

eGrant Management System

Printed Copy of Application

Applicant: CUSD 200

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: CUSD 200

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1. Contact Information for Person Completing This Form

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

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

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

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

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

((count) of 2500 maximum characters used)

Board of Education Policy 7.10 states "Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, national origin, ancestry, sex, ethnicity, language barrier, religious beliefs, physical and mental handicap or disability, or economic and social conditions, or actual or potential marital or parental status." The Superintendent appoints a Nondiscrimination Coordinator to administer any complaints made using the Uniform Grievance Procedure. The Board of Education's resolution of any complaint can be appealed to the Regional Superintendent of Schools. The Superintendent and Building Principals use reasonable measures to inform staff members and students of Policy 7.10 and the grievance procedure. CUSD200 has a number of initiatives to improve equity such as participating with community partners in the Wheaton/Warrenville Early Childhood Collaborative which focuses on providing opportunities for learning success and improved kindergarten readiness in neighborhoods of high poverty. The AP Inspiring Excellence program recruits students from underrepresented subgroups such as low income and English Learners that could succeed in AP classes. These students are provided additional support including the Summer Bridge program. Incoming freshman mentoring program pairs at-risk students with mentors from the same community, same ethnicity, and income. The goal of the program is to decrease risk factors such as discipline referrals, low attendance, and poor grades. CUSD200 is also committed to ensuring that students with special needs receive a free and appropriate education within the student's least restrictive environment, and monitors the impact of best practice programming by reviewing student outcomes for students with disabilities and EE code data.

3. Bilingual Program Director Assurance

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

1230

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. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

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

*Required field, applicable for all funding sources

Amendments

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

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

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

Plan Changes

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

[(count] of 5000 maximum characters used)

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2023-2024.* [1]

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

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

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

The majority of Title I funds continue to be used to fund the salaries and benefits of highly qualified Reading Teachers and Math Interventionists. In reading, District funds are used to equitably provide Reading Specialists and Reading Teachers to all 13 elementary schools according to a District-developed formula that takes into account the number and language levels of EL students, number of low income students, and the mobility rate at each elementary school. Title I funds are used for additional Reading Teachers at Title I schools according to the Title I allocations. Title II funds are allocated to Sandburg School for a .5 reading coach in order to support professional learning in foundational skills and best practices in reading. In math, District funds, ESSER funds, and Title II funds will be used to provide Instructional Coaches to each of the 13 elementary schools and 4 middle schools. Title I funds are used for the salaries and benefits for additional Math Interventionists at Title I schools to work with at-risk students. IDEA funds are used to provide special education staff, professional development, and instruction materials in order to provide special education services EC-12+.

Response from the approved prior year Consolidated District Plan.

The majority of Title I funds continue to be used to fund the salaries and benefits of highly qualified Reading Teachers and Math Interventionists. In reading, District funds are used to equitably provide Reading Specialists and Reading Teachers to all 13 elementary schools according to a District-developed formula that takes into account the number and language levels of EL students, number of low income students, and the mobility rate at each elementary school. Title I funds are used for additional 8.3 FTE Reading Teachers at Title I schools according to the Title I allocations. In math, District funds, ESSER funds, and Title II funds will be used to provide Instructional Coaches to each of the 13 elementary schools. Title I funds are used for the salaries and benefits for an additional .5 Math Interventionist at Title I schools to work with at-risk students. Title III funding is used to provide instructional supplemental services to students, parent engagement opportunities, and professional growth for teachers that support multilingual students. ESSER II funds will be used along with District funds and E-rate funds to replace end of life network equipment to increase speeds and reliability when connecting to the internet and server infrastructure. ARP ESSER funds will be used to increase the number of stipends for clubs and activities supported by District funds in an effort to re-engage students in school following the disruptions caused by the COVID-19 crisis.

3. Will the LEA braid funding?*

Indicate the funds that will be braided, and list the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, enter N/A in the text field.

If No Braiding is selected, additional fund sources will not be checked.

- No Braiding
- 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 IV, Part B - Rural and Low-Income Schools
- IDEA, Part B - Flow-Through
- ARP ESSER III

N/A

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

Indicate all that apply, and list the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by hybrid blending, enter N/A in the text field.

If No Hybrid Funding is selected, additional hybrid blending options will not be checked.

- No Hybrid Funding

- Title II to Title I
- Title IV to Title I
- Title II to Title IV
- Title IV to Title II

CUSD 200 will transfer Title IV and Title II funds into Title I funds in FY24 as the Title I allocation is reduced.

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

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

[[count] of 7500 maximum characters used)

The results of a comprehensive needs assessment have been summarized in CUSD 200's Vision 2026 Strategic Plan which contains strategies and tactics that directly align with our Portrait of a Graduate that was developed with input from a wide variety of stakeholders. These strategies include: implementing learning acceleration strategies and programming including the adoption of high quality instructional materials, designing and implementing a balanced assessment system to measure progress for academics and social emotional needs of students, developing implementation resources aligned with our Portrait of a Graduate, expanding programming to prepare students for a full range of post-secondary opportunities, developing comprehensive professional learning program and support system for staff that includes reviewing the coaching program and developing a program to support new teachers.

Legislative References:

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

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

*Required field, applicable for all funding sources

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

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

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

District 200 has a dashboard aligned with the Vision 2026 strategic plan. The dashboard data is reviewed with the Board of Education, Citizen's Advisory Committee, district leaders, and other staff. This data is used to drive specific work plans and goals for all staff. The Vision 2026 dashboard includes proficiency and growth data from interim assessment and state assessments, attendance data, SEL connectedness, and other ISBE report card indicators. This data drives school improvement and the specific yearly work plan presented to the Board of Education. The information used from the district dashboard and work plan is aligned to our Consolidated District Plan.

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

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

A. Title I, Part A - Improving Basic Programs

The needs assessment process indicates that learning loss from the COVID-19 crisis still needs to be addressed; we need to continue to work on strengthening Tier 1 reading instruction in the general education classroom as well as identifying needs as a result of the COVID-19 crisis and providing the necessary interventions to bring students up to grade level in reading and math standards. The needs assessment identified the need to continue using a balanced assessment system that would implement effective monitoring and assessment tools to measure students' progress. FastBridge will continue to be used by Title I Reading Teachers to better identify students needing Tier II/III interventions as well as monitor progress and set goals. Continued review of student progress as measured by multiple data sources is necessary to determine the effectiveness of the interventions as well as decide when to change the intervention. Achievement gaps continue to exist for low-income and EL students. The Reading and Math Support Programs are staffed using a Reading Equity Formula and a Math Equity Formula which takes into account numbers of EL students with oral language proficiency of at least 3.0 as measured by ACCESS (since data analysis shows these students have enough oral language to benefit from pull-out interventions), a number of low-income students, and a number of students new to the school. The results of this formula are used to allocate locally-funded Reading and/or Math Support Teachers. Title I provides additional Reading Teachers according to each school's Title I need and eligibility. The needs assessment also indicates the continued need to strengthen math instruction and provide additional instruction and resources to help lessen the learning gaps exacerbated by the COVID-19 crisis. Title I funds to support a .5 Math Interventionist at Title I schools who provides additional instruction and interventions to targeted students. The adoption of the FastBridge system will help the Title I Math Interventionists better identify students needing Tier II/III interventions as well as monitor student progress.

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

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

Teachers will continue implementing the new math materials and use the assessment system, FastBridge, to identify students for appropriate interventions. Instructional Support Coaches, funded in part with Title II funds, will provide needed support in math. Data analysis indicates the continued existence of achievement gaps in math for low income and English Learners (EL) students. The Instructional Support Coaches will lead grade-level sessions to focus professional learning around research-based assessment practices in math. Additional teacher and principal professional development opportunities will be designed as needed throughout the year using resources in EAB, funded by Title II. Sandburg School will receive a .5 Title II reading coach to support the implementation of a new foundational skills program in reading, and to support professional learning for staff in the major instructional shifts in ELA.

G. Title III - LIEP

The needs assessment data for multilingual learners indicated a continued need for professional development in co-teaching, high-quality differentiation and scaffolding, and support across math, literacy, and Spanish Language Arts. Co-teaching training is provided to staff with ongoing support. Spanish Language Arts training will continue at Johnson and Pleasant Hill bilingual sites around FLES and enhanced literacy within our current TBE programs. We will continue coordinating with the MS and HS to expand Heritage Spanish options and high school curriculum development in Sheltered Courses. Districtwide needs related to Foundational Reading skills will also be a focus for EL/Bilingual teachers so that they can appropriately support the development of those skills across EL/Bilingual Learning Experiences.

H. Title III - ISEP

The needs assessment indicated that we need Tier 1 curriculum development and planning to address newcomers' needs across the curriculum. A newcomer committee evaluated curricular resources to support English Language Development and will adopt a curriculum for newcomers in the 2023-24 school year.

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

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

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

Title IV: The needs assessment indicated the continued need for professional development efforts to improve a well-rounded education. For many secondary teachers, this means participating in content training. One way this is accomplished is participation in the annual Countywide Institute Day. Teachers will select appropriate sessions according to the classes that they teach. Feedback from these sessions indicates a high degree of agreement that the result is improved content knowledge. Another area of continued professional development is Advanced Placement (AP) training. AP teachers need to stay current on the latest expectations for these college-level classes that are taught at the high school. Also, Social Emotional Learning (SEL) continues to be an area that continues to be developed at all levels. IDEA, Part B-Flow-Through: The needs assessment highlighted a need to continue to build upon and promote continuity in access to evidence-based instructional methods and resources. This includes continued efforts to enhance the differentiation, collaborative practices, accommodations, modifications, and services within all tier levels, as well as ensuring this range of services is available to support learning acceleration efforts as students continue to navigate the effects of the pandemic. The needs assessment also highlighted a need for additional professional development in regards to best practices in special education via job-embedded professional development and coaching, including co-teaching, best practices assessments practices, evidence-based reading, and math instruction/interventions, facilitated IEP practices, behavioral supports, as well as a range of other evidence-based practices to support students with disabilities. Access to and utilization of diagnostic assessments in the areas of reading and math, as well as the development of coordinated systems to provide access to evidenced-based instruction in the area of targeted skills deficits for reading and math, was identified as an area of need.

L. IDEA, Part B - Preschool

The needs assessment highlighted a need to continue to build upon and promote continuity in access to evidenced-based instructional methods and resources, as well as to continue to promote Least Restrictive Environment (LRE) efforts, as well as ensuring these efforts are supported as students continue to navigate the effects of the pandemic the focus on learning acceleration. These needs will also include continued efforts to enhance the differentiation, collaborative practices, accommodations, modifications, and services within all Tier levels and service delivery models (ex. Blended, instructional, virtual, etc...).

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

The needs assessment results support the continuation of ARP-ESSER funds for Elementary and Middle School Math Coach/Interventionists, High School Academic Intervention Coordinators, Innovative Tech and Learning Coordinator, and Middle School Emotional Wellness/Behavior Interventionists. We will continue to fund stipends for extracurricular activities. ARP ESSER III funds were used to pilot two high-quality instructional materials in elementary ELA based on the science of reading research. Staff feedback was used to select materials for the Board of Education to approve. ARP ESSER III funds will be used to purchase these materials for all K-5 staff.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

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

District Goal(s):

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

Implement learning acceleration strategies and programming.Support the social and emotional needs of students.Develop a comprehensive professional learning program and support system for staff.

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.	<input checked="" type="checkbox"/> Teachers (1,7,8,9)
B.	<input checked="" type="checkbox"/> Principals (1,7,8,9)
C.	<input checked="" type="checkbox"/> Other school leaders (1,8,9)
D.	<input type="checkbox"/> Paraprofessionals (1)
E.	<input type="checkbox"/> Specialized instructional support personnel (1,2,3,4,8,9)
F.	<input type="checkbox"/> Charter school leaders (in a local educational agency that has charter schools) (1)
G.	<input checked="" type="checkbox"/> Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8,9)
H.	<input type="checkbox"/> Parent liaisons
I.	<input checked="" type="checkbox"/> Title I director (1)
J.	<input checked="" type="checkbox"/> Title II director (1)
K.	<input checked="" type="checkbox"/> Bilingual director (1,6,9)
L.	<input checked="" type="checkbox"/> Title IV director (1)
M.	<input checked="" type="checkbox"/> Special Education director
N.	<input type="checkbox"/> Guidance staff
O.	<input checked="" type="checkbox"/> Community members and community based organizations (7)
P.	<input type="checkbox"/> Business representatives (2,3,4)
Q.	<input type="checkbox"/> Researchers (7)
R.	<input type="checkbox"/> Institutions of Higher Education (7)
S.	<input type="checkbox"/> Other - specify
T.	<input type="checkbox"/> 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 = ARP-LEA (ESSER III)	
9 = EL - BSP	

2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings. Note that documentation of stakeholder engagement may be**

requested during monitoring; keep documentation on file. [1]

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

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

([count] of 7500 maximum characters used)

Input from stakeholders has been obtained in a number of ways. Principals, Reading, and Math Coaches completed data dives and reflected on needs for the next school year. This information was reviewed and consolidated by the district team to identify strengths and areas of need. Additionally, principals of Title I schools include information about the programming as part of their Curriculum night. These presentations are held during the early weeks of the school year, August 30-September 10. Parents are encouraged to provide feedback related to Title I programs at their children's schools. Parents of students with disabilities and student service providers meet at least annually for each student with a disability to review each student's IEP or 504 plan. Stakeholders have an opportunity to provide input and participate in the plan development. Feedback from these meetings, as well as services and supports outlined within the plan, are utilized to guide program planning. The Special Education Administration also collaborates and communicates regularly with Special Education PTO representatives to gather feedback and input to help strengthen and support programming. Parent feedback was solicited at the Bilingual Spanish parent workshops/BPAC meetings on ways to best collaborate with parents and their needs. Finally, the Citizens Advisory Committee meets monthly during the school year. During January the winter data included on our dashboard was reviewed and during the April meeting, the work plan connected to the data was reviewed. Members provided feedback on essential elements to consider in the 2023-24 work plan to address academic needs.

