD HEIGHTS SCHOOL DISTRICT 125 TO ADDRESS THE BOARD. Please limit your comments to five minutes. When public participation takes less time than these minimums, it shall end.
3. FREEDOM OF INFORMATION ACT REQUESTS –
Amber Reynolds from Data Branch Research @ areynolds@thedatabranch.com
4. BOARD MEMBER COMMENTS PERTAINING TO THE AGENDA
5. CONSENT AGENDA: Motion to Approve the Consent Agenda that includes the following items:
 - A. APPROVAL OF MINUTES
 1. Regular Meeting of April 15, 2025
 2. Closed Meeting of April 15, 2025
 - B. FINANCE APPROVAL
Summary of Payroll
Student Activity Accounts
 - C. ACTION ITEMS
 - 513.1 Acknowledge Receipt of Official Election Results
 - 513.2 Approve the Intergovernmental Agreement between the Village of Merrionette Park and Atwood Heights SD125 regarding the acquisition of property through the Cook County No Cash Bid Program
 - 513.3 Approve the 2025-2026 Consolidated District Plan
 - D. PERSONNEL
 - 513.4 Approval to Accept the Letter of Resignation from Amanda Cazares a Special Education Teacher at Hamlin Upper Grade Center as of May 30, 2025.
 - 513.5 Approval to hire Michelle Kelly a Special Education Teacher at Lawn Manor Primary Center MA Lane Step J
 - 513.6 Approval to hire Madison Justic as a Paraprofessional for Meadow Lane Intermediate Center and Hamlin Upper Grade Center

6. APPROVAL OF BILLS PAYABLE
7. BUSINESS FROM THE BOARD AND COMMITTEE REPORTS
8. ADMINISTRATIVE REPORTS
9. SUPERINTENDENT REPORT
10. MOTION TO GO INTO CLOSED SESSION (ONLY IF NECESSARY; ACTION MAY BE TAKEN ON MATTERS DISCUSSED IN CLOSED SESSION UPON RETURN TO OPEN SESSION)
11. RETURN TO OPEN SESSION/ACTION ON MATTERS DISCUSSED IN CLOSED SESSION (IF NECESSARY)

NEXT REGULAR BOARD OF EDUCATION MEETING

June 24, 2025

Hamlin Upper Grade Center, 6:30 p.m.

12150 S. Hamlin Ave

Alsip, IL 60803

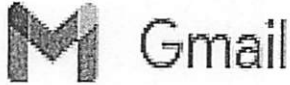
NOTICE OF CLOSED SESSION MEETING

**Atwood Heights School District 125 Board of Education
Hamlin Upper Grade Center
12150 S. Hamlin Avenue, Alsip, Illinois
Tuesday, May 13, 2025**

Agenda

1. Call to Order
2. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors, or specific volunteers of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor, or a volunteer of the District or against legal counsel for the District to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act. 5 ILCS 120/2(c)(1).
3. Collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).
4. The selection of a person to fill a public office, including a vacancy in a public office, when the District is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the District is given power to remove the occupant under law or ordinance. 5 ILCS 120/2(c)(3).
5. Evidence or testimony presented in open hearing, or in closed hearing where authorized by law, to a quasi-judicative body, as defined in the Open Meetings Act, provided that the body prepares and makes available for public inspection a written decision with its determinative reasoning. 5 ILCS 120/2(c)(4).
6. Evidence or testimony presented to the Board regarding denial of admission to school events or property pursuant to 105 ILCS 5/24-24, provided that the Board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4.5), added by P.A. 103-311.
7. The purchase or lease of real property for the use of the District, including meetings held for the purpose of discussing whether a particular parcel should be acquired. 5 ILCS 120/2(c)(5).
8. The setting of a price for sale or lease of property owned by the District. 5 ILCS 120/2(c)(6).
9. The sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7).
10. Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. 5 ILCS 120/2(c)(8).
11. Student disciplinary cases. 5 ILCS 120/2(c)(9).
12. The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c)(10).
13. Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes. 5 ILCS 120/2(c)(11).

14. The establishment of reserves or settlement of claims as provided in the Local Government and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the District or any intergovernmental risk management association or self-insurance pool of which the District is a member. 5 ILCS 120/2(c)(12).
15. Self-evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the District is a member. 5 ILCS 120/2(c)(16).
16. Discussion of minutes of meetings lawfully closed, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 5 ILCS 120/2(c)(21).
17. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. 5 ILCS 120/2(c)(29).
18. Adjournment



Sherri Lunny <slunny@ahsd125.org>

Fwd: Records Request - Purchase Order Data - Atwood Heights SD 125

1 message

Lisa Cole <lcole@ahsd125.org>
To: Sherri Lunny <slunny@ahsd125.org>

Mon, Apr 14, 2025 at 8:31 PM

----- Forwarded message -----

From: <areynolds@thedatabranch.com>
Date: Mon, Apr 14, 2025 at 6:31 PM
Subject: Records Request - Purchase Order Data - Atwood Heights SD 125
To: <lcole@ahsd125.org>

Dear Public Records Officer,

Pursuant to the Illinois Freedom of Information Act (5 ILCS 140)

The Data Branch is hereby submitting a commercial records request. We seek a spreadsheet containing all purchase orders from January 1, 2020, to present day.

Requested Information:

Spreadsheet containing all purchase orders from January 1, 2020, to present day. If easily accessible, please provide the following details for each purchase order:

- Purchase order number or equivalent
- Purchase date
- Vendor ID or equivalent
- Vendor name
- Line item details
- Line item quantity
- Line item unit price
- Line item total price

Format & Delivery:

We understand systems and formats may vary. These records generally live in your ERP, and a spreadsheet export of that may be easiest. We would appreciate it if you replied in this email thread if possible. However, if this is not possible, please feel free to send them in any format you prefer, including:

- Spreadsheet (Preferred)
- PDF
- Word
- Any readily available, already existing records resembling purchasing records (even if missing some requested columns)

Note on Commercial Nature & Scope:

This request is for research and informational purposes. We recognize it as a commercial request and will comply with all relevant policies. We appreciate your time as well as your team and are happy to work with you to narrow or clarify the request if needed.

Contact Information:

My name is Amber Reynolds

Email: areynolds@thedatabranch.com

Phone: (302) 585-3132

4/15/25, 8:20 AM

Atwood Heights School District 125 Mail - Fwd: Records Request - Purchase Order Data - Atwood Heights SD 125

Address: 1111B S Governors Ave STE 21033, Dover, DE 19904

We appreciate your attention to this matter and look forward to your prompt response. Please confirm receipt of this request and provide an estimated date for the delivery of the requested records.

Thank you for your cooperation.

Sincerely,

The Data Branch Research Team

**SPECIAL MEETING AND REGULAR MEETING MINUTES OF THE BOARD OF
EDUCATION OF ATWOOD HEIGHTS SCHOOL DISTRICT 125,
COOK COUNTY ILLINOIS TUESDAY,
APRIL 15, 2025 AT 6:30 p.m.**

1. CALL TO ORDER SPECIAL MEETING

The meeting was called to order at 6:30 p.m. by Mrs. Christine Lantz President of the Board of Education. The Pledge of Allegiance was recited by the Members of the Board of Education and all in attendance at the meeting. Upon the roll being called, the following Board Members answered present:

PRESENT: 7 TAMMY BALCIUNAS, MELISSA CASTILLO, ESTEBAN SHANCHEZ GAYTAN,
MICHELLE HIGGINS, CHRISTINE LANTZ, MICHELLE NIEMEYER & VICTORIA SODERLUND
ABSENT: 0

ALSO PRESENT: Lisa Cole-Superintendent, Heather Wills-Principal of Lawn Manor Primary Center,
Christopher Riola and Michael Niemeyer.

**2. 30 MINUTES FOR CITIZENS OF ATWOOD HEIGHTS SCHOOL DISTRICT 125 TO
ADDRESS THE BOARD.** (Please limit your comments to five minutes. If required, "Citizen's
Comments" will be continued at the end of the meeting.)

3. ADJOURN MEETING AND CALL SINE DIE MEETING TO ORDER

Motion was made by Mrs. Soderlund and seconded by Mrs. Higgins to adjourn meeting motion carried
by unanimous consent.

SINE DAY MEETING CALLED TO ORDER

ROLL CALL:

AYES: 7 TAMMY BALCIUNAS, MELISSA CASTILLO, ESTEBAN SANCHEZ GAYTAN,
MICHELLE HIGGINS, CHRISTINE LANTZ, MICHELLE NIEMEYER & VICTORIA SODERLUND
NAYS: 0

ABSTAIN: 0

MOTION CARRIED: 7-0-0

4. OATH OF OFFICE

At this time the newly elected Board Members - Melissa Castillo, Michelle Higgins, Christine Lantz
along with all the members read the Oath of Office.

5. MOTION TO APPOINT PRESIDENT PRO-TEM AND SECRETARY PRO-TEM

Motion was made by Michelle Higgins and seconded by Vicky Soderlund to appoint Lisa Cole as the
President Pro-Tem and Sherri Lunny and the Secretary Pro-Tem.

ROLL CALL:

AYES: 7 TAMMY BALCIUNAS, MELISSA CASTILLO, ESTEBAN SANCHEZ GAYTAN,
MICHELLE HIGGINS, CHRISTINE LANTZ, MICHELLE NIEMEYER & VICTORIA SODERLUND
NAYS: 0

ABSTAIN: 0

MOTION CARRIED: 7-0-0

6. SELECTION – ELECTION OF OFFICERS

Lisa Cole asked for a nomination for Board President - Michelle Niemeyer nominated Chris Lantz, Lisa asked for a show of hands all in favor 7, not in favor 0 motion carried 7-0

Lisa Cole asked for a nomination for Board Vice-President - Michelle Higgins nominated Vicky Soderlund, Lisa asked for a show of hands all in favor 7 not in favor 0 motion carried 7-0

Lisa Cole asked for a nomination for Board Secretary - Melissa Castillo nominated Michelle Higgins, Lisa asked for a show of hands all in favor 7 not in favor 0 motion carried 7-0.

7. WITH NO FURTHER BUSINESS TO CONDUCT MRS. LANTZ REQUESTED A MOTION TO ADJOURN THE SPECIAL MEETING

Motion was made by Mrs. Soderlund and seconded by Mrs. Higgins to adjourn the special meeting at 6:37 pm by unanimous consent.

1.CALL TO ORDER REGULAR MEETING

The meeting was called to order at 6:37pm by Mrs. Lantz President of the Board of Education.

2. 30MINUTES FOR CITIZENS OF ATWOOD HEIGHTS SCHOOL DISTRICT 125 TO ADDRESS THE BOARD. (Please limit your comments to five minutes. If required, "Citizen's Comments" will be continued at the end of the meeting.)

3. FREEDOM OF INFORMATION ACT REQUESTS

ACB from Proton Mail FOIA#1-#10 @ Ad.Cuius.Bonum@proton.me

4. BOARD MEMBER COMMENTS PERTAINING TO THE AGENDA - Mrs. Soderlund removed 415.3 & 415.4 from the consent agenda to be discussed in closed session.

5. CONSENT AGENDA: Motion to approve the Consent Agenda that includes the following items:

A. **APPROVAL OF MINUTES**

1. Regular Meeting of March 18, 2025

B. **FINANCE APPROVAL**

Summary of Payroll

Student Activity Accounts

C. **ACTION ITEMS**

415.1 Approve the Proposed Speech Blossoms Provider Agreement for 2025-2026 School Year

415.2 Approve the Resolution and Certification to fill the Board Vacancy

D. **PERSONNEL**

415.3 Approval to Accept the Letter of Resignation from Therese Byers a Special Education Teacher at Lawn Manor Primary Center, pulled for discussion in closed session

415.4 Approval to Accept the Letter of Resignation from Michah Florey the School Social Worker at Hamlin Upper Grade Center, pulled for discussion in closed session

Motion was made by Mrs. Niemeyer and seconded by Mrs. Soderlund to approve the consent agenda.

ROLL CALL:

AYES: 7 TAMMY BALCIUNAS, MELISSA CASTILLO, ESTEBAN SANCHEZ GAYTAN,
MICHELLE HIGGINS, CHRISTINE LANTZ, MICHELLE NIEMEYER & VICTORIA SODERLUND
NAYS: 0

ABSTAIN: 0

MOTION CARRIED: 7-0-0

6. APPROVAL OF BILLS PAYABLE

Bills Payable in the amount of:

Education Fund #10: \$184,370.45

Operations & Maintenance #20: \$136,542.84

Debt Service Fund #30: \$518.00

Transportation Fund #40: \$76,929.16

Municipal Retirement #50: \$0

Tort Immunity Fund #80: \$25.00

Life Safety Fund #90: \$0

Motion was made by Mrs. Soderlund and seconded by Mrs. Niemeyer to approve the bills payable.

7. BUSINESS FROM THE BOARD AND COMMITTEE REPORTS – Superintendent Cole, Mrs. Wills and all the board members thanked Mrs. Niemeyer for her time, hard work and dedication for the past six years of service as a board member and let her know just how much she will be missed.

8. ADMINISTRATIVE REPORTS – Principal reports attached

9. SUPERINTENDENT REPORT – Superintendent Cole reported to the board members that the new outside Stem Lab at Meadow Lane is a beautiful edition to the school and she thanked Mrs. Gray for all her hard work securing a \$250,000 Grant to cover most of the work. Lisa was happy to announce the District's Health and Safety Inspection received a perfect score from the ROE for the fourth year in a row. Finally, Lisa mentioned the Intergovernmental Agreement (IGA) between Atwood Heights School District 125 and the Village of Merrionette Park was approved at the Village of Merrionette Park's March 19, 2025 Board Meeting.

10. MOTION TO GO INTO CLOSED SESSION (ONLY IF NECESSARY; ACTION MAY BE TAKEN ON MATTERS DISCUSSED IN CLOSED SESSION UPON RETURN TO OPEN SESSION)

Motion was made by Mrs. Soderlund and seconded by Mrs. Castillo to adjourn to closed session at 6:51pm.

ROLL CALL:

AYES: 7 TAMMY BALCIUNAS, MELISSA CASTILLO, ESTEBAN SANCHEZ GAYTAN,
MICHELLE HIGGINS, CHRISTINE LANTZ, MICHELLE NIEMEYER & VICTORIA SODERLUND
NAYS: 0

ABSTAIN: 0

MOTION CARRIED: 7-0-0

11. RETURN TO OPEN SESSION/ACTION ON MATTERS DISCUSSED IN CLOSED SESSION (IF NECESSARY)

Upon returning from closed session at 7:59 pm the board took action on the following items:

Salary increases for the Custodians, Building Secretaries and District Office Secretaries. Rates were determined by years of service, historical data outlining salary increases, and comparisons to South Suburban Districts as outlined on the SSSBO Salary Study.

Motion was made by Mrs. Soderlund and seconded by Mr. Sanchez to approve the increases for the 2025-2026 school year.

ROLL CALL:

AYES: 6 TAMMY BALCIUNAS, MELISSA CASTILLO, ESTEBAN SANCHEZ GAYTAN,
MICHELLE HIGGINS, CHRISTINE LANTZ & VICTORIA SODERLUND

NAYS: 0

ABSTAIN: 0

MOTION CARRIED: 6-0-0

12. ADJOURNMENT

With no further business to discuss, Mrs. Lantz adjourned the meeting at 8:00pm by unanimous consent.

