

**eGrant Management System**

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Applicant: CUSD 200

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: CUSD 200

Date Generated: 6/3/2025 6:00:14 PM

Generated By: mamurphy

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

<p>Last Name*</p> <input type="text" value="Murphy"/>	<p>First Name*</p> <input type="text" value="Melissa"/>	<p>Middle Initial</p> <input type="text" value="A"/>
<p>Phone*</p> <input type="text" value="630"/> <input type="text" value="682"/> <input type="text" value="2103"/>	<p>Extension</p> <input type="text"/>	
<p>Email*</p> <input type="text" value="melissa.murphy@cusd200.org"/>		

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

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

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

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

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

((count) of 2500 maximum characters used)

CUSD 200 has several Board policies that ensure equitable access to participation. Policy 6:120 Education of Children with Disabilities The School District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of the School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. Policy 7:10 Equal Education Opportunities Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, national origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, Community Use of School Facilities. Any student may file a discrimination complaint by using Board policy 2:260, Uniform Grievance Procedure, or in the case of discrimination on the basis of race, color, or national origin, Board policy 2:270, Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited. Policy 6:160 The District offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State academic standards that all children are expected to meet.

**3. Bilingual Program Director Assurance**

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

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

**4. District Migrant Education Program Liaison**

<p>Last Name</p> <input type="text" value="Murphy"/>	<p>First Name</p> <input type="text" value="Melissa"/>	<p>Middle Initial</p> <input type="text" value="A"/>
<p>Phone</p> <input type="text" value="630"/> <input type="text" value="682"/> <input type="text" value="2103"/>	<p>Extension</p> <input type="text"/>	
<p>Email</p> <input type="text" value="melissa.murphy@cusd200.org"/>		

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

**5. General Completion Instructions**

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

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

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

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

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

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

\*Required field, applicable for all funding sources

**Amendments**

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

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

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

\*Required field, applicable for all funding sources

**1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2025-2026.\* [1]**

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

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

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

The 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 and math, District funds are used to equitably provide staffing support to all 13 elementary schools by analyzing student achievement data at the district level and for each school in reading and math, taking into account the percentage of students scoring at or above the 30th percentile which is included as a metric on the district's dashboard, and also analyzing the percentage of students scoring below the 30th percentile to determine intervention need. 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 and Title II funds will be used to provide Instructional Coaches to each of the 13 elementary schools and district funds will support the 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. Title III funds are allocated to enhance instruction and parent engagement for multilingual learners districtwide. This includes providing targeted professional development in math and ELA, training on co-teaching, and scaffolding techniques. We also utilize Title III funds to purchase instructional materials that support English language development and native language literacy. To strengthen family connections, district, and Title III funds are aligned to support parent engagement and communication with Spanish-speaking ML families. In the 2024-25 school year, we added three additional parent liaisons, funded through Title III, who have significantly increased engagement across the district among our Spanish-speaking ML families. 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 and math, District funds are used to equitably provide staffing support to all 13 elementary schools by analyzing student achievement data at the district level and for each school in reading and math, taking into account the percentage of students scoring at or above the 50th percentile which is included as a metric on the district's dashboard, and also analyzing the percentage of students scoring above and below the 30th percentile to determine intervention need. 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 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+. Title III funds are used to support professional development for teachers in the areas of math and ELA, co-teaching, scaffolding for teachers districtwide. Instructional materials are also purchased using Title III funding that support English Language Development and help build background knowledge for MLs. District and Title III funds are aligned to support parent engagement and communication with families in Spanish.

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

Braiding of Funds

Yes  No

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

Transfer of Funds

Yes  No

**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 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 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.

**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 Needs Assessment and Programs 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**

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

The needs assessment shows that student learning is increasing since the implementation of the new literacy curriculum, specifically in the area of foundational skills in grades K-1, however there is still a need to focus on strong Multi-Tier Systems of Support to ensure all students are learning at their highest level. The needs assessment identified the need to continue focusing on reading foundational skills in grades K-1 and also reading fluency in grades K-5, which a focus on reading comprehension and writing in grades 3-5. There continues to be a need for a progress monitoring tool that would assist teachers in making intervention decisions, and with implementing a variety of differentiation tools during core (Tier I) instruction. The needs assessment will assist each school in creating goals for their School Improvement Plans, which will focus on reading foundational skills, reading comprehension, math and reading fluency, and meeting end of year benchmarks. FastBridge will continue to be used by Title I staff to better identify students needing Tier 2 and 3 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. Students receiving an intervention will each have a goal and their progress will be graphed and monitored by the interventionist. Achievement gaps continue to exist for low income and Multilingual Learners. Title I provides additional reading and math teachers according to each school's Title I need and eligibility. The needs assessment also indicates the continued need to provide support in tier 1, in addition to tiers 2 and 3. Students falling below the 30th percentile will continue to be the focus for intervention and/or differentiated support. FastBridge assists Title I Interventionists to identify students needing Tier 2 and 3 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 programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.***

Teachers will continue implementing the Illustrative Math resource 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 multilingual learners. Math Coaches will lead grade level sessions to focus professional learning around research based assessments, universal design features, and math language routines. There will also be a focus on the math fluency block and providing additional training to classroom teachers on using the fluency materials while learning how to best differentiate learning by analyzing the daily formative assessments teachers give to students. The .5FTE reading interventionist at Sandburg will continue working with targeted groups of students who are below the 30th percentile on FastBridge benchmark assessments, and will support the increase of low income and multilingual learners. Additional teacher and principal professional development opportunities will be designed as needed throughout the year. A portion of funds will be transferred from Title II into Title I and from Title IV into Title I. The remaining portion of Title II funds will be used for professional development services for K-8 teachers in reading and math to improve instructional practices resulting in higher achievement (in addition to what we already have listed).