Response from the prior year Consolidated District Plan.

Input from stakeholders has been obtained in a number of ways. During Multi-Tiered Systems of Support (MTSS) meetings, each building brought a team that included a representative from various stakeholder groups. These teams reviewed their building data and shared their building needs. This information was then reviewed, consolidated and reviewed by a district team in order to identify strengths and areas of needs. There are also systems to promote on-going and two-way communication in order to monitor and make adjustments to the plan via regularly scheduled stakeholder meetings (ex. Early Childhood (EC)-12 meetings, Administrator meetings, Reading Coach Meetings, School Improvement Reviews and meetings to share SIP plans with other schools, Reading Framework Coach meetings, Math Coach meetings, Library Learning Center Directors meeting, Case Manager Meetings, Related Service Meetings, EL/Bilingual Meetings). Due to the continued restrictions on in-person meetings due to the COVID-19 crisis, Title I principals included information related to Title I programs as part of their virtual Curriculum Night presentations held during the early weeks of the school year, August 30-September 10, 2022. These presentations replaced the separate in-person meetings usually held at each Title I school. Parents were encouraged to provide feedback related to Title I programs at their children's schools. Parents of students with disabilities as well as student service providers meet at least annually for each student with a disability to review each student's IEP or 504 plan. Stakeholders have an opportunity to provide input and participate in the plan development. Feedback from these meetings, as well as services and supports outlined within the plan, are utilized to guide program planning. The Special Education Administration also collaborates and communicates regularly with Special Education PTO representatives to gather feedback and input to help strengthen and support programming. Parent feedback was solicited at the Bilingual Spanish parent workshops/BPAC meetings on ways to best collaborate with parents and their needs. A guest speaker Ferney Ramirez was contracted to provide parents with parenting strategies, supporting learning at home, and SEL topics.

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

For your convenience, the 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)

In addition to building upon district efforts, the special education department includes parents and family members in the planning process by inviting parents to IEP and other programming meetings. The special education department also hosts parent nights and attends various Parent Group meetings throughout the year in order to gather input and answer questions. The input from these meetings is then discussed and reviewed during Department and Division meetings. This information is then shared at larger district planning meetings in an effort to coordinate services and planning, as well as promote communication between the various facets of the district. Each Title I school holds a parent meeting early in the school year where Title I teachers present an overview of the reading and math services available to help at-risk students, and present a draft of the plan for the year as well as a draft of a Parent Involvement Policy. Parents have the opportunity to ask questions and provide feedback on both documents. Revisions are made that reflect this feedback. The adopted Parent Involvement Policy is posted on each school's website, and written copies are available upon request.

Response from the prior year Consolidated District Plan.

In addition to building upon district efforts, the special education department includes parents and families members in the planning process by inviting parents to IEP and other programming meetings. The special education also hosts parent nights and attends various Parent Group meetings throughout the year in order to gather input and answer questions. The input from these meetings are then discussed and reviewed during Department and Division meetings. This information is then shared at larger district planning meetings in effort to coordinate services and planning, as well as promote communication between the various facets of the district. Usually, each Title I school holds a parent meeting in the beginning of the year where Title I teachers present an overview of the reading and math services available to help at-risk students, and present a draft of the plan for the year as well as a draft of a Parent Involvement Policy. Parents have the opportunity to ask questions and provide feedback to both documents. Revisions are made that reflect this feedback. The adopted Parent Involvement Policy is posted on each school's website, and written copies are available upon request. Due to the COVID-19 crisis, no in-person meetings were held this school year. The usual process will resume with the 2022-23 school year. During the 2019-2020 school year, plans for a District Title I Parent Committee were developed but have again been put on hold this year due to the COVID-19 crisis. We plan to continue the establishment of this parent committee in the fall of 2022.

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

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

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([count] of 7500 maximum characters used)

Districtwide efforts are currently in place across multiple platforms and will continue to be in place to foster parent and family engagement in CUSD 200. With regard to digital engagement opportunities, we utilize Parent Vue and Blackboard across the district. Many buildings/teachers also utilize Google Classroom, SeeSaw, social media, and other web-based engagement avenues. Curriculum nights are currently in place and will continue to be in place and offer face-to-face opportunities for parents/families to learn about the Academic and SEL focuses on their students' learning environments. Parent Education opportunities that are planned with input from parents, the community, the school board, and school staff have been in place and will continue to be in place. Opportunities are provided for parents to engage with their children in literacy, math, play, as well as STEM across our elementary schools. Parents are often invited to special events linked to academic learning targets, such as inquiry-based science and social studies projects, iNCubator (in which parents and community participate in the learning experience), as well as service-learning projects (which parents/families often also participate) and we will continue to support such opportunities. In addition to other district efforts, the special education department will continue to include and collaborate with parents via IEP meetings and programming. The special education department will continue to host parent nights, attend parent group meetings, survey parents, and other efforts to promote two-way communication. The EL/Bilingual department will continue

efforts to authentically engage families in their children's learning experiences. At this time, we host Bilingual Parent Events that are planned collaboratively using feedback from parents that attend the Bilingual Parent Advisory Committee (BPAC) events. Family engagement opportunities will provide interpreter services to ensure linguistically equitable participation. Each school also provides opportunities for parents/families to learn about the EL/Bilingual assessment and instructional practices, as well as help connect them to the larger school family engagement opportunities and those will continue. In an effort to involve Spanish and Burmese-speaking parents in school activities, Title I funds Parent Liaisons to serve these populations with communication in their native languages. These Parent Liaisons coordinate and arrange programs and services to meet students' needs. They serve as informational resources regarding school/co-curricular programs, services, and community resources. We also have a multilingual parent engagement coordinator that works with outside community agencies, as well as multilingual families, and EL teachers to promote ongoing parent partnerships.

Response from the prior year Consolidated District Plan.

Districtwide efforts are currently in place across multiple platforms and will continue to be in place to foster parent and family engagement in CUSD 200. In regards to digital engagement opportunities, we utilize Parent Vue and Blackboard across the district. Many buildings/teachers also utilize Google Classroom, SeeSaw, Facebook, and other web-based engagement avenues. Curriculum nights are currently in place and will continue to be in place and offer face to face opportunities for parents/families to learn about the Academic and SEL focuses on their students' learning environments. Parent Education opportunities that are planned with input from parents, community, school board, and school staff have been in place and will continue to be in place. Opportunities are provided for parents to engage with their children in literacy, math, play, as well as STEM across our elementary schools. Parents are often invited in for special events linked to academic learning targets, such as inquiry-based science and social studies projects, iNCubator (in which parents and community participate in the learning experience), as well as service-learning projects (which parents/families often also participate) and we will continue to support such opportunities. In addition to other district efforts, the special education department will continue to include and collaborate with parents via IEP meetings and programming. The special education department will continue to host parent nights, attend parent group meetings, survey parents, and other efforts to promote two-way communication. The EL/Bilingual department will also continue efforts to authentically engage families in their children's learning experiences. At this time, we host Bilingual Parent Events that are planned collaboratively with our BPAC officers and through survey feedback with a larger group of parents that attend the Bilingual Parent Advisory Committee (BPAC) events. Family engagement opportunities will provide interpreter services to ensure linguistically equitable participation. Each school also provides opportunities for parents/families to learn about the EL/Bilingual assessment and instructional practices, as well as help connect them to the larger school family engagement opportunities and those will continue. In addition to other district efforts, the special education department will continue to include and collaborate with parents via IEP meetings and programming. The department will continue to host parent nights, attend parent group meetings, survey parents, and other efforts to promote two-way communication. In an effort to involve Spanish and Burmese speaking parents in school activities, Title I funds Parent Liaisons to serve these populations with communication in their native languages. These Parent Liaisons coordinate and arrange programs and services to meet students' needs. They serve as informational resources regarding school/co-curricular programs, services, and community resources. We also have a multilingual parent engagement coordinator that works with outside community agencies, as well as multilingual families, and EL teachers to promote ongoing parent partnerships.

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 Section 1116(a)(2) and Section 1112(b)(7)

*Required field

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

Private School Participation

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

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

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

Will Private Schools participate in the Program?

Yes No

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	Title II <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Title IV <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Nonpublic Consultation Form Choose File No file chosen
Carmel Montessori	<input type="checkbox"/>	36	36	36	Carmel Montessori participation form filled out.pdf
The Waldorf School of DuPac	<input type="checkbox"/>	72	72	72	FY24 Waldorf School of Dupage Participation form.pdf
DuPage Montessori in Wheat	<input type="checkbox"/>	78	78	78	DuPage Montessori participation form filled.pdf
Wheaton Montessori School	<input type="checkbox"/>	185	185	185	Wheaton Montessori Participation form filled out.pdf
Carriers of Light	<input type="checkbox"/>	105	105	105	FY24 Carriers of Light Consultation Form.pdf
Prairie School of DuPage	<input type="checkbox"/>	71	71	71	FY24 Prairie School of Dupage Participation form.pdf
Clapham School	<input type="checkbox"/>	133	133	133	Clapham.pdf
Wheaton Christian Grammar	<input type="checkbox"/>	625	625	625	Wheaton Christian Grammer School - Participation form.pdf
St Michael	<input type="checkbox"/>	520	520	520	Fy24 St. Michael participation form.pdf
St Francis High School	<input type="checkbox"/>	672	672	672	FY24 St Francis participation form.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.

CUSD 200 will show growth on the Equity Journey Continuum from large gaps to small gaps in KIDS 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

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)

CUSD 200 operates an early childhood program at Jefferson Early Childhood Center. The Jefferson enrollment is two-thirds students with special needs and one-third typical peers. CUSD 200 also partners with Metropolitan Family Services and the Wheaton-Warrenville Early Childhood Collaborative to offer preschool programming for at-risk students, as well as to provide early intervention screenings for children birth to three. The special education team at each school meets with the Jefferson personnel to plan how best to meet the needs of students transitioning from Jefferson to elementary school. These meetings include but are not limited to, reviewing Individual Education Programs (IEPs) and discussing needed support. Each school hosts a Kindergarten Roundup annually in February for parents of children attending kindergarten in the fall. Parents learn about the D200 kindergarten program as well as the skills they can work on with their children at home that will allow a smooth transition to kindergarten. Incoming kindergartners are invited to attend a Kindergarten Preview Day where they visit a kindergarten classroom and gain a sense of the daily routine. Specialists are present at the event to observe students and note any students who may need further assistance during the transition to kindergarten. All CUSD 200 classroom teachers at Jefferson are certified in Early Childhood, EL/Bilingual, as well as Special Education. The preschool curriculum is aligned with the Illinois Early Learning and Developmental Standards and establishes a solid educational foundation that emphasizes skill development in the areas of speech/language, social/emotional, readiness, and physical skill development. Parent education workshops, parent networking groups, and regular two-way communication with staff are critical components of the program. As a district, our goal is to continuously engage the community to determine its priorities, foster partnerships, and promote learning.

Response from the approved prior year Consolidated District Plan.

CUSD 200 operates an early childhood program at Jefferson Early Childhood Center, whose population is two-thirds special needs and one-third typical peers. CUSD 200 also partners with Metropolitan Family Services and the Wheaton-Warrenville Early Childhood collaborative to offer pre-school programming for at-risk students, as well as to provide early intervention screenings for children birth to three. The Special Education Team at each school meets with the Jefferson personnel to plan how best to meet the needs of students transitioning from Jefferson to the elementary school. These meetings include but are not limited to reviewing Individual Education Programs (IEPs) and discussing needed support. Each school hosts a Kindergarten Roundup annually in February for parents of children attending kindergarten in the fall. Parents are apprised of the kindergarten program as well as the skills they can work on with their children at home that will allow a smooth transition to kindergarten. Incoming kindergartners are invited to attend a Kindergarten Visitation where they visit a kindergarten classroom and gain a sense of the daily routine. Specialists are present at the visitation to observe students and note any students who may need further assistance during the transition to kindergarten. In District 200, we strive to build effective systems of support for students and staff that promote quality learning experiences for every student and integrate services into the early learning experience. Therefore, all CUSD 200 classroom teachers at Jefferson are certified in Early Childhood, EL/Bilingual, as well as Special Education. The preschool curriculum is aligned with the Illinois Early Learning and Developmental Standards and establishes a solid educational foundation that emphasizes skill development in the areas of speech/language, social/emotional, readiness, and physical skill development. Parent education workshops, parent networking groups, and regular two-way communication with staff are critical components of the program. As a district, our goal is to continuously engage the community to determine its priorities, foster partnerships, and promote learning.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

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

District Goal(s):

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

Implement learning acceleration strategies and programming.