Respectfully submitted,

Christine Lantz, President

Michelle Higgins, Secretary

Atwood Heights School District 125

Labor Summary Report

Fiscal Year: 2024-2025

Pay Period: 22

Pay Cycle: Biweekly

Starting: 04/12/2025

Ending: 04/25/2025

Pay Date: 04/25/2025

Certified

Classified

Total

Retirement - Illinois TRS Member Benefit Inc. (TE)	\$911.09	\$0.00	\$911.09
Retirement - Illinois TRS Federal Fund	\$764.29	\$0.00	\$764.29
Retirement - Illinois IMRF (Taxable Benefit)	\$2,343.64	\$752.85	\$3,096.49
<u>Total Employer Benefits:</u>	\$37,095.25	\$3,242.81	\$40,338.06
<u>Gross:</u>	\$188,986.32	\$21,722.48	\$210,708.80
<u>Total Payroll Expense:</u>	\$226,081.57	\$24,965.29	\$251,046.86

Number of Employees Paid	89	16	105
Number of Males	8	3	11
Number of Females	81	13	94

Payroll Balancing Data

		Direct Deposit	\$137,444.33
		Employee Checks	\$14,615.73
Gross Pay	\$210,708.80	Total Net Pay	\$152,060.06
		EE Deductions	\$58,648.74
ER Contributions	\$40,338.06	ER Contributions	\$40,338.06
Total Payroll Expense	\$251,046.86	Total Payroll Expense	\$251,046.86

End of Report

Atwood Heights School District 125

Labor Summary Report

Fiscal Year: 2024-2025

Pay Period: 22

Pay Cycle: Biweekly

Starting: 04/12/2025

Ending: 04/25/2025

Pay Date: 04/25/2025

	<u>Certified</u>	<u>Classified</u>	<u>Total</u>
Gross Pay	\$188,986.32	\$21,722.48	\$210,708.80
<u>Employee Deductions:</u>			
Federal Income Tax	\$16,044.40	\$853.90	\$16,898.30
FICA - Social Security	\$2,473.95	\$835.76	\$3,309.71
FICA - Medicare	\$2,786.45	\$195.46	\$2,981.91
Deduction - Regular (Not Tax Exempt)	\$1,266.49	\$0.00	\$1,266.49
Deduction - TSA (Fed Tax Exempt)	\$3,182.00	\$0.00	\$3,182.00
Deduction - Section 125 (Fed and FICA Tax Exempt)	\$4,924.48	\$225.68	\$5,150.16
State Tax - Illinois	\$8,368.56	\$596.17	\$8,964.73
Retirement - Illinois TRS	\$12,097.73	\$0.00	\$12,097.73
Retirement - Illinois TRS THIS Fund	\$1,209.82	\$0.00	\$1,209.82
Retirement - Illinois TRS Member Benefit Inc. (TE)	\$0.00	\$0.00	\$0.00
Retirement - Illinois TRS Federal Fund	\$0.00	\$0.00	\$0.00
Retirement - Illinois IMRF Voluntary Additional	\$772.87	\$97.03	\$869.90
Retirement - Illinois IMRF (Taxable Benefit)	\$1,812.08	\$582.11	\$2,394.19
Retirement - Illinois TRS Supplemental Savings Plan	\$273.80	\$0.00	\$273.80
Retirement - Illinois TRS SSP Roth	\$50.00	\$0.00	\$50.00
<u>Total Employee Deductions:</u>	\$55,262.63	\$3,386.11	\$58,648.74
<u>Total Net Pay:</u>	\$133,723.69	\$18,336.37	\$152,060.06
<u>Direct Deposit:</u>	\$129,036.14	\$8,408.19	\$137,444.33
<u>Net Pay Checks:</u>	\$4,687.55	\$9,928.18	\$14,615.73

Employer Paid Benefits:

FICA - Social Security	\$2,473.95	\$835.76	\$3,309.71
FICA - Medicare	\$2,786.45	\$195.46	\$2,981.91
Deduction - Regular (Not Tax Exempt)	\$199.10	\$4.86	\$203.96
Deduction - Section 125 (Fed and FICA Tax Exempt)	\$24,321.26	\$1,453.88	\$25,775.14
Retirement - Illinois TRS	\$2,039.10	\$0.00	\$2,039.10
Retirement - Illinois TRS THIS Fund	\$1,256.37	\$0.00	\$1,256.37

Atwood Heights School District 125

Labor Summary Report

Fiscal Year: 2024-2025

Pay Period: 23

Pay Cycle: Biweekly

Starting: 04/26/2025

Ending: 05/09/2025

Pay Date: 05/09/2025

	<u>Certified</u>	<u>Classified</u>	<u>Total</u>
Retirement - Illinois TRS Member Benefit Inc. (TE)	\$893.41	\$0.00	\$893.41
Retirement - Illinois TRS Federal Fund	\$764.29	\$0.00	\$764.29
Retirement - Illinois IMRF (Taxable Benefit)	\$2,348.12	\$727.96	\$3,076.08
<u>Total Employer Benefits:</u>	\$36,383.34	\$3,126.27	\$39,509.61
<u>Gross:</u>	\$190,430.37	\$16,582.47	\$207,012.84
<u>Total Payroll Expense:</u>	\$226,813.71	\$19,708.74	\$246,522.45
<hr/>			
Number of Employees Paid	91	12	103
Number of Males	8	1	9
Number of Females	83	11	94

Payroll Balancing Data

		Direct Deposit	\$139,224.80
		Employee Checks	\$10,167.75
Gross Pay	\$207,012.84	Total Net Pay	\$149,392.55
ER Contributions	\$39,509.61	EE Deductions	\$57,620.29
		ER Contributions	\$39,509.61
Total Payroll Expense	\$246,522.45	Total Payroll Expense	\$246,522.45

End of Report

Atwood Heights School District 125

Labor Summary Report

Fiscal Year: 2024-2025

Pay Period: 23

Pay Cycle: Biweekly

Starting: 04/26/2025

Ending: 05/09/2025

Pay Date: 05/09/2025

	<u>Certified</u>	<u>Classified</u>	<u>Total</u>
Gross Pay	\$190,430.37	\$16,582.47	\$207,012.84
<u>Employee Deductions:</u>			
Federal Income Tax	\$15,765.06	\$808.00	\$16,573.06
FICA - Social Security	\$2,478.72	\$761.49	\$3,240.21
FICA - Medicare	\$2,751.78	\$178.08	\$2,929.86
Deduction - Regular (Not Tax Exempt)	\$1,266.49	\$0.00	\$1,266.49
Deduction - TSA (Fed Tax Exempt)	\$3,182.00	\$0.00	\$3,182.00
Deduction - Section 125 (Fed and FICA Tax Exempt)	\$4,818.84	\$225.68	\$5,044.52
State Tax - Illinois	\$8,264.88	\$543.12	\$8,808.00
Retirement - Illinois TRS	\$11,823.45	\$0.00	\$11,823.45
Retirement - Illinois TRS THIS Fund	\$1,182.37	\$0.00	\$1,182.37
Retirement - Illinois TRS Member Benefit Inc. (TE)	\$0.00	\$0.00	\$0.00
Retirement - Illinois TRS Federal Fund	\$0.00	\$0.00	\$0.00
Retirement - Illinois IMRF Voluntary Additional	\$778.13	\$89.99	\$868.12
Retirement - Illinois IMRF (Taxable Benefit)	\$1,815.55	\$562.86	\$2,378.41
Retirement - Illinois TRS Supplemental Savings Plan	\$273.80	\$0.00	\$273.80
Retirement - Illinois TRS SSP Roth	\$50.00	\$0.00	\$50.00
<u>Total Employee Deductions:</u>	\$54,451.07	\$3,169.22	\$57,620.29
<u>Total Net Pay:</u>	\$135,979.30	\$13,413.25	\$149,392.55
<u>Direct Deposit:</u>	\$131,107.89	\$8,116.91	\$139,224.80
<u>Net Pay Checks:</u>	\$4,871.41	\$5,296.34	\$10,167.75

Employer Paid Benefits:

FICA - Social Security	\$2,478.72	\$761.49	\$3,240.21
FICA - Medicare	\$2,751.78	\$178.08	\$2,929.86
Deduction - Regular (Not Tax Exempt)	\$199.10	\$4.86	\$203.96
Deduction - Section 125 (Fed and FICA Tax Exempt)	\$23,672.85	\$1,453.88	\$25,126.73
Retirement - Illinois TRS	\$2,039.10	\$0.00	\$2,039.10
Retirement - Illinois TRS THIS Fund	\$1,235.97	\$0.00	\$1,235.97

5/7/2025

Page 1

Account transactions
Lawn Manor Student Activities- 2024-2025

Num	Date	Payee	Category	Amount	Running Balance
		Opening Balance			3,582.09
1129	8/20/2024	Southwest Symphony Orchestra	2nd grade field trip	(336.00)	3,246.09
	9/30/2024	Deposit	Fundraiser	1,623.00	4,869.09
1130	9/30/2024	School Are Us	Splritwear	(1,623.00)	3,246.09
1131	10/16/2024	The Children's Farm	Klndergarten Field Trip	(586.50)	2,659.59
1132	10/16/2024	The Children's Farm	Klndergarten Field Trip	(103.50)	2,556.09
	12/13/2024	Deposit	Fundraiser	2,040.50	4,596.59
1133	12/13/2024	Fun Services	Santa's Secret Workshop	(2,040.50)	2,556.09
	1/17/2025	Deposit	Polling Place	100.00	2,656.09
1134	1/31/2025	Moraine Valley Community College	1st/2nd Field Trip	(1,100.00)	1,556.09
	2/6/2025	Deposit	Polling Place	1,135.67	2,691.76
	10/22/2024	Deposit	Field Trip	562.00	3,253.76
1136	2/7/2025	Chicago Kids Company	Field Trip	(1,430.00)	1,823.76
	3/5/2025	Deposit	Polling Place	450.00	2,273.76
1137	3/5/2025	High Esteem	Erin's Law	(450.00)	1,823.76
	3/21/2025	Deposit	Field Trip	450.00	2,273.76
1138	3/28/2025	Chicago Kids Company	Field Trip	(925.00)	1,348.76
1139	3/31/2025	Chicago Kids Company	Field Trip	(455.00)	893.76
	4/1/2025	Deposit	Field Trip	1,420.00	2,313.76
Grand Total				(1,268.33)	2,313.76

Account transactions
Meadow Lane Student Activities 2024-2025

Num	Date	Payee	Category	Amount	Running Balance
Opening Balance					19,243.73
Month Ending 9/30/2024					
1156	9/2/2024	Theatre of Western Springs	Field Trips	(114.00)	19,129.73
	9/5/2024	Deposit	Music Supplies	2,326.00	21,455.73
1157	9/5/2024	Chase Care Services	School Store	(94.32)	21,361.41
	9/19/2024	Deposit	Music Supplies	533.00	21,894.41
	9/19/2024	Deposit	Got Sneakers	31.00	21,925.41
Total Month Ending 9/30/2024				2,681.68	
Month Ending 10/31/2024					
1159	10/1/2024	Will County Forest Preserve	5th Grade Field Trip	(140.00)	21,785.41
	10/9/2024	Deposit	LaBraid	2,012.00	23,797.41
1160	10/9/2024	LaBraid	LaBraid	(1,028.00)	22,769.41
1161	10/10/2024	Chase Card Service	Student Activities	(3,098.09)	19,671.32
	10/22/2024	Deposit	Monster Mash	95.00	19,766.32
Total Month Ending 10/31/2024				(2,159.09)	
Month Ending 11/30/2024					
	11/4/2024	Deposit	Music Supplies	775.00	20,541.32
1162	11/4/2024	Chase Card Service	Student Activities	(106.94)	20,434.38
1163	11/4/2024	Chase Card Service	Student Activities	(123.84)	20,310.54
	11/7/2024	Deposit	Monster Mash	2,336.00	22,646.54
	11/14/2024	Deposit	Monster Mash	125.00	22,771.54
	11/25/2024	Deposit	Spiritwear	1,642.00	24,413.54
Total Month Ending 11/30/2024				4,647.22	
Month Ending 12/31/2024					
1164	12/3/2024	ICTM Math Contest	Bills : Membership Fees	(100.00)	24,313.54
	12/4/2024	Deposit	Field Trip	1,747.00	26,060.54
1165	12/4/2024	Chase Card Service	Student Activities	(72.81)	25,987.73
1166	12/4/2024	Chase Card Service	Student Activities	(58.98)	25,928.75
1167	12/5/2024	Theatre of Western Springs	Field Trips	(1,050.00)	24,878.75
1168	12/11/2024	Chase Card Service	Student Activities	(65.56)	24,813.19
1169	12/16/2024	Storm Science	Assembly	(1,850.00)	22,963.19
1170	12/16/2024	Schools Are Us		(1,401.00)	21,562.19
	12/18/2024	Deposit	Family in Need	50.00	21,612.19
1171	12/18/2024	Amy Jones	Family in Need	(50.00)	21,562.19
Total Month Ending 12/31/2024				(2,851.35)	
Month Ending 1/31/2025					
1173	1/3/2025	Chase Card Service	Student Activities	(114.84)	21,447.35
1172	1/6/2025	Chase Card Service	Student Activities	(156.22)	21,291.13
	1/28/2025	Deposit	Little Ceasar's Fundraiser	724.00	22,015.13
Total Month Ending 1/31/2025				452.94	
Month Ending 2/28/2025					
1174	2/4/2025	Little Cesars Pizza	Fundraiser	(438.00)	21,577.13
	2/6/2025	Deposit	Candy Bar Bingo	1,064.00	22,641.13
	2/6/2025	Deposit	Music Supplies	684.00	23,325.13
1175	2/7/2025	Chase Card Service	Student Activities	(833.02)	22,492.11
	2/11/2025	Deposit	Storm Science Split - Hamlin	925.00	23,417.11
	2/21/2025	Deposit	Candor Health	690.00	24,107.11
	2/26/2025	Candor Health	Health Program 5th Grade	(1,035.00)	23,072.11
Total Month Ending 2/28/2025				1,056.98	
Month Ending 3/31/2025					

Account Transactions
Hamlin Student Activity 2024-2025

Num	Date	Payee	Memo	Category	Amount	Running Balance
			Opening Balance as of 7/1/2024			\$29,014.56
			Month Ending 7/31/2024			\$29,014.56
<hr/>						
			Opening Balance 8/1/2024			\$29,014.56
1487	8/9/2024	Santo Sport	Gym Clothes	Student Activities	\$ (2,200.25)	\$ 26,814.31
			Total Month Ending 8/31/2024			\$ 26,814.31
<hr/>						
			Opening Balance 9/1/2024			\$26,814.31
	9/6/2024	Amazon	Desk Chair	Fees and Fines	\$ (38.99)	\$26,775.32
1490	9/13/2024	PM Music	Band Music 2024	Band	\$ (108.00)	\$26,667.32
	9/13/2024	Deposit	Sports, Fundraiser, Book Fair	Not An Expense	\$ 1,213.52	\$27,880.84
1489	9/16/2024	Scholastic	Book Fair Money	Student Activities	\$ (713.84)	\$27,167.00
1492	9/16/2024	Alzheimers	Penny War Donation	Fundraiser	\$ (1,354.00)	\$25,813.00
	9/18/2024	Amazon	Printer Ink	Fees and Fines	\$ (28.89)	\$25,784.11
1488	9/23/2024	Sam's Club	Concession Stand	Sports	\$ (469.24)	\$25,314.87
			Total Month Ending 9/30/2024			\$25,314.87
<hr/>						
			Opening Balance 10/1/2024			\$25,314.87
		Chicago Shakespeare				
1491	10/1/2024	Theater	7th Grade Shakespeare Trip	Field Trip	\$ (258.00)	\$25,056.87
		Southwest				
1493	#####	Symphony	Band Field Trip	Band	\$ (246.00)	\$24,810.87
	#####	Deposit	B.R.I./Afterschool/Concessions	Student Activities	\$ 2,180.50	\$26,991.37
			Total Month Ending 10/31/2024			\$26,991.37

Account Transactions

Hamlin Student Activity 2024-2025

1508	2/26/2025	World Strides	Springfield Trip	Field Trip	\$	(3,485.00)	\$25,096.25
1509	2/24/2025	Chase Visa	Sports & NASSP	Sports/S. Activities	\$	(544.15)	\$24,552.10
Total Month Ending 2/28/2025							\$24,552.10

Opening Balance 3/1/2025 \$24,552.10

1510	3/3/2025	Charter Up	Buses for White Pines	Field Trip	\$	(2,417.18)	\$22,134.92
1511	3/5/2025	DDE Band	Chicago Land Classic	Band	\$	(200.00)	\$21,934.92
	3/17/2025	Amazon	Soccer Flags	Sports	\$	(35.99)	\$21,898.93
	3/17/2025	Amazon	Graduation/DD Supplies	Graduation	\$	(273.23)	\$21,625.70
	3/19/2025	Amazon	K-Cups	Fees & Fines	\$	(35.95)	\$21,589.75
1512	3/19/2025	Chase Visa	6 Flags Trip	Field Trip	\$	(2,693.60)	\$18,896.15
1513	3/19/2025	Chase Visa	Navy Pier Buses	Field Trip	\$	(1,351.52)	\$17,544.63

Total Month Ending 3/31/2025 \$17,544.63

Opening Balance 4/1/2025 \$17,544.63

1515	4/7/2025	Margrita Medina	Soccer Materials	Sports	\$	(180.08)	\$17,364.55
1516	4/7/2025	Amanda Tarqueno	Bball & Soccer Jerseys	Sports	\$	(1,390.00)	\$15,974.55
1514	4/9/2025	Mahoney's Grad	Cap/Gown/Diplomas	Graduation	\$	(2,377.65)	\$13,596.90
	4/14/2025	Amazon	Ribbon for ID Printer	Office Supplies	\$	(29.38)	\$13,567.52
	4/14/2025	Amazon	Envelopes	Office Supplies	\$	(22.79)	\$13,544.73
	4/16/2025	Deposit	White Pines Deposit	Not an Expense	\$	3,080.00	\$16,624.73
	4/22/2025	Deposit	Graduation	Not an Expense	\$	580.00	\$17,204.73
	4/22/2025	Deposit	Graduation	Not an Expense	\$	130.00	\$17,334.73
	4/22/2025	Deposit	Valentine's Dance	Not an Expense	\$	5.00	\$17,339.73
	4/28/2025	Deposit	Clubs, Graduation, YB, WP	Not an Expense	\$	7,566.57	\$24,906.30
	4/29/2025	Amazon	Supplies for MACS Grant	Student Activities	\$	(588.98)	\$24,317.32

Total Month Ending 4/30/2025 \$24,317.32

COOK COUNTY
COOK 20250401 Ver G
April 1, 2025
Summary Report - Unofficial Results

513 1

School B.M., Palos Community Consolidated 118, 4yr

Vote For 4		
(18 of 18 precincts reported)		
NON - Susan M. Szafranski	2,854	23.28%
NON - Jennifer Marie Jensen	2,777	22.66%
NON - Suzan Atallah	1,229	10.03%
NON - Timothy J. Baker	2,828	23.07%
NON - Kevin T Quinn	2,569	20.96%
Total	12,257	

School B.M., Ridgeland 122, 4yr

Vote For 4		
(13 of 13 precincts reported)		
NON - David Lis	832	26.03%
NON - Steven Niceforo	788	24.66%
NON - Pat Pulver	827	25.88%
NON - Fida Khalil	749	23.44%
Total	3,196	

School B.M., Oak Lawn-Hometown 123, 4yr.