**G. Title III - LIEP**

The needs assessment data indicates that while our new literacy curriculum shows positive gains in foundational skills for K-1 students, we must intensify our focus on Multi-Tiered Systems of Support to ensure equitable outcomes for all. Specifically, we will allocate Title III LIEP funds to provide targeted professional development for K-5 teachers on evidence-based foundational literacy and fluency strategies, focusing on differentiation for Multilingual Learners. This includes purchasing supplemental instructional materials like native language texts, texts at students' reading level that align with the curriculum, audio resources, and additional literacy resources that are culturally relevant and linguistically accessible for ML students. For grades 3-5, where reading comprehension and writing remain focus areas, we will utilize Title III LIEP funding to provide specialized training on strategies to develop these skills, considering language proficiency levels and native language transfer. Recognizing the achievement gaps for low-income and ML students, ensure all students falling below the 30th percentile, as identified by FastBridge benchmark assessments, receive adequate ELD services and interventions aligned to their language level. We will continue funding parent liaisons through Title III LIEP and expand BPAC-driven workshops to enhance parent engagement with our Spanish-speaking ML families. We will also utilize Title III funds to provide access to online resources like Raz Kids ELL and Imagine Learning Language and Literacy, supporting both in-school and at-home learning.

**H. Title III - ISEP**

As a result of data from the needs assessment, we have identified English language development, ELA, and mathematics as areas of focus for our newcomer students and will strategically allocate Title ISEP funds to support these activities. We will continue to provide professional development for teachers on the adopted newcomer curriculum, Vista Higher Learning's Get Ready, Sail, and Soar resources, which are essential for providing targeted language instruction and building background knowledge. The training will ensure teachers are proficient in its implementation and effective use. We will also utilize ISEP funds to expand summer school opportunities for newcomer students, focusing on language acquisition and academic readiness in math and ELA. We will also prioritize professional development on developing content and language standards and aligning instruction with WIDA ELD standards. Integrating WIDA ELD standards into content and language objectives will ensure teachers have the skills needed to differentiate instruction for our Level 1-2 students and provide access to grade-level instruction.

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

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

The needs assessment indicated the continued need for professional development efforts to improve a well-rounded education, specifically for low income and multilingual learners. For many teachers, this means participating in content training. One way this is accomplished is participation in the annual County Wide Institute Day. Teachers and specialists will select appropriate sessions according to the classes that they teach and the needs of the students. Feedback from these sessions indicates a high degree of agreement that the result is improved content knowledge, including in the area of social and behavioral learning, which continues to be an area that is to be developed at all levels. In addition, this year we plan to provide a supplemental online science resource which complements the district purchased science resource and will provide additional visual supports, hands on learning activities, and interactive videos aligned to the NGSS standards and district curriculum; this resource will address the learning needs of students who need visual learning supports including multilingual learners and newcomers. A portion of funds will be transferred from Title IV into Title I. The remaining portion of Title IV funds will be used for speaker fees and expenses related to improving instruction.

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

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

Our recent needs assessment underscored significant opportunities to strengthen our support for students with special needs. Key areas identified include enhancing communication and collaboration across the district and with families, providing robust and ongoing training for staff in special education best practices, high-leverage instruction, and IEP facilitation, and fostering more inclusive environments. The assessment also pointed to the need for greater inclusion opportunities, a more defined role for teaching assistants, and stronger parent partnerships in the IEP process. Moreover, staff highlighted the importance of better aligning special education interventions with the general education curriculum. In response, we are implementing targeted strategies: expanding professional learning for general education staff by level on all school improvement days, increasing the frequency of special education department meetings for continuous professional growth, and establishing a committee to optimize elementary instructional delivery models to promote skill generalization for special education students.

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

The needs assessment highlighted the ongoing need to ensure consistent access to evidenced-based instructional methods and resources, and to further advance our Least Restrictive Environment (LRE) efforts with a strong focus on inclusive practices. This includes continued emphasis on differentiation, collaborative practices, accommodations, modifications, and services within our various service delivery models.

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

Program Footnotes:

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

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



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

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

([count] of 7500 maximum characters used)

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 principal 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 school. 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. 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 and data from our dashboard is shared with an opportunity for input.

Response from the prior year Consolidated District Plan.

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 principal 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 school. 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. 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 and data from our dashboard is shared with an opportunity for input.

**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 and diverse populations.\*\* [2]**

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

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

([count] of 7500 maximum characters used)

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 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. Parent meetings were held at every school this year. A district wide Title I parent meeting is also held annually, with one parent representative from each Title I school. At this meeting, parents receive information about the district's Title I plan, the allocated amounts and supports for each Title I building, and parents provide feedback regarding parent and family engagement. The special education department has created a Special Education Parent Advisory Council to help increase engagement with families on special education programming within the district and to better determine areas of strengths and challenges. This information is then utilized district wide to plan for meetings, coordinate services and professional learning, and promote communication.

Response from the prior year Consolidated District Plan.

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 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. Parent meetings were held at every school this year. 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 department also collaborates to join building-level 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.

**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.

*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)

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 Thrillshare and Rooms 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 are planned with input from parents, community, school board, and school staff. The district plans to expand parent education next year with a speaker series. Opportunities are provided for parents to engage with their children in literacy, math, and play 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 Multilingual Department is committed to fostering authentic family engagement in their children's education. We will continue to host Bilingual Parent Events, carefully planned in collaboration with the Bilingual Parent Advisory Committee (BPAC), ensuring parent feedback directly shapes these opportunities. To guarantee linguistically equitable participation, interpreter services will be made available at parent engagement events. Schools will also maintain opportunities for parents to gain insight into EL/Bilingual assessments and instructional practices and to connect with broader school-wide family engagement initiatives. To specifically support Spanish-speaking families, Title I and Title III funds are allocated for Parent Liaisons who provide communication and resources in Spanish. These liaisons connect families to school and community resources and serve as vital informational bridges.

Response from the prior year Consolidated District Plan.

The Multilingual 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 and Title III 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.