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)

Reading - Students in grades K-2 receive 135 minutes of ELA per day (60 minutes for half-day Kindergarten) and 90 minutes of ELA per day in grades 3-5. New instructional materials aligned to the Science of Reading will be implemented next school year. In addition to this core curriculum, some students receive interventions based on individual needs. These needs are addressed by additional instruction from a Title I Reading Teacher. Students with similar needs meet in small groups, 4-5 times a week for 30 minutes. Some of the interventions include but are not limited to Foundations, Lexia, Rewards, and Differentiated Reading Instruction by Sharon Walpole and Michael McKenna. At middle school, Reading Labs have been redesigned to better tailor instruction to fit students' needs rather than labels. At the high school level, reading strategies are embedded in many courses. Instructional coaches, professional development opportunities both in-house and external, and peer observations provide teachers with feedback to improve instruction. Math-30 additional minutes were implemented in the 2022-23 school year to daily elementary math instruction from the classroom teacher, for a total of 90 minutes per day; this will continue into next school year and will provide students with daily math core lessons and fluency practice. Math Coaches are also available to co-teach math lessons and support Tier I instruction. Title I schools have additional Math Interventionist support to provide interventions for at-risk students. All elementary and middle schools will use the Illustrative Math resource, allowing for instructional coherence and continuity of learning for students in grades K-8. At the middle school level, in addition to their math class, at-risk students are assigned to Math Lab for targeted interventions. EL/Bilingual Education - Students participate in EL/Bilingual programming based on qualification requirements designated by ISBE and a program-specific continuum of services based on multiple data points. At the elementary level, students will receive services through the following programmatic options: blended classrooms with an EL/Bilingual Certified Teacher (with supplemental push-in/pull-out support for targeted student needs), co-teaching (EL/Bilingual certified dependent on TBE/TPI needs), and targeted EL/Bilingual pull-out services decided upon through PLC Meetings/data reviews. Services across models focus on reading, writing, speaking, and listening anchored in content. We will continue to provide professional development on research-based co-teaching methods, utilizing best practice frameworks and consultation for collaborative practices, building, and district-led training, and working in PLCs. Additionally, our EL teams work collaboratively with our Special Education Department through guidance documents, professional development, building-level focus groups, parent feedback, and student feedback. For all service delivery models, EL/Bilingual teachers will participate in grade-level PLCs and meet with teachers to foster appropriate Tier 1 supports, scaffolds, assessment, and instruction. We will continue to focus curriculum purchases, professional development, and scheduling allocations to target reading, writing, and the language of mathematics next year based on our needs assessment. We also use social studies and science content for literacy/background building and vocabulary development. At the middle school and high school levels, depending on student needs and building programming (TBE/TPI), students receive services through the following programmatic options: blended classrooms (EL/Bilingual certified content area teacher/smaller class size priority), co-teaching across content areas based on student needs, sheltered courses (designated for students with targeted, data-based needs and newcomers). Special Education - Students participate in Special Education services based on IDEA/504 eligibility. EC-12+ a full continuum of services is provided including co-teaching, intervention services, self-contained instructional programming, and related services. Services are determined by students' IEP teams. Within our continuum of services, high-quality instructional materials aligned to grade-level standards are used, and teachers implement evidence-based instructional practices. Professional development centers on differentiated instruction, co-teaching, instructional best practices, and special education best practices. Additionally, our Special Education teams work collaboratively with both the directors for instruction and multilingual specialists through guidance documents, professional development, building-level focus groups, parent feedback, and student feedback. Special Education staff will continue to participate in grade-level PLCs and meet with teachers to foster appropriate supports, scaffolds, assessment, and instruction.

Response from the prior year Consolidated District Plan.

In addition to other district efforts, CUSD200 provides a full continuum of special education services in order to provide a free and appropriate education based upon student strengths, student needs, and student present levels of performance. During the 21-22 school year, the special education department continued to engage in the continuous cycle of improvement by auditing this continuum of services, and identifying strengths and areas of need. Department initiatives were identified based upon this audit, and the department will continue to monitor, reflect, and adjust the plan with stakeholder input via Department meetings, Division Meetings, and other department/district meetings (ex. Parent Meetings, Administrator meetings). Key focus areas included supporting equitable high quality math instruction for all students within special education, supporting executive function needs of students, and supporting equitable college and career readiness opportunities for all students. Reading - Elementary students receive 90 minutes of literacy instruction per day. We have developed and implemented a reading framework based on three pillars of instruction: shared/interactive reading, guided reading and independent reading. These three components are used to address phonemic awareness, phonics, fluency, vocabulary and comprehension. Areas of focus this year centered on K-2 foundational skills, concept of print and phonemic awareness. In addition to this core curriculum, some students receive interventions based on individual needs. These needs are addressed by additional instruction from a Title I Reading Teacher. Students with similar needs meet in small groups, 4-5 times a week for 30 minutes. Some of the interventions include but are not limited to Fountas and Pinnell's Learning Literacy Intervention (LLI) program, Foundations Phonics program, and Rewards. At middle school, Reading Labs have been redesigned to better tailor instruction to fit students' needs rather than labels. At the high school level, reading strategies are embedded in many courses. Instructional coaches, professional development opportunities both in-house and external and peer observations provide teachers with feedback to improve instruction. Math-30 additional minutes are being added in the 2022-23 school year to daily elementary math instruction from the classroom teacher, for a total of 90 minutes per day. Math Coaches are also available to co-teach math lessons and support Tier I instruction. Title I schools have an additional .5 Math Interventionist who provide interventions for at risk students. Illustrative Math will be a new online math program, replacing Zearn, that will be an integral part of the elementary math curriculum. At the middle school level, in addition to their math class, at risk students are assigned to Math Lab for targeted interventions. EL/Bilingual Education - Students participate in EL/Bilingual programming based on qualification requirements designated by ISBE and a program specific continuum of services based on multiple data points. At the elementary level, students will receive services through the following programmatic options: blended classrooms with an EL/Bilingual Certified Teacher (with supplemental push-in/pull-out support for targeted student needs), co-teaching (EL/Bilingual certified dependent on TBE/TPI needs), and targeted EL/Bilingual pull-out services decided upon through PLC Meetings/data reviews. Services across models are focused on reading, writing, speaking, and listening anchored in content. A goal we are currently continuing is to increase participation with non-EL peers as much as possible to provide access to core instruction, collaborative learning processes, and to allow students to have access to Non-EL language models and develop diverse, self-selected peer groups. We will continue to provide professional development on research based Co-Teaching methods, which will be utilizing Dr. Honigsfeld/Dr. Dove's framework and some consultation for collaborative practices, while also being followed up and sustained in-house training and work in PLCs. collaboratively with our Special Education Department through guidance documents, professional development, and building-level focus groups, parent feedback, and student feedback. For all service delivery models, EL/Bilingual teachers will participate in grade-level PLCs and meet with teachers to foster appropriate Tier 1 appropriate supports, scaffolds, assessment, and instruction. We will continue to focus curriculum purchases, professional development, and scheduling allocations to target reading, writing, and the language of mathematics next year based on our needs assessment. We also provide supplemental support for inquiry-based social studies and science occurring in the general education setting, during those times of the day, but also by using social studies and science content as vehicles for literacy/background building and vocabulary development. At the middle school and high school levels, depending on student needs and building programming (TBE/TPI), students receive services through the following programmatic options: blended classrooms (EL/Bilingual certified content area teacher/smaller class size priority), Co-Teaching across content areas based on student needs, sheltered courses (designated for students with targeted, data-based needs and newcomers).

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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The district provides a multi-tiered system of support in order to identify students in need of additional academic, social-emotional, and behavioral support. With this system, all K-12 are screened using the FastBridge assessment in an effort to identify students in need of intervention or enrichment. This information is then reviewed by grade level or problem-solving teams at a minimum of three times a year with other building specialists (ex. Reading Teachers, Math Interventionists, School psychologists, Social Workers, and Counselors) in order to identify students for interventions or enrichment supports. WIDA ACCESS scores and formative data related to language proficiency is considered for all multilingual students within all tiers of the MTSS Process. The special education department continues to build upon these efforts by implementing child find and special education evaluation procedures in accordance with IDEA, state regulations, and best practices. If a student is identified as having a disability, an IEP or a 504 plan is developed consistent with the student's strengths, needs, and present levels of performance in order to provide a free and appropriate education. There are additional measures to ensure that multilingual students are considered equitably across all tiers within the MTSS system, including a student-seeking guide that helps teams navigate the MTSS process for multilingual learners, as well as guides parent/family engagement in the MTSS process for EL/Bilingual students. In addition to the MTSS process, our Director for Multilingual Learners and Equity develops data reports specific to EL/Bilingual learners (including the ACCESS growth report, which provides both programmatic and individual student growth data and identifies students that are not making adequate growth in

any domain), and the Multilingual Department will continue to meet with building administrators and multilingual specialist to identify areas for growth/celebration/curriculum changes across buildings. Multilingual Specialists will continue to participate in building PLCs. Articulation meetings between high school personnel and middle school counselors, administrators, and social workers review test scores and teacher recommendations to help identify incoming ML students at risk.

Response from the prior year Consolidated District Plan.

The district provides a multi-tiered system of support in order to identify students in need of additional academic, social-emotional, and behavioral support. Via this system, all K-12 are screened via local assessments in an effort to identify students in need of intervention or enrichment. Students identified at-risk or in need of additional data, are then assessed via a diagnostic adaptive assessment (ex. FastBridge a-reading and a-math) as well as other district diagnostic assessments in order to identify skill deficits. This information is then reviewed by Grade level or problem-solving teams at a minimum of three times a year with other building specialists (ex. Reading Teachers, Math Interventionists, School Psychologist, Social Workers, Counselors) in order to identify students for interventions or enrichment supports. WIDA ACCESS scores and formative data related to language proficiency is considered for all EL/Bilingual students within all tiers of the MTSS Process. The special education department continues to build upon these efforts by implementing child find and special education evaluation procedures in accordance with IDEA, state regulations, and best practices. If a student is identified as having a disability, an IEP or a 504 plan is developed consistent with student strengths, needs, and present levels of performance in order to provide a free and appropriate education. There are additional measures to ensure that EL/Bilingual students are considered equitably across all tiers within the MTSS system, including a solution-seeking guide that helps teams navigate the MTSS process for English Learners/Bilingual Learners, as well as provides guidance regarding parent/family engagement in the MTSS process for EL/Bilingual students. In addition to the MTSS process, our district Director of School Improvement also develops and will continue to develop data reports specific to EL/Bilingual learners (including the ACCESS growth report, which provides both programmatic and individual student growth data and identifies students that are not making adequate growth in any domain), and the EL Director/Coach will continue to meet with the Director of School Improvement monthly to identify areas for growth/celebration/curriculum changes across buildings. EL/Bilingual teachers will continue to participate in building PLCs. Articulation meetings between high school personnel and middle school counselors, administrators, and social workers review test scores and teacher recommendations to help identify incoming at-risk students. We will be increasing Spanish assessment options that may be helpful in determining targeted needs for Spanish Bilingual Students.

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

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

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

([count] of 7500 maximum characters used)

Reading- There is at least one reading teacher at every school. The reading teachers pull students for interventions or push into classrooms during the school day to provide support for struggling students. The pull-out groups consist of 1-5 students with similar needs that meet 4-5 times a week for 30 minutes each session. At-risk students at the middle school are enrolled in Reading Lab and at the high school, at-risk students take Academic Reading class. Incoming freshmen who are at-risk in reading attend a summer bridge program to strengthen reading skills. All high school students have an Access Period where they can seek help from teachers as needed. Math- All of our Title I schools have at least one half-time math interventionist to help with interventions. These interventions take place during the school day in either a push-in or pull-out format. The pull-out groups consist of 1-5 students with similar needs that meet 4-5 times a week for 30 minutes each session. At-risk students at the middle school are enrolled in Math Lab and at the high school, at-risk students take Algebra with a support period. Incoming freshmen who are at-risk in reading attend a summer bridge program to strengthen their math skills. Elementary Multilingual Specialists received training on the math language routines to be able to support Illustrative Math that was adopted by the district. Students in the interventions are progress monitored and the data is reviewed after 6-8 weeks to determine if the intervention has been successful and if the child needs to exit if the intervention has been successful but the child needs more time, or if the intervention is failing and a new intervention should be tried. At the elementary level, targeted EL/Bilingual before and after-school, programming is used for targeted groups of EL/Bilingual students that also exhibit factors indicating they could be At-Risk. In our two elementary schools with the highest percentages of EL/Bilingual, we have reading teachers endorsed in ESL. At-risk students at the middle school are enrolled in Reading Lab, and at-risk students take Academic Reading classes at the high school. Incoming first-year students at risk in reading attend a summer bridge program to strengthen their reading skills. All high school students have an access period where they can seek help from teachers.

Response from the prior year Consolidated District Plan.