Vote For 4		
(20 of 20 precincts reported)		
NON - Brian Nichols	2,293	34.90%
NON - Peter DeRousse	2,102	31.99%
NON - Carly Bishop	2,176	33.12%
No Candidate	0	0.00%
Total	6,571	

School B.M., Evergreen Park 124, 4yr

Vote For 4		
(12 of 12 precincts reported)		
NON - Michael Thomas	2,638	35.50%
NON - Michael J. Aumiller	2,341	31.50%
NON - Rachel Marroquin	2,453	33.01%
No Candidate	0	0.00%
Total	7,432	

School B.M., Atwood Heights 125, 4yr.

Vote For 4		
(7 of 7 precincts reported)		
NON - Michelle Higgins	322	33.93%
NON - Christine B Lantz	318	33.51%
NON - Melissa Castillo	309	32.56%
No Candidate	0	0.00%
Total	949	

School B.M., Alsip, Hazelgreen & Oak Lawn 126, 2yr.

(13 of 13 precincts reported)		
No Candidate	0	0.00%
Total	0	

School B.M., Alsip, Hazelgreen & Oak Lawn 126, 4yr

Vote For 4		
(13 of 13 precincts reported)		
NON - Jennifer Warrick	689	21.86%
NON - Harry Tannehill	575	18.24%
NON - Lori Pierce	728	23.10%
NON - Therese Zaker	692	21.95%
NON - Marigrace C Sinnott-Snooks	468	14.85%
Total	3,152	

School B.M., Worth 127, 4yr

Vote For 4		
(6 of 6 precincts reported)		
NON - Drew Semus	435	25.06%
NON - Vince Flores	419	24.14%
NON - Danette Keeler	451	25.98%
NON - David Blanks	431	24.83%
Total	1,736	

School B.M., Chicago Ridge 127 1/2, 2yr.

(6 of 6 precincts reported)		
NON - Stacy Berkin	664	100.00%
Total	664	

School B.M., Chicago Ridge 127 1/2, 4yr.

Vote For 4		
(6 of 6 precincts reported)		
NON - Antonio Medina	579	24.53%
NON - Laura Schroeder	624	26.44%
NON - Effie Petropulos	584	24.75%
NON - Tierza Lammel	573	24.28%
Total	2,360	

School B.M., Palos Heights 128, 4yr

Vote For 4		
(7 of 7 precincts reported)		
NON - Joe Young	1,137	34.13%
NON - Tom Volk	1,114	33.44%
NON - Adelicia Brienzo	1,080	32.42%
No Candidate	0	0.00%
Total	3,331	

School B.M., Cook County 130, 4yr.

Vote For 4		
(21 of 21 precincts reported)		
NON - Sarah Kaliski-Roll	1,138	21.12%
NON - Jennifer McGinnis	1,246	23.13%
NON - Taylor Burmeister	1,089	20.21%
NON - Nicole Martinez	1,172	21.75%
NON - Shaun Tallon	743	13.79%
Total	5,388	

**INTERGOVERNMENTAL AGREEMENT BETWEEN
THE VILLAGE OF MERRIONETTE PARK ("VILLAGE") AND
ATWOOD HEIGHTS SCHOOL DISTRICT 125 ("DISTRICT")
REGARDING THE ACQUISITION OF PROPERTY
THROUGH THE COOK COUNTY NO CASH BID PROGRAM**

WHEREAS, the Village and the District are units of local government as defined in the Intergovernmental Cooperation Act (5 ILCS 220/1 et seq.), and have found it to be in their mutual best interests to work together for The Village to acquire the property described in this Agreement through the Cook County No Cash Bid Program, and transfer such property to the District.

WHEREAS, Article VII, Section 10 of the Illinois Constitution of 1970 authorizes units of local government to contract or otherwise associate among themselves to obtain or share services, to exercise, combine or transfer any power or function, in any manner not prohibited by law.

WHEREAS, the District owns and operates Meadow Lane School, located at 11800 Meadow Lane, Merrionette Park, IL, for the benefit of the residents of the Village.

WHEREAS, the District has openly and continuously owned and operated Meadow Lane School at said address since the School's construction in 1955.

WHEREAS, the Meadow Lane School grounds include, in part, the parcel of land legally described as follows:

THE NORTH 33 FEET OF LOT 17 (EXCEPT THE EAST 10.97 FEET THEREOF); THE NORTH 33 FEET OF LOT 18; THE NORTH 33 FEET OF LOT 19; THE NORTH 33 FEET OF LOT 20; THE NORTH 33 FEET OF LOT 21; THE NORTH 33 FEET OF LOT 22 AND THE NORTH 33 FEET OF LOT 23 IN BLOCK 2 IN IRWIN AND DAL TON'S SUBDIVISION OF BLOCKS 37 AND 38 IN CLIFTON ADDITION TO WASHING TON HEIGHTS BEING THE SOUTH HALF OF THE SOUTHWEST QUARTER OF THE SOUTHWEST QUARTER OF SECTION 24, TOWNSHIP 37 NORTH, RANGE 13, EAST OF THE THIRD PRINCIPAL MERIDIAN, IN COOK COUNTY, ILLINOIS.
Permanent Index Number: 24-24-302-047-0000 (Volume number 246) (the "Property")

WHEREAS, in November 2022, representatives of the Village advised the District that the Property was included in the annual tax sale list received by the Village from Cook County, Illinois.

WHEREAS, the District caused a review of its records and public records to be conducted, and determined that title to the Property had not been properly conveyed to the District.

WHEREAS, it is in the best interests of the District that it acquire title to the Property, and that the Property be removed from the Cook County annual tax sale list.

WHEREAS, the District has requested that the Village take all actions reasonable and necessary for the Village to acquire title to the Property through the Cook County No Cash Bid Program, and to transfer such title to the District upon the Village's acquisition of same (the "Services").

WHEREAS, the Village is willing to provide the Services, and the District is willing to reimburse the Village for any costs associated with providing the Services, pursuant to the terms and conditions of this Agreement.

WHEREAS, it is in the best interests of the Village and District to enter into this Agreement.

NOW THEREFORE, in consideration of the mutual promises, covenants, conditions, and other valuable consideration set forth in this Agreement, the receipt and sufficiency whereof are herein acknowledged, the parties hereto agree as follows:

1. Incorporation of Recitals. The recitals to this Agreement, as set forth above, are incorporated into and made a part of this Agreement by reference.
2. Village Obligations. The Village shall provide the Services, subject to the receipt of reimbursement for the costs thereof, from the District, as provided for in Section 3 below.
3. District Obligations. The District agrees to reimburse the Village for its performance of the Services, within thirty (30) days after the receipt of a bill from the Village, upon the Village's acquisition of title to the Property through the Cook County No Cash Bid Program, and the transfer of such title to the Property to the District, at a rate of \$240 per hour and any related costs that are substantiated via receipts.
4. Mutual Obligations of Parties. The Village and the District, and their respective agents and representatives, shall cooperate with each other and take such actions as are reasonably necessary for the Village's performance of the Services.
5. Indemnification. The District and Village each agree to mutually indemnify, defend, and hold harmless the other party and their respective elected officials, officers, employees, and agents from all claims, causes of action, damages, whether to person (including death) or property, costs (including reasonable attorneys' fees), and losses (collectively, "Loss") but

only to the extent the Loss is caused in whole or in part by a wrongful or negligent act or omission of the indemnifying party.

6. No Waiver of Tort Defenses. Nothing contained in Section 6 above, or in any other provision of this Agreement, is intended to constitute, nor shall constitute, a waiver of the defenses available to either of the Parties under the Illinois Local Governmental and Governmental Employees Tort Immunity Act (745 ILCS 10/1-101 et seq.) concerning claims by third parties.
7. Termination. Any party may terminate this Agreement at any time by providing the other parties with thirty (30) days prior written notice of termination.
8. Notices. Notice or other writings which either Party is required to, or may wish to, serve upon the other Party in connection with this Agreement shall be in writing and shall be delivered personally or sent by registered or certified mail, return receipt requested, postage prepaid, addressed as follows:

If to the VILLAGE:

Village of Merrionette Park
Attn: Village President
11720 S Kedzie
Merrionette Park, IL 60803

If to the DISTRICT:

Atwood Height School District 125
Attn: Superintendent
12150 S. Hamlin Ave.
Alsip, IL 60803

Or to such other address, or additional parties, as either Party may from time to time designate in a written notice to the other Party. Service by certified mail shall be deemed given on the third day following the mailing of said notice, and service by personal delivery shall be deemed given upon actual delivery.

9. Counterparts. This Agreement may be executed (including electronically) in two (2) or more counterparts, each of which shall be deemed an original and all of which shall be deemed one and the same instrument.
10. Entire Agreement. This Agreement contains the entire understanding between the Parties and supersedes any prior understanding or written or oral agreements between them regarding the subject matter. There are no representations, agreements, arrangements, or understandings, oral or written, between and among the Parties hereto relating to the subject matter of this Agreement which are not fully expressed herein.

11. **Effective Date.** This Agreement shall be deemed dated and become effective on the date in which the last of the Parties executes this Agreement, as set forth below.
12. **Disclaimer of Relationship.** Nothing contained in this Agreement, nor any act of the Villages or the District, shall be deemed or construed by any of the parties hereto or by third-persons, to create any relationship of a third-party beneficiary, principal, agent, limited or general partnership, joint venture, or any association or relationship involving the Village or the District, respectively.
13. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Illinois and applicable federal law. Venue shall only be proper in a court of competent jurisdiction located within the Cook County, Illinois.

IN WITNESS WHEREOF, the Village, pursuant to authority granted by its Board of Trustees, has caused this Agreement to be executed by its President and attested by its Clerk, and the School District, pursuant to the authority duly granted by its Board of Education, has caused this Agreement to be signed by its President and attested by its Secretary.

VILLAGE OF MERRIONETTE PARK

ATWOOD HEIGHTS SCHOOL DISTRICT 125

Village President

President, Board of Education

ATTEST:

ATTEST:

Village Clerk

Secretary, Board of Education

Application Printout

Instructions

eGrant Management System

Printed Copy of Application

Applicant: ATWOOD HEIGHTS SD 125

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: ATWOOD HEIGHTS SD 125

Date Generated: 5/6/2025 5:00:05 PM

Generated By: District125

Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name*
 First Name*
 Title
 Phone*
 Extension

First Name*
 Last
 Email*
 Initial
 Middle
 Initial
 Email*

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 participation 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 narrative, or, if appropriate, may be discussed in connection with related topics in the application. Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies. Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.

(Count of 2500 maximum characters used)
 This district will ensure that the 6 listed barriers will not inhibit access or participation in any program for students who qualify for services by documenting participation and analyzing any disproportionalities within any of the barriers. District 125 will target growth and achievement rates to assist in closing any identified gaps and overcome the barriers to equitable program participation of students, teachers, and other beneficiaries with special needs. Each school targets its respective rates and has a matrix of resources/support for math and reading interventions. We have developed a compendium of instructional strategies for best practices in reading and math as well as supporting these strategies with targeted professional development that focuses on struggling learners. Our Response to Intervention Model guides each school to support our students' academic, physical, social, emotional, and behavioral needs. Students who need more intensive interventions receive individualized support services that are monitored and reviewed at least every 3-5 weeks.

3. Bilingual Program Director Assurance

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

76

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

4. District Migrant Education Program Liaison

Last Name First Name Middle Initial
 Title
 Phone
 Extension
 Email

ICoile@hisd125.org
 ICoile@hisd125.org

The district individual above will be the contact person in the event that a migrant child is or migratory children are believed to have enrolled in the district. The District Migrant Program Liaison may notify ISBE at 312-614-3300 or by email at dmli@isbe.net that a child could be a potential or active migratory migrant. ISBE may also contact the above individual if it has information that a migratory child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under the Every Student Succeeds Act of 2015) - Title I, Part C Education of Migratory Children.

5. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

*Required field, applicable for all funding sources

Amendments

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

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

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

*Required field, applicable for all funding sources

Needs Assessment and Programs

Instructions

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2025-2026. * [1] **NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISSE if funding sources have been added or removed due to actual grant awards.**

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

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected. * [2] For your convenience, the program/special education plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. **DO NOT use special characters, number/or bulleted list copied from Word, see above, or N/A as this will result in disapproval of your plan.** (Count of 7500 maximum characters used)
Each year the district will make sure all funding received (federal, state and local) complies with the spending guidelines identified by each entity or subgroup. Our District has a high population of low-income and special needs students. We believe that high-quality teachers and district leaders are essential for District-wide improvement. Identifying underperforming subgroups and closing our achievement gaps are the two main goals that drive our District Improvement Plan. Responses from the approved prior year Consolidated District Plan.
Each year the district will make sure all funding received (federal, state and local) complies with the spending guidelines identified by each entity or subgroup. Our District has a high population of low-income and special needs students. We believe that high-quality teachers and district leaders are essential for District-wide improvement. Identifying underperforming subgroups and closing our achievement gaps are the two main goals that drive our District Improvement Plan.

3. With the LEA braided funding? * Indicate the funds that will be braided, and select the programs or initiatives that will be supported by braiding. If no program/initiatives are supported by braiding, select no.
Braiding of Funds
☐ Yes ☒ No

4. With the LEA hybrid-blend title II and/or Title IV funding? * Indicate all that apply, and select the programs or initiatives that will be supported by hybrid blending. If no program/initiatives are supported by the full/partial transfer of funds, select no.
Transfer of Funds
☒ Yes ☐ No

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

- ☒ Title II to Title I
Transfer Partial ☐ Transfer All Funds
- ☒ Title IV to Title I
Transfer Partial ☐ Transfer All Funds
- ☐ Title II to Title IV
Transfer Partial ☐ Transfer All Funds
- ☐ Title IV to Title II
Transfer Partial ☐ Transfer All Funds

5. Provide a Summary of the LEA's Needs Assessment. *
DO NOT use special characters, number/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)
Parent/Guardians and Community members are invited via published announcements to participate in our Strategic Plan, School Improvement Plan and 5 Essentials. Increased student achievement is a joint responsibility

of the home and school. As such, we have school-parent compacts that outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to increase student achievement. A safe and healthy learning environment is a top priority as identified by our District Improvement Plan. Research suggests that students that feel safe continue to perform higher on standardized tests. Our team reviews disaggregated data at least 3 times per year to monitor all achievement gaps. By working together, our students will succeed)

Legislative References:

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

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

*Required field, applicable for all funding sources

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

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

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

2025 Tech Plan, 2025-30 Strategic Plan and School Improvement Plans

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

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

A. Title I, Part A - Improving Basic Programs

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

Needs: District 125 utilizes a myriad of different progress monitoring tools, including scientifically based reading interventions and instructional strategies. Once students are screened and identified for diversified learning supports on the tiered intervention model, progress monitoring begins. These Tier 2 and Tier 3 students are prioritized for supports and monitored using the District Data Den. Results: We are very excited to see the mean RIT growth in mathematics and reading across the 3 schools in the District. Our staff is also involved in partnerships with ISCA, UIC and the Museum of Science and Industry throughout the year. The trainings are focused on math and science CCSS training. Our PLC's provide feedback on the most effective strategies on a routine basis to each curricular team. READ 180's comprehensive system of professional development supports our teachers and leaders in evaluating and improving their instructional practices using a blended approach. Face-to-face training on the tenets of this blended literacy program was the initial PD followed by on-site collaborative teaching with a trainer-of-trainers method. This allows our staff to consistently use data to determine whether students are making the desired academic gains and then whether they need modifications in their curriculum or instruction. This intensive analysis and participation in the R180 professional learning community has transformed our literacy model. We are very excited to see the mean RIT growth in mathematics and reading across the 3 schools in the District. Goals: We have seen an overall improvement in ELA and Mathematics in each grade level except 4th and 7th; however, we need to ensure equal opportunity and access to the curriculum. As such, our instructional teams will meet weekly and monthly to review/revise curriculum maps, instructional units, and lesson plans for ELA, Math, Social Science and Next Generation Science Standards. Our Response to Intervention Model guides each school to support our student's academic, physical, social, emotional, and behavioral needs. Students who need more intensive interventions, as identified through the disaggregated data will receive individualized support services that are monitored and reviewed at least every 3-5 weeks. In addition, our District Leadership Team will identify and reallocate resources needed for diversified learning supports based on trimester data den analysis. The diversification supports school-wide initiatives as well as small-group interventions.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

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: CCSS training and best practices for struggling students. Results: Our staff is involved in partnerships with the Intermediate Service Center 4, the University of Illinois at Chicago (MCHI) and the Museum of Science and Industry throughout the year. The trainings are focused on math and science CCSS training. Our PLC's provide feedback on the most effective strategies on a routine basis to each curricular team. READ 180's comprehensive system of professional development supports our teachers and leaders in evaluating and improving their instructional practices using a blended approach. We also implement Levelled Literacy Intervention which is a short-term, supplementary intervention system proven to improve literacy achievement of struggling readers with engaging leveled books and fast-paced, systematically designed lessons. Goals: Face-to-face training on the tenets of this blended literacy program was the initial PD followed by on-site collaborative teaching with a trainer-of-trainers method. This allows our staff to consistently use data to determine whether students are making the desired academic gains and then whether they need modifications in their curriculum or instruction.