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

**Title III Requirement:**

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

**Legislative References:**

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

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

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

\*Required field

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

**Private School Participation**

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

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	Title II	Title IV	Nonpublic Consultation Form
The Waldorf School of DuPage	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 86	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 86	<input type="button" value="Choose File"/> <a href="#">No file chosen</a> <a href="#">Waldorf School of DuPage.pdf</a>
DuPage Montessori in Wheat	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 53	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 53	<input type="button" value="Choose File"/> <a href="#">No file chosen</a> <a href="#">DuPage Montessori.pdf</a>
Wheaton Montessori School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 185	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 185	<input type="button" value="Choose File"/> <a href="#">No file chosen</a> <a href="#">Wheaton Montessori.pdf</a>
Carriers of Light	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 133	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 133	<input type="button" value="Choose File"/> <a href="#">No file chosen</a> <a href="#">Carriers of Light.pdf</a>
Prairie School of DuPage	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 78	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 78	<input type="button" value="Choose File"/> <a href="#">No file chosen</a> <a href="#">Prairie School.pdf</a>
Clapham School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 175	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 175	<input type="button" value="Choose File"/> <a href="#">No file chosen</a> <a href="#">Clapham School.pdf</a>
Wheaton Christian Grammar	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 692	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 692	<input type="button" value="Choose File"/> <a href="#">No file chosen</a> <a href="#">Wheaton Christian Grammar School Nonpublic Consultation Form.pdf</a>
St Michael	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 589	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 589	<input type="button" value="Choose File"/> <a href="#">No file chosen</a> <a href="#">St. Michael School.pdf</a>
Carmel Montessori Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 32	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 32	<input type="button" value="Choose File"/> <a href="#">No file chosen</a> <a href="#">Carmel Montessori-compressed.pdf</a>
St. Francis High School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 696	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 696	<input type="button" value="Choose File"/> <a href="#">No file chosen</a> <a href="#">St. Francis High School.pdf</a>

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, 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 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. 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.

Response from the approved prior year Consolidated District Plan.

No Title I funds are used for the CUSD 200 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 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. 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 were implemented last school year called Bookworms. In addition to Bookworms, 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 Illustrative Mathematics as the core instructional materials, 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. ML/Bilingual Education - Students participate in ML/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 ML/Bilingual Certified Teacher (with supplemental push-in/pull-out support for targeted student needs), co-teaching (ML/Bilingual certified dependent on TBE/TPI needs). 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 ML 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, ML/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 on 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 (ML/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).

Response from the prior year Consolidated District Plan.

Students in grades K-12 participate in daily PE, and in K-5 students also have an additional 30 minute recess daily; students in grades 1-5 have 45 minutes of art and 30 minutes of music weekly and middle and high school students have a robust selection of STEM, music, art classes to choose from as electives. The district offers gifted education opportunities for students in grades 3-8 in reading and math. Band, orchestra and chorus are available to all students beginning in grade 5 and this elective continues through high school. In middle and high school, students have the option of learning a foreign language, and career pathways begin at the middle school level and continue through high school. Each elementary and middle school has a minimum of 5 stipended teachers who lead a variety of after school clubs based on student interests, which may include topics and interests such as chess club, battle of the books, environmental clubs, and safety patrol. The high schools offer several activities and clubs including marching and symphonic bands, key club, speech team, plays, musicals, yearbook, student council, and scholastic bowl just to name a few examples, in addition to numerous IHSA sports. 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 were implemented this school year called Bookworms. In addition to Bookworms, 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). Title III funds are used to provide ML students with extended day learning opportunities, students participate in after school programs that support academic content and language development. The funds are also used to purchase supplemental instructional materials that support language development and content learning, resources include native language materials, online student resources, and web based programs that enhance content and language learning (Imagine Language & Literacy, Raz Kids ELL). Teachers also participate in various professional development opportunities funded through Title III related to support math instruction for MLs, scaffolding instruction, strategies and interventions for newcomer and SLIFE students, translanguaging, and Spanish Language Arts standards. Title III funds are also used to support ML parent engagement, specifically focusing on educating parents on relevant topics related to parenting strategies, college and career, and social emotional learning.

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

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

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

([count] of 7500 maximum characters used)

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-8 students 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 Psychologist, Social Workers, Counselors) in order to identify students for interventions or enrichment supports. WIDA ACCESS scores and formative data related to language proficiency are considered for all ML 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 ML students are considered equitably across all tiers within the MTSS system, including a solution-seeking guide that helps teams navigate the MTSS process for MLs, as well as guides parent/family engagement in the MTSS process for ML students. In addition to the MTSS process, our district Director of School Improvement also develops and will continue to generate data reports specific to MLs (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 ML Director will continue to meet with building administrators and ML teaching staff to identify areas for growth/celebration/curriculum changes across buildings. ML 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 ML students at risk. --- 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 curriculum aligned to grade level standards are used, and teachers implement evidence-based instructional practices. Professional development centers on universal design for learning, high leverage practices for instruction, and special education best practices. Additionally, our Special Education teams work collaboratively with both the directors for instruction and multilingual specialist 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.

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 students 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 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 guides 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 generate 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 building administrators and EL teaching staff 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 EL students at risk. \*\*\*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 curriculum aligned to grade level standards are used, and teachers implement evidence-based instructional practices. Professional development centers on differentiated instruction, coteaching, instructional best practices, and special education best practices. Additionally, our Special Education teams work collaboratively with both the directors for instruction and multilingual specialist 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.

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

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

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

[[count] of 7500 maximum characters used]

Reading- There is at least one reading specialist at every school. The reading specialists 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 and high school students are enrolled in Academic Reading. 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 math skills. This year, a representative group of teachers from each elementary and middle school received training on the Universal Design elements 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, before and after school, programming is used for targeted groups of ML students that also exhibit factors indicating they could be at risk. In our two elementary schools with the highest percentages of MLs, we have reading teachers endorsed in ESL. At-risk students at the middle school and high school are enrolled in Academic Reading. 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. All ML students have access to the interventions they may need to meet grade-level standards, student data using multiple measures are analyzed when making intervention decisions, and student interventions are aligned to their ELD level to ensure comprehensible input.