CUSD 200 provides a full continuum of services in order to provide students with disabilities a free and appropriate education. This includes special education services, related services, accommodations, modifications, and other special education services. At a minimum, annual meetings are to review and ensure student progress, as well as to update the plan based upon student strengths, needs, and present levels of performance. Reading- We have at least one reading teacher at every school. The reading teachers pull students for interventions or push into classrooms during the school day to provide support for struggling students. The pull-out groups consist of 1-5 students with similar needs that meet 4-5 times a week for 30 minutes each session. At the elementary level, EL/Bilingual teachers have been cross-trained in reading strategies to help support guided reading/reading small groups. Increased formative assessments will be developed this year around speaking and listening, as well as Spanish Language arts to ensure we are helping meet all WIDA language standards. Targeted EL/Bilingual before and after school programming is used for targeted groups of EL/Bilingual students that also exhibit factors indicating they could be At-Risk. In our two elementary schools with the highest percentages of EL/Bilingual, we have reading teachers that are also endorsed in ESL. At-risk students at the middle school are enrolled in Reading Lab and at the high school, at-risk students take Academic Reading class. Incoming freshmen who are at-risk in reading attend a summer bridge program to strengthen reading skills. All high school students have an access period where they can seek help from teachers as needed. Math- All of our Title I schools have at least one half time math interventionist to help with interventions. These interventions take place during the school day in either a push in or pull out format. The pull out groups consists of 1-5 students with similar needs that meet 4-5 times a week for 30 minutes each session. At-risk students at the middle school are enrolled in Math Lab and at the high school, at-risk students take Algebra with a support period. Incoming freshmen who are at-risk in reading attend a summer bridge program to strengthen math skills. Elementary EL/Bilingual teachers will receive training on math instruction to be able to support the new Math resource that was adopted by the district. Students in the interventions are progress monitored and the data is reviewed after 6-8 weeks to determine if the intervention has been successful and the child needs to exit, if the intervention has been successful but the child needs more time, or if the intervention is failing and a new intervention should be tried.

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]

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([count] of 7500 maximum characters used)

We utilize coaching as a way to improve core delivery. We do this with math coaches, reading coaches, and instructional tech coaches. CUSD 200 has been able to expand the number of coaches through the usage of Title II and ARP ESSER funds. The instructional coach for multilingual learners will work with teachers to improve core delivery for multilingual learners, and to ensure appropriate differentiation, interventions, and scaffolds/supports for multilingual learners. Delivery formats for all supplemental positions include but are not limited to co-teaching, teaching model lessons, and working with small groups of students both in the classroom and in a pullout small group setting. Title I funds are used for reading teachers who provide additional instruction for identified at-risk students in grades kindergarten-3rd grade. The district will provide reading interventions grounded in the science of reading and will include but are not limited to Fundations, Rewards, Lexia, and the Sharon Walpole/Michael McKenna Differentiated Reading Instruction book. Interventions occur in small groups and meet 4-5 times a week for 30 minutes to target the needed reading skills. Title I also funds math interventionists at each Title I school; they provide math intervention 4-5 times a week for 30 minutes for at-risk students in grades K-5. Each school also has the shared services of a Student Support Specialist who oversees the MTSS process and helps teachers use data to inform instruction. Instructional coaching, "lunch and learns", and peer observations are employed to improve the instructional skills of teachers. Schools have a Building Leadership Team that identifies problems with school conditions and works to correct them. All elementary and middle schools have Math Coaches that are funded through a combination of Title II, ARP-ESSER, and District funds. These coaches work with teachers on best mathematical practices and model lessons. We also have a very focused vision for our learning environment that all school improvement plans and professional development are linked to. Each teacher participates in a grade level PLC where data is reviewed and reflected on to change practice. EL/Bilingual, as well as Special Education teachers, collaborate to collaborate with PLCs. Classroom walk-throughs are conducted by the principal and by the educational services department staff to monitor the implementation of our core curriculum, interventions, and school improvement efforts. The special education department engages in a continuous cycle of improvement. IEP teams, building teams, and IEP teams meet regularly to monitor student progress and to make data-based decisions in order to continually improve programming. Within the special education department, various stakeholders meet during Department, Division, Related Service, and other special education meetings to review this data and adjust/improve programming.

Response from the prior year Consolidated District Plan.

We utilize coaching as a way to improve core delivery. We do this with math coaches, reading coaches, and an instructional tech coach, and will be funded through a combination of Title I, Title II, ESSER and District funds. An instructional coach will work with teachers to improve core delivery for Bilingual learners, as well as ensure appropriate differentiation, interventions, and scaffolds/supports for Bilingual learners. The EL Coach/Coordinator works in a similar capacity for multilingual learners and is district funded. Delivery formats for all supplemental positions include but are not limited to co-teaching, teaching model lessons, and working with small groups of students both in the classroom and in a pullout small group setting. Title I funds are used for reading teachers who provide additional instruction for identified at risk students in grades kindergarten-3rd grade. These pull out groups meet 4-5 times a week for 30 minutes and use materials from the Fountas and Pinnell LLI program, Fundations and Rewards, that target the needed reading skills. Title I also funds .5 math interventionist at each Title I school who provide math intervention 4-5 times a week for 30 minutes for at risk students in grades 3-5. Each school also has the part-time services of a Student Support Specialist who oversees the MTSS process and helps teachers use data to inform instruction. Instructional coaching, "lunch and learns", and peer observations are employed to improve instructional skills of teachers. Schools have a Building Leadership Team that identifies problems with school conditions and works to correct them. All elementary and middle schools have Math Coaches that are funded through a combination of Title II, ARP-ESSER and District funds. These coaches work with teachers on best mathematical practices and model lessons. We also have a very focused vision for our learning environment that all school improvement plans and professional development are linked to. Each teacher participates in a grade level PLC where data is reviewed and reflected on to change practice. EL/Bilingual, as well as Special Education teachers collaborate will continue to collaborate with PLCs. Classroom walk-throughs are conducted by the principal and by the educational services department staff to monitor the implementation of our core curriculum, interventions, and school improvement efforts. The special education department engages in a continuous cycle of improvement. IEP teams, building teams, and IEP teams meet regularly to monitor student progress and to make data-based decisions in order to continually improve programming. Within the special education department, various stakeholders meet during Department, Division, Related Service and other special education meetings to review this data and adjust/improve programming.

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

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

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

([count] of 7500 maximum characters used)

All teachers are qualified for the positions they hold as necessary certifications are monitored by the Human Resources Department. Any teacher who wants to change positions must provide the required certification before such a move would be approved. We evaluate and review data for all teachers. Recently the district adopted a new interim assessment system-FastBridge that allows staff to analyze students' growth and proficiency three times a year. Additionally, the Board approved the purchase of 5Labs Students Analytics system which allows D200 to store all Vision 2026 data in one location and staff can analyze results by subgroups. All building leaders and teachers are currently participating in proactive practices/equity conversations and work, which includes equitable academic and social-emotional learning opportunities, equitable behavioral support systems, culturally responsive instruction, and reviewing resources/courses to ensure that diverse backgrounds are appropriately represented within our learning experiences. Proactive Practices/Equity work is data-driven based on state and local data, as well as qualitative data that we collect in our buildings. The District Dashboard reports the Equity Journey Continuum and growth is reported yearly to the Board of Education.

Response from the prior year Consolidated District Plan.

We disaggregate our local and state data by subgroup to review achievement gaps and growth. The data are used to identify schools that demonstrate effective practices that can be replicated. Any discrepancies noted in any subgroup achievement are addressed in that school's School Improvement Plan with appropriate follow-up steps outlined which are monitored by the Educational Services Department. All teachers are qualified for the positions they hold as necessary certifications are monitored by the Human Resources Department. Any teacher who wants to change positions must provide the required certification before such a move would be approved. We evaluate and review data for all teachers. All building leaders and teachers are currently participating in proactive practices/equity conversations and work, which includes equitable academic and social-emotional learning opportunities, equitable behavioral support systems, culturally responsive instruction, and reviewing resources/courses to ensure that diverse backgrounds are appropriately represented within our learning experiences. Proactive Practices/Equity work is data-driven based on state and local data, as well as qualitative data that we collect in our buildings. The District Dashboard will report the Equity Journey Continuum and monitor growth by reporting to the Board of Education. The District Dashboard will report the Equity Journey Continuum data yearly and monitor growth by reporting to the Board of Education.

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)

The school library programs guide students and staff in developing information, technological, and media literacy while becoming responsible digital citizens. This includes teaching the school community to evaluate and use information effectively and ethically. Issues related to rights, responsibilities, and the interconnectedness of living in a digital world are covered. Awareness of safeguarding one's reputation and the permanence of actions in the digital world is cultivated through instructional experiences. The learning environment created through the school library program promotes collaboration, innovation, and inquiry with and without technological tools. The Library Learning Center Directors develop standalone lessons and also embed digital literacy skill development into their work with staff and students on existing curricular inquiry and production projects. The district encourages and provides collaboration time for Library Learning Center Directors to discuss, discover, and develop best practices for digital literacy and academic achievement that can be applied in their specific contexts.

Response from the prior year Consolidated District Plan.

The school library programs guide students and staff in developing information, technological, and media literacy while becoming responsible digital citizens. This includes teaching the school community to evaluate and use information effectively and ethically. Issues related to rights, responsibilities, and the interconnectedness of living in a digital world are covered. Awareness of safeguarding one's reputation and the permanence of actions in the digital world is cultivated through instructional experiences. The learning environment created through the school library program promotes collaboration, innovation, and inquiry with and without technological tools. The Library Learning Center Directors develop standalone lessons and also embed digital literacy skill development into their work with staff and students on existing curricular inquiry and production projects. The district encourages and provides collaboration time for Library Learning Center Directors to discuss, discover, and develop best practices for digital literacy and academic achievement that can be applied in their specific contexts.

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

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([count] of 7500 maximum characters used)

Gifted identification begins in the spring of a student's second grade year. At that time, all second grade students are tested. Testing consists of both an IQ and an achievement test in reading and in math. If students meet the criteria, they are entered into the gifted program (PACE) for either reading and/or math. For each year after that, students may be tested by parent or teacher request. The Director for Multilingual Learners and Equity works closely with those involved in the gifted program testing process to ensure that EL/Bilingual students have the appropriate accommodations for testing and to ensure that they are viewed equitably within the appeal process when that process is necessary. We have also examined our criteria for placement to ensure that there is equitable access throughout the process for EL/Bilingual

Response from the prior year Consolidated District Plan.

Gifted identification begins in the spring of a student's second grade year. At that time, all second grade students are tested. Testing consists of both an IQ and an achievement test in reading and in math. If students meet the criteria, they are entered into the gifted program (PACE) for either reading and/or math. For each year after that, students may be tested by parent or teacher request. The Director of English Learners works closely with those involved in the gifted program testing process to ensure that EL/Bilingual students have the appropriate accommodations for testing and to ensure that they are viewed equitably within the appeal process when that process is necessary. We have also examined our criteria for placement to ensure that there is equitable access throughout the process for EL/Bilingual

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.

Expand programming to prepare students for a full range of post-secondary opportunities.

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.*

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([count] of 7500 maximum characters used)

In order to facilitate effective transitions from middle school to high school, the high school Department Chairs meet with 8th grade students to describe the class offerings from their departments to aid in students' course selections. Recommendations are made based on multiple sources of trend data, including grades, attendance, two district assessment scores, and state test scores, along with ACCESS proficiency levels. The Department Chairs also meet with 8th grade teaching teams to offer assistance in recommending the appropriate levels of courses for students. Multilingual Department Chair and Multilingual teachers also assist teachers in their placement recommendations. High school personnel also meet with middle school administrators, counselors and social workers to identify incoming at-risk freshmen so plans can be made to meet their individual needs. In addition, all 8th grade students will be provided with a SchoolLinks account, which is a College and Career Exploration tool. Through SchoolLinks students will complete a career interest inventory assessment as well as engage in career exploration activities. These activities will result in students selecting a career area of interest within one of the 16 nationally recognized career clusters. With the assistance Career Pathways, an online tool created by District 200 that contains recommended courses for each high school grade level within each career cluster, 8th grade students will select courses for 9th grade that align to their career area of interest. Students will also be encouraged to use this tool to map out their entire four year high school course sequence. In addition, our Career Pathways tool, which is intended for both school and high school students, provides students with recommended student activities within each career cluster, a list of careers, a list of college majors, suggested high school work experiences, industry-recognized credentials that can be earned in high school, information about early college credit, and information about building a resume and how to have a successful interview. CUSD200 helps to ease the transition from high school to postsecondary education in a number of ways. Research has indicated that college persistence rates are higher if a student has taken at least one Advanced Placement class in high school. Therefore, CUSD200 has prioritized the inclusion of underrepresented students in the AP Program through AP Inspiring Excellence (APIE). In the years prior to the start of APIE, the average percent of students enrolled in an AP class was 27%. Since the start of APIE, the average percentage has risen to 36%. For the current school year, 37%, or 1,370, of District 200 students are enrolled in at least one AP class. This reflects a 1% increase, in spite of the challenges of the pandemic. The APIE team will continue to track the progress of each cohort, make adjustments to the process as necessary, and discuss any new AP courses which might be added to meet the needs of students. School Counselors meet with juniors and seniors to help navigate through the college selection process. The Counseling Departments provide college and career preparation through individual meetings, group presentations, and through SchoolLinks. In a similar fashion as in 8th grade, high school counselors will have students use SchoolLinks to take multiple career interest inventories. Students will use this information, along with the Career Pathways tool described above, to select high school courses that are aligned to their career area of interest. In addition, students will be provided with direct links to colleges that have those majors. A number of colleges host informational sessions at the school for interested students. Branches of the military host similar sessions. Parents and students are invited to evening sessions related to college planning and financial aid. The district is committed to expanding dual credit partnerships with the goal of providing students with opportunities to complete their first year of college while still in high school. Currently, Wheaton North offers a dual credit sociology class in partnership with Indiana University and Self-Defense and Photography 1 and 2 in partnership with the College of DuPage. Wheaton Warrenville South offers dual credit courses in AP Statistics, British Literature, and Latine Literature in partnership with Loyola University. Both high schools will dual credit courses Introduction to Teaching 1 and 2 in partnership with the College of DuPage. Introduction to Teaching students has the opportunity to earn a College and Career Pathway Endorsement through ISBE by participating in a variety of career-related activities, including a 60-hour field experience practicum which is accomplished through observing and assisting classroom teachers in our district's feeder schools. During the 2023-24 school year, we plan to add Dual Credit courses in College Composition 1 & 2, Responding to Emergencies, Business INCubator, and Photo Studio. Both high schools also offer a course called Transitional Math. Students who successfully complete Transitional Math will learn a variety of college and career ready math skills and will receive direct placement into a credit-bearing math class upon enrollment at our partner community college, College of DuPage. Plans are in the works to develop a similar course called Transitional English. This year, the team also added recruitment into a fourth (senior) year of math classes to increase the percentage of students taking math as seniors. Students at TCD are able to take additional Dual Credit career related courses and earn a variety of industry-recognized credentials. The special education department continues to build on district efforts during the transition process. A high school representative is invited to 8th grade IEP meetings in order to support the development of a transition plan from middle school to high school, as well as to collaborate with the team in developing an IEP or a 504 plan that will provide free and appropriate education in high school. Also, once a student reaches 14 and a half, the IEP team begins to develop a transition plan that will include goals, a course of study, and services to promote college, career, and independent living skills. The Multilingual department also contributes to district-wide efforts during the transition process and will continue to do so through Multilingual representation at articulation meetings, as well as Multilingual representation from the receiving school at IEP meetings for students who qualify for Multilingual services, as well as Special Education services. High school teachers and EL coordinators collaborate with school guidance counselors to provide career/post-secondary education information to Multilingual students and their families. Post-secondary education information including Free Application for Federal Student Aid (FAFSA) information, is provided at one of the family engagement opportunities throughout the year. We included information about higher learning and establishing a goal for students at home early in their childhood at our bilingual parent meeting.