G. Title III - LIEP

Needs: Hire additional ESL-certified staff, Professional Development for administrators, classroom teachers, paraprofessionals, and volunteers working with EL students. Results: Information packets are provided to classroom teachers and others working with ELs at the beginning of the school year, or as needed. Other EL information of interest, including notices of EL training provided outside the district, is provided to administrators, teachers and others working with ELs and immigrant children throughout the school year. Goals: Information and professional development activities are designed to improve instruction and assessment of ELs, provided to enhance teachers' ability to understand and use curricula, assessment measures, and instructional strategies for ELs and based on scientifically-based research.

H. Title III - ISEP

Needs: Hire additional ESL-certified staff, Professional Development for administrators, classroom teachers, paraprofessionals, and volunteers working with ELs and immigrant children. Results: Information packets are provided to classroom teachers and others working with ELs and immigrant children throughout the school year. Goals: Information and professional development activities are designed to improve instruction and assessment of ELs and immigrant children, provided to enhance teachers' ability to understand and use curricula, assessment measures, and instructional strategies for ELs and immigrant children based on scientifically-based research.

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: Our District Technology Committee studied our vision for our Tech Plan 2025 Goals: Our Technology Committee goals for the 2025 Tech Plan (see next section). Goal: 1. Lead our students to be ethical, safe, and responsible in the real and digital world. 2. Provide innovative professional development. 3. To allow equitable access for all regardless of their abilities and socioeconomic status. 4. To train staff when and how to use technology to enhance the curriculum appropriately. (Technology enhances, doesn't replace instruction). 5. Devise the most effective method to share information about the district technology plan which may look different for each building.

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

K. IDEA, Part B - Flow-Through [3]

Based on a review of needs, funds from IDEA Part B Flow-Through grant will be used to pay non-TES union to Escondido Cooperative for the CAGE and DIP programs as well as OT, PT and hearing itinerant services. The funds are necessary to support the increasing costs of programs required by an equally increasing number of students whose needs cannot be met in district programs and/or by district staff.

L. IDEA, Part B - Preschool

The district reviewed the need for continued opportunities for early childhood programs in the community. Data available through the recruitment process indicate growing needs for such services. The district has expanded enrollment to offer additional opportunities to families to participate in early childhood programs. Participation in early childhood programs before kindergarten has many benefits and can improve student achievement. Program goals continue to include offering stable, consistent educational opportunities to meet the physical, mental, social, and emotional needs of young children.

Legislative Requirements:

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

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

District Goal(s):

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

Every school offers a safe and healthy learning environment for all students.

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

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

Program Footnotes:

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

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

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Identified by our District Improvement Plan,

Identified by our District Improvement Plan.

Response from the prior year Consolidated District Plan

[2]

District Plan needs.

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achievement gaps. By working together, our

suggests that students who feel safe continuing

achievement gaps. By working together, our students w

Parents/Guardians and Community members are invited

Learn

District Plan needs.

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Students will succeed!

recipes in a cooking exercise. In addition, pa-

Response from the prior year Consolidated District Plan.

engagement and achievement for their children. Family Literacy Nights and Parent University are two examples of such family engagement opportunities. Our

Bilingual Parent Advisory Committee (BPAC) plans activities for our EL families to interact with the children during the Family Literacy Night by creating cards for bilingual parents to use with their children. In addition, parents are encouraged to participate in monthly field trips or classroom activities at each building. By working together, our students will succeed!

Title I Requirement:

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

ESEA SECTION 1112(a)(1)(A)

Title III Requirement:

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

Legislative References:

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

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

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

* Required field

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

Private School Participation

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

The application has been submitted. No more updates will be saved for the application.

NOTE: This page may remain blank if no private schools are listed or participating in the programs

NOTE: This page is not applicable to state schools or state-authorized charter schools.

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

Will Private Schools participate in the Program?

☐ Yes ☒ No

Private School Name	School Closing	Title I <input type="radio"/> Yes <input checked="" type="radio"/> No	Title II <input type="radio"/> Yes <input checked="" type="radio"/> No	Title IV <input type="radio"/> Yes <input checked="" type="radio"/> No	Nonpublic School Constitution Form [Choose File] No file chosen
Southwest Chicago Christian	<input type="checkbox"/>	Number of Low-Income Student(s):	Total Enrollment Number Student(s):	Total Enrollment Number Student(s):	PT26 Consolidated District Plan Nonpublic participation letter and email.pdf

Comments:

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

ISBE Goals:

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

District Goal(s):

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

All kindergartners are assessed for readiness.

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

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

If the district does not offer early childhood education programs, enter

No Preschool Programs

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(count of 7500 maximum characters used)

District 125 has an Early Childhood (EC) program that provides transition activities for the EC children. Plans routinely include tours of the school (Step-up), visiting kindergarten classrooms (shadow days), and participating in kindergarten activities such as eating lunch and playing on the playground. If children are unable to visit on the designated days, activities such as pen-pal programs, video messaging, and cross-grade level field trips are planned. Each school encourages parents to participate in all the experiences available to their children both on and off campus.

Response from the approved prior year Consolidated District Plan.

District 125 has an Early Childhood (EC) program that provides transition activities for the EC children. Plans routinely include tours of the school (Step-up), visiting kindergarten classrooms (shadow days), and participating in kindergarten activities such as eating lunch and playing on the playground. If children are unable to visit on the designated days, activities such as pen-pal programs, video messaging, and cross-grade level field trips are planned. Each school encourages parents to participate in all the experiences available to their children both on and off campus.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

Student Achievement and Timely Graduation

Instructions

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

ISBE Goals:

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

District Goal(s):

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

All students are supported by highly effective teachers and school leaders.

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

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

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(Count of 7500 maximum characters used)

To ensure equal opportunity and access to the curriculum, instructional teams meet weekly and monthly to review/revise curriculum maps, instructional units, and lesson plans for ELA, Math, Social Science and Next Generation Science Standards. Our response to the Illinois State Board of Education's academic, physical, social, emotional, and behavioral needs. Students who need more intensive interventions as identified through the disaggregated data, will receive individualized support services monitored and reviewed at least every 3-5 weeks. In addition, our District Leadership Team identifies, allocates, and reallocate resources needed for diversified learning supports. The diversification supports school-wide initiatives as well as small-group interventions. District 125 utilizes a myriad of different progress monitoring tools, including scientifically based reading interventions and instructional strategies. Once students are screened and identified for diversified learning supports on the tiered intervention model, progress monitoring begins. Students might utilize Read 180, Lexia, Reading Plus, Exact Path, Mathletics, Creative Curriculum, Dreambox and Fast Math to name a few. After-school tutoring is offered up to 4 days a week.

Response from the prior year Consolidated District Plan:

To ensure equal opportunity and access to the curriculum, instructional teams meet weekly and monthly to review/revise curriculum maps, instructional units, and lesson plans for ELA, Math, Social Science and Next Generation Science Standards. Our response to the Illinois State Board of Education's academic, physical, social, emotional, and behavioral needs. Students who need more intensive interventions as identified through the disaggregated data, will receive individualized support services monitored and reviewed at least every 3-5 weeks. In addition, our District Leadership Team identifies, allocates, and reallocate resources needed for diversified learning supports. The diversification supports school-wide initiatives as well as small-group interventions. District 125 utilizes a myriad of different progress monitoring tools, including scientifically based reading interventions and instructional strategies. Once students are screened and identified for diversified learning supports on the tiered intervention model, progress monitoring begins. Students might utilize Read 180, Lexia, Reading Plus, Exact Path, Mathletics, Creative Curriculum, Dreambox and Fast Math to name a few. After-school tutoring is offered up to 4 days a week.

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

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

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(Count of 7500 maximum characters used)

Students are identified each year for students in a myriad of different intervention programs. This includes all students (EL, Social Education, Neglected and Delinquent). Criteria used in the identification process are listed below: Failing grades (1) or more subjects identified each year for students in a myriad of different intervention programs. This includes all students (EL, Social Education, Neglected and Delinquent). Criteria used in the identification process are listed below: Failing grades (1) or more subjects identified on the NYCE Map as Unsatisfactory or Partially Proficient/Attendance Reports (threshold of 9 absences will begin identification and intervention efforts) Behavioral Referrals (threshold of 4 referrals will begin identification and intervention efforts) ACES (2) or more ACES identified will begin identification and intervention efforts)

Response from the prior year Consolidated District Plan:

Students are identified each year for students in a myriad of different intervention programs. This includes all students (EL, Social Education, Neglected and Delinquent). Criteria used in the identification process are listed below: Failing grades (1) or more subjects identified on the NYCE Map as Unsatisfactory or Partially Proficient/Attendance Reports (threshold of 9 absences will begin identification and intervention efforts) Behavioral Referrals (threshold of 4 referrals will begin identification and intervention efforts) ACES (2) or more ACES identified will begin identification and intervention efforts)

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

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

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(Count of 7500 maximum characters used)

Once students are screened and identified for diversified learning supports on the tiered intervention model, progress monitoring begins. Students might utilize Read 180, Lexia, Reading Plus, Exact Path, Mathletics, Creative Curriculum and Fast Math to name a few. After-school tutoring is offered up to 4 days a week. In addition, our District Leadership Team identifies, allocates, and reallocate resources needed for diversified learning supports. The diversification supports school-wide initiatives as well as small-group interventions. District 125 utilizes a myriad of different progress monitoring tools, including scientifically based reading interventions and instructional strategies. Once students are screened and identified for diversified learning supports on the tiered intervention model, progress monitoring begins. Students might utilize Read 180, Lexia, Reading Plus, Exact Path, Mathletics, Creative Curriculum, Dreambox and Fast Math to name a few. After-school tutoring is offered up to 4 days a week.

Response from the prior year Consolidated District Plan:

Once students are screened and identified for diversified learning supports on the tiered intervention model, progress monitoring begins. Students might utilize Read 180, Lexia, Reading Plus, Exact Path, Mathletics, Creative Curriculum and Fast Math to name a few. After-school tutoring is offered up to 4 days a week. In addition, our District Leadership Team identifies, allocates, and reallocate resources needed for diversified learning supports. The diversification supports school-wide initiatives as well as small-group interventions. District 125 utilizes a myriad of different progress monitoring tools, including scientifically based reading interventions and instructional strategies. Once students are screened and identified for diversified learning supports on the tiered intervention model, progress monitoring begins. Students might utilize Read 180, Lexia, Reading Plus, Exact Path, Mathletics, Creative Curriculum, Dreambox and Fast Math to name a few. After-school tutoring is offered up to 4 days a week.

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

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

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(Count of 7500 maximum characters used)

All instructional staff will be required to participate in mandatory training related to best practices and effective implementation of CCSS. All identified strategies will be housed in a Compendium of Strategies google doc that staff members can utilize and/or add to throughout the year. Teachers will also learn the difference between receptive (listening and reading) and productive (speaking and writing) language as it applies to EL students. Additional training will focus on the following instructional strategies: modeling, bridging, schema building, representing text, and developing metacognition to develop language proficiency for our EL population.

Response from the prior year Consolidated District Plan:

All instructional staff will be required to participate in mandatory training related to best practices and effective implementation of CCSS. All identified strategies will be housed in a Compendium of Strategies google doc that staff members can utilize and/or add to throughout the year. Teachers will also learn the difference between receptive (listening and reading) and productive (speaking and writing) language as it applies to EL students. Additional training will focus on the following instructional strategies: modeling, bridging, schema building, representing text, and developing metacognition to develop language proficiency for our EL population.

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

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

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((count) of 7500 maximum characters used)

District 125 uses Benchmark Assessment Systems BAS, IAR and NWEA data to disaggregate by subgroups. Students identified as low-income or minority will only be placed into classes with teachers who are rated as excellent or proficient. We utilize the Charlotte Danielson Evaluation Model to evaluate our teachers. Achievement gaps and any disparities identified from our comprehensive data review will be identified and shared with the District Improvement Team who will then outline the goals and timeline for improvement efforts. Any students who are placed in classrooms taught by inexperienced or out-of-field teachers will be set as a top priority review. Options for said students may include, transfer to another classroom, cooperative teachers assigned to said classroom, and Intervention Specialist Assistance for said classrooms.

Response from the prior year Consolidated District Plan.

District 125 uses Benchmark Assessment Systems BAS, IAR and NWEA data to disaggregate by subgroups. Students identified as low-income or minority will only be placed into classes with teachers who are rated as excellent or proficient. We utilize the Charlotte Danielson Evaluation Model to evaluate our teachers. Achievement gaps and any disparities identified from our comprehensive data review will be identified and shared with the District Improvement Team who will then outline the goals and timeline for improvement efforts. Any students who are placed in classrooms taught by inexperienced or out-of-field teachers will be set as a top priority review. Options for said students may include, transfer to another classroom, cooperative teachers assigned to said classroom, and Intervention Specialist Assistance for said classrooms.

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

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

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((count) of 7500 maximum characters used)

District 125 is committed to improving resources through our school libraries by offering training sessions for school staff/librarians to enhance their skills in teaching digital literacy and utilizing technology effectively. This professional development covers topics such as information literacy, digital research methods, evaluating online sources, and utilizing educational technology tools. Other topics offered include: Digital Citizenship, Productive & Ethical and Innovative 21st Century Career readiness skills, Equitable Opportunities for All Students, Innovative / Creative/ Higher Order Thinking - Critical Thinking / Problem-Solving, Partnership with Community Organizations

Response from the prior year Consolidated District Plan.

District 125 is committed to improving resources through our school libraries by offering training sessions for school staff/librarians to enhance their skills in teaching digital literacy and utilizing technology effectively. This professional development covers topics such as information literacy, digital research methods, evaluating online sources, and utilizing educational technology tools. Other topics offered include: Digital Citizenship, Productive & Ethical and Innovative 21st Century Career readiness skills, Equitable Opportunities for All Students, Innovative / Creative/ Higher Order Thinking - Critical Thinking / Problem-Solving, Partnership with Community Organizations

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

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

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((count) of 7500 maximum characters used)

District 125 offers students with high achievement levels the opportunity for expanded activities within the classroom in grades K-2. At the intermediate and junior high level (3-8), students may experience expanded activities within the regular classroom or they may be placed in accelerated or honors classes. Each year, students are re-evaluated to determine their placement for the upcoming school year. Accelerated placement is the placement of a student at the instructional level that best matches that student's needs by allowing access to a curriculum that is usually reserved for children who are older or in higher grades than the student. Accelerated placement options must include, but need not be limited to, early entrance to kindergarten and first grade, individual subject acceleration, and whole grade acceleration. Accelerated placement is not limited to those students who have been identified as gifted and talented, but rather is open to all students who demonstrate high ability and who may benefit from an accelerated placement. Eligibility for accelerated placement shall also be open to all students regardless of race, ethnicity, gender, religion, sexual orientation, disability, English language proficiency, or socioeconomic status. Honors or Accelerated students are those students who have been identified by professional personnel as giving evidence of outstanding performance intellectually or in specific academic areas. Student Identification (Grades 4-8) Students are identified each year for placement in honors/accelerated programs. A matrix containing multiple criteria provides a weighted analysis of a student's performance. Examples of criteria include: Benchmark Assessment Systems, NWEA MAP scores, IAR scores, Common Unit Assessments, cumulative grade averages, and teacher recommendations.

Response from the prior year Consolidated District Plan.

District 125 offers students with high achievement levels the opportunity for expanded activities within the classroom in grades K-2. At the intermediate and junior high level (3-8), students may experience expanded activities within the regular classroom or they may be placed in accelerated or honors classes. Each year, students are re-evaluated to determine their placement for the upcoming school year. Accelerated placement is the placement of a student at the instructional level that best matches that student's needs by allowing access to a curriculum that is usually reserved for children who are older or in higher grades than the student. Accelerated placement options must include, but need not be limited to, early entrance to kindergarten and first grade, individual subject acceleration, and whole grade acceleration. Accelerated placement is not limited to those students who have been identified as gifted and talented, but rather is open to all students who demonstrate high ability and who may benefit from an accelerated placement. Eligibility for accelerated placement shall also be open to all students regardless of race, ethnicity, gender, religion, sexual orientation, disability, English language proficiency, or socioeconomic status. Honors or Accelerated students are those students who have been identified by professional personnel, as giving evidence of outstanding performance intellectually or in specific academic areas. Student Identification (Grades 4-8) Students are identified each year for placement in honors/accelerated programs. A matrix containing multiple criteria provides a weighted analysis of a student's performance. Examples of criteria include: Benchmark Assessment Systems, NWEA MAP scores, IAR scores, Common Unit Assessments, cumulative grade averages, and teacher recommendation.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

**Required field for only Title I, Part A

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

ISBE Goals:

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

District Goal(s):

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

All students are supported by highly effective teachers and school leaders.

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

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

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

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

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

((count) of 7500 maximum characters used)

Our junior high coordinates with the District 218 high school vertical articulation teams to ensure a smooth transition to high school for all students. Curriculum, assessments and effective instructional methodologies are shared and highlighted in our professional development opportunities. Students and staff members participate in shadow days to learn about the varied instructional programs and ensure continuity and smooth transitions. Students may also participate in remedial and/or enrichment offerings after school or in the summer, offered by District 218.

Response from the approved prior year Consolidated District Plan.