Response from the prior year Consolidated District Plan.

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 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. To support individual students needing additional help to meet challenging State academic and language standards, our district provides a range of supplemental educational assistance for multilingual learners using Title III funds. We offer after-school tutoring programs that provide focused academic and language support. These sessions are designed to reinforce classroom learning and help students grasp challenging content areas. ML teachers receive ongoing professional development that includes training in effective strategies for teaching MLs and immigrant students. This includes workshops on differentiated instruction, culturally responsive teaching, and best practices for language development. We conduct workshops for parents to help them support their children's academic progress and understand the educational system. These workshops provide strategies for assisting with homework, understanding curriculum standards, and engaging in their child's learning process. To facilitate access to academic content, we provide instructional materials in students' native languages. This includes translated textbooks, bilingual dictionaries, and digital resources that support comprehension and learning in both English and the students' first languages. We implement a specialized newcomer curriculum (Vista Higher Learning Get Ready & Sail) tailored to the unique needs of students new to the country. This curriculum focuses on foundational language skills, cultural orientation, and academic content to help students integrate effectively into our schools. These resources and strategies are funded using Title III funds and are regularly monitored and evaluated for effectiveness.

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

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

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

[[count] of 7500 maximum characters used]

We utilize coaching as a way to improve core delivery. CUSD 200 has been able to expand the number of coaches through the usage of Title II and district 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. The district will provide reading interventions grounded in the science of reading and aligned to research from What Work Clearinghouse and the Illinois Literacy Plan. Additional professional learning was provided by Dr. Jaime True Daley from the University of Delaware to support enhanced core (Tier I) teaching and Tiers II and III intervention. 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. Instructional coaching, "lunch and learns", and peer observations are employed to improve instructional skills of teachers. Schools have a Building Leadership Team that identifies areas of focus and uses the School Improvement process. All elementary and middle schools have Math Coaches that are funded through a combination of Title II 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.

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 instructional tech coaches. CUSD 200 has been able to expand the number of coaches through the usage of Title II and district 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 Foundations, 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. 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 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. Title III funds are used to fund instructional activities that include after-school enrichment programs, peer tutoring, and language labs that provide additional practice and support outside regular classroom hours. We also integrate technology, such as online resources (Reading A-Z, Imagine Language & Literacy, Imagine Espanol), to reinforce learning in an engaging manner. Professional development for teachers from Title III funding focuses on cultural competency, effective ML teaching practices, and strategies for supporting immigrant students' academic and social integration.

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

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

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([count] of 7500 maximum characters used)

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. FastBridge is used three times a year for universal screening which allows staff to analyze students growth and proficiency. Additionally we utilize 5Labs Students Analytics system which allows D200 to store all Vision 2026 data in one location and staff can analyze results by subgroups.

Response from the prior year Consolidated District Plan.

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.

**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. 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]**

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)

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

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 the 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. The Accelerated Placement law guided the recommendations for courses. In addition, all 8th grade students are 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. Students will also be encouraged to use SchoolLinks to map out their entire four year high school course sequence. In addition, our Career Pathways 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 inclusion of underrepresented students in the AP Program through AP Inspiring Excellence (APIE) and Accelerated Placement. Our district dashboard shows that 81% of the class of 2024 took at least 1 advanced course and earned a C. Additionally, our Vision 2026 dashboard is aligned to ELA and Math Proficiency for ISBE's definition of College and Career Readiness. Our data continues to increase in this area. Additionally, CUSD 200 has made a commitment to increase the number of Dual Credit Courses. In 2019, there were three Dual Credit Courses. Now in 2024-25, we have up to 17 Dual Credit Courses. CUSD 200 also continues to expand the number of Career Pathway Endorsement that are approved by ISBE. In 2023, 19 students earned a CCPE and in 2024, 30 students earned at CCPE. Additionally, D200 is part of DAOES which includes 14 DuPage School District. DAOES is responsible for planning Career Awareness Activities and manage the Technical High School. CUSD 200's enrollment to TCD in 2025-26 is at 236 students. Additionally, CUSD 200 offers Transitional Math and Transitional English to assist students in entering credit bearing coursework. 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 Multilingual 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.

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. Starting this year, the Accelerated Placement law guided the recommendations for courses. In addition, all 8th grade students are 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 inclusion of underrepresented students in the AP Program through AP Inspiring Excellence (APIE). The 2023 Illinois Report card data shows that one priority subgroup, Hispanic, showed an increase of nearly 2% increase students enrolled in AP courses. In the last year the APIE work has expanded to include identifying students for a 4th year of math. Each year this number continues to increase. Additionally, CUSD 200 has made a commitment to increase the number of Dual Credit Courses. In 2019, there were three Dual Credit Courses. Now in 2023-24, we have up to 15 Dual Credit Courses. CUSD 200 also continues to expand the number of Career Pathway Endorsement that are approved by ISBE. This year was the first year D200 students earned a Career Pathway endorsement from ISBE for Human Services. Next year, we plan to submit for approval of the Communications, Health Science, Hospitality and Tourism and Business Pathways. Additionally, D200 is part of DAOES which includes 14 DuPage School District. DAOES is responsible for planning Career Awareness Activities and manage the Technical High School. CUSD 200's enrollment to TCD in 2023-24 was 169 students and the projected enrollment for 2024-25 is 218 students. Additionally, CUSD 200 offers Transitional Math and will be offering Transitional English for the first time next school year to assist students in entering credit bearing coursework. 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.