Response from the approved prior year Consolidated District Plan.

In order to facilitate effective transitions from middle school to high school, the high school Department Chairs meet with 8th grade students to describe the class offerings from their departments to aid in students' course selections. Recommendations are made based on multiple sources of trend data, including grades, attendance, two district assessment scores, and state test scores, along with ACCESS proficiency levels. The Department Chairs also meet with 8th grade teaching teams to offer assistance in recommending the appropriate levels of courses for students. EL Department Chair and EL teachers also assist teachers in their placement recommendations. High school personnel also meet with middle school administrators, counselors and social workers to identify incoming at-risk freshmen so plans can be made to meet their individual needs. CUSD200 helps to ease the transition from high school to postsecondary education in a number of ways. Research has indicated that college persistence rates are higher if a student has taken at least one Advanced Placement class in high school. Therefore, CUSD200 has prioritized inclusion of underrepresented students in the AP Program through AP Inspiring Excellence (APIE). In the years prior to the start of APIE, the average percent of students enrolled in an AP class was 27%. Since the start of APIE, the average percent has risen to 36%. For the current school year, 37%, or 1,370, of District 200 students are enrolled in at least one AP class. This reflects a 1% increase, in spite of the challenges of the pandemic. The APIE team will continue to track the progress of each cohort, make adjustments to the process as necessary, and discuss any new AP courses which might be added to meet the needs of students. School Counselors meet with juniors and seniors to help navigate through the college selection process. The Counseling Departments provide college and career preparation through individual meetings, group presentations, and a web-based program called Naviance. This program provides students with multiple career interest inventories that directly link students to colleges that have those majors. A number of colleges host informational sessions at the school for interested students. Branches of the military host similar sessions. Parents and students are invited to evening sessions related to college planning and financial aid. The district will also continue to identify student interests by administering a Career Interest Survey to all 8th graders this fall that will help them select high school courses that are aligned to their personal areas of interest and career goals. The district is committed to expanding dual credit partnerships with the goal of providing students opportunities to complete their first year of college while still in high school. Currently, Wheaton North offers a dual credit sociology class in partnership with Indiana University and Photography 1 and 2 in partnership with College of DuPage. Wheaton Warrenville South offers a dual credit course in AP Statistics in partnership with Loyola University. Both high schools will offer dual credit courses Introduction to Teaching 1 and 2 in partnership with College of DuPage during the 2022-23 school year. The high schools also offer a course Transitional Math. Students who successfully complete Transitional Math will learn a variety of college and career ready math skills, and will receive direct placement into a credit bearing math class upon enrollment at our partner community college, College of DuPage. Plans are in the works to develop a similar course, Transitional English. The special education department continues to build on district efforts during the transition process. A high school representative is invited to 8th grade IEP meetings in order to support the development of a transition plan from middle school to high school, as well as to collaborate with the team in developing an IEP or a 504 plan that will provide a free and appropriate education in high school. Also, once a student reaches 14 and a half, the IEP team begins to develop a transition plan that will include goals, a course of study, and services to promote college, career, and independent living skills. The EL/Bilingual department also contributes to district-wide efforts during the transition process and will continue to do so through EL/Bilingual representation at articulation meetings, as well as EL/Bilingual representation from the receiving school at IEP meetings for students who qualify for EL/Bilingual services, as well as Special Education services. High school teachers and EL coordinators collaborate with school guidance counselors to provide career/post-secondary education information to EL/Bilingual students and their families. Post-secondary education information, including Free Application for Federal Student Aid (FAFSA) information, is provided at one of the family engagement opportunities throughout the year. We included information about higher learning and establishing a goal for students at home early in their childhood at our bilingual parent meeting.

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

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

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

([count] of 7500 maximum characters used)

District 200 offers a wide variety of academic classes, including multiple Advanced Placement courses and Dual Credit courses, whereby students can earn college credit by taking these college-level classes. High school courses are offered through a variety of formats such as blended learning and online classes in addition to traditional classes. For the 2022-23 school year, the district has developed dual credit classes - Introduction to Teaching 1 and 2 in partnership with the College of DuPage. The impetus behind this development is the acknowledgment that teaching is a high-demand occupation in Illinois. The goal is that many of these students will return to CUSD200 to teach once they complete their education. The Career and Technical Education Department offers a variety of classes designed to offer opportunities for career exploration. Many incorporate experimental learning opportunities such as Business Incubator, which is designed to give students real-life experiences in developing something new or affecting change. Entrepreneurs and business experts from the community serve as coaches and mentors. High school juniors and seniors are eligible to enroll in the Technical Center of DuPage (TCD) which has 20 career and technical education programs (CTE) that develop skills required in today's high-demand careers. Students in these programs can also earn dual credit by enrolling in the appropriate junior college and/or gaining industry credentials necessary for future employment. The special education department continues to build upon district efforts via various program initiatives. CUSD 200 is a Department of Rehabilitative Services (DRS) grant recipient and provides job training and job coaching in order to support the employment of students with disabilities. This is facilitated by in-building job training, school businesses, community-based job training, and employment for students with disabilities. CUSD 200 also partners with other school districts to coordinate Project Search which provides internships and vocational instruction for students with disabilities. Via district transition programming, students with disabilities have access to community-based job training, job coaching, and employment.

Response from the approved prior year Consolidated District Plan.

District 200 offers a wide variety of academic classes, including multiple Advanced Placement courses, whereby students can earn college credit by taking these college-level classes. High school courses are offered through a variety of formats such as blended learning and online classes in addition to traditional classes. For the 2022-23 school year, the district has developed dual credit classes - Introduction to Teaching 1 and 2 in partnership with College of DuPage. The impetus behind this development is the acknowledgement that teaching is a high demand occupation in Illinois. The goal is that many of these students will return to CUSD200 to teach once they complete their education. The Career and Technical Education Department offers a variety of classes designed to offer opportunities for career exploration. Many incorporate experimental learning opportunities such as Business Incubator, which is designed to give students real-life experiences in developing something new or affecting change. Entrepreneurs and business experts from the community serve as coaches and mentors. High school juniors and seniors are eligible to enroll in the Technical Center of DuPage (TCD) which has 20 career and technical education programs (CTE) that develop skills required in today's high-demand careers. Students in these programs can also earn dual credit by enrolling in the appropriate junior college and/or gain industry credentials necessary for future employment. The special education department continues to build upon district efforts via various program initiatives. CUSD 200 is a Department of Rehabilitative Services (DRS) grant recipient and provides job training and job coaching in order to support the employment of students with disabilities. This is facilitated by in-building job training, school businesses, community-based job training, and employment for students with disabilities. CUSD 200 also partners with other school districts to coordinate Project Search that provides internships and vocational instruction for students with disabilities. Via district transition programming, students with disabilities have access to community-based job training, job coaching, and employment.

Legislative References:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

Develop a comprehensive professional learning program and support for staff.

For each program for which funding is anticipated for the 2023-2024 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Title I funds in CUSD200 are limited to elementary schools. Reading teachers currently participate in professional learning aligned to the implementation of the Science of Reading and the newly adopted instructional materials. They develop and provide professional development on a number of topics to classroom teachers during staff meetings and in-service days. Reading teachers are an integral part of the ELA implementation next year with a focus on professional learning.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Title II funds help support the salaries of Instructional Coaches who work in the elementary grades. They provide ongoing professional development regarding improving instructional practices related to best practices in mathematical teaching. Instructional coaches will continue to provide support to classroom teachers as they continue the implementation of the new K-5 math resource, Illustrative Math. Title II funds will be used to provide professional development related to math and also in ELA with the newly adopted resource.

G. Title III - LIEP

The Multilingual department will be utilizing Title III funds to continue building capacity/staff skill sets to support growth in co-teaching, research-based reading curriculum, Spanish language arts, literacy standards and instruction, and mathematics language routines (MLRs). We will also build staff capacity in culturally and linguistically responsive practices that promote family engagement. EL/Bilingual and general education staff, including administrators that work with Multilingual Learners, will be included in professional development opportunities. All professional development opportunities will be based on feedback from BPAC, student FastBridge, and ACCESS data and alignment to Vision 2026 goals. CUSD200 will continuously monitor student benchmark data throughout the school year and support PLCs in using data to differentiate instruction and assessments for ML students. Spanish Bilingual teachers will be asked to attend district learning opportunities focusing on Spanish Language Arts and participate in additional offerings through ISBE/IRC aligned with the needs of Spanish Bilingual Learners. In addition, CUSD200 will provide professional learning opportunities to all staff in the areas of ML student identification and program placement, supporting newcomers, co-teaching, literacy instruction for MLs, differentiation, and ACCESS data analysis.

H. Title III - ISEP

Immigrant Student Education Program (ISEP) funding will provide staff with professional learning on best practices for Newcomer instruction, differentiation, and social-emotional learning. Participation in professional development opportunities will be open to staff in participating private schools. The details of the professional learning will be shared with private school administrators in advance so they can communicate the offering with ML staff and registered participants.

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

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

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

Title IV: Title IV funds will be used for Advanced Placement (AP) training for teachers of AP courses. This training provides instructional strategies that increase students' success in achieving an AP score sufficient to earn college credit. Title IV funds also will be used to fund registration for all middle school and high school teachers to attend a session of their choice on the Countywide Institute Day. This allows secondary teachers to obtain training specific to the subject area they teach, thus increasing their content knowledge. IDEA Flow-Through: The Special Education Department will be utilizing IDEA professional development funds to continue to build capacity/staff skill sets and develop a curriculum to support the growth of Special Education learners in the areas of co-teaching, reading intervention and best practices, math interventions, and best practices, behavior best practices and interventions, social-emotional interventions and best practices, IEP meeting facilitation, special education mandates and procedures, disabilities eligibility/awareness, and advocacy, assistive technology, universal design for learning, accommodation/modifications, related service best practices, inquiry-based learning, bilingual special education services, and best practices in special education. We will also participate as a department around special education best practices, including family engagement. Special Education and general education staff, including administrators that work with Special Education Learners, will be included in professional development opportunities. All professional development opportunities will be based upon our needs assessment, as well as input/feedback from parents as well as data that will be continuously reviewed throughout the year.

L. IDEA, Part B - Preschool

The Special Education Department will be utilizing IDEA Preschool professional development funds to continue to build capacity/staff skill sets and develop curriculum to support the growth of Special Education learners in the areas of LRE, preschool instructional best practices (ex. pyramid model), co-teaching, reading intervention and best practices, math interventions and best practices, behavior best practices and interventions, social-emotional interventions and best practices, IEP meeting facilitation, special education mandates and procedures, disabilities eligibility/awareness, and advocacy, assistive technology, universal design for learning, accommodation/modifications, related service best practices, inquiry-based learning, remote/virtual special education services, bilingual special education services, and best practices in special education. We will also participate as a department around special education best practices, including family engagement. Special Education and general education staff, including administrators that work with Special Education Learners, will be included in professional development opportunities. All professional development opportunities will be based upon our needs assessment, as well as input/feedback from parents as well as data that will be continuously reviewed throughout the year.