Our junior high coordinates with the District 218 high school vertical articulation teams to ensure a smooth transition to high school for all students. Curriculum, assessments and effective instructional methodologies are shared and highlighted in our professional development opportunities. Students and staff members participate in shadow days to learn about the varied instructional programs and ensure continuity and smooth transitions. Students may also participate in remedial and/or enrichment offerings after school or in the summer offered by District 218.

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

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

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

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

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

((count) of 7500 maximum characters used)

All students in grades 6-8 take a STEM course for one trimester each year. Using topic-driven challenges, coding game activities, and 3D modeling projects, students experience how STEM is tied to the content they're learning in the classroom and prepares our 21st-century learners for career readiness opportunities. Our Goals for the STEM program are as outlined: To increase student engagement and productivity through personalized learning and equal access to technology To extend and expand learning beyond the school day- anytime, anywhere learning To provide authentic and relevant learning experiences To increase student achievement and academic rigor To promote inclusion by providing opportunities that level the playing field for children with disabilities in general education classrooms To increase 21st-century skill development in collaboration, communication, creativity, critical thinking and problem-solving, digital literacy, and global awareness

Response from the approved prior year Consolidated District Plan.

All students in grades 6-8 take a STEM course for one trimester each year. Using topic-driven challenges, coding game activities, and 3D modeling projects, students experience how STEM is tied to the content they're learning in the classroom and prepares our 21st-century learners for career readiness opportunities. Our Goals for the STEM program are as outlined: To increase student engagement and productivity through personalized learning and equal access to technology To extend and expand learning beyond the school day- anytime, anywhere learning To provide authentic and relevant learning experiences To increase student achievement and academic rigor To promote inclusion by providing opportunities that level the playing field for children with disabilities in general education classrooms To increase 21st-century skill development in collaboration, communication, creativity, critical thinking and problem-solving, digital literacy, and global awareness

Legislative References:

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

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

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

Professional Development - Highly Prepared and Effective Teachers and School Leaders

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

ISBE Goals:

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

District Goal(s):

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

All students are supported by highly effective teachers and school leaders.

For each program for which funding is anticipated for the 2025-2026 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

- Be sure to include information on how participating private schools will be included in the professional development plans.

- NOTE - writing space appears only if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

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

District 125 engages in collaborative partnership with the University of Illinois and the Museum of Science and Industry to strengthen pedagogical content knowledge. As such, we engage in professional development in the areas of mathematics, science, and formative assessments focused on differentiated curricula. Teachers utilize high-quality tasks to assess student understanding and support the development of a robust understanding of the curriculum. We have common grade level assessments to monitor student progress and a tiered curriculum to ensure students are challenged and making progress. Building sense-making classrooms is our top priority!

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

District 125 engages in collaborative partnership with the University of Illinois and the Museum of Science and Industry to strengthen pedagogical content knowledge. As such, we engage in professional development in the areas of mathematics, science, and formative assessments focused on differentiated curricula. Teachers utilize high-quality tasks to assess student understanding and support the development of a robust understanding of the curriculum. We have common grade level assessments to monitor student progress and a tiered curriculum to ensure students are challenged and making progress. Building sense-making classrooms is our top priority!

G. Title III - LEP

District 125 engages in collaborative partnerships with the Illinois Resource Council and participates in the Illinois Bilingual Summit. Grant funds are used to support Professional Development for administrators, classroom teachers, paraprofessionals, and volunteers working with EL students. PD topics include pathways to academic success, parent engagement in schools, immigration issues, U.S. citizenship, bilingual education programs, community college services, effective parenting techniques, and healthcare alternatives. Information and professional development activities are designed to improve instruction and assessment of ELs, provided to enhance teachers' ability to understand and use curricula, assessment measures, and instructional practices for ELs and based on scientifically-based research. Teachers will also learn the difference between receptive (listening and reading) and productive (speaking and writing) language as it applies to EL students. Additional training will focus on the following instructional strategies: modeling, bridging, schema building, re-presenting text, and developing metacognition to develop language proficiency for our EL population.

H. Title III - ISEP

District 125 engages in collaborative partnership with the Illinois Resource Council and participates in the Illinois Bilingual Summit. Grant funds are used to support Professional Development for administrators, classroom teachers, paraprofessionals, and volunteers working with EL students. PD topics include pathways to academic success, parent engagement in schools, immigration issues, U.S. citizenship, bilingual education programs, community college services, effective parenting techniques, and healthcare alternatives. Information and professional development activities are designed to improve instruction and assessment of ELs, provided to enhance teachers' ability to understand and use curricula, assessment measures, and instructional practices for ELs and based on scientifically-based research. Teachers will also learn the difference between receptive (listening and reading) and productive (speaking and writing) language as it applies to EL students. Additional training will focus on the following instructional strategies: modeling, bridging, schema building, re-presenting text, and developing metacognition to develop language proficiency for our EL and immigrant student population.

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

Our Google Certified experts will provide professional development for our district teams. Professional development will focus on the following goal areas: Provide innovative professional development on an ongoing basis. Allow Equitable access for all. Experiences of other abilities and socioeconomic status. To train staff when and how to use technology to enhance the curriculum appropriately. We firmly believe that technology enhances and does not replace instruction.

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

Staff will continue to investigate and implement best practices for students identified as special needs.

L. IDEA, Part B - Preschool

Teachers will continue to be trained in the implementation of the newly adopted creative curriculum including professional coaching.

Legislative Requirements:

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

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

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

Instruction	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:	
1. Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.	
2. Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.	
3. Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.	
District Goal(s):	
4. Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.	
Every school offers a safe and healthy learning environment for all students.	
1. Describe the process through which the districts will: *	
I. reduce incidences of bullying and harassment II. reduce the overuse of discipline practices that remove students from the classroom [1] III. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below [2]: a. each major racial and ethnic group; b. economically disadvantaged students as compared to students who are not economically disadvantaged; c. children with disabilities as compared to children without disabilities; d. English proficiency status; e. gender; and f. migrant status.	
For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, number/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 comprehensive strategies to help prevent, identify and investigate incidents of bullying. The district is committed to having a counselor or social worker assigned to each building to support students' safety and well-being. Key staff have been trained in positive behavioral strategies and restorative justice practices. Building teams meet regularly to review student progress and develop appropriate interventions for those students who are struggling socially and emotionally. District teams will consistently review discipline data to assure that certain populations are not disproportionately represented.	
Responses from the prior year Consolidated District Plan.	
The district has comprehensive strategies to help prevent, identify and investigate incidents of bullying. The district is committed to having a counselor or social worker assigned to each building to support students' safety and well-being. Key staff have been trained in positive behavioral strategies and restorative justice practices. Building teams meet regularly to review student progress and develop appropriate interventions for those students who are struggling socially and emotionally. District teams will consistently review discipline data to assure that certain populations are not disproportionately represented.	
2. Describe the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]	
(42 U.S.C. 11301, et seq.)	
For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, number/or bulleted lists copied from Word, "see above," or N/A as this may delay the submission or approval of your plan.	
(Count of 7500 maximum characters used)	
District 125 has an assigned Homeless Liaison who works with staff, children and their families to provide needed services. Building principals and support staff are trained to be aware of and responsive to the needs of homeless families. Building teams meet to help access needed resources and monitor attendance and academic progress. District 125 provides transportation for students who are consistently absent due to their homeless status.	
Response from the prior year Consolidated District Plan.	
District 125 has an assigned Homeless Liaison who works with staff, children and their families to provide needed services. Building principals and support staff are trained to be aware of and responsive to the needs of homeless families. Building teams meet to help access needed resources and monitor attendance and academic progress. District 125 provides transportation for students who are consistently absent due to their homeless status.	
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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)(1)	
[2] Title I, Part A, Section 1111(c)(2): 34 CFR 300.226 and 300.646	
[3] Title I, Part A, Section 1112(b)(6)	
Required if funding selected for Title I, Part A and/or Title IV, Part A	

Attendance Center Designation

Instructions

The application has been submitted. No more updates will be saved for the application.

Attendance Center Designation

	Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1001 - HAWLIN UPPER GRADE CENTER		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	05/18/2021
2003 - LAWN MANOR SCHOOL		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	05/18/2021
3004 - MEADOW LAKE SCHOOL		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	05/18/2021

Describe anticipated Reorganizations:

N/A

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

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

ISBE Goals:

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

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

☒ Every school offers a safe and healthy learning environment for all students.

1. School Improvement 1001: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraph (1) and (2) of section 1111(c).* (Section 1112(b)(3))

Section 1111(c)

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

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

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

No schools identified under this part

(Count of 7500 maximum characters used)

No schools identified under this part

Responses from the approved prior year Consolidated District Plan.

No schools identified under this part

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

☐ Yes

☒ No

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

Measures of Poverty from 1113.5(A) and (B)

☐ School lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.).

☐ TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act.

☒ Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program, and/or

☒ Direct Certification.

4. Describe, in general, the targeted assistance (section 1113) 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, including in local institutions or community day programs for neglected or delinquent children.* (Section 1112(b)(5))

Section 1114 and 1115

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

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

(Count of 7500 maximum characters used)

District 125 has been approved for CEP through ISBE and utilizes the Schoolwide program for each of the three schools in our attendance area: Lawn Manor, Meadow Lane and Hamlin Upper Grade Center. We believe closing achievement gaps is a District-wide responsibility and as such have identified comprehensive supports for struggling students. We believe that hiring and retaining qualified staff members is a necessary to improving our educational programs. High quality professional development for all staff coupled with a targeted curriculum and comprehensive supports will ensure that all students will promote rich learning for all students but most notably impoverished students. Ensuring access to a high quality instructional program and engaging our community so that learning environments can be safe, orderly, and focused on increased achievement is our top and focused on increased achievement is our top priority.

Responses from the approved prior year Consolidated District Plan.

District 125 utilizes the Schoolwide program for each of the three schools in our attendance area: Lawn Manor, Meadow Lane and Hamlin Upper Grade Center. We believe closing achievement gaps is a District-wide responsibility and as such have identified comprehensive supports for struggling students. We believe that hiring and retaining qualified staff members is a necessary to improving our educational programs. High quality professional development for all staff coupled with a targeted curriculum and comprehensive supports will ensure that all students will promote rich learning for all students but most notably impoverished students. Ensuring access to a high quality instructional program and engaging our community so that learning environments can be safe, orderly, and focused on increased achievement is our top priority.

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 populations.* (Section 1112(b)(9))

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

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

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

(Count of 7500 maximum characters used)

Schoolwide Program Only

Responses from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title 1 Requirement
To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

*Required field

IDEA Specific Requirements

Instructions

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

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

ISSE Goals:

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

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

☒ Every school offers a safe and healthy learning environment for all students.

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

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

(Count of 7500 maximum characters used)

Our comprehensive needs assessment identified the following needs: 1. Resource inequities, which included a review of LEA and school-level budgeting, 2. We discussed ways to identify how subgrant funds will be used to inform and improve comprehensive literacy instruction, 3. School conditions for student learning to create a healthy and safe school environment, 4. Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Responses from the approved prior year Consolidated District Plan.

Our comprehensive needs assessment identified the following needs: 1. Resource inequities, which included a review of LEA and school-level budgeting, 2. We discussed ways to identify how subgrant funds will be used to inform and improve comprehensive literacy instruction, 3. School conditions for student learning to create a healthy and safe school environment, 4. Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

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

DO NOT use special characters, number 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)

Response from the approved prior year Consolidated District Plan.

Response from the approved prior year Consolidated District Plan.

Response from the approved prior year Consolidated District Plan.

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

DO NOT use special characters, number 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)

Responses from the approved prior year Consolidated District Plan.

No changes to denote at this time.

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

<https://www.ilsbe.net/DistrictSPR-Indicators.aspx>

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

(Count of 7500 maximum characters used)

Indicator 5: Ensure the percentage of school-aged students with IEPs served are inside the general education classroom 80% or more of the school day. Our FRY26 target for SPP 6A is 51.2%. Our Student Support Teams review the curriculum to ensure that our students with IEPs receive the same core curriculum for their age and grade level as their non-disabled general education peers. In addition, we analyze child count data for specific disability categories to monitor increases in student achievement. Indicator 6 Goal: Ensure that our early childhood (EC) program students receive the most special education and related services in the regular EC program. Our FRY26 target for SPP 6A is 45.8%. Our Student Support Teams review LPE placement into special education and related services for children with IEPs. In addition to looking at programming, we collaborate with local childcare centers and preschools to coordinate inclusive services.

*Required field

Overview

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

PROGRAM: Youth in Care Stability
PURPOSE: To comply with ESSA requirements for educational stability for students who are Youth in Care.
REQUIRED FOR: All Illinois school districts and state-authorized charter schools
RESOURCES: [ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 20, 2014](#)
[US Department of Education \(USDE\) web page for Students in Foster Care](#)
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)
[Educational Stability Requirements \(Effective October 7, 2008\)](#)
[Public Act 099-0781 \(effective 8/12/2016\)](#)
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)
[Finance, Budgets & Funding Transportation Programs \(scroll to Foster Care Transportation section\)](#)
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

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

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

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

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

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

Contact Information

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
Gray	Laura	Special Education Coordinator and Principal	lgray@ahsd125.org

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

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Cole	Lisa	Superintendent	lcole@ahsd125.org

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

*Required field

Best Interest Determination as it relates to School Stability

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

NOTE: PLEASEREWRYE REPOPULATED WITH DATA, REVIEW, AND REVERSE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth in Care or changes residences while they are a Youth in Care, include the positions of all district personnel and other stakeholders involved.*

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

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

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

The Student Support Team (SST), which includes membership from the following: parents, DCFS foster care liaison, teachers, principals, counselor and/or Superintendent, will meet to identify placement and necessary supports to ensure student success. The team will regularly monitor the student's placement and make changes as needed. The following factors are considered when determining the appropriateness of the current educational setting, as well as any additional factors that pertain to a child's best interest. Though the specific factors may vary depending on the student's needs, the following factors should be considered. These factors may include: 1. Preferences of the child; 2. Preferences of the child's parent(s) or education decision-maker(s); 3. The child's attachment to the school, including meaningful relationships with staff and peers; 4. Placement of the child's sibling(s); 5. Influence of the school climate on the child, including safety; 6. The availability and quality of the services in the school to meet the child's educational and socioemotional needs; 7. History of school transfers and how they have impacted the child; 8. How the length of the commute would impact the child, based on the child's developmental stage; 9. Whether the child is a student with a disability under the IDEA who is receiving special educational and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and 10. Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

Response from the approved prior year Consolidated District Plan.

The Student Support Team (SST), which includes membership from the following: parents, DCFS foster care liaison, teachers, principals, counselor and/or Superintendent, will meet to identify placement and necessary supports to ensure student success. The team will regularly monitor the student's placement and make changes as needed. The following factors are considered when determining the appropriateness of the current educational setting, as well as any additional factors that pertain to a child's best interest. Though the specific factors may vary depending on the student's needs, the following factors should be considered. These factors may include: 1. Preferences of the child; 2. Preferences of the child's parent(s) or education decision-maker(s); 3. The child's attachment to the school, including meaningful relationships with staff and peers; 4. Placement of the child's sibling(s); 5. Influence of the school climate on the child, including safety; 6. The availability and quality of the services in the school to meet the child's educational and socioemotional needs; 7. History of school transfers and how they have impacted the child; 8. How the length of the commute would impact the child, based on the child's developmental stage; 9. Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and 10. Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

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

See IDEA legislation here: See Section 504 here

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

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

All rules and regulations as required by IDEA are adhered to by the District. If the student has an Individual Education Plan (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE. We will include a variety of factors to ensure the children with disabilities under IDEA and students with disabilities under Section 504 are transferred safely. We will also ensure their school of origin is considered in his or her best interest because it ensures school stability for these at-risk students. Legal advocates will be consulted with and invited to all IEP and Student Support Team (SST) meetings.

Response from the approved prior year Consolidated District Plan.

All rules and regulations as required by IDEA are adhered to by the District. If the student has an Individual Education Plan (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE. We will include a variety of factors to ensure the children with disabilities under IDEA and students with disabilities under Section 504 are transferred safely. We will also ensure their school of origin is considered in his or her best interest because it ensures school stability for these at-risk students. Legal advocates will be consulted with and invited to all IEP and Student Support Team (SST) meetings.

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

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

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

Our Bilingual Director will consult with the Student Support Team (SST) on all EL placements. We know English language learners are improving their English skills, thus we provide transition services when necessary to ensure they understand their rights under the law. We will include a variety of factors to ensure the children who are English learners are transferred safely. We also try to ensure their school of origin is considered in his or her best interest because it ensures school stability for these at-risk students.

Response from the approved prior year Consolidated District Plan.

Our Bilingual Director will consult with the Student Support Team (SST) on all EL placements. We know English language learners are improving their English skills, thus we provide transition services when necessary to ensure they understand their rights under the law. We will include a variety of factors to ensure the children who are English learners are transferred safely. We also try to ensure their school of origin is considered in his or her best interest because it ensures school stability for these at-risk students.

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

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

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

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

Parents may contact their child's principal to review placement criteria and discuss the possibility of a probationary placement should it be deemed that said student would benefit from another placement. Building principals will notify the Student Support Team (SST) and initiate a meeting to discuss the concerns. The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved. The district will work cooperatively with the DCFS foster care liaison but understands that DCFS has the final say if a resolution can be reached from the approved prior year Consolidated District Plan.

Parents may contact their child's principal to review placement criteria and discuss the possibility of a probationary placement should it be deemed that said student would benefit from another placement. Building principals will notify the Student Support Team (SST) and initiate a meeting to discuss the concerns. The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved. The district will work cooperatively with the DCFS foster care liaison but understands that DCFS has the final say if a resolution can be reached from the approved prior year Consolidated District Plan.