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

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

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

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

([count] of 7500 maximum characters used)

District 200 is committed to Career Pathways work. In D200 our work with Career Pathways begins in middle school where students can take aligned electives to high school pathways to develop interests and talents. Curriculum work is taking place to bring more career exploration experiences to electives. At the high school level, our vision is that a fully developed pathway includes 60 hours of work based learning. Currently, our education pathway, nursing pathways, and business pathway have 60 hours of work-based learning. Work is underway to expand these experiences. 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. In addition, students with disabilities will have access to SchoolLinks, our career exploration tool, and will utilize this tool, along with our career pathways website, to select career-related elective courses as applicable. Additionally, D200 is part of DAOES which includes 14 DuPage School District. DAOES is responsible for planning Career Awareness Activities and manage the Technical High School. CUSD 200's enrollment to TCD in 2023-24 was 169 students and the projected enrollment for 2024-25 is 218 students. Within the TCD program, students can earn Dual Credit through COD and have work based learning experiences.

Response from the approved prior year Consolidated District Plan.

District 200 is committed to Career Pathways work. In D200 our work with Career Pathways begins in middle school where students can take aligned electives to high school pathways to develop interests and talents. Curriculum work is taking place to bring more career exploration experiences to electives. At the high school level, our vision is that a fully developed pathway includes 60 hours of work based learning. Currently, our education pathway and business pathway have 60 hours of work-based learning. Work is underway to expand these experiences. 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. In addition, students with

disabilities will have access to SchoolLinks, our career exploration tool, and will utilize this tool, along with our career pathways website, to select career-related elective courses as applicable. Additionally, D200 is part of DAOES which includes 14 DuPage School District. DAOES is responsible for planning Career Awareness Activities and manage the Technical High School. CUSD 200's enrollment to TCD in 2023-24 was 169 students and the projected enrollment for 2024-25 is 218 students. Within the TCD program, students can earn Dual Credit through COD and have work based learning experiences.

**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.

To develop a comprehensive professional learning program and support for staff that will increase student achievement in reading and math. Some funds from Title II and IV will be transferred to Title I and the remaining funds will be used as outlined below.

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

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

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

**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 Illinois Literacy Plan and Bookworms instructional materials. The focus will be on using the enhanced core materials in Tier I and improving reading interventions. Reading teachers 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. Private schools are not participating in Title I funds.

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 on-going professional development regarding improving instructional practices related to best practices in mathematical teaching. This past year, instructional coaches provided professional learning to all K-5 staff on the math language routines (MLRs) and staff from each elementary school participated in professional learning about Universal Design features; next year the coaches will build more learning on these topics through coaching and collaborative planning days. Next year, professional learning is planned around improving the math fluency block. Instructional coaches will continue to provide support to classroom teachers as they continue implementation of Illustrative Math. Title II funds will be used to provide professional development related to math and also in ELA with the Bookworms materials that are aligned to the Illinois Literacy Plan. The focus will be on providing professional learning in the ELA block. Private schools have planned to provide professional learning focused in the areas of reading, math, science and social studies.

G. Title III - LIEP

The Multilingual department will utilize Title III funds to continue building capacity/staff skill sets to support growth in co-teaching, research-based reading instruction for multilingual learners, Spanish Language Arts, and mathematics language routines (MLRs). We will also build staff capacity in culturally and linguistically responsive practices and strategies to promote family engagement. EL/Bilingual and general education staff, including administrators who work with Multilingual Learners, will be included in professional development opportunities. Feedback from BPAC is used to inform professional development activities, in addition to student assessment data (FastBridge, IAR, ACT, ACCESS) data and alignment to Vision 2026 goals. CUSD200 will continuously monitor student benchmark data throughout the school year and support PLCs using data to differentiate instruction and assessments for ML students. Spanish bilingual teachers will be asked to attend district-sponsored learning opportunities focusing on Spanish Language Arts and participate in additional offerings through ISBE/IRC that are aligned with the needs of Spanish bilingual learners. CUSD200 will also 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

Title IV funds will be used to fund registration for K-12 teachers and specialists to attend a session of their choice on the Countywide Institute Day. This allows teachers and specialists to obtain training specific to the subject area they teach, thus increasing their content knowledge, specifically in identified areas of need including social emotional learning, technology, and professional learning focused on the whole child. Title IV funds will also be used to bring in a professional speaker to provide professional learning to K-8 staff on topics related to instruction and accelerated learning opportunities in Math and English Language Arts. Private schools have planned professional development in the areas of the effective use of technology, social emotional learning, and student wellness with a focus on improving student physical and mental health.

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

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

The Special Education Department will be utilizing IDEA professional development funds to continue to build capacity/staff skill sets to support the growth of Special Education learners in the areas of Universal Design for learning, High Leverage Practices, Special Education best practices, IEP compliance, and Facilitated IEP training. 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 to support the growth of Special Education learners in the areas of LRE, preschool instructional best practices, 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.

**Legislative Requirement:**

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

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

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

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

**ISBE Goals:**

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

**District Goal(s):**

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

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.

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

([count] of 7500 maximum characters used)

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 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 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 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 have started to use three years ago 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. During the 2023-2024 school year, CUSD 200 has added a new component to reviewing student and school discipline. We have added the Assistant Superintendent for Administrative Services along with the Assistant Superintendent for Student Services along with the Department Chairs of Social Work and Psychologists to review individual schools discipline data. The goal of the CUSD 200 Discipline Committee is to look at the individual schools students who accumulate a large number of referrals and share strategies that other schools are using to extinguish the desired (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 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 (disproportionate number of suspensions) of our non white students at CUSD 200. We have implemented the PREPARE safety model this year which is a comprehensive safety model that encompasses proactive and responsive safety practices that includes: school mental health procedures, social-emotionals supports, school security policies, multihazard vulnerability assessments, employment screening procedures, school disciplinary measures, crisis plans, reunification and response protocols, and psychological triage and interventions. 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.

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 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 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 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 have started to use three years ago 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. During the 2023-2024 school year, CUSD 200 has added a new component to reviewing student and school discipline. We have added the Assistant Superintendent for Administrative Services along with the Assistant Superintendent for Student Services along with the Department Chairs of Social Work and Psychologists to review individual schools discipline data. The goal of the CUSD 200 Discipline Committee is to look at the individual schools students who accumulate a large number of referrals and share strategies that other schools are using to extinguish the desired (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 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 (disproportionate number of suspensions) of our non white students at CUSD 200. We have implemented the PREPARE safety model this year which is a comprehensive safety model that encompasses proactive and responsive safety practices that includes: school mental health procedures, social-emotionals supports, school security policies, multihazard vulnerability assessments, employment screening procedures, school disciplinary measures, crisis plans, reunification and response protocols, and psychological triage and interventions. 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.

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Response from the prior year Consolidated District Plan.

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**Title I Requirement:**

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

**Legislative Requirements:**

- [1] Title I, Part A, Section 1112(b)(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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/11/2025
2002 - HAWTHORNE ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3/14/2018
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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
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"/>	3/14/2018
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:

There are no anticipated reorganizations but the district recognizes that the plans from 2017 and 2018 should be reviewed this school year.

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

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

**ISBE Goals:**

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

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

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

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

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

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

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*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 and create a collaborative School Improvement Plan (SIP). These SIP plans contain goals for reading math, reading, and social/emotional learning. Assistant Superintendents and Directors meet with principals to share areas of focus and discuss student achievement tied to goals. Elementary principals meet 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 and create a collaborative School Improvement Plan (SIP). These SIP plans contain goals for reading math, reading, and social/emotional learning. Assistant Superintendents and Directors meet with principals to share areas of focus and discuss student achievement tied to goals. Elementary principals meet 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, and/or
- Direct Certification.

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

[Section 1114 and 1115](#)

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([count] of 7500 maximum characters used)

All of our Title I schools 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. 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 Title I schools 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. 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.

**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))**

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

([count] of 7500 maximum characters used)

No schools are operating a targeted assistance program.

Response from the approved prior year Consolidated District Plan.



No schools are operating a targeted assistance program.

**Title I Requirement:**

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

\*Required field

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

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

**ISBE Goals:**

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

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

- 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.**

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([count] of 7500 maximum characters used)

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 instructional materials in core academic areas that ensure high-quality instruction for all learner, 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, 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 there is an achievement gap between students with disabilities and general education peers.

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, 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, 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 there is an achievement gap between students with disabilities and general education peers.

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

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([count] of 7500 maximum characters used)

CUSD200 is going to allocate resources to provide professional learning on UDL, high leverage practices, facilitated IEP training, and best practices in special education. We also will be providing resources in alignment with our core curriculum to supplement areas of deficit and increase generalization for students. 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 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 literacy and math instruction. In addition to these collective efforts, we will finish out utilizing the allocated CCEIS funds arising from previous significant disproportionality of african american students with IEPs receiving a discipline removal. Our efforts toward this process resulted in our district no longer having significant disproportionality for this year because the risk ratio in the relevant category of analysis fell below the state threshold of 4. We no longer are obligated to set aside 15% of CCEIS funds, but as mentioned above will fully spend all CCEIS funds that had been set aside in FY25 or before.

Response from the approved prior year Consolidated District Plan.

CUSD 200 continues to meet 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. In addition to these collective efforts, CCEIS funds will be allocated to address needs arising from the significant disproportionality of african american students with IEPs receiving a discipline removal. Efforts will focus on conducting a root cause analysis by a diverse stakeholder group in order to allocate funds to address the factors that contributed to significant disproportionality. The stakeholder group continues to review and analyze the data. However, at this time, funds look like they will be allocated toward salaries and benefits to support direct student services, interventions, professional development, and instructional coaching.

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

<https://www.isbe.net/Pages/SPPAPR-Indicators.aspx>

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

([count] of 7500 maximum characters used)

Per the Illinois Special Education Accountability and Support System LEA Determination Matrix received in September of 2024, our LEA Determination level was Meets Requirements, and our Tiered Level of Support is 1. CUSD 200 received the highest score (3) in 11 out of 12 indicators. Scoring a 2 on Indicator 12. 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 continue to be proud of maintaining the highest score 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 departments 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

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## Overview

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**\*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/school_vehicle_guidance.pdf)

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

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

Transportation Programs:

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

### **REQUIREMENTS**

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

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**Contact Information**

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**\*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*
Silagi	Christopher	Assistant Superintendent for Student Services	christopher.silagi@cusd200.org

Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required\*

Last Name*	First Name*	Position/Title*	Email*
Maher	Lisa	Director of Business Services	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 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.

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 here See Section 504 here

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

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

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.

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 teaching 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 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.

**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.

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

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

We train all necessary stakeholders including front office staff, student service staff and administration on ESSA requirements related to Youth in Care.

\*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, 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.

**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  
All of the options will be considered when developing a transportation plan for students as we work collaboratively with all the stakeholders.
- 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 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.

**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 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.

\*Required field

## BSP Overview

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<b>Program Name:</b>	EL - Bilingual Service Plan
<b>Purpose:</b>	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.
<b>Rules:</b>	<a href="#">23 Ill. Admin. Code, Part 228.50</a>
<b>Contact:</b>	Multilingual Department at 312-814-3850 <a href="mailto:multilingual@isbe.net">multilingual@isbe.net</a>

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**BSP Contact Information**

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1616 English Learners (ELs) are in the district

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

Last Name\*

Pueyo

Phone\*

630 682 2006

First Name\*

Limaris

Middle Initial

Email\*

limaris.pueyo@cusd200.org

**EL Program Director Requirements:**

Administrative Endorsement



ESL/Bilingual Endorsement



[Administrator Requirements](#)

If the above requirements are not checked, provide an action plan describing how the district will meet the administrative requirements. \_\_\_\_\_

\*Required field

1616 English Learners (ELs) are in the district

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

Key: Types of Instructional Design

- 1. Dual Language - Two Way (Self-contained)
- 2. Dual Language - One Way (Self-contained)
- 3. Transitional Bilingual Program (Self-contained)
- 4. Transitional Bilingual Program (Collaboration)
- 5. Transitional Program in English (Self-contained)
- 6. Transitional Program in English (Collaboration)

	Attendance Center Name	Grade Span	Program Type (check all that apply)			Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement working within EL programming. Enter whole numbers only and zero if no teachers in a category.				Language Codes of Certified Bilingual Staff serving ELs  <a href="#">Language Codes Alphabetical</a>
			TBE	TPI	Parent Refusal	1	2	3	4	5	6	ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement	ELS-TBE or ELS-VIT Endorsement	
1.	Jefferson	SC	<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"/>	13	0	2	0	001
2.	Bower	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2	0	2	0	001
3.	Emerson	K-5	<input type="checkbox"/>	<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"/>	3	0	0	0	
4.	Hawthorne	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2	0	1	0	001
5.	Johnson	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5	0	2	0	001
6.	Lincoln	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	4	0	1	0	001
7.	Longfellow	K-5	<input type="checkbox"/>	<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"/>	2	0	0	0	
8.	Lowell	K-5	<input type="checkbox"/>	<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"/>	2	0	0	0	
9.	Madison	K-5	<input type="checkbox"/>	<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"/>	2	0	0	0	
10.	Pleasant Hill	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	4	0	2	0	001
11.	Sandburg	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2	0	2	0	001
12.	Washington	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	3	0	001
13.	Wiesbrook	K-5	<input type="checkbox"/>	<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"/>	1	0	0	0	
14.	Whittier	K-5	<input type="checkbox"/>	<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"/>	2	0	0	0	
15.	Edison	6-8	<input type="checkbox"/>	<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"/>	2	0	0	0	
16.	Franklin	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6	0	1	0	001
17.	Hubble	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2	0	2	0	001
18.	Monroe	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	2	0	001
19.	Wheaton North HS	9-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6	0	1	0	001
20.	Wheaton Warrenville South HS	9-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	4	0	2	0	001
21.	CORE Academy	K-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
22.	Giant Steps	K-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
23.	Highroad	K-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
24.	Marklun	K-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
25.	Krejci Academy	K-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	

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

([count] of 2500 maximum characters used)

For EL students outplaced in special education co-ops and non-public education program attendance centers, EL services will be provided by CUSD200 certified ESL/bilingual staff at the outpaced locations. Outplaced EL students at attendance centers without ESL/bilingual staff will receive EL services to support their learning needs, and CUSD200-certified ESL/bilingual staff will coordinate services with staff at attendance centers to ensure services are delivered to support students' English language acquisition in all domains of language.

\*If district has more than 25 attendance centers, please email the completed spreadsheet of additional attendance centers to Multilingual/Language Development Department at [multilingual@isbe.net](mailto:multilingual@isbe.net) or (312) 814-3850.

1616 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 staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff. Select the professional development that will be offered in your district for the upcoming fiscal year from the list below.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	<input type="text" value="09/01/2025"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="300"/>
<input checked="" type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL	<input type="text" value="08/01/2025"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="180"/>
<input checked="" type="checkbox"/> Language Assessment	<input type="text" value="11/01/2025"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="100"/>
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Issues Related to EL Students with Disabilities	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Program Standards	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input checked="" type="checkbox"/> District Identification Assessment	<input type="text" value="08/01/2025"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text" value="90"/>
<input type="checkbox"/> Program Design	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	<input type="text" value="09/01/2025"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="250"/>
<input checked="" type="checkbox"/> Spanish Language Arts	<input type="text" value="01/01/2026"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="100"/>
<input type="checkbox"/> Others (Specify):	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

**Comments:**

Professional development is provided to staff to support instruction, differentiation, and teaching strategies that help teachers incorporate culturally and linguistically responsive instructional practices.

\*Required field

**BSP TBE Requirements**

Instructions

1616 English Learners (ELs) are in the district

**PROGRAM ENROLLMENT**

Does your district offer a TBE program? Yes  No

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3). Yes  No

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

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

Does your district have a full-time TBE Spanish program? Yes  No

Does your district use [Spanish Language Arts Standards?](#) Yes  No

Describe the instructional method(s) with respect to the Illinois [Spanish Language Arts Standards](#).

Spanish Language Arts standards are used to support literacy instruction in the native language. Students receive support in co-taught and small group instruction. Spanish Language Arts instruction is delivered by a Spanish bilingual certified teacher. Bilingual services are provided using co-teaching and pull-out methods of instruction. Bilingual staff provide students with learning opportunities that are aligned to the core content for the grade level in Spanish. For example, the district has purchased Spanish versions of core ELA texts for elementary students to further develop their Spanish language literacy skills. Additional strategies are also used to support the transfer of knowledge from Spanish to English, incorporating the Spanish language into the core content taught in English. Johnson and Pleasant Hill elementary schools provide Spanish language instruction to all students in grades 1-5, teaching students early foundations of the Spanish language through the FLES (Foreign Language Elementary School) model. These services are delivered to all students, Spanish and non-Spanish speaking, by a Spanish bilingual certified teacher. The students receive a hour of Spanish instruction weekly at Johnson and Pleasant Hill schools.

Describe evaluation method(s) used to measure students Spanish progress with respect to the Illinois [Spanish Language Arts Standards](#).

The bilingual teacher uses data from assessments, observations, and assignments to monitor progress in Spanish Language Arts and English language development. The district utilizes FastBridge benchmark assessments to monitor student performance and measure growth. The FastBridge reading and math assessments are also available in Spanish and can be used to monitor growth in Spanish. The district uses teacher-created assessments to measure students' progress towards meeting the Spanish Language Arts Standards. In addition, students take the FastBridge a-Reading (grades 1-8) and Early Reading (grades K-1) assessments three times a year, and school teams review and analyze this data to support literacy growth.

**Comments:**

\*Required field

**TBE Parent Advisory Committee**

Instructions

1616 English Learners (ELs) are in the district

**Does your district offer a TBE program?**

Yes   
No

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

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

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

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

Committee Chairperson	Lucy Arenas	Role	Parent	Language(s)	Spanish	Telephone	331 321 6314
Street	995 S Lorraine Road APT 2B	City	Wheaton	State	IL	Zip+4	60189 0000
Committee Member	Antonio Martinez	Role	Parent	Language(s)	Spanish	Telephone	830 294 2508
Street	30309 Village Green Blvd	City	Warrenville	State	IL	Zip+4	60555 0000

Committee Member Street	Araceli Cielo 29W551 Country Ridge Drive, Apt. B	Role City	Parent Warrenville	Language(s) State	Spanish IL	Telephone Zip+4	630 340 9203 60555 0000
Committee Member Street	Libni Ospina 635 Burns Street, Apt.102	Role City	Parent Carol Stream	Language(s) State	Spanish IL	Telephone Zip+4	708 677 3771 60188 0000
Committee Member Street	Jennifer Weber 191 S. Gary Avenue	Role City	CM Carol Stream	Language(s) State	English IL	Telephone Zip+4	630 988 7109 60188 0000
Committee Member Street	Marry Villadodid 1N220 Pleasant Hill Road	Role City	Teacher Winfield	Language(s) State	Spanish IL	Telephone Zip+4	630 682 2100 60190 0000
Committee Member Street	Julie Michalak 1855 Manchester Rd	Role City	Teacher Wheaton	Language(s) State	Spanish IL	Telephone Zip+4	630 682 2285 60187 0000
Committee Member Street	Rose Rafael Longa 25700 Continental Dr	Role City	Parent Liaison Warrenville	Language(s) State	Spanish IL	Telephone Zip+4	630 393 1787 60555 0000
Committee Member Street	Pabel Parra Alvarado 30W024 Oakwood Court	Role City	Parent Warrenville	Language(s) State	Spanish IL	Telephone Zip+4	331 454 1518 60555 0000
Committee Member Street	Leonilda Giles 555 Gundersen Drive APT 207	Role City	Parent Carol Stream	Language(s) State	Spanish IL	Telephone Zip+4	630 903 7178 60188 0000

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

Name of Committee Chairperson:  
Lucy Arenas  
Date: 04/10/2025

The district certifies that the Bilingual Parent Advisory Committee will have an opportunity to review the EL-EBF Spending Plan as required by 23 Ill. Admin. Code Part 228.30, Section C, (4) A, by or before Oct. 31.

Name of Committee Chairperson:  
Lucy Arenas  
Date: 04/10/2025

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

Meeting	Projected Dates (7/1/2025 - 6/30/2026)	Activity
1.	09/17/2025	Bilingual Advisory Committee Training (required activity).
2.	11/05/2025	Approve and finalize BPAC bylaws
3.	01/14/2026	Provide overview of ML funding/expenditures (Title III LIEP/Title III ISEP/EL EBF) to BPAC members
4.	04/08/2026	Review Consolidated District Plan, EL-Bilingual Service Plan, and EL-Evidence-Based Funding Spending Plan, and document in BPAC meeting minute

**Comments:**

BPAC will engage in the following activities during the meetings held throughout the SY: 1. Approve and finalize BPAC bylaws2. Election of BPAC officers3. Provide overview of ML funding/expenditures (Title III LIEP/Title III ISEP/EL EBF) to BPAC members4. Review Consolidated District Plan, EL-Bilingual Service Plan, and EL-Evidence-Based Funding Spending Plan, and document in BPAC meeting minutes5. Identify and plan required parent workshops/trainings for SY26 in consultation with BPAC



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**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.

v.01.31.2024

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**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?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl)

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

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=35598&ChapterID=7>

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

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

#### **NO BINDING OBLIGATION**

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

#### **PROJECT**

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

#### **FUNDING**

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

#### **INVOLUNTARY TERMINATION**

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

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

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

**JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT**

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

**DRUG-FREE WORKPLACE CERTIFICATION**

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

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

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

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

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

Instructions

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

**Before completing this certification, read instructions below.**

**CERTIFICATION**

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

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

**Instructions for Certification**

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

v.01.10.2025

**Certification Regarding Lobbying**

Instructions

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

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

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

v.04.23.2021

**GEPA 442 Assurances**

Instructions

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

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

**DEFINITIONS**

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

**PROJECT**

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

applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.

5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 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.01.31.2024

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**Assurances**

Instructions

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

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

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

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

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

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

v.09.08.2021

[Not calling IWAS Web Service](#)

Signature of School District Superintendent / Agency Administrator

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

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

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

Application was created on:

3/12/2025

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
<b>Consolidated District Plan</b>						
<a href="#">Consolidated District Plan</a>						
Contact Information					OPEN	<input type="checkbox"/>
Needs Assessment and Programs					OPEN	<input type="checkbox"/>
<a href="#">Plan Specifics</a>						
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"/>
<a href="#">Title I Specific Pages</a>						
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"/>
<a href="#">Youth in Care Stability Plan</a>						
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"/>
<a href="#">Bilingual Service Plan</a>						
<a href="#">BSP Plan Specifics</a>						
BSP Program Contact		OPEN				<input type="checkbox"/>
Attendance Center Enrollment Information		OPEN				<input type="checkbox"/>
BSP Professional Development		OPEN				<input type="checkbox"/>
BSP TBE Requirements		OPEN				<input type="checkbox"/>
BSP Parent Advisory Committee		OPEN				<input type="checkbox"/>
<a href="#">Assurance Pages</a>						
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



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Selectable Application Print

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**Request Print Job**

[Consolidated District Plan](#)

**Requested Print Jobs**

[Requested by mamurphy on 6/3/2025](#)

**Completed Print Jobs**

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