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

CUSD 200 is utilizing ARP ESSER III funds to provide additional coaching for math at the middle school level. With the implementation of new instructional materials at the middle school, grant funds allow for a 1.0 math coach at the four middle schools. Coaches lead PLCs, provide professional learning and use data to drive instructional improvement.

Legislative Requirement:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

Support the social emotional needs of 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, 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)

CUSD200 has collaboratively developed a social-emotional learning framework that intentionally focuses on building meaningful teacher/student relationships. Within this framework, instructional resources have been developed that incorporate student voice and deliberate structures aimed at ensuring students of all racial and ethnic groups feel connected to the school. Additionally, the framework includes a behavioral wellness strand that incorporates proactive behavioral practices. Each school is focused on teaching school-wide guidelines for success and implementing a 3:1 positive interaction ratio with students. Additionally, behavioral interventions that focus on school connectivity and positive reinforcement have been implemented. There is also an emotional wellness strand in our framework that includes a two-year plan for trauma-informed practitioner certification. CUSD200 has reviewed the number of out-of-building suspensions over the past six years and we have had a considerable drop in out-of-building suspensions. We have eliminated minor infractions that used to be used for out of building suspensions. The district also started to use some alternatives to suspension programs that focus on the social-emotional learning standards for each student. The goal is to get to the core of an issue and to determine the root causes of student behavior and look for ways to decrease the probability of repeat behaviors. Also, the district is investigating an in-district or out -of district program for students without building suspensions. We have been tracking the number of building suspensions over the past six school years. Our out-of-building suspensions have been reduced considerably over the past six years. This has uncovered a new issue that we have non-white students suspended at a higher rate than white students. We have put together a Discipline Disproportionality Committee that has been looking at the past six years of out-of-building suspensions. We are breaking the suspensions down by teachers at each high school and middle school. One new intervention that we started to use three years ago is called Rebound. This program is academic and SEL in nature. Students are able to reflect on their behavior and make plans and changes so that they do not repeat their behavior. Another development is the use of CPI to help reduce the number of discipline referrals. We have added more Crisis Prevention Institute (CPI) internal instructors throughout the district this year so that we can train all CUSD 200 certified employees in the most impactful aspects of CPI training, and de-escalation strategies. This should help reduce the number of discipline referrals. Initial tracking of one middle school and one high school that were outliers is a reduction of referrals by 35%. The CPI training was completed during the 2021-2022 school year and has been implemented this school year, 2022-2023. During the 2022-2023 school year, CUSD 200 has added a new component to reviewing student and school discipline. We have added the Assistant Superintendent for Administrative Services with the Assistant Superintendent for Student Services along with Department Chairs of Social Work and Psychologists to review individual school discipline data. The goal of the CUSD 200 Discipline Committee is to look at the individual school students who accumulate a large number of referrals and share strategies that other schools are using to extinguish the undesired behavior. It is in its first year but we believe this committee will help increase consistency and help support all high and middle schools with frequent fliers. Also, we are addressing this issue at the classroom level and giving our teachers some support at the Tier 1 level that will help with classroom management and culturally responsive teaching. We hope that all of our efforts will see a reduction in the disproportionate number of suspensions of our nonwhite students at CUSD 200. We have implemented the A.L.I.C.E. (Alert, Inform, Counter, Evacuate) Safety Protocol for our faculty and staff. A.L.I.C.E. is a proactive approach to violent critical incidents and gives our faculty, staff, and students options in case of a violent critical incident. A.L.I.C.E. protocols have been embedded into our CUSD 200 Safety Protocols. CUSD 200 also strives to reduce the use of reactive behavioral interventions, such as seclusion and restraint, via the implementation of Board Policy 7.230. Each building has a school social worker and school psychologist who assist with the implementation of positive behavioral supports and behavior implementation plans. Teams also have access to board-certified behavioral analysts who provide technical assistance and support in addressing student behavioral and social-emotional needs. Staff are also trained in CPI/de-escalation techniques.

Response from the prior year Consolidated District Plan.

CUSD200 has collaboratively developed a social-emotional learning framework that intentionally focuses on building meaningful teacher/student relationships. Within this framework, instructional resources have been developed that incorporate student voice and deliberate structures aimed at ensuring students of all racial and ethnic groups feel connected to school. Additionally, the framework includes a behavioral wellness strand that incorporates proactive behavioral practices. Each school is focused on teaching school-wide guidelines for success and implementing a 3:1 positive interaction ratio with students. Additionally, behavioral interventions that focus on school connectivity and positive reinforcement have been implemented. There is also an emotional wellness strand in our framework that includes a two-year plan for trauma-informed practitioner certification. CUSD200 has reviewed the number of out of building suspensions over the past three years and we have had a considerable drop in out of building suspensions. We have eliminated minor infractions that used to be used for out of building suspensions. The district also started to use some alternative to suspension programs that focus on the social-emotional learning standards for each student. The goal is to get to the core of an issue and to determine the root causes of student behavior and looking for ways to decrease the probability of repeat behaviors. Also, the district is investigating an in-district or out -of district program for students without building suspensions. We have been tracking the number out of building suspensions over the past three school years. Our out of building suspensions have been reduced considerably over the past three years. This has uncovered a new issue that we have non-white students suspended at a higher rate than white students. We have put together a Discipline Disproportionality Committee that has been looking at the past three years of out of building suspensions. We are breaking the suspensions down by teachers at each high school and middle school. One new intervention that we have started to use this year is a 4-day program in lieu of suspension called Rebound. This program is academic and SEL in nature. Students are able to reflect on their behavior and make plans and changes so that they do not repeat their behavior. This is starting this year. Another development is the use of CPI to help reduce the amount of discipline referrals. We have added more Crisis Prevention Institute (CPI) internal instructors throughout the district this year so that we can train all CUSD 200 certified employees in the most impactful aspects of CPI training, de escalation strategies. This should help reduce the number of discipline referrals. Also, we are addressing this issue at the classroom level and giving our teachers some supports at the Tier 1 level that will help with classroom management and culturally responsive teaching. We hope that all of our efforts will see a reduction in the non white students at CUSD 200. Also, we have implemented the A.L.I.C.E. (Alert, Inform, Counter, Evacuate) Safety Protocol for our faculty and staff. A.L.I.C.E. is a proactive approach to violent critical incidents and gives our faculty, staff, and students options in case of a violent critical incident. A.L.I.C.E. protocols have been embedded into our CUSD 200 Safety Protocols. CUSD 200 also strives to reduce the use of reactive behavioral interventions, such as seclusion and restraint, via the implementation of Board Policy 7.230. Each building has a school social worker and school psychologist who assist with the implementation of positive behavioral supports and behavior implementation plans. Teams also have access to board-certified behavioral analysts who provide technical assistance and support with addressing student behavioral and social-emotional needs. Staff are also trained in CPI/de-escalation techniques.

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

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

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([count] of 7500 maximum characters used)

CUSD 200 operates a Before and After School Program (BASP) which is fee-based. We make Title I funds available to cover the BASP fees of homeless students. Providing this child care allows parents of homeless students to work longer hours, and the children enjoy a safe and supervised environment. Homework help is available during BASP which contributes to the academic success of these children. Title I funds are provided for materials necessary for homeless students' academic learning and achievement such as consumable workbooks, tool kits for Career and Technical Education (CTE) courses and physical education uniforms. Funds are also available to provide non-instructional materials and supplies such as coats, boots, and shoes for homeless students. Also, Title I funds are available to provide non-instructional services for homeless students such as the purchase of birth certificates, doctor visits, and outside tutorial services.

Response from the prior year Consolidated District Plan.

CUSD 200 operates a Before and After School Program (BASP) which is fee-based. We make Title I funds available to cover the BASP fees of homeless students. Providing this child care allows parents of homeless students to work longer hours, and the children enjoy a safe and supervised environment. Homework help is available during BASP which contributes to the academic success of these children. Title I funds are provided for materials necessary for homeless students' academic learning and achievement such as consumable workbooks, tool kits for Career and Technical Education (CTE) courses and physical education uniforms. Funds are also available to provide non-instructional materials and supplies such as coats, boots, and shoes for homeless students. Also, Title I funds are available to provide non-instructional services for homeless students such as the purchase of birth certificates, doctor visits, and outside tutorial services.

Title I Requirement:

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

Legislative Requirements:

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

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

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

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

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0020 - WHEATON WARRENVILLE SOUTH H S	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
0021 - WHEATON NORTH HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1001 - MONROE MIDDLE SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1017 - EDISON MIDDLE SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1018 - FRANKLIN MIDDLE SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1020 - HUBBLE MIDDLE SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2001 - EMERSON ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2002 - HAWTHORNE ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2006 - LINCOLN ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2007 - LONGFELLOW ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2008 - LOWELL ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3/11/2020
2009 - MADISON ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2010 - PLEASANT HILL ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3/14/2018
2011 - CARL SANDBURG ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3/14/2018
2012 - WASHINGTON ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3/14/2020
2013 - WHITTIER ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2014 - WIESBROOK ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2016 - BOWER ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6/14/2023
2018 - CLIFFORD JOHNSON SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5/10/2017
3001 - Jefferson Early Childhood Center	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations:

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

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

ISBE Goals:

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

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

- Implement learning acceleration strategies and programming. Implement effective monitoring and assessment tools to measure progress for academics and social emotional needs of students.

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

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

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

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

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

No schools identified under this part

([count] of 7500 maximum characters used)

The District requires each school to analyze achievement data included on the Vision 2026 dashboard. These outcome measures will drive yearly work plans that are presented to the Board of Education. Each building will create a School Improvement Plan (SIP) based on the district work plan. These SIP plans contain goals for reading math, learning environment, professional learning, and social/emotional learning standards. Assistant Superintendents and Directors meet with principals to share areas of focus and discuss student achievement tied to goals. Elementary principals meet in teams of 4-5 to discuss their SIP plans several times throughout the year to share ideas and resources. Part of the principal evaluation process involves discussions related to SIP, identifying ways the District can support the achievement of SIP goals. Reading and Math Coaches will meet with District personnel to discuss resources, interventions, and professional development to support achievement improvement.

Response from the approved prior year Consolidated District Plan.

The District requires each school to analyze achievement data a create a collaborative School Improvement Plan (SIP). These SIP plans contain goals for reading math, learning environment, professional learning, and social/emotional learning standards. Assistant Superintendents and Directors meet with principals to share areas of focus and discuss student achievement tied to goals. Elementary principals meet in teams of 4-5 to discuss their SIP plans several times throughout the year to share ideas and resources. Part of the principal evaluation process involves discussions related to SIP, identifying ways the District can support the achievement of SIP goals. Reading and Math Coaches will meet with District personnel to discuss resources, interventions, and professional development to support achievement improvement.

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

- Yes
- No

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

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

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

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

[Section 1114 and 1115](#)

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

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([count] of 7500 maximum characters used)

During the 2022-23 school year, all of our Title I schools with the exception of one are K-5 and operate similar school-wide programs in reading and math with the goal of improving the academic performance of at risk students in reading and math. The exception is Bower Elementary which operates as targeted assistance. However, plans have begun to create a school-wide Title I program for Bower next year. Reading - Each Title I school has at least one reading teacher who services at-risk students during the school year in grades K-5. Students with similar needs meet with the reading teacher 4-5 times a week for 30 minutes during the school day to work on targeted skills such as phonics, decoding, and reading comprehension. Math - Each Title I school has at least a .5 Math Interventionist who works with at-risk students in either a push-in or pull-out setting. Interventions are provided in groups of 2-5 students with similar needs 4-5 times a week for 30 minutes during the school day.

Response from the approved prior year Consolidated District Plan.

All of our current Title I schools are K-5 and operate similar school-wide programs in reading and math with the goal of improving the academic performance of at risk students in reading and math. Next year, an additional school has qualified for Title I funds (Bower Elementary). They will operate a targeted assistance program in reading support. Title I Director will work with the Bower staff to create a school-wide program. Reading - Each Title I school has at least one reading teacher who services at risk students during the school year in grades K-5. Students with similar needs meet with the reading teacher 4-5 times a week for 30 minutes during the school day to work on targeted skills such as phonics, decoding and reading comprehension. In addition, a summer school program is offered in August for identified at risk students. Math - Each Title I school has at least a .5 Math Interventionist who works with at risk students in grades 3-5 in either a push in or pull out setting. Interventions are provided in groups of 2-5 students with similar needs 4-5 times a week for 30 minutes during the school day. In addition, a summer school program is offered in August for identified at risk students.

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

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

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

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

([count] of 7500 maximum characters used)

For the 2023-24 school year, all schools will operate in a schoolwide program.

Response from the approved prior year Consolidated District Plan.

All students in grades 2-5 are assessed at the beginning of the school year with FastBridge, using a-reading and a-math assessments. These scores are compared to benchmark grade level norms. Students falling below national norms (around 19%) are considered for reading or math support. Kindergarten students are currently assessed using FastBridge letter sounds and high frequency words. Grade 1 students are assessed using district assessments in phonics and high frequency words. In addition to assessment data, input from classroom teachers, principals, school psychologist, parents, and paraprofessionals is sought. Once an intervention is selected, students receive additional instruction in small groups. Progress monitoring, using FastBridge, is done weekly to monitor the success of the intervention. The MTSS group meets again to decide to continue the intervention, change the intervention, or eliminate the intervention based on student's progress.