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

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

1. Targeted Training and Professional Development: The district will provide regular professional development sessions for administrators, counselors, teachers, case managers, school social workers, transportation coordinators, and other relevant staff. These sessions will cover the ESSA provisions related to educational stability, such as immediate enrollment, school of origin rights, and transportation obligations. 2. Clear Policies and Procedures: The district will develop and disseminate clear written policies and procedures aligned with ESSA requirements. These will be included in staff handbooks and posted on internal portals to ensure easy access for all personnel. 3. Designation of a Foster Care POC: Each school will designate a Foster Care POC who is trained in ESSA regulations and serves as a liaison between the school, the child welfare agency, and families. The POC will be responsible for ensuring compliance with educational stability requirements and coordinating services. 4. Regular Communication and Collaboration: The district will facilitate ongoing communication between school staff and local child welfare agencies. Joint training and regular meetings will help reinforce responsibilities under ESSA and ensure consistent implementation. 5. Monitoring and Accountability: The district will conduct regular audits and reviews to monitor compliance with ESSA requirements.

^aRequired field

Youth in Care Stability Plan Development

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

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

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

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

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

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

District 125 Administration, along with the Student Support Team (SST), which includes membership from the following: parents, DCFS foster care liaisons, teachers, principals, counselors and/or Superintendent, will meet to identify placement and necessary supports to ensure student success. The SST will review the need for transportation of all foster care requests for transportation. If it is determined that transportation is necessary, arrangements will be made by the Transportation Team which consists of the Superintendent, Special Education Coordinator, ELL Coordinator, and/or Building Principal. The team will consider the following when determining how transportation will be provided to students who qualify: a pre-existing transportation route; a new transportation route; route-to-route hand-offs; district-to-district boundary hand-offs; eligibility of the child for transportation through other services such as: special education students (Individuals with Disabilities Education Act) or homeless students (McKinney-Vento Act). Alternatives not directly provided by our district such as: contracted services: taxis, student transport companies, Uber, Lyft, etc.; public transportation such as city buses, rails, etc.; and carpools or school/district staff. Options explored by the CWA worker outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes. All drivers transporting students (other than parents or legal guardians transporting their students) in vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. We recognize this includes taxi cab drivers, school staff, Uber, Lyft, etc and will obtain a copy of their license to have on record before driving any students. 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, Illinois School/Alpha vehicles, etc.); 6. Traffic patterns; 7. Flexibility in school schedule; 8. Impact of extracurricular activities on transportation options; and 9. Maturity and behavioral capacity of the student.

Response from the approved prior year Consolidated District Plan.

District 125 Administration along with the Student Support Team (SST), which includes membership from the following: parents, DCFS foster care liaisons, teachers, principals, counselors and/or Superintendent, will meet to identify placement and necessary supports to ensure student success. The SST will review the need for transportation of all foster care requests for transportation. If it is determined that transportation is necessary, arrangements will be made by the Transportation Team which consists of the Superintendent, Special Education Coordinator, ELL Coordinator, and/or Building Principal. The team will consider the following when determining how transportation will be provided to students who qualify: a pre-existing transportation route; a new transportation route; route-to-route hand-offs; district-to-district boundary hand-offs; eligibility of the child for transportation through other services such as: special education students (Individuals with Disabilities Education Act) or homeless students (McKinney-Vento Act). Alternatives not directly provided by our district such as: contracted services: taxis, student transport companies, Uber, Lyft, etc.; public transportation such as city buses, rails, etc.; and carpools or school/district staff. Options explored by the CWA worker outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes. All drivers transporting students (other than parents or legal guardians transporting their students) in vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. We recognize this includes taxi cab drivers, school staff, Uber, Lyft, etc and will obtain a copy of their license to have on record before driving any students. 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, Illinois School/Alpha vehicles, etc.); 6. Traffic patterns; 7. Flexibility in school schedule; 8. Impact of extracurricular activities on transportation options; and 9. Maturity and behavioral capacity of the student.

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

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

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

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

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

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

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

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

The School of Origin is ultimately responsible for the coordination and costs incurred; however, funding for the determined transportation needs may be paid by the districts involved through a shared transportation agreement. Our district considers: Title IV-E (however, consider that all children in foster care may not be eligible, tribal foster children may be eligible, and the State CWA is responsible for the non-federal portion); 62. Title I (but funds reserved for comparable services for homeless children & youth may not be used for transportation); 73. If the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE. We will consider a variety of funding options when developing the transportation procedures for students in foster care.

Response from the approved prior year Consolidated District Plan.

The School of Origin is ultimately responsible for the coordination and costs incurred; however, funding for the determined transportation needs may be paid by the districts involved through a shared transportation agreement. Our district considers: Title IV-E (however, consider that all children in foster care may not be eligible, tribal foster children may be eligible, and the State CWA is responsible for the non-federal portion); 62. Title I (but funds reserved for comparable services for homeless children & youth may not be used for transportation); 73. If the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE. We will consider a variety of funding options when developing the transportation procedures for students in foster care.

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

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

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

The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved. The Superintendent will convene an expedited meeting with the Student Support Team (SST) and work to provide a speedy outcome to ensure the student is able to attend school in a timely manner and has the student's best interest in mind. It is understood by the District that DCFS will have the final say if a resolution cannot be determined.

Response from the approved prior year Consolidated District Plan.

The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved. The Superintendent will convene an expedited meeting with the Student Support Team (SST) and work to provide a speedy outcome to ensure the student is able to attend school in a timely manner and has the student's best interest in mind. It is understood by the District that DCFS will have the final say if a resolution cannot be determined.

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

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

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

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

The student must remain in their school of origin while any dispute regarding transportation costs is being resolved. The Superintendent will work with the Student Support Team (SST), the previous school district, and DCFS to ensure the students' best needs are met. The Superintendent may seek the advice of legal counsel.

Response from the approved prior year Consolidated District Plan.

The student must remain in their school of origin while any dispute regarding transportation costs is being resolved. The Superintendent will work with the Student Support Team (SST), the previous school district, and DCFS to ensure the students' best needs are met. The Superintendent may seek the advice of legal counsel.

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

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

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

The Foster Care Transportation Plan will be discussed at the administrative level quarterly and brought back for discussion at the schools during staff meetings thereafter. It will be the Superintendent's responsibility to ensure all administrators are aware of the plan. All building principals will notify their respective staff members of the transportation plan processes and will direct all concerns to the Student Support Team (SST).

Response from the approved prior year Consolidated District Plan.

Building administration will house a copy of the Foster Care Transportation Plan and Points of Contact in each school office and make sure the plan is communicated at the beginning of each year to all personnel including certified and non-certified staff members. The Foster Care Transportation plan will be discussed at the administrative level quarterly and brought back for discussion at the schools during staff meetings thereafter. It will be the Superintendent's responsibility to ensure all administrators are aware of the plan. All building principals will notify their respective staff members of the transportation plan processes and will direct all concerns to the Student Support Team (SST).

* Required field

BSP Overview

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

BSP Contact Information

76 English Learners (ELs) are in the district

Provide information below for the Director/Bilingual Director/Administrator overseeing EL Services

Last Name*

Code

Phone*

708 371 0580

EL Program Director Requirements:

Administrative Endorsement

ESL/Bilingual Endorsement

Administrative Endorsement

ESL/Bilingual Endorsement

Administrative Endorsement

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ESL/Bilingual Endorsement

Administrative Endorsement

ESL/Bilingual Endorsement

Administrative Endorsement

First Name*

Code

Phone*

708 371 0580

EL Program Director Requirements:

Administrative Endorsement

ESL/Bilingual Endorsement

Administrative Endorsement

ESL/Bilingual Endorsement

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ESL/Bilingual Endorsement

Administrative Endorsement

ESL/Bilingual Endorsement

Administrative Endorsement

Middle Initial

Code

Phone*

708 371 0580

EL Program Director Requirements:

Administrative Endorsement

ESL/Bilingual Endorsement

Administrative Endorsement

ESL/Bilingual Endorsement

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Administrative Endorsement

If the above requirements are not checked, provide an action plan describing how the district will meet the administrative requirements. We are currently paying for a staff member to finish their bilingual and ESL endorsement and she will be finished this summer. The plan is to have her work in conjunction with the Superintendent to administer our EL Services.

* Required field

Attendance Center Enrollment Information

Instructions

76 English Learners (ELs) are in the district.

Complete the requested information below by listing your district attendance centers that have ELs, special education co-ops, and nonpublic special education program attendance centers that have outplaced students. This information should reflect current EL programming that aligns to your state SIS records for your current EL attendance center enrollment.

- Key: Types of Instructional Design
1. Dual Language - Two Way (Self-contained)
 2. Dual Language - One Way (Self-contained)
 3. Transitional Bilingual Program (Self-contained)
 4. Transitional Bilingual Program (Collaboration)
 5. Transitional Program in English (Self-contained)
 6. Transitional Program in English (Collaboration)

Attendance Center Name	Grade Span	Program Type (check all that apply)		Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement working within EL programming. Enter whole numbers only and zero if no teachers in a category.			Language Codes of Certified Bilingual Staff serving ELs	
		TBE	Parent Refusal	1	2	3	4	5	6	ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement		ELs-TBE or ELs-VIT Endorsement
1. Lamm Manor	K-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	001
2. Meadow Lane	3-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Hamlin Upper Grade Center	6-8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

If one or more attendance centers do not align with Illinois and federal requirements (programming and staffing), then describe how the district will ensure that the EL students receive appropriate language support (direct services)/monitoring (referrals/reclassification) from properly endorsed ESL/Bilingual teachers and a plan to obtain/secure/hire an appropriately certified teacher for ESL/Bilingual education.
(count of 2500 maximum characters used)

A teacher at Meadow Lane is finishing her ESL and Bilingual endorsement in the Summer of 2025. In addition, a teacher one of the teachers at Hamlin is taking classes and should be done by the Summer of 2026. Finally, we are always looking for ESL or Bilingual endorsed teachers when filling any other subject area vacancy and have adopted a Hard to Fill LOA with our Union to address our shortage.

* If district has more than 25 attendance centers, please email the completed spreadsheet of additional attendance centers to multilingual@ishs.net or (312) 814-3950.

76 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English learners and immigrant students. Such training activities should be directly related to helping staff attain the qualifications, knowledge, and skills needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set forth in the laws and regulations governing the TBE/TPJ program.

TBE/TPJ Staff Training Plan - Indicate at least two Professional Development Activities

These activities must be provided to ALL staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff. Select the professional development that will be offered in your district for the upcoming fiscal year from the list below.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	09/18/2025	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	21
<input checked="" type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL	09/18/2025	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	21
<input type="checkbox"/> Language Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States	01/05/2026	<input type="checkbox"/>	<input type="checkbox"/>	5
<input checked="" type="checkbox"/> Issues Related to EL Students with Disabilities		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Program Standards		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> District Identification Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Program Design		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	09/18/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5
<input checked="" type="checkbox"/> Spanish Language Arts	01/05/2026	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

*Required field

BSP TBE Requirements

Instructions

76 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes ☒ No ☐

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3).

Yes ☒ No ☐

Indicate if the district is keeping the evidence for part-time rationale in the students file to support the state criteria (part-time rationale template or evidence to support the placement). If the answer is no, please describe in the comment box below actions to be taken to ensure that district has a process in place to maintain the rationale for part-time placement.

Part-time Transitional Bilingual Education (TBE) Placement

Does your district have a full-time TBE Spanish program?

Yes ☐ No ☒

Comments:

*Required field

TBE Parent Advisory Committee

Instructions

76 English Learners (ELs) are in the district

Does your district offer a TBE program?

Yes ☒ No ☐

Verification of Plan Review by Bilingual Parent Advisory Committee for TBE Programs

Parent and Community Participation - Each district or cooperative with a TBE program shall establish a parent advisory committee consisting of the following: parents, legal guardians, transitional bilingual teachers, counselors, and community leaders. A majority of its members must be parents of students enrolled in the TBE program. This committee shall:

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review the district annual Bilingual Service Plan and EL-EBF Spending Plan that was submitted to ISBE for the upcoming fiscal year. (Required activities can be listed on separate dates, but the review of the BSP must occur after the release of the CDP/BSP and prior to the submission of the CDP/BSP. EL-EBF must be reviewed prior to Oct. 31 of the upcoming fiscal year.)

Identify all members of the Bilingual Parent Advisory Committee. Indicate their role (P=parent, G=guardian, T=teacher, C=counselor, CM=community member) and complete all other fields for each member.

Committee Chairperson	Maria Padino	Role	P	Language(s)	Spanish/English	Telephone	262 344 0317
Street	3920 W. 123d St	City	Alsip	State	IL	Zip+4	60803 1218
Committee Member	Ana Villanueva	Role	P	Language(s)	Spanish/English	Telephone	708 800 8438
Street	11940 S. Harding Ave	City	Alsip	State	IL	Zip+4	60803 1218
Committee Member	Concha Vargas	Role	P	Language(s)	Spanish/English	Telephone	773 683 8119
Street	3705 W. 116th Pl	City	Alsip	State	IL	Zip+4	60803 1218
Committee Member	Juana Maria	Role	P	Language(s)	Spanish/English	Telephone	773 440 3518
Street	11750 S. Herman #14A	City	Merrillville Park	State	IL	Zip+4	60803 1218
Committee Member	Maria Gonzalez	Role	P	Language(s)	Spanish/English	Telephone	708 372 0364
Street	3845 W. 119th St	City	Alsip	State	IL	Zip+4	60803 1218
Committee Member	Mirra Gallegos	Role	P	Language(s)	Spanish/English	Telephone	708 308 3331

Street	3717 W. 121st Pl	City	Aliso Viejo	State	IL	Zip+4	60603 1218
Committee Member	Rosa Flores	Role	P	Language(s)	Spanish/English	Telephone	773 366 4550
Street	3739 W. 121st Pl	City	Aliso Viejo	State	IL	Zip+4	60603 1218
Committee Member	Margarita Medina	Role	IL Cd	Language(s)	Spanish/English	Telephone	708 522 9921
Street	11624 S. Troy Ave	City	Homewood Park	State	IL	Zip+4	60603 1218
Committee Member	Lisa Cole	Role	Superintendent	Language(s)	English/French	Telephone	773 220 4305
Street	12402 S. 69th Ave	City	Palos Heights	State	IL	Zip+4	60463
Committee Member	Eva Laros	Role	P	Language(s)	Spanish/English	Telephone	773 808 8993
Street	9108 W. 118th St.	City	Homewood Park	State	IL	Zip+4	60603 1218

2. The district certifies that the Bilingual Parent Advisory Committee has had an opportunity to review the Bilingual Service Plan for the upcoming fiscal year prior to submission of this plan to the state.

Name of Committee Chairperson:

Maria Palino

Date: 01/29/2025

3. The district certifies that the Bilingual Parent Advisory Committee will have an opportunity to review the EL-EBF Spending Plan as required by 23 ILCS Admin. Code Part 228.30, Section C, (4) A, by or before 01/29/2025.

Name of Committee Chairperson:

Maria Palino

Date: 01/29/2025

* A printed copy of the completed page with the signature of the Committee Chairperson must be retained on file at the district for review upon request.

Projected Dates		Activity	
1.	09/17/2025	Bilingual Advisory Committee Training (required activity)	
2.	10/15/2025	District Assessment Results: EL Placement, BPAC review of EBF Spending Plan, District Plan Input	
3.	02/04/2026	Family Literacy Night Planning	
4.	04/09/2026	7726 Goal Setting	

Comments:

Board Approval, Certification, and Assurances

Instructions

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

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

04/15/2025

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

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

v.01.31.2024

Grant Application Certifications and Assurances

Instructions

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWs AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

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NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.

4. Funding in the subsequent year beyond the term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.

6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.

7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, terms and conditions of the grant.

9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.

10. The applicant will maintain records for three years following completion of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.

11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable federal and state statutes, regulations, administrative rules, terms and conditions of the grant, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable federal and state statutes, regulations, administrative rules, terms and conditions of the grant, and the project application in the use, encumbrance, transfer, or sale of such.

12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.

13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200

14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, administrative rules, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.

15. Adequacy tier designation under ESEA will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-0.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, terms and conditions of the award, and administrative rules, terms and conditions of the grant, and the project application in the use, encumbrance, transfer, or sale of such.

17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, 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 VIII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq., 2000f et seq.), and 34 CFR part 100, the Public Works Employment Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).

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

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

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

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

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

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

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

26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials directly from the publisher.

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

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

- a) Publishing a statement:
 - i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
 - ii) Specifying the actions that will be taken against employees for violations of such prohibition.
 - iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
 - 1) Abide by the terms of the statement; and
 - 2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- b) Establishing a drug-free awareness program to inform employees about:
 - i) The dangers of drug abuse in the workplace;
 - ii) The grantees or contractors policy of maintaining a drug-free workplace;
 - iii) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - iv) The penalties that may be imposed upon an employee for drug violations.
- c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
- f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

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

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

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

v.01.10.2025

Certification Regarding Lobbying

Instructions

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

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

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-32](#) "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v.04.23.2021

GEPA 442 Assurances

Instructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.

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

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

"award," and "project" may be used interchangeably.