Title I Requirement:

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

*Required Field

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

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

ISBE Goals:

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

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

- Implement learning acceleration strategies and programming. Expand programming to prepare students for a full range of post-secondary opportunities. Support the social emotional needs of 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, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The results of a comprehensive needs assessment have been summarized in the District's Vision 2026 strategic plan which contains strategies and tactics that directly align with our Portrait of a Graduate that was developed with input from a wide variety of stakeholders. These strategies include: implementing learning acceleration strategies and programming including adoption of resources in core academic areas that ensure high-quality instruction for all learner as well as digital tools that support learning acceleration; designing and implementing a balanced assessment system to measure progress for academics and social emotional needs of students; developing implementation resources aligned with our Portrait of a Graduate; expanding programming to prepare students for a full range of post-secondary opportunities; developing a comprehensive professional learning program and support system for staff that includes reviewing the coaching program and developing a program to support new teachers; supporting the social and emotional needs of students. The special education department engages in a continuous cycle of improvement. IEP teams and building teams meet regularly to monitor student progress and to make data-based decisions in order to continually improve programming. During this process, we gathered input, reviewed student service delivery data, and reviewed student progress. The needs assessment indicated that some students with disabilities at the elementary and middle school levels did not have access to high-quality instruction in math, therefore, the adoption of a new core instructional resource will support this finding. Staff has worked throughout the school year to create instructional guidance for students with special education needs utilizing Illustrative Math.

Response from the approved prior year Consolidated District Plan.

The results of a comprehensive needs assessment have been summarized in the District's Vision 2026 strategic plan that contains strategies and tactics that directly align with our Portrait of a Graduate that was developed with input from a wide variety of stakeholders. These strategies include: implementing learning acceleration strategies and programming including adoption of resources in core academic areas that ensure high-quality instruction for all learner as well as digital tools that support learning acceleration; designing and implementing a balance assessment system to measure progress for academics and social emotional needs of students; developing implementation resources aligned with our Portrait of a Graduate; expanding programming to prepare students for a full range of post-secondary opportunities; developing a comprehensive professional learning program and support system for staff that includes reviewing the coaching program and developing a program to support new teachers; supporting the social and emotional needs of students. The special education department engages in a continuous cycle of improvement. IEP teams, building teams, and IEP teams meet regularly to monitor student progress and to make data-based decisions in order to continually improve programming. During this process, we gathered input, reviewed student service delivery data, and reviewed student progress. The needs assessment indicated that some students with disabilities at the Elementary Level did not have access to high quality grade level math instruction.

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

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

([count] of 7500 maximum characters used)

CUSD 200 is going to allocate resources to provide push-in and co-teaching services to support access for students to high quality grade level math instruction. Funds will include staffing, professional development, and instructional/curricular resources to support universal design for learning and specially designed instruction.

Response from the approved prior year Consolidated District Plan.

CUSD 200 is going to allocate resources to provide push-in and co-teaching services to support access for students to high quality grade level math instruction. Funds will include staffing, professional development, and instructional/curricular resources to support universal design for learning and specially designed instruction.

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

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([count] of 7500 maximum characters used)

CUSD 200 continues to meet the requirements of state indicator data. Our scope or nature of services will remain consistent. However, we will continue to engage in the continuous improvement cycle by refining our special education services. We will continue to partner with colleagues to support instructional alignment with special education services and Tier 1 programming, especially in the areas of reading and math.

Response from the approved prior year Consolidated District Plan.

During the 2021-22 school year, CUSD 200 continued to implement our action plan related to significant disproportionality. 4 staff members were hired to work to proactively support buildings in implementing alternatives to suspension/discipline. The staff members worked directly with buildings to implement interventions (ex. Mentoring, circles, small groups, meetings with families). These team members also supported other staff members with implementing alternatives to discipline (ex. Professional development, PLCs, data analysis, etc.). Both district data and data from ISBE indicated that significant disproportionality in special education as it relates to discipline does appear to be an area that continues to be an area of focus. The district continues to maintain universal support and services outside of education in order to support all students, including students with disabilities.

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable.

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)

Per the Illinois Special Education Accountability and Support System LEA Determination Matrix received in September of 2022, our LEA Determination level was Meets Requirements, and our Tiered Level of Support is a 1. CUSD 200 received the highest score (3) in all 10 indicator areas. With that being said, funds are allocated to support continued growth in Indicators 5 & 6 by providing professional development, coaching, and technical assistance with best practice instructional strategies to promote instruction within less restrictive educational settings. Our teams are proud of the growth made in Indicators 9 & 10, which indicated that there are no areas of disproportionality. However, teams continued to remain focused on providing equitable services and supporting the continued growth in addressing disproportionality. Finally, our department's collaboration in college and career readiness initiatives, as well as curriculum initiatives, have us allocating funds to ensuring continued growth in Indicators 1 and 14, which address graduation and post-school outcomes.

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

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

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)

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

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*
<input type="text" value="Silagi"/>	<input type="text" value="Christopher"/>	<input type="text" value="Assistant Superintendent for Student Services"/>	<input type="text" value="christophersilagi@cusd200.org"/>

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Maher"/>	<input type="text" value="Lisa"/>	<input type="text" value="Director of Business Services"/>	<input type="text" value="lisa.maher@cusd200.org"/>

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

*Required field

Best Interest Determination as it relates to School Stability

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

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

1. Describe the process for determining the best interest of the affected 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.

CUSD200 consider the best interest of the child at all times. The district works to keep students in their school of origin unless there is a determination that this would not be in the student's best interest. The child's best interest is determined through a collaborative approach that includes the principal, school social worker, guidance counselor, classroom teacher, and any other necessary support staff. Open communication and collaboration with the child welfare agency, families (biological and foster) and those supporting the child outside of the school is part of the process as well. The appropriateness of the educational setting and proximity are considered also. Additionally, when appropriate the child is consulted. Additional factors to consider are the child's safety, age, placement of siblings, needs of the child, and the time in the school year. If it is not in the child's best interest to stay in the school of origin, the student is immediately enrolled in the most appropriate school.

Response from the approved prior year Consolidated District Plan.

CUSD200 consider the best interest of the child at all times. The district works to keep students in their school of origin unless there is a determination that this would not be in the student's best interest. The best interest of the child is determined through a collaborative approach that includes the principal, school social worker, guidance counselor, and classroom teacher, and any other necessary support staff. Open communication and collaboration with the child welfare agency, families (biological and foster) and those supporting the child outside of the school is part of the process as well. The appropriateness of the educational setting and proximity are considered also. Additionally, when appropriate the child is consulted. Additional factors to consider are the child's safety, age, placement of siblings, needs of the child, and the time in the school year. If it is not in the child's best interest to stay in the school of origin, the student is immediately enrolled in the most appropriate school.

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

See IDEA legislation hereSee Section 504 here

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the 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 IEP or 504 team is consulted when considering what is in the best interest of the child. Collaborating with the child's support team which includes the teacher, support teacher, psychologist, social worker, and support staff is essential in considering the needs of the child. The number of school moves the child has made and the potential impact on the child are also considered.

Response from the approved prior year Consolidated District Plan.

The IEP or 504 team is consulted when considering what is in the best interest of the child. Collaborating with the child's support team that includes the teacher, support teacher, psychologist, social worker, and support staff is essential in considering the needs of the child. The number of school moves the child has made and the potential impact on the child are also considered.

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.

This is a collaborative process with our English Learner staff to support our Multilingual learners. Factors considered in this determination include but are not limited to the child's language acquisition level, the impact that school placement or change of placement would have on the child, the student's language growth, and the child's social comfort at school. The number of school moves the child has made, and the potential impact on the child are also considered.

Response from the approved prior year Consolidated District Plan.

This is a collaborative process with our English Learner staff to support our English Learners. Factors that are considered in this determination include but are not limited to are the language acquisition level of the child, the impact that school placement or change of placement would have on the child, the student's language growth, and the child's social comfort at school. The number of school moves the child has made and the potential impact on the child are also considered.

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

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

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

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

CUSD200 works to collaborate with all stakeholders to determine the best interest of the child. If an agreement cannot be reached the ultimate decision resides with DCFS. However, CUSD 200 has a dispute resolution process that includes the following steps: 1) Contacting our district complaint manager and attempting to resolve the dispute without resorting to a formal procedure.2) If a resolution is not initially reached the complaint manager will resolve the dispute promptly and equitably. 3) The disagreement and /or complaint can be formally filed with our complaint manager. 4) The complaint manager will investigate the issue and ensure that all parties have an equal opportunity to present evidence. 5) The complaint manager will inform, at regular intervals, the person filing the complaint on the status of the investigation. 6) The complaint manager will submit a report to the Superintendent of the findings. 7) Within five days of receiving the report the superintendent will mail his written decision to the parties involved. 8) However the ultimate decision resides with DCFS in situations involving our foster care students.

Response from the approved prior year Consolidated District Plan.

CUSD200 works to collaborate with all stakeholders to determine the best interest of the child. If an agreement cannot be reached the ultimate decision resides with DCFS. However, CUSD 200 has a dispute resolution process that includes the following steps: 1) Contacting our district complaint manager and attempting to resolve the dispute without resorting to a formal procedure.2) If a resolution is not initially reached the complaint manager will resolve the dispute promptly and equitably. 3) The disagreement and /or complaint can be formally filed with our complaint manager. 4) The complaint manager will investigate the issue and ensure that all parties have an equal opportunity to present evidence. 5) The complaint manager will inform, at regular intervals, the person filing the complaint on the status of the investigation. 6) The complaint manager will submit a report to the Superintendent of the findings. 7) Within five days of receiving the report the superintendent will mail his written decision to the parties involved. 8) However the ultimate decision resides with DCFS in situations involving our foster care students.

*Required field

Youth in Care Stability Plan Development

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

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

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

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

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

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

CUSD200 collaborates with child welfare agencies to determine how transportation will be provided. Collaborators in this process include or Transportation Director, Special Education Director, School Social Workers, Principals, and Assistant Superintendent for Student Services. All parties work to ensure the safest and most prompt transportation in a cost effective manner. CUSD 200 considers multiple factors in determining how transportation will be provided to students. These considerations include but are not limited to safety, the duration of the need for services, the time and length of travel time, time of placement change, the type of transportation available, traffic patterns, flexibility in school schedules, the impact of extracurricular activities on transportation options, and the maturity and behavioral capacity of the student.

Response from the approved prior year Consolidated District Plan.

CUSD200 collaborates with child welfare agencies to determine how transportation will be provided. Collaborators in this process include or Transportation Director, Special Education Director, School Social Workers, Principals, and Assistant Superintendent for Student Services. All parties work to ensure the safest and most prompt transportation in a cost effective manner. CUSD 200 considers multiple factors in determining how transportation will be provided to students. These considerations include but are not limited to safety, the duration of the need for services, the time and length of travel time, time of placement change, they type of transportation available, traffic patterns, flexibility in school schedules, the impact of extracurricular activities on transportation options, and the 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.

When developing the plan the following funding options are considered: Title IV-E of the Social Security Act if the student is eligible, 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), IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, State special education transportation funds, if the student has an IEP and local funds. The following low cost /no-cost options are considered when developing the transportation plan: pre-existing transportation routes, new transportation routes, route-to-route hand-offs, district-to-district boundary hand-offs, the eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA), and contracted services such as taxis and student transport companies, and 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. In selecting the options for transportation, the best interest of the child is the highest consideration in making such a determination. Local funds and state special education transportation funds are considered if the student has an IEP.

Response from the approved prior year Consolidated District Plan.

When developing the plan the following funding options are considered: Title IV-E of the Social Security Act if the student is eligible, 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), IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, State special education transportation funds, if the student has an IEP, and local funds. The following low cost /no-cost options are considered when developing the transportation plan: pre-existing transportation route, new transportation routes, route-to-route hand-offs, district-to-district boundary hand-offs, the eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA), and contracted services such as taxis and student transport companies, and 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. In selecting the options for transportation, the best interest of the child is the highest consideration in making such a determination. Local funds and state special education transportation funds are considered if the student has an IEP.

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 child will remain in their school of origin while disputes are resolved. CUSD200 will work collaboratively with DCFS to agree on the transportation and the best interest of the child.

Response from the approved prior year Consolidated District Plan.

The child will remain in their school of origin while disputes are resolved. CUSD200 will work collaboratively with DCFS to agree on the transportation and the best interest of the child.

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 child will remain in their school of origin while disputes are resolved. CUSD200 will work collaboratively with DCFS to agree on the transportation and the best interest of the child. Transportation will be provided to the child through the most effective, safe and efficient mode. The school of origin will remain responsible for transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

The child will remain in their school of origin while disputes are resolved. CUSD200 will work collaboratively with DCFS to agree on the transportation and the best interest of the child. Transportation will be provided to the child through the most effective, safe and efficient mode. The school of origin will remain responsible for transportation while all disputes are being resolved.

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

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

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

All school staff will be trained annually on the transportation plan and a communication chain exists between all school service providers and social workers, special education directors and the assistant superintendent of student services. This includes notifying our bus drivers, instructional aides, classroom teachers, specialists, secretarial staff, and administration. This in-service will take place at the beginning of the year during our school improvement day in August. When a foster child enters a building, the school social worker is the lead at the building. They communicate with their director to ensure that the student's needs are being met and the transportation needs are met.

Response from the approved prior year Consolidated District Plan.