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

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

- applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232d, 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 20 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

WLS 11-1004

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 grant. The applicant hereby certifies that the information provided in this application is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

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

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

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

NOTE: These boxes will be automatically filled in as each of the separate certification/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

WLS 11-1004

Not calling IWAS Web Service
LISA CODE

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

Agreed to on this Date: 05/08/2025
RCDF when agreed to: 07-016-1250-02

Submit

Instructions

The application has been submitted for review.

Consistency Check Lock Application Unblock Application

Application was created on:

Assurances were agreed to on:

Consistency Check was run on:

District Data Entry

Business Manager

District Administrator submitted to ISBE on:

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

4/10/2025

5/8/2025

5/8/2025

5/8/2025

Application History(Read Only)		Instructions	
Status Change	User Id	Action Date	
Submitted to ISE	DBH0125	05-08-2025 4:08 PM	
Consistency Check	DBH0125	05-08-2025 4:08 PM	

Selectable Application Print

The application has been submitted. No more updates will be saved for the application.

Request Print Job

☐ Consolidated District Plan

Requested Print Jobs

Requested by CHICAGO on 5/8/2025

Completed Print Jobs

Amanda Cazares
Special Education Teacher
Hamlin Upper Grade Center

04/28/2025

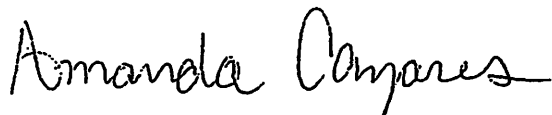
Dear Atwood Heights School District 125 School Board,

I am writing to formally announce my resignation from my role as a special education teacher at Hamlin Upper Grade Center. My last day of employment will be May 30, 2025.

I would like to express my sincere appreciation to Catherine Gallagher, Lisa Cole, and the school board for the support, guidance, and growth opportunities I have been given during my 11 years at Hamlin. While this was a difficult decision, I am happy to know that I will have the continued support of Lisa and Catherine as I begin this new chapter. The experience and knowledge I have gained in this district are invaluable and will undoubtedly contribute to my professional development.

Again, thank you for shaping me into the educator I am today. I look forward to hearing about all of the incredible things this school district will continue to do in the future.

Sincerely,

A handwritten signature in cursive script that reads "Amanda Cazares". The signature is written in black ink and is positioned below the "Sincerely," text.

Amanda Cazares

May 7, 2025

Dear Mrs. Cole,

It is my pleasure to write a letter of recommendation for Mrs. Michelle Kelly for our special education teaching position. Michelle has a bachelor's degree in physical education from Illinois State University and a masters in special education from Saint-Xavier University. She has nine years of elementary teaching experience. Two have been in our district as a physical education teacher, prior to leaving the profession to have a family. I know Michelle understands the dedication and commitment we require at Lawn Manor for each and every child that comes through our doors. I am excited she is returning to Lawn Manor and becoming a part of our team.

If you have any further questions or concerns, please feel free to contact me at (708) 423-3078.

Sincerely,

Heather Wills

Lawn Manor Principal

MICHELLE KELLY

OBJECTIVE

To obtain a special education position supporting elementary students through individualized instruction, IEP development, and an inclusive classroom environment that fosters confidence, independence, and academic success.

EDUCATION

- Illinois State University, School of Kinesiology & Recreation – Normal, IL
Degree: Bachelor of Science in Education, December 2011
Certification: Illinois Type 10, Standard Special grades: k-12
Major: Physical Education-Teacher Education
Endorsement: Middle school Social Sciences
- Saint Xavier University, School of Education – Chicago, IL
Degree: Master of Art in Education, August 2015
Certification: Illinois Type 10 LBS-1, grades: p-12
Major: Multicategorical Special Education

WORK EXPERIENCE

- Lawn Manor Primary School, Atwood Heights School District 125, Physical Education Teacher (August 2019-May 2021)
 - Taught grades pre-k through second grade primary school
 - Designed and implemented age-appropriate units: Fitness, Locomotor/Fundamental movement skills, small & modified games, Cooperative Learning, Team-Building/Adv.Ed., Jump Ropes & Agility Skills, Dance & Gymnastics, soccer, basketball, football, striking (volleyball & badminton), bowling, and floor hockey
 - Produced lesson plans to meet the needs of diverse learners, including those with special needs and/or language barriers
 - Utilized age-appropriate visual aids to support skill development and reinforce correct technique for young learners
 - Created a learning environment in which safety and potential for success were of the highest priority - Supported individualized OT instruction by helping plan and lead sensorimotor group activities align with students' IEP goals.
 - Monitored student activities and enforced school policies during daily lunch, recess, and hallway periods
- Gordon Elementary School, Posen-Robbins School District 143 ½
Physical Education Teacher (August 2012-May 2016)
 - Taught Physical Education in a diverse K-3 Elementary School
 - Designed and implemented the following units: Fitness, Locomotor/Fundamental movement skills, small & modified games, Cooperative Learning, Team-Building/Adv.Ed., Jump Ropes & Agility Skills, Dance & Gymnastics, soccer, basketball, football, striking (volleyball & badminton), bowling, and floor hockey - Produced lesson plans to meet the needs of diverse learners that allowed for a progression in skill level - Lead teacher for PE curriculum development

- fostered a learning environment in which safety and potential for success were of the top priority
 - Supervised before and after school hallway transitions to ensure the understanding and safety of all students
 - Administered FITNESSGRAM and TGMD-2 (motor development) Assessments
 - Gained knowledge and experience of Power School relating to grades and attendance procedures
 - Maintained consistent contact with parents and other staff via telephone and e-mail to ensure student success
 - Collaborated with music teacher on a weekly basis to implement integrated music/PE lessons
 - Attended state conferences and district-wide in-service meetings to enhance professional development
 - Worked on multiple committees in the building to organize assemblies, field-trips, and other activities, including: Encore Committee, Health-Science Committee, and Student Council
 - Voluntarily organized and supervised an after school sports camp optional to all 3rd grade students
 - Designed bulletin boards and incentive boards/activities that were displayed throughout the gymnasium and school
 - Led a collaborative group, organized and implemented a safe and successful Field-Day for entire staff and students
 - Organized and successfully carried out a Jump Rope for Heart Event through the American Heart Association, to raise money for heart disease

Special Education Teacher in Self-Contained Classroom (2016-2018)

- Planned and executed lessons based on each student's needs and goals, focusing on both academic and functional skills.
 - Created a structured, supportive classroom environment to help students succeed socially and behaviorally.
 - Adapted materials and instruction to meet a wide range of learning styles and abilities.
 - Tracked student progress and made adjustments to teaching strategies as needed.
 - Worked closely with therapists and specialists to support students' goals throughout the school day.
 - Maintained up-to-date records on IEP goals, behavior plans, and student growth.
 - Took part in IEP meetings and helped shape plans that fit each student's unique needs.
 - Helped students build life skills and independence through daily routines and hands-on activities.
 - Maintained regular communication with families to keep them informed and involved.
 - Guided paraprofessionals in their daily roles to ensure consistent student support.
- Cook County School District 130, Permanent Substitute Teacher (February 2012-June 2012) - Taught for grades pre-k through eighth grade in a variety of content areas, throughout most schools in the district
- Assisted w/ special needs students both individually and in small groups
 - Taught and assisted in self-contained Special Education classes
 - Participated in extracurricular activity supervision/volunteer
 - Daily lunchroom/hallway supervision
 - Assisted Special Education and Physical Education teachers during free periods
- Community High School District 218, Administrative Assistant (2010-2012)
- Completed secretarial work within the Business Office

- Completed cleaning duties and custodial work

STUDENT TEACHING

- Stony Creek Elementary School – Alsip, IL – October-December 2011
 - Wrote and taught units on fitness, volleyball, and basketball to kindergarten through sixth grade students
 - Administered FITNESSGRAM tests to fourth, fifth, and sixth graders, and tailored lesson plans to address student deficiencies based on results
 - Designed two bulletin boards: winter activity-themed board and FITNESSGRAM-themed board
 - Developed relationships with parents and students through conferences and extra-curricular activities
 - Completed over 100 observation hours in southwest and central Illinois schools
- Prairie Junior High School – Alsip, IL – August-October 2011
 - Wrote and taught daily lessons for Volleyball and Fitness units to seventh and eighth graders
 - Administered FITNESSGRAM tests, and instructed a variety of activities directly connecting to the health-related fitness components
 - Designed gymnasium bulletin board focusing on healthy lifestyle choices
 - Developed relationships with parents and students through conferences, open houses, and extra-curricular activities
 - Completed over 100 observation hours in southwest and central Illinois schools

RELATED EXPERIENCES

- Assistant Coach, University High School Girls Varsity Basketball – Fall/Winter 2010 Supported team practices, skill development, and game-day preparation as part of the coaching staff.
- Youth Group Mentor, “Friendship Fridays” Christian Program for Teens with Special Needs – 2014–2018 Engaged with teens in weekly social and faith-based activities, fostering inclusion and positive peer relationships.
- Community Fundraising Participant, American Heart Association – 2013–2021 Supported annual awareness and fundraising events promoting heart health and wellness.
- Charity Support Volunteer, St. Vincent de Paul – Spring 2012–Present Assisted with donation drives, event organization, and community outreach efforts.
- Fundraising Volunteer, Misericordia Heart of Mercy – Summer 2012–Present Participated in annual fundraising collections to support individuals with developmental disabilities

PROFESSIONAL MEMBERSHIPS & AWARDS

- First Aide & CPR certified (2008-2021)
- Kappa Delta Pi fraternity, Saint Xavier University (2014-2020)
- Student Education Association (SEA) (2009-2011)

- Illinois State University Physical Education-Teacher Education (P.E.T.E) Club (2008-2011)
- College of Applied Science and Technology, Dean's List (2011)

REFERENCES

Available upon request

To: Lisa Cole, Superintendent
From: Laura Gray, Principal
RE: Special Education Paraprofessional
Date: 05/08/2025

We have filled the vacancy of special education paraprofessional for the 2025-2026 school year. I would like to recommend Ms. Madison Justic for this position. Ms. Justic has experience working with children at Mercy Home as a Youth Care Worker. Through this experience she has established a supportive connection with youth and coached children through social problem solving and goal setting. Ms. Justic has also worked as a Lead Child Specialist at Crisis Nursery providing children with social-emotional, educational, and recreational age-appropriate activities. Ms. Justic has earned her Bachelor's Degree in Interdisciplinary Health Sciences from the University of Illinois, and is currently pursuing her Master's Degree in Social Work from the University of Illinois Chicago. She is enrolled in the Jane Addams College of Social Work. Ms. Justic is kind, friendly, and has a passion for working with children. She is looking forward to working at our schools and is excited for this opportunity. Ms. Justic is going to be an excellent addition to our Meadow Lane and Hamlin teams.

Sincerely,

Laura Gray
Principal
Meadow Lane School

MADISON JUSTIC

EDUCATION:

University of Illinois at Urbana-Champaign

- Bachelor of Science in Interdisciplinary Health Sciences, May 2023

Saint Ignatius College Prep, Chicago, IL

- Honors with Distinction 2018, 2019

EXPERIENCE:

Mercy Home, Chicago, IL- February 2024 to Present - Youth Care Worker

- Establish a supportive connection with youth, young adults, and their caregiving networks, while upholding professional boundaries.
- Offer supportive supervision and guidance for the youth and their families while helping them achieve their goals
- Coach the youth and young adults; teach skills; guide social problem solving; identify strengths, talents, and interests. This includes work as an Advocate participating in weekly Advocate meetings as well as weekly contacts with support systems as applicable.

Crisis Nursery, Champaign, IL – September 2022 to May 2023 – Lead Child Specialist

- Provided direct care for children in crisis with diverse economic, cultural and racial backgrounds in a healthy and nurturing care environment.
- Learned about trauma informed care and crisis intervention practices
- Planned and implemented social-emotional, educational, and recreational age appropriate activities for children.
- Assisted children to develop safe and appropriate ways of interacting and expressing their feelings.
- Maintained accurate placement of logs of the child's daily activities and meals.

Shoreline Sightseeing, Chicago, IL – 2019 to Present – Senior Deckhand

- Completed Department of Homeland Security System Security Awareness for Passenger Vessels
- Participated in Chicago Harbor Safety Committee's Security Drill working as a team from different departments

- Learned and completed US Coast Guard Safety Drills on a weekly basis

Circle of Friends Adult Day Center, Champaign, IL – January to May 2023 – Intern

- Performed lifestyle care to older adults with needs. Spent time engaging in activities that stimulate cognitive functions.
- Assisted with planned activities and exercises to help their physical and mental well being
- Encouraged participation in group games, crafts, music, and other therapeutic activities tailored to the needs and interests of individuals with dementia.
- Proposed and implemented creative initiatives that cater to the unique interests and abilities of participants, fostering a sense of purpose and accomplishment.

I-Force Cheer, Champaign, IL – August 2020-December 2022 – Tumbling Coach

- Coached competitive cheer participants to compete at intermediate and elite levels
- Fostered a positive team culture, emphasizing inclusivity, respect, and mutual support among team members.

VOLUNTEER WORK:

Connections for Abused Women/Children, Chicago IL, Fall 2023- Winter 2024

- Completed a 40-hour Domestic Violence Training program
- Provide assistance to residents and their children
- Respond to hotline and other calls

Salt and Light, Urbana, IL – Fall 2021-Spring 2022

- Helped provide a safe and comfortable place for economically challenged families making a new start under more difficult conditions

Little Company of Mary Hospital, Evergreen Park, IL – Winter 2019

- Emergency Room assistant
- Observed, attended to and aided ER doctor in his nightly duties

CERTIFICATIONS:

- First Aid/CPR
- 40 hour domestic violence training
- CPI certified

ATWOOD HEIGHTS SCHOOL DISTRICT 125 VOUCHER

Voucher No: 1193

Voucher Date: 05/08/2025

Prepared By: _____

Printed: 05/08/2025 02:23:27 PM

ATWOOD HEIGHTS SCHOOL DISTRICT 125 is hereby authorized to draw warrants against ATWOOD HEIGHTS SCHOOL DISTRICT 125 funds for the sum of \$416,473.76 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Christine Lantz

President

Michelle Higgins

Secretary

ATWOOD HEIGHTS SCHOOL DISTRICT 125

Fund		Amount
10	EDUCATIONAL	\$378,626.96
20	OPERATIONS AND MAINTENANCE	\$19,661.72
40	TRANSPORTATION	\$17,560.08
80	TORT IMMUNITY	\$625.00
		<hr/>
		\$416,473.76

Atwood Heights School District 125

Voucher Supplement Account Summary

Voucher Batch Number: 1193

05/08/2025

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
AEP ENERGY		20.5.2540.466.0000.02.00.00 Check #: 0	OPER/MAINT-ELECTRICITY-LAWN MANOR	\$1,630.31
		20.5.2540.466.0000.03.00.00 Check #: 0	OPER/MAINT-ELECTRICITY-MEADOW LANE	\$2,156.71
		20.5.2540.466.0000.04.00.00 Check #: 0	OPER/MAINT-ELECTRICITY-HAMLIN	\$3,612.76
Vendor Total:				\$7,399.78
ALEXANDRA GONZALES		10.5.1100.230.0000.00.00.00 Check #: 0	FRINGE	\$38.07
Vendor Total:				\$38.07
ALPHA SCHOOL BUS COMPANY	7431	40.5.2550.330.0000.00.00.00 Check #: 0	TRANSPORTATION - SPECIAL ED	\$14,347.08
Vendor Total:				\$14,347.08
ATWOOD HTGS. DIST. 125 - IMPREST FUND 991		10.5.1100.410.0000.00.00.00 Check #: 0	SUPPLIES	\$160.00
		10.5.1500.410.0000.00.00.00 Check #: 0	INTERSCHOLASTIC-GENERAL SUPPLIES	\$600.00
		10.5.2310.410.0000.00.00.00 Check #: 0	BOARD OF ED-GENERAL SUPPLIES	\$60.75
		10.5.2660.340.0000.00.00.65 Check #: 0	TECHNOLOGY-TELEPHONE	\$107.78
		20.5.2540.310.0000.00.00.00 Check #: 0	PROFESSIONAL SERVICE	\$1,350.00
		20.5.2540.370.0000.04.00.00 Check #: 0	OPER/MAINT-WATER/SEWER SERVICE-HAMLIN	\$228.00
Vendor Total:				\$2,506.53
CATHERINE GALLAGHER				

Atwood Heights School District 125

Voucher Supplement Account Summary

Voucher Batch Number: 1193

05/08/2025

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.5.1100.230.0000.00.00.00 Check #: 0	FRINGE	\$4,500.00
CATHERINE PETRAITIS	23566		Vendor Total:	\$4,500.00
		10.5.1100.230.0000.00.00.00 Check #: 0	FRINGE	\$1,141.68
CAZARES, AMANDA			Vendor Total:	\$1,141.68
		10.5.1100.230.0000.00.00.00 Check #: 0	FRINGE	\$1,665.16
CHASE CARD SERVICES			Vendor Total:	\$1,665.16
		10.5.1100.312.4932.00.01.00 Check #: 0	PROFESSIONAL DEVELOPMENT-TITLE II	\$314.00
		10.5.1100.410.0000.00.00.00 Check #: 0	SUPPLIES	\$483.01
		10.5.1100.410.0000.02.00.00 Check #: 0	SUPPLIES - LAWN MANOR	\$221.84
		10.5.1100.410.0000.03.00.00 Check #: 0	SUPPLIES MEADOW LANE	\$303.81
		10.5.1100.410.0000.04.00.00 Check #: 0	SUPPLIES - HAMLIN	\$296.01
		10.5.1200.410.0000.00.00.00 Check #: 0	SPEC ED K-12-GENERAL SUPPLIES	\$229.83
		10.5.1250.410.4300.00.01.00 Check #: 0	TITLE I / SUPPLE K-12-GENERAL SUPPLIES	\$55.75
		10.5.1275.332.3705.00.01.00 Check #: 0	EC GRANT - STUDENT FIELD TRIPS	\$457.00
		10.5.1275.410.3705.00.01.00 Check #: 0	PRE-K GENERAL SUPPLIES	\$117.83
		10.5.2210.312.0000.00.00.00 Check #: 0	IMPROV OF INST-PROF DEV	\$1,095.00