All school staff will be in-serviced annually on the transportation plan and a communication chain exists between all school service providers and social workers, special education directors and the assistant superintendent of student services. This includes notifying our bus drivers, instructional aides, classroom teachers, specialists, secretarial staff, and administration. This in-service will take place at the beginning of the year during our school improvement day in August. When a foster child enters a building, the school social worker is the lead at the building. They communicate with their director to ensure that the student's needs are being met and the transportation needs are met.

*Required field

BSP Overview

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

BSP Contact Information

1230 English Learners (ELs) are in the district

Provide information below for the Program Director/individual who completed this application:

Last Name*

Phone*

First Name*

Middle

Initial

Email*

EL Program Director Requirements:

Does the Program Director meet the administrator requirements?*

Yes

No

[Administrator Requirements](#)If not, provide an action plan describing how the district will meet the requirements in the space below:

Comments:

Use this text area for any needed explanations to ISBE in regard to this program.

([count] of 3000 maximum characters used)

*Required field

1230 English Learners (ELs) are in the district

Complete the requested information below.

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 - Enter zero if no teachers in a category.			ELS-TBE and ELS-VIT - Enter zero if no teachers in a category.	Language Codes	
			TBE	TPI	1	2	3	4	5	6	Number of PEL Teachers with ESL Endorsement Only	Number of PEL Teachers with Bilingual Endorsement Only	Number of PEL Teachers with ESL and Bilingual Endorsement	Number of Teachers with ELS-TBE or ELS-VIT Endorsements		
	In addition to district attendance centers that have ELs, special education co-ops and non-public special education program attendance centers that have out placed dually identified (ELs with IEPs) students must be listed.*															
1.	Jefferson	EC	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	16	2	0	0	001
2.	Bower	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5	2	0	0	001
3.	Emerson	K-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6	0	0	0	
4.	Hawthorne	K-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5	0	0	0	
5.	Johnson	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	14	6	0	0	001
6.	Lincoln	K-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12	0	0	0	
7.	Longfellow	K-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	0	0	0	
8.	Lowell	K-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	0	0	0	
9.	Madison	K-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	0	0	0	
10.	Pleasant Hill	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6	4	0	0	001
11.	Sandburg	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	8	2	0	0	001
12.	Washington	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	7	2	0	0	001
13.	Wiesbrook	K-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	0	0	0	
14.	Whittier	K-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7	1	0	0	001
15.	Edison	6-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7	0	0	0	
16.	Franklin	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	12	2	0	0	001
17.	Hubble	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5	3	0	0	001
18.	Monroe	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	12	1	0	0	001
19.	Wheaton North	9-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	12	2	0	0	001
20.	Wheaton Warrenville South	9-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	11	2	0	0	001
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"/>					
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"/>					
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"/>					
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"/>					
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"/>					

If a number greater than zero is reported for PEL Teachers with Bilingual Endorsement, ESL and Bilingual Endorsement, and/or ELS-TBE/ELS-VIT Endorsements, provide the endorsed language code(s) represented using the reference document below.
[Language Codes Alphabetical](#)

If one or more attendance centers has EL enrollment but no ESL/Bilingual endorsed teachers above, then describe how the district will ensure that EL students receive appropriate language support for their education from properly endorsed teachers.

([count] of 2500 maximum characters used)

*If district has more than 25 attendance centers, please contact Multilingual Department

1230 English Learners (ELs) are in the district

BSP Short Form Page - Use only for Districts with 1 to 19 ELs.

1230 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Check the type(s) of Program Enrollment offered

TBE TPI

SPANISH LANGUAGE ARTS CURRICULUM

Indicate whether or not the district is offering Spanish language arts. All districts with a full-time TBE Spanish program must offer Spanish language arts.

Does the district offer Spanish language arts to TBE/TPI students?*

Yes No

Describe the instructional and evaluation methods used to measure student progress with respect to the Illinois [Spanish Language Arts Standards](#).

Spanish Language Arts instruction is provided to Spanish-speaking students enrolled in schools with TBE programs. Native language instruction is delivered by a Multilingual certified bilingual Spanish teacher. Services are provided using push-in and pull-out models of instruction. The ML teachers use student data from assignments, observations, and assessments to monitor progress in Spanish Language Arts and English Language Development. The district also utilizes FastBridge as a benchmark assessment, and it is administered to students 3x a school year to measure growth. The FastBridge reading assessment is available in Spanish and will be used to monitor student growth in Spanish.

REMINDER: Districts that offer Spanish language arts instruction to TBE or TPI students must provide at least one training session annually related to the implementation of the Illinois Spanish Language Arts Standards to staff who provide instruction in Spanish language arts.

Indicate whether the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3) and has the part-time TBE rational template in the students' records.

Yes No

[Part-Time Transitional Bilingual Education \(TBE\) Placement](#)

*Required field

1230 English Learners (ELs) are in the district

Parent Advisory Committee Page- Complete this page **ONLY** if the district has a TBE program. A district is required to have a Bilingual Parent Advisory Committee if an attendance center has 20 or more EL students with the same language group (Preschool counted separately).

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 district's annual Bilingual Service Plan and EBF spending plan submitted to the State Board of Education.

Identify all members of the Bilingual Parent Advisory Committee. Indicate under Role whether they are a parent (P), legal guardian (G), teacher (T), counselor (C) or community member (CM). Indicate the language(s) spoken by the member. Indicate the members home address and phone number where they can be reached.

Name	Brenda Roach	Role	Parent Liaison	Language(s)	Spanish	Telephone	630 682 2000
Street	130 W Park	City	Wheaton	State	IL	Zip+4	60189
Name	Wendy Zavidson	Role	Parent Liaison	Language(s)	Spanish	Telephone	630 682 2000
Street	130 W Park	City	Wheaton	State	IL	Zip+4	60189
Name	Solanyi Benavides	Role	Parent	Language(s)	Spanish	Telephone	630 890 0207
Street	550 Gunderson Dr	City	Carol Stream	State	IL	Zip+4	60188
Name	Sarah Alibhai	Role	ML Coordinator	Language(s)	English	Telephone	630 682 2000
Street	130 W Park	City	Wheaton	State	IL	Zip+4	60189
Name	Maria Gomez	Role	Parent	Language(s)	Spanish	Telephone	630 965 8577
Street	645 Burns St	City	Carol Stream	State	IL	Zip+4	60188
Name	Liboria Araujo Garcia	Role	Parent	Language(s)	Spanish	Telephone	773 425 7007
Street	1003 S Lorraine Rd	City	Wheaton	State	IL	Zip+4	60189
Name	Leonorida Giles	Role	Parent	Language(s)	Spanish	Telephone	630 903 7178
Street	190 Meadow Lane	City	Carol Stream	State	IL	Zip+4	60188
Name	Juan Pablo Sandoval	Role	Parent	Language(s)	Spanish	Telephone	630 915 5540
Street	190 Meadow Lane	City	Carol Stream	State	IL	Zip+4	60188
Name	Nadia Yearman	Role	Parent	Language(s)	Spanish	Telephone	630 886 0631
Street	596 Willow Wood	City	Carol Stream	State	IL	Zip+4	60188
Name	Nate Hill	Role	Parent	Language(s)	Spanish	Telephone	630 673 6467
Street	2075 W. Roosevelt Rd	City	Wheaton	State	IL	Zip+4	60187

I certify that the Bilingual Parent Advisory Committee has had an opportunity to review this Bilingual Service Plan. I furthermore assure on behalf of the district that the Bilingual Advisory Committee has had the opportunity to review the EL-EBF Spending Plan as required by 23 IL Admin Code Part 228.30, section C, (4) A, by or before October 31, 2023.

Date: 09/13/2023 Name of Committee Chairperson: Leonorida Giles

A committee chair must be a member of the BPAC.

* 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 (7/1/23)

Meeting

- 6/30/24)

Activity

1.	09/13/2023	Bilingual Advisory Committee Training (required activity).
2.	11/02/2023	Building A Network to Support Parent Engagement
3.	01/17/2024	Community Resources
4.	04/13/2024	Supporting Student SEL Needs

1230 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/TPI program.

TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities

Inservice activities must be provided to all TBE/TPI staff at least twice yearly. Specify the areas to be addressed, which must include, but need not be limited to, one of the following: Current Research in the Teaching of EL Students; Methods for Teaching in the Native Language and Methods of Teaching ESL; Content Area and Language Proficiency Assessment of EL Students; Issues Related to the Native Culture and the Culture of the United States; and Issues Related to EL Students with Disabilities. Additionally, for new certificated and noncertificated program staff, the following must be addressed: Minimum Program Standards; District Identification and Assessment Procedures; Program Design; and Basic Instructional Techniques for Teachers of EL Students.

Districts that offer Spanish language arts must offer at least one session related to the implementation of Spanish language arts for staff members who provide the instruction in that course subject.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	08/26/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	200
<input checked="" type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL	03/01/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	80
<input checked="" type="checkbox"/> Language Assessment	12/01/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	80
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to EL Students with Disabilities		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Program Standards	02/01/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100
<input checked="" type="checkbox"/> District Identification Assessment	08/26/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100
<input checked="" type="checkbox"/> Program Design	08/26/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	10/01/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	250
<input checked="" type="checkbox"/> Spanish Language Arts	02/01/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	40
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

*Required field*Required field

Board Approval, Certification, and Assurances

Instructions

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

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

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

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

v01.2021

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

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

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

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

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

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

NO BINDING OBLIGATION

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

PROJECT

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

FUNDING

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

INVOLUNTARY TERMINATION

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

GENERAL CERTIFICATIONS AND ASSURANCES

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

26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.

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

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

a) Publishing a statement:

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

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

- 1) The dangers of drug abuse in the workplace;
- 2) The grantees or contractors policy of maintaining a drug-free workplace;
- 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
- 4) The penalties that may be imposed upon an employee for drug violations.

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

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

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

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

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

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

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

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

v.09.08.2021

Certification Regarding Lobbying

Instructions

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

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

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

v.09.08.2021

GEPA 442 Assurances

Instructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

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

v.09.08.2021

Assurances

Instructions

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

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

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

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

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

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

[Not calling IWAS Web Service](#)

Signature of School District Superintendent / Agency Administrator

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

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

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Application was created on:

5/22/2023

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

This Application has not been submitted

Page Review Status Instructions

Expand All

					Page Status	Open Page for editing
Consolidated District Plan						
Consolidated District Plan						
Contact Information					OPEN	<input type="checkbox"/>
Needs Assessment and Programs					OPEN	<input type="checkbox"/>
Plan Specifics						
Needs Assessment Impact		OPEN				<input type="checkbox"/>
Stakeholders		OPEN				<input type="checkbox"/>
Private Schools Participation		OPEN				<input type="checkbox"/>
Preschool Coordination		OPEN				<input type="checkbox"/>
Student Achievement		OPEN				<input type="checkbox"/>
College and Career		OPEN				<input type="checkbox"/>
Professional Development		OPEN				<input type="checkbox"/>
Safe Learning Environment		OPEN				<input type="checkbox"/>
Title I Specific Pages						
Title I Specific - Part One		OPEN				<input type="checkbox"/>
Title I Specific - Part Two		OPEN				<input type="checkbox"/>
IDEA Specific Requirements				OPEN		<input type="checkbox"/>
Youth in Care Stability Plan						
Youth in Care Stability Plan Contacts		OPEN				<input type="checkbox"/>
Best Interest Determination Plan		OPEN				<input type="checkbox"/>
Youth In Care Transportation Plan		OPEN				<input type="checkbox"/>
Bilingual Service Plan						
BSP Plan Specifics						
BSP Program Contact		OPEN				<input type="checkbox"/>
BSP Program Info		OPEN				<input type="checkbox"/>
BSP Short Form		OPEN				<input type="checkbox"/>
BSP Program Enrollment		OPEN				<input type="checkbox"/>
BSP Parent Advisory Committee		OPEN				<input type="checkbox"/>
BSP Professional Development		OPEN				<input type="checkbox"/>
Assurance Pages						
Plan Assurances				OPEN		<input type="checkbox"/>
State Assurances				OPEN		<input type="checkbox"/>
Debarment				OPEN		<input type="checkbox"/>
Lobbying				OPEN		<input type="checkbox"/>
GEPA 442				OPEN		<input type="checkbox"/>
AssurancesText				OPEN		<input type="checkbox"/>

Save

Selectable Application Print

Request Print Job

[Consolidated District Plan](#)

Requested Print Jobs

[Requested by mamurphy on 6/14/2023](#)

Completed Print Jobs

- [Completed - mamurphy on 6/8/2023 4:06:46 PM](#)
- [Completed - mamurphy on 6/8/2023 4:08:37 PM](#)
- [Completed - mamurphy on 6/8/2023 4:10:19 PM](#)
- [Completed - mamurphy on 6/8/2023 4:13:47 PM](#)
- [Completed - mamurphy on 6/8/2023 4:13:59 PM](#)
- [Completed - mamurphy on 6/8/2023 4:15:33 PM](#)
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- [Completed - CHRISTOPHERBAXTER on 6/8/2023 5:03:25 PM](#)
- [Completed - CHRISTOPHERBAXTER on 6/8/2023 5:03:30 PM](#)
- [Completed - CHRISTOPHERBAXTER on 6/8/2023 5:00:29 PM](#)
- [Completed - mamurphy on 6/14/2023 9:00:25 AM](#)