Atwood Heights School District 125

Voucher Supplement Account Summary

Voucher Batch Number: 1193

05/08/2025

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.5.2560.410.3705.00.01.00 Check #: 0	FOOD SERVICES--GENERAL SUPPLIES	\$515.04
		10.5.2900.410.4300.00.01.00 Check #: 0	TITLE I SUPPORT SERVICES--GENERAL SUPPLIES	\$1,194.32
		20.5.2540.410.0000.00.00.00 Check #: 0	OPER/MAINT--GENERAL SUPPLIES	\$257.35
		20.5.2540.464.0000.00.00.00 Check #: 0	GASOLINE	\$313.80
			Vendor Total:	\$5,854.59
CHICAGO TRIBUNE	23803	10.5.2310.340.0000.00.00.00 Check #: 0	BOARD OF ED--COMMUNICATIONS	\$31.50
			Vendor Total:	\$31.50
EISENHOWER COOPERATIVE	2745	10.5.4220.671.0000.00.00.00 Check #: 0	PYMTS FOR SPEC ED PROGRAMS - TUITION--OCCUPATIONAL	\$2,100.00
		10.5.4220.672.0000.00.00.00 Check #: 0	PYMTS FOR SPEC ED PROGRAMS - TUITION PHYSICAL THE	\$1,500.00
		10.5.4220.673.0000.00.00.00 Check #: 0	PYMTS FOR SPEC ED PROGRAMS - TUITION--VISON THERAPY	\$40.00
		10.5.4220.674.0000.00.00.00 Check #: 0	PYMTS FOR SPEC ED PROGRAMS - TUITION--HEARING THERA	\$25.00
			Vendor Total:	\$3,665.00
EISENHOWER COOPERATIVE	2745	10.5.4120.640.0000.00.00.00 Check #: 0	SPECIAL ED PROGRAMS - DUES AND FEES	\$7,244.43
		10.5.4220.670.0000.00.00.00 Check #: 0	SPECIAL ED - TUITION	\$254,227.12
		10.5.4220.671.0000.00.00.00 Check #: 0	PYMTS FOR SPEC ED PROGRAMS - TUITION--OCCUPATIONAL	\$14,359.77

Atwood Heights School District 125

Voucher Supplement Account Summary

Voucher Batch Number: 1193

05/08/2025

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.5.4220.672.0000.00.00.00 Check #: 0	PYMTS FOR SPEC ED PROGRAMS – TUITION PHYSICAL THE	\$19,142.50
		10.5.4220.673.0000.00.00.00 Check #: 0	PYMTS FOR SPEC ED PROGRAMS – TUITION–VISON THERAPY	\$474.13
		10.5.4220.674.0000.00.00.00 Check #: 0	PYMTS FOR SPEC ED PROGRAMS – TUITION–HEARING THERA	\$3,677.54
			Vendor Total:	\$299,125.49
ELIM CHRISTIAN SERVICES	4659			
		10.5.4220.670.0000.00.00.00 Check #: 0	SPECIAL ED – TUITION	\$19,852.26
		40.5.2550.330.0000.00.00.00 Check #: 0	TRANSPORTATION – SPECIAL ED	\$3,213.00
			Vendor Total:	\$23,065.26
HORVATH, THERESA	11042			
		10.5.2310.222.0000.00.00.00 Check #: 0	BOARD OF ED–RETIREE INSURANCE	\$104.90
			Vendor Total:	\$104.90
IDEAL ENVIRONMENTAL ENGINEERING INC.	486			
		20.5.2540.310.0000.00.00.00 Check #: 0	PROFESSIONAL SERVICE	\$620.00
			Vendor Total:	\$620.00
ILLINOIS ASSOCIATION OF SCHOOL BOARDS	1619			
		10.5.2320.640.0000.00.00.00 Check #: 0	EXECUTIVE ADMIN –DUES AND FEES–DISTRICT	\$6,135.00
			Vendor Total:	\$6,135.00
ISENMANN, HANNAH				
		10.5.1100.230.0000.00.00.00 Check #: 0	FRINGE	\$244.99
			Vendor Total:	\$244.99
ITsavvy LLC				

Atwood Heights School District 125

Voucher Supplement Account Summary

Voucher Batch Number: 1193

05/08/2025

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
LAUREN FIGUEROA-MORALES		10.5.2660.310.0000.00.00.00 Check #: 0	ED MEDIA -PROFESS& TECH SERVICE	\$100.00
			Vendor Total:	\$100.00
		10.5.1100.230.0000.00.00.00 Check #: 0	FRINGE	\$220.79
LOIS PAXTON			Vendor Total:	\$220.79
		10.5.2140.310.0000.00.00.00 Check #: 0	PSYCHOLOGICAL SERVICES-PROFESS& TECH SERVICE	\$1,900.00
MARGARET PAROLIN	26270		Vendor Total:	\$1,900.00
		10.5.1100.312.4932.00.01.00 Check #: 0	PROFESSIONAL DEVELOPMENT-TITLE II	\$165.00
MENARDS INC	11118		Vendor Total:	\$165.00
		20.5.2540.410.0000.00.00.00 Check #: 0	OPER/MAINT-GENERAL SUPPLIES	\$437.78
NEXTERA ENERGY SERVICES			Vendor Total:	\$437.78
		20.5.2540.465.0000.02.00.00 Check #: 0	OPER/MAINT-NATURAL GAS-LAWN MANOR	\$1,341.58
		20.5.2540.465.0000.03.00.00 Check #: 0	OPER/MAINT-NATURAL GAS-MEADOW LANE	\$483.87
OFF-SITE BUSINESS SERVICES, INC.	729	20.5.2540.465.0000.04.00.00 Check #: 0	OPER/MAINT-NATURAL GAS-HAMLIN	\$1,717.05
			Vendor Total:	\$3,542.50
		10.5.2520.311.0000.00.00.00 Check #: 0	P/R SUPPORT SERVICES - OFFSITE	\$497.00
OTC BRANDS, INC.	21005		Vendor Total:	\$497.00

Atwood Heights School District 125

Voucher Supplement Account Summary

Voucher Batch Number: 1193

05/08/2025

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.5.1100.410.0000.02.00.00 Check #: 0	SUPPLIES – LAWN MANOR	\$320.93
PARKLAND PREPARATORY ACADEMY			Vendor Total:	\$320.93
		10.5.4220.670.0000.00.00.00 Check #: 0	SPECIAL ED – TUITION	\$4,997.79
PERSONNEL PLANNERS, INC.			Vendor Total:	\$4,997.79
		10.5.2520.310.0000.00.00.00 Check #: 0	FISCAL SERVICES–PROFESSIONAL SERVICES	\$100.00
PETRARCA, GLEASON, BOYLE, & IZZO, LLC			Vendor Total:	\$100.00
		80.5.2365.318.0000.01.00.00 Check #: 0	LEGAL FEES	\$625.00
SHANNON STAPLETON	23981		Vendor Total:	\$625.00
		10.5.1100.230.0000.00.00.00 Check #: 0	FRINGE	\$714.24
SHERIDAN, MEGAN			Vendor Total:	\$714.24
		10.5.1100.230.0000.00.00.00 Check #: 0	FRINGE	\$409.98
SPEECH BLOSSOMS LLC			Vendor Total:	\$409.98
		10.5.2140.310.0000.00.00.00 Check #: 0	PSYCHOLOGICAL SERVICES–PROFESS& TECH SERVICE	\$6,987.50
UNIQUE PRODUCTS & SERVICE CORP.	17015		Vendor Total:	\$6,987.50
		20.5.2540.410.0000.00.00.00 Check #: 0	OPER/MAINT–GENERAL SUPPLIES	\$2,273.73
			Vendor Total:	\$2,273.73

Atwood Heights School District 125

Voucher Supplement Account Summary

Voucher Batch Number: 1193

05/08/2025

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
US OMNI & TSACG COMPLIANCE SERVICES	23161	10.5.2310.310.0000.00.00.00 Check #: 0	BOARD OF ED-PROFESSIONAL SERVICES	\$68.00
			Vendor Total:	\$68.00
VILLAGE OF MERRIONETTE	6176	20.5.2540.370.0000.03.00.00 Check #: 0	OPER/MAINT-WATER/SEWER SERVICE-MEADOW LANE	\$1,297.50
			Vendor Total:	\$1,297.50
VILLAGE OF OAK LAWN		20.5.2540.370.0000.02.00.00 Check #: 0	OPER/MAINT-WATER/SEWER SERVICE-LAWN MANOR	\$296.45
			Vendor Total:	\$296.45
VISTA LEARNING, NFP		10.5.2660.470.0000.00.00.00 Check #: 0	ED MEDIA -COMPUTER SOFTWARE	\$889.35
			Vendor Total:	\$889.35
WAREHOUSE DIRECT		10.5.1100.410.0000.00.00.00 Check #: 0	SUPPLIES	\$829.68
			Vendor Total:	\$829.68
WASTE MANAGEMENT		20.5.2540.321.0000.00.00.00 Check #: 0	OPER/MAINT-SANITATION SERVICES	\$1,644.83
			Vendor Total:	\$1,644.83
WHITSONS		10.5.2560.410.0000.00.00.00 Check #: 0	FOOD SERVICES-GENERAL SUPPLIES	\$15,244.04
			Vendor Total:	\$15,244.04
WILLS, HEATHER	15231	10.5.1100.230.0000.00.00.00 Check #: 0	FRINGE	\$2,466.64

Atwood Heights School District 125

Voucher Supplement Account Summary

Voucher Batch Number: 1193

05/08/2025

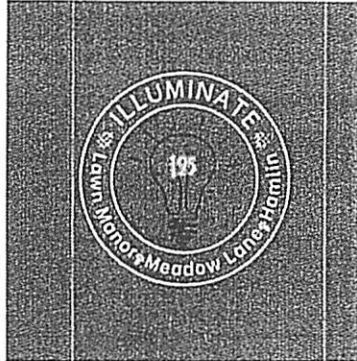
Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
Vendor Total:				\$2,466.64
Grand Total:				\$416,473.76

End of Report

Principal's Report: May 2025

Lawn Manor School



Curriculum/Instruction/Assessments

- Scheduling Kindergarten Screenings
- Summer School Letters
- Preparing for Registration
- Interviews
- MAP Spring Testing/Data Review & Recommendations for Next Year

Community/School Events/Parent Involvement

- 2nd Grade Step Up to Meadow Lane
- Principal's Lunch
- Teacher Appreciation Week (May 5-9)
- PreK & Kindergarten Zoo Field Trips
- Fun Day- Thank you Mrs. Keane & Parent Volunteers
- EC Celebration- (May 23)
- Kindergarten Celebration (May 27)

Please contact me at (708) 423-3078 if you have any questions or comments.

Respectfully Submitted,

Heather Wills

Principal's School Board Report, May, 2025

Meadow Lane School



School Improvement/Curriculum/Instruction

- Mid-Terms
- Summer School Planning
- MAP Testing
- 23-24 Planning
- Registration
- Embrace Training
- Day Break Telehealth

Student Activities

- Cinco de Mayo Celebration
- Teacher Appreciation Week
- All School Mystery Game
- ABC Countdown
- Courtyard Lunches
- 2nd Grade Step-Up Day
- Talent Show
- 3rd Grade Field Trip – Brookfield Zoo
- 4th Grade Field Trip – Morton Arboretum
- 5th Grade Field Trip – Plum Creek
- Attendance Incentive BBQ
- Field Day
- 5th Grade Kickball Game

Please contact me at 708-388-6958 if you have any further questions or concerns.

-Laura A. Gray, Principal

Hamlin Upper Grade Center

Board Report

May 2025

Curriculum/Assessment/Professional Development:

- ★ MAP testing is complete 🍷
- ★ Seven 7th graders have been accepted into the 'Celebration of Young Poets' contest. All seven students wrote poems rooted in Shakespeare's themes and characters. Congratulations:
 - Emely Garcia Almaraz
 - Ginger Gerard
 - Nia James
 - Brookelyn Staniec
 - Ameer Askia
 - Adriel Castillo
 - Yaretzi De La Rosa

Hamlin Activities:

- ★ Scholastic Bowl – 2nd Place 4/26/25
- ★ Annual Evening Cinco De Mayo Celebration
- ★ A Wicked Teacher Appreciation Week
- ★ Band Concert 5/8/2025
- ★ SSJHS Conference Track Meet 5/14/2025

Upcoming 8th Grade Events in May:

8th Grade Dinner Dance and Awards Ceremony (May 16th) 5-9pm; Staff vs. 8th Grade Softball game and Whole school picnic (May 19th); Graduation (May 21st @6:00pm)

Respectfully Submitted,

Mrs. Katie Gallagher

Superintendent Report
Informational
March 24-25

ENROLLMENT

E.C.-Sp. Ed.-PRE-K	54	
Kindergarten	63	
Grade 1	49	
Grade 2	44	
Cross/Cat	8	218
Grade 3	64	
Grade 4	57	
Grade 5	68	
Cross Cat 3-5	4	
		193
Grade 6	54	
Grade 7	66	
Grade 8	66	186
Total in District	597	
Out of District Special Education	19	
TOTAL ENROLLMENT	<u>616</u>	

SPECIAL EDUCATION

Intellectual Disability	4
Hearing Impaired	0
Specific Learning Disability	1
Deafness	0
Emotional Disorder	3
Developmental Delay	1
Multiple Disabilites	0
Other Health Impairment	1
Autism	9
TOTAL	<u>19</u>

REIMBURSABLE AVERAGE DAILY ATTENDANCE FOR 2024-2025

<u>Month</u>	<u>A.D.A.</u>	<u>Percent</u>	<u>Enrollment</u>	<u>Days</u>
August	515	97	535	9
September	522	95	553	20
October	523	94	559	21
November	518	94	553	16
December	511	93	553	15
January	513	92	555	18
February	503	90	559	19
March	525	93	566	16
April	526	93	568	20
May				21
Emergency Days				5
Total				<u>180</u>

ACCIDENT/INJURY REPORT

SCHOOL: Hamlin

#1 OF 4 ACCIDENTS/INJURIES:

NATURE OF INCIDENT/INJURY: During gym class the student was hit in the face with the lacrosse ball. She was given an ice-pack and mom was notified.

HOSPITAL CARE REQUIRED: No

PARAMEDICS CALLED: No

SCHOOL: Hamlin

#2 OF 4 ACCIDENTS/INJURIES:

NATURE OF ACCIDENT/INJURY: During gym class the student was hit in the face with a lacrosse ball. He was given an ice pack and mom was notified.

HOSPITAL CARE REQUIRED: No

PARAMEDICS CALLED: No

SCHOOL: Meadow Lane

#3 OF 4 ACCIDENTS/INJURIES:

NATURE OF ACCIDENT/INJURY: During recess student jumped off the fake tree in the new playground area. Student landed on his foot the wrong way and was in pain. Mom was called, icepack was provided and he elevated his leg until he was picked up from school.

HOSPITAL CARE REQUIRED: No

PARAMEDICS CALLED: No

SCHOOL: Hamlin

#4 OF 4 ACCIDENTS/INJURIES:

NATURE OF ACCIDENT/INJURY: During recess student jumped off the swing and hurt his right ankle. Ice pack was provided and grandma was called & she picked him up from school.

HOSPITAL CARE REQUIRED: No

PARAMEDICS CALLED: No

SCHOOL:

OF ACCIDENTS/INJURIES:

NATURE OF ACCIDENT/INJURY:

HOSPITAL CARE REQUIRED:

PARAMEDICS CALLED:

SCHOOL:

OF ACCIDENTS/INJURIES:

NATURE OF ACCIDENT/INJURY:

HOSPITAL CARE REQUIRED:

PARAMEDICS CALLED:

SCHOOL:

OF ACCIDENTS/INJURIES:

NATURE OF ACCIDENT/INJURY:

HOSPITAL CARE REQUIRED:

PARAMEDICS CALLED:

SUSPENSION REPORT

REASON FOR SUSPENSION:

SCHOOL: Hamlin

SUSPENSIONS: 0 of 0

GRADE LEVEL:

MALE: FEMALE:

REASON FOR SUSPENSION:

HEARINGS REQUESTED:

SCHOOL: Meadow Lane

SUSPENSIONS: 0 of 0

GRADE LEVEL:

MALE: FEMALE:

REASON FOR SUSPENSION:

HEARINGS REQUESTED:

SCHOOL: Lawn Manor

SUSPENSIONS: 0 of 0

GRADE LEVEL:

MALE: FEMALE:

REASON FOR SUSPENSION:

HEARINGS REQUESTED: