

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

Last Name\*

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First Name\*

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

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

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

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

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

([count] of 2500 maximum characters used)

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

**3. General Completion Instructions**

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

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

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

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

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

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

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

\*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

### **Plan Changes**

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

([count] of 5000 maximum characters used)

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\*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 2022-2023.\* [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
- ESSER II (Elementary and Secondary School Emergency Relief II)
- ARP-ESSER III (Elementary and Secondary School Emergency Relief III)

**2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.\* [2]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*  
 ([count] of 7500 maximum characters used)

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

Response from the approved prior year Consolidated District Plan.

The majority of Title I funds continue to be used to fund the salaries and benefits of highly qualified Reading Teachers and Math Interventionists. In reading, District funds are used to equitably provide Reading Specialists and Reading Teachers to all 13 elementary schools according to a District-developed formula that takes into account the number and language levels of EL students, number of low income students, and the mobility rate at each elementary school. Title I funds are used for additional Reading Teachers at Title I schools according to the Title I allocations. In math, District funds, ESSER funds, and Title II funds will be used to provide Instructional Coaches to each of the 13 elementary schools. Title I funds are used for the salaries and benefits for an additional .5 Math Interventionist at Title I schools to work with at-risk students. Title III funding is used to provide instructional supplemental services to students, parent engagement opportunities, and professional growth for teachers that support multilingual students.

**3. Will the LEA braid funding?**

Put N/A in the text area if no. List what programs will be supported if the answer is yes.

Yes  Replacement of end-of-life network equipment to increase speed and reliability when connecting to the internet will use both ARP ESSER funds and E-rate funds.

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

Indicate all that apply.

- No Hybrid Funding
- Title II to Title I
- Title IV to Title I
- Title II to Title IV
- Title IV to Title II

**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 balance assessment system to measure progress for academics and social emotional needs of students; developing implementation resources aligned with our Portrait of a

Graduate; expanding programming to prepare students for a full range of post-secondary opportunities; developing a comprehensive professional learning program and support system for staff that includes reviewing the coaching program and developing a program to support new teachers; supporting the social and emotional needs of students.

**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.

-Student outcome data including targeted planning and feedback meetings with School Improvement Teams/Instructional Leadership Teams were utilized to examine needs across the board.-ACCESS growth reports-EL/Bilingual fall monitoring forms-Feedback from parent stakeholders though BPAC meetings and parent meetings held in the fall and winter-Collaboration with the joint committee for Professional Growth- The Special Education department also built upon these efforts by reviewing meetings with families and stakeholders for input, as well as reviewing information from past needs assessments. - Our Director of School Achievement, Early Learning Special Education Director, and our EL Director participate in our local Early Childhood Collaborative to understand the needs of community-based, as well as Metropolitan partner early learning programs, as well as community feedback regarding local early learning efforts.

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

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

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

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

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

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

With the adoption of FastBridge and new elementary math materials, there will be a need to provide appropriate professional development for teachers. Instructional Support Coaches, funded in part with Title II funds, will provide needed support in math. Data analysis indicates the continued existence of achievement gaps in math for low income and English Learners (EL) students. The Instructional Support Coaches will lead grade level sessions to unpack the resources of the new math materials. Additional teacher and principal professional development opportunities will be designed as needed throughout the year using resources in EAB, funded by Title II.

**G. Title III - LIEP**

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

**H. Title III - ISEP**

The needs assessment indicated that we need Tier 1 curriculum development and planning to specifically address the needs of newcomers across the curriculum. A committee was formed this year that evaluated our Newcomer curriculum and is working to identify curricular resources to support Newcomers and creating a scope and sequence for language development.

**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. For many secondary teachers, this means participating in content training. One way this is accomplished is participation in the annual County Wide Institute Day. Teachers will select appropriate sessions according to the classes that they teach. Feedback from these sessions indicates a high degree of agreement that the result is improved content knowledge. Another area of continued professional development is Advanced Placement (AP) training. AP teachers need to stay current on the latest expectations for these college-level classes that are taught at the high school. Also, Social Emotional Learning (SEL) continues to be an area that continues to be developed at all levels.

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

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

The needs assessment highlighted a need to continue to build upon and promote continuity in access to evidence-based instructional methods and resources. This includes continued efforts to enhance differentiation, collaborative-practices, accommodations, modifications, and services within all tier levels, as well as ensuring this range of services is available to support learning acceleration efforts as students continue to navigate the effects of the pandemic. The needs assessment also highlighted a need for additional professional development in regards to best practices in special education via job-embedded professional development and coaching, including co-teaching, best practices assessments practices, evidence-based reading and math instruction/interventions, facilitated IEP practices, behavioral supports, as well as a range of other evidence-based practices to support students with disabilities. Access to and utilization of diagnostic assessments in the areas of reading and math, and well as the development of coordinated systems to provide access to evidenced-based instruction in the area of targeted skills deficits for reading and math was identified as an area of need.

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

The needs assessment highlighted a need to continue to build upon and promote continuity in access to evidenced-based instructional methods and resources, as well as to continue to promote Least Restrictive Environment (LRE) efforts, as well as ensuring these efforts are supported as students continue to navigate the effects of the pandemic and are in need of learning acceleration. These needs will also include continued efforts to enhance differentiation, collaborative-practices, accommodations, modifications, and services within all Tier levels and service delivery models (ex. Blended, instructional, virtual, etc...). To successfully address these needs, best practice professional development that includes job-embedded Professional Development (PD) and coaching will be needed.

**M. Elementary and Secondary School Emergency Relief Grant II**

The needs assessment indicates the need to maintain robust technology systems. The need to improve the speed and reliability of connecting to the Internet has been identified as a target next year as much of our current access points are outdated and network switches need to be replaced. ESSER II funds will be used for these purposes. Also, we continue to lessen the learning gaps that resulted from the COVID-19 crisis by providing Intensive Tutoring to students needing additional support.

**N. ARP-LEA Elementary and Secondary Emergency Relief Grant III**

The needs assessment results support the continuation of ARP-ESSER funds for Elementary and Middle School Math Coach/Interventionists, High School Academic Intervention Coordinators, Innovative Tech and Learning Coordinator and Middle School Emotional Wellness/Behavior Interventionists. To provide more needed high school math support, a number of high school math teachers will teach an overload next year to support students who need an extra period of math in order to lessen the learning gaps. We will continue to fund stipends for extracurricular activities, provide additional after school transportation, and supply Student Supervisors to oversee these activities as part of our plan to re-engage students in school. As stated in ESSER II, the needs assessment indicates the need to improve the speed and reliability of connecting to the Internet. ARP-ESSER funds will be used to replace access points and network switches in the buildings not funded by ESSER II. Continuing to address needed improvements for ventilation and systems controls, ARP-ESSER funds will be used for mechanical work at two schools to achieve these improvements. The needs assessment supports the need to adopt and support the implementation of resources in K-8 core academic areas. ARP-ESSER funds will be used to pilot elementary ELA resources leading to the adoption of new ELA instructional materials.

**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.

Continuously engage our community to determine its priorities, foster partnerships, and promote learning.

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

**Check all that apply.**

- A.  Teachers (1,7,8,9,10)
- B.  Principals (1,7,8,9,10)
- C.  Other school leaders (1,8,9,10)
- D.  Paraprofessionals (1)
- E.  Specialized instructional support personnel (1,2,3,4,8,9,10)
- 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 (1,2,3,4,7,8,9,10)
- H.  Parent liaisons
- I.  Title I director (1)
- J.  Title II director (1)
- K.  Bilingual director (1,7)
- L.  Title IV director (1)
- M.  Special Education director
- N.  Guidance staff
- O.  Local government representatives (8)
- P.  Community members and community based organizations (7,8)
- Q.  Business representatives (2,3,4)
- R.  Researchers (7)
- S.  Institutions of Higher Education (7)
- T.  Other - specify
- U.  Additional Other - specify

Program Footnotes:

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



7 = Title IV, Part A - Student Support and Academic Enrichment

8 = ESSER II

9 = ARP-LEA (ESSER III)

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

Response from the prior year Consolidated District Plan.

During Multi-Tiered Systems of Support (MTSS) meetings, each building brought a team that included a representative from various stakeholder groups. These teams reviewed their building data and shared their building needs. This information was then reviewed, consolidated and reviewed by a district team in order to identify strengths and areas of needs. There are also systems to promote on-going and two-way communication in order to monitor and make adjustments to the plan via regularly scheduled stakeholder meetings (ex. Early Childhood (EC)-12 meetings, Administrator meetings, Reading Coach Meetings, School Improvement Reviews and meetings to share SIP plans with other schools, Reading Framework Coach meetings, Math Coach meetings, Library Learning Center Directors meeting, Case Manager Meetings, Related Service Meetings, EL/Bilingual Meetings). Due to the restrictions on in-person meetings due to the COVID-19 crisis, Title I principals included information related to Title I programs as part of their virtual Curriculum Night presentations held during the first two weeks of school September 2-10, 2020. These presentations replaced the separate in-person meetings usually held at each Title I school. Parents were encouraged to provide feedback related to Title I programs at their children's schools. Parents were provided with an opportunity to provide feedback and learn more about the District's Spanish Language Arts program at two of the bilingual schools. Parent and family meetings were held on May 4 and May 5 that provided parents with an overview of the program and opportunities to provide feedback and ask questions. Parent feedback was also solicited at the Bilingual Spanish parent workshops that were held on 12/9/20, 2/10/21, and 4/14/21 on ways to best collaborate with parents and their needs. Parents indicated that they have social-emotional and academic concerns for their students due to Covid and would like support and resources for parents. In response, guest speaker Ferney Ramirez was contracted to provide parents with parenting strategies in the wake of a pandemic, among other topics. Also, a summer program for Multilingual Learners is being held to provide academic and SEL support to Multilingual Learners over the summer. Parents of students with disabilities as well as student service providers meet at least annually for each student with a disability to review each student's IEP or 504 plan. Stakeholders have an opportunity to provide input and participate in the plan development. Feedback from these meetings, as well as services and supports outlined within the plan, are utilized to guide program planning. The Special Education Administration also collaborates and communicates regularly with Special Education PTO representatives to gather feedback and input to help strengthen and support programming.

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

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

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([count] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

In addition to building upon district efforts, the special education department includes parents and families members in the planning process by inviting parents to IEP and other programming meetings. The special education also hosts parent nights and attends various Parent Group meetings throughout the year in order to gather input and answer questions. The input from these meetings are then discussed and reviewed during Department and Division meetings. This information is then

shared at larger district planning meetings in effort to coordinate services and planning, as well as promote communication between the various facets of the district. Usually, each Title I school holds a parent meeting in the beginning of the year where Title I teachers present an overview of the reading and math services available to help at-risk students, and present a draft of the plan for the year as well as a draft of a Parent Involvement Policy. Parents have the opportunity to ask questions and provide feedback to both documents. Revisions are made that reflect this feedback. The adopted Parent Involvement Policy is posted on each school's website, and written copies are available upon request. Due to the COVID-19 crisis, no in-person meetings were held this school year. The usual process will resume with the 2021-22 school year. During the 2019-2020 school year, plans for a District Title I Parent Committee were developed but have been put on hold this year due to the COVID-19 crisis. We plan to continue the establishment of this parent committee in the fall of 2021. In addition to district-level opportunities for parent partnerships/feedback, each building holds a family literacy night in which time is provided for conversations and feedback around programming at the specific buildings. We anticipate hosting Morning coffee clubs at the buildings to offer parents a day-time opportunity to connect with our Multilingual and Bilingual parent engagement specialists around programming and their families' needs educationally. The coffee clubs will provide opportunities for consistent feedback around needs that arise throughout the year.

**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]**

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{count} of 7500 maximum characters used

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

Response from the prior year Consolidated District Plan.

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

**Title I Requirement:**

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

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

**Title III Requirement:**

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

**Legislative References:**

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

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

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

\*Required field

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



**Private School Participation**

File Upload instructions are linked below. [Click here for general page instructions](#)

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

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

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

Will Private Schools participate in the Program?

Yes  No

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	Title II <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Title IV <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Nonpublic Consultation Form
Waldorf School of DuPage	<input type="checkbox"/>	0	70	70	Choose File No file chosen FY23 Waldorf Participation Form.pdf
DuPage Montessori in Wheat	<input type="checkbox"/>	0	72	72	Choose File No file chosen FY23 DuPage Montessori Participation Form.pdf
Wheaton Montessori School	<input type="checkbox"/>	0	196	196	Choose File No file chosen FY23 Wheaton Montessori Participation Form.pdf
Carriers of Light	<input type="checkbox"/>	0	105	105	Choose File No file chosen FY23 Carriers of Light Participation Form.pdf
Prairie School of DuPage	<input type="checkbox"/>	0	60	60	Choose File No file chosen FY23 Prairie School of DuPage Participation Form.pdf
Clapham School	<input type="checkbox"/>	0	131	131	Choose File No file chosen FY23 Clapham School Participation Form.pdf
Wheaton Christian Grammar	<input type="checkbox"/>	0	540	540	Choose File No file chosen FY23 Wheaton Christian Grammar Participation Form.pdf
St Michael	<input type="checkbox"/>	0	513	513	Choose File No file chosen FY23 St. Michael Participation Form.pdf
Carmel Montessori Academy	<input type="checkbox"/>	0	42	42	Choose File No file chosen FY23 Carmel Montessori Participation Form.PDF
St Irene School	<input checked="" type="checkbox"/>				Choose File No file chosen
St Francis High School	<input type="checkbox"/>	0	698	698	Choose File No file chosen FY23 St. Francis Participation Form.pdf

Comments:

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**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.

CUSD200 will show growth on the Equity Journey Continuum from large gaps to small gaps for 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 Visitation where they visit a kindergarten classroom and gain a sense of the daily routine. Specialists are present at the visitation to observe students and note any students who may need further assistance during the transition to kindergarten. In District 200, we strive to build effective systems of support for students and staff that promote quality learning experiences for every student and integrate services into the early learning experience. Therefore, all CUSD 200 classroom teachers at Jefferson are certified in Early Childhood, EL/Bilingual, as well as Special Education. The preschool curriculum is aligned with the Illinois Early Learning and Developmental Standards and establishes a solid educational foundation that emphasizes skill development in the areas of speech/language, social/emotional, readiness, and physical skill development. Parent education workshops, parent networking groups, and regular two-way communication with staff are critical components of the program. As a district, our goal is to continuously engage the community to determine its priorities, foster partnerships, and promote learning.

Response from the approved prior year Consolidated District Plan.

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

**Title I Requirement**

Coordination of services with preschool education programs

**Legislative References:**

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

\*Required field for Title I and/or IDEA Preschool

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

**ISBE Goals:**

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

**District Goal(s):**

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

Implement learning acceleration strategies and programming.

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

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

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

Response from the prior year Consolidated District Plan.

In addition to other district efforts, CUSD200 provides a full continuum of special education services in order to provide a free and appropriate education based upon student strengths, student needs, and student present levels of performance. During the 20-21 school year, the special education department continued to engage in the continuous cycle of improvement by auditing this continuum of services, and identifying strengths and areas of need. Department initiatives were identified based upon this audit, and the department will continue to monitor, reflect, and adjust the plan with stakeholder input via Department meetings, Division Meetings, and other department/district meetings (ex. Parent Meetings, Administrator meetings). Reading - Elementary students receive 90 minutes of literacy instruction per day. We have developed and implemented a reading framework based on three pillars of instruction: shared/interactive reading, guided reading and independent reading. These three components are used to address phonemic awareness, phonics, fluency, vocabulary and comprehension, with specific focus this year and next around foundational skills instruction and assessment across all Tiers 1-3. In addition to this core curriculum, some students receive interventions based on individual needs. These needs are addressed by additional instruction from a Title I Reading Teacher. Students with similar needs meet in small groups, 4-5 times a week for 30 minutes. Some of the interventions include but are not limited to Fountas and Pinnell's Learning Literacy Intervention (LLI) program, Fundations Phonics program, and Rewards. At middle school, Reading Labs have been redesigned to better tailor instruction to fit students' needs rather than labels. At the high school level, reading strategies are embedded in many courses. Instructional coaches, professional development opportunities both in-house and external and peer observations provide teachers with feedback to improve instruction. Math-Elementary students receive 60 minutes of daily math instruction from the classroom teacher. Math Coaches are also available to co-teach math lessons and support Tier I instruction. Title I schools have an additional .5 Math Interventionist who provide interventions for at risk students. Zearn, an online math program, is an integral part of the elementary math curriculum. At the middle school level, in addition to their math class, at risk students are assigned to Math Lab for targeted interventions. EL/Bilingual Education - Students participate in EL/Bilingual programming based on qualification requirements designated by ISBE and a program specific continuum of services based on multiple data points. At the elementary level, students will receive services through the following programmatic options: blended classrooms with an EL/Bilingual Certified Teacher (with supplemental push-in/pull-out support for targeted student needs), co-teaching (EL/Bilingual certified dependent on TBE/TPI needs), and targeted EL/Bilingual pull-out services decided upon through PLC Meetings/data reviews. Services across models are focused on reading, writing, speaking, and listening anchored in content. A goal we are currently continuing is to increase participation with non-EL peers as much as possible to provide access to core instruction, collaborative learning processes, and to allow students to have access to Non-EL language models and develop diverse, self-selected peer groups. We will continue to provide professional development on research based Co-Teaching methods, which will be utilizing Dr. Honigsfeld/Dr. Dove's framework and some consultation for collaborative practices, while also being followed up and sustained in-house training and work in PLCs. collaboratively with our Special Education Department through guidance documents, professional development, and building-level focus groups, parent feedback, and student feedback. For all service delivery models, EL/Bilingual teachers will participate in grade-level PLCs and meet with teachers to foster appropriate Tier 1 appropriate supports, scaffolds, assessment, and instruction. We will continue to focus curriculum purchases, professional development, and scheduling allocations to target reading, writing, and the language of mathematics next year based on our needs assessment. We also provide supplemental support for inquiry-based social studies and science occurring in the general education setting, during those times of the day, but also by using social studies and science content as vehicles for literacy/background building and vocabulary development. At the middle school and high school levels, depending on student needs and building programming (TBE/TPI), students receive services through the following programmatic options: blended classrooms (EL/Bilingual certified content area teacher/smaller class size priority), Co-Teaching across content areas based on student needs, sheltered courses (designated for students with targeted, data-based needs and newcomers).

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

**applicable to the district. [2]**

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

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

Response from the prior year Consolidated District Plan.

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

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

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

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

Response from the prior year Consolidated District Plan.

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

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

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)

We utilize coaching as a way to improve core delivery. We do this with math coaches, reading coaches, and an instructional tech coach, and will be funded through a combination of Title I, Title II, ESSER and District funds. An instructional coach will work with teachers to improve core delivery for Bilingual learners, as well as ensure appropriate differentiation, interventions, and scaffolds/supports for Bilingual learners. The EL Coach/Coordinator works in a similar capacity for



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

Response from the prior year Consolidated District Plan.

We utilize coaching as a way to improve core delivery. We do this with math coaches, reading coaches, and an instructional tech coach, and will be funded through a combination of Title I, Title II, ESSER and District funds. A part-time Spanish Bilingual instructional coach will be funded through Title III for 2020-21 to improve core delivery for Bilingual learners, as well as ensure appropriate differentiation, interventions, and scaffolds/supports for Bilingual learners. The EL Coach/Coordinator works in a similar capacity for multilingual learners and is district funded. Delivery formats for all supplemental positions include but are not limited to co-teaching, teaching model lessons, and working with small groups of students both in the classroom and in a pullout small group setting. Title I funds are used for reading teachers who provide additional instruction for identified at risk students in grades kindergarten-3rd grade. These pull out groups meet 4-5 times a week for 30 minutes and use materials from the Fountas and Pinnell LLI program, Foundations and Rewards, that target the needed reading skills. Title I also funds .5 math interventionist at each Title I school who provide math intervention 4-5 times a week for 30 minutes for at risk students in grades 3-5. Each school also has the part-time services of a Student Support Specialist who oversees the MTSS process and helps teachers use data to inform instruction. Instructional coaching, "lunch and learns", and peer observations are employed to improve instructional skills of teachers. Schools have a Building Leadership Team that identifies problems with school conditions and works to correct them. We also have a very focused vision for our learning environment that all school improvement plans and professional development are linked to. Each teacher participates in a grade level PLC where data is reviewed and reflected on to change practice. EL/Bilingual, as well as Special Education teachers collaborate will continue to collaborate with PLCs. Classroom walk throughs are conducted by the principal and by the educational services department staff to monitor the implementation of our core curriculum, interventions, and school improvement efforts. The special education department engages in a continuous cycle of improvement. IEP teams, building teams, and IEP teams meet regularly to monitor student progress and to make data-based decisions in order to continually improve programming. Within the special education department, various stakeholders meet during Department, Division, Related Service and other special education meetings to review this data and adjust/improve programming.

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

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

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([count] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

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

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

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([count] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

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

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 students.

**Title I Requirements:**

Ensure that all children receive a high-quality education.

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

**Legislative References:**

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

[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646

[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646

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

[6] Title I, Part A, Section 1112(b)(13)(B)

[7] Title I, Part A, Section 1112(b)(13)(A)

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

\*\*Required field for only Title I, Part A

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

**ISBE Goals:**

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

**District Goal(s):**

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

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

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

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

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

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)*

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

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. The Department Chairs also meet with 8th grade teaching teams to offer assistance in recommending the appropriate levels of courses for students. EL Department Chair and EL teachers also assist teachers in their placement recommendations. High school personnel also meet with middle school administrators, counselors and social workers to identify incoming at-risk freshmen so plans can be made to meet their individual needs. 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. CUSD200 helps to ease the transition from high school to postsecondary education in a number of ways. Research has indicated that college persistence rates are higher if a student has taken at least one Advanced Placement class in high school. Therefore, CUSD200 has prioritized inclusion of underrepresented students in the AP Program through AP Inspiring Excellence (APIE). In the years prior to the start of APIE, the average percent of students enrolled in an AP class was 27%. Since the start of APIE, the average percent has risen to 36%. For the current school year, 36%, or 1,414, of District 200 students are enrolled in at least one AP class. The APIE team will continue to track the progress of each cohort, make adjustments to the process as necessary, and discuss any new AP courses which might be added to meet the needs of students. School Counselors meet with juniors and seniors to help navigate through the college selection process. The Counseling Departments provide college and career preparation through individual meetings, group presentations, and a web-based program called Naviance. This program provides students with multiple career interest inventories that directly link students to colleges that have those majors. A number of colleges host informational sessions at the school for interested students. Branches of the military host similar sessions. Parents and students are invited to evening sessions related to college planning and financial aid. The district will also continue to identify student interests and explore dual credit partnerships that meet them. Wheaton North is currently piloting a dual credit sociology class in partnership with Indiana University. During the 2019 - 2020 school year, Wheaton Warrenville South will pilot offering dual credit for students enrolled in AP U.S. History in conjunction with Loyola University. An initiative new to the 2020-21 school year is Transitional Math. Students who successfully complete Transitional Math will learn a variety of college and career ready math skills, and will receive direct placement into a credit bearing math class upon enrollment at our partner community college, College of DuPage. The EL/Bilingual department also contributes to district-wide efforts during the transition process and will continue to do so through EL/Bilingual representation at articulation meetings, as well as EL/Bilingual representation from the receiving school at IEP meetings for students who qualify for EL/Bilingual services, as well as Special Education services. This spring we increased articulation opportunities between 5-6th grade, as well as 8-9th grade. Next year we will be adding visit/articulation options for Pre-K to K. We also developed a new course description/service delivery description document that will help with the transition from 5th to 6th grade, and we will continue to utilize this form/increased articulation opportunities if feedback concludes that the processes are more effective than they have previously been. Field trips to local colleges, as well as participation in the DREAM program, will continue to be encouraged and supported across grade levels. High school teachers and EL coordinators collaborate with school guidance counselors to provide career/post-secondary education information to EL/Bilingual students and their families. Post-secondary education information, including Free Application for Federal Student Aid (FAFSA) information, is provided at one of the family engagement opportunities throughout the year. We included information about higher learning and establishing a goal for students at home early in their childhood at our bilingual parent meeting.

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

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

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

*([count] of 7500 maximum characters used)*

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

Response from the approved prior year Consolidated District Plan.

District 200 offers a wide variety of academic classes, including multiple Advanced Placement courses, whereby students can earn college credit by taking these college-level classes. High school courses are offered through a variety of formats such as blended learning and online classes in addition to traditional classes. The Career and Technical Education Department offers a variety of classes designed to offer opportunities for career exploration. Many incorporate experimental learning opportunities such as Business Incubator, which is designed to give students real-life experiences in developing something new or affecting change. Entrepreneurs and business experts from the community serve as coaches and mentors. High school juniors and seniors are eligible to enroll in the Technical Center of DuPage (TCD) which has 20 career and technical education programs (CTE) that develop skills required in today's high-demand careers. Students in these programs can also earn dual credit by enrolling in the appropriate junior college. 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

**Legislative References:**

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

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

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

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

**ISBE Goals:**

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

**District Goal(s):**

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

Develop a comprehensive professional learning program and support system for staff.

**For each program for which funding is anticipated for the 2022-2023 school year, provide a brief description of professional development activities to be funded by the program as applicable.\* [1]**

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

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

**Program and Description**

A. Title I, Part A - Improving Basic Programs

Title I funds in CUSD200 are limited to elementary schools. Reading teachers attend professional development sessions at local and national conventions. They then develop and provide professional development on a number of topics to classroom teachers during staff meetings and in-service days. They will be involved in the search for updated ELA materials, will participate in the upcoming pilot, and provide professional development for teachers during the implementation phase.

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. Instructional coaches will provide support to classroom teachers in the upcoming school year as they implement new K-5 math resources, Illustrative Math. Title II funds will be used to provide professional development related to newly adopted math resources as well as training teachers how to best utilize new ELA instructional materials that will be chosen next school year.

G. Title III - LIEP

The EL/Bilingual department will be utilizing Title III funds to continue to build capacity/staff skill-sets and develop curriculum to support the growth of EL/Bilingual learners in the areas of co-teaching, reading framework skills/strategies/planning, Spanish language arts, and literacy standards and instruction, the language of mathematics, inquiry-based learning, with priorities in co-teaching, Spanish language arts, high school English curriculum and Reading scaffolds/supports. We will also participate as a department around culturally and linguistically responsive practices, including family engagement. EL/Bilingual and general education staff, including administrators that work with English 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 BPAC, data that will be continuously reviewed throughout the year. We will be working to create differentiated and more personalized professional learning through the EL/Bilingual department next year through Blended learning options, as well as a choice of after school learning opportunities. EL/Bilingual teachers, as well as General Education teachers, will be encouraged to attend Illinois State Board of Education/Illinois Resource Council (ISBE/IRC) offered professional development opportunities, especially those that align with our needs assessment, Vision 2026, as well as individual building SIP goals. Spanish Bilingual teachers will be asked to attend offerings through ISBE/IRC specifically aligned to the needs of Spanish Bilingual Learners. We have provided professional development to EL/Bilingual teachers around co-teaching during e-Learning and we will continue to support those needs as e-learning continues.

H. Title III - ISEP

Immigrant Education funding, if received will support curriculum planning for newcomer students, including training around Math and Writing considerations for newcomers based on needs indicating that it is difficult to serve newcomers appropriately in co-taught learning environments.

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

Title IV funds will be used to fund training for Advanced Placement training for teachers of AP courses. This training provides instructional strategies that increase students' success in achieving an AP score sufficient to earn college credit. Title IV funds also will be used to fund registration for all middle school and high school teachers to attend a session of their choice on the Countywide Institute Day. This allows secondary teachers to obtain training specific to the subject area they teach, thus increasing their content knowledge.

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 and develop curriculum to support the growth of Special Education learners in the areas

of co-teaching, reading intervention and best practices, math interventions and best practices, behavior best practices and interventions, social-emotional interventions and best practices, IEP meeting facilitation, special education mandates and procedures, disabilities eligibility/awareness, and advocacy, assistive technology, universal design for learning, accommodation/modifications, related service best practices, inquiry-based learning, special education services in an E-learning environment, bilingual special education services, and best practices in special education. We will also participate as a department around special education best practices, including family engagement. Special Education and general education staff, including administrators that work with Special Education Learners, will be included in professional development opportunities. All professional development opportunities will be based upon our needs assessment, as well as input/feedback from parents as well as data that will be continuously reviewed throughout the year.

L. IDEA, Part B - Preschool

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

M. Elementary and Secondary School Emergency Relief Grant II

NOT PROVIDING

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

NOT PROVIDING

**Legislative Requirement:**

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

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

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

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

**ISBE Goals:**

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

**District Goal(s):**

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

Support the social emotional needs of students.

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

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

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

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

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

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

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

([count] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

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

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

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([count] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

**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](#)

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

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0020 - WHEATON WARRENVILLE SOUTH H S	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
0021 - WHEATON NORTH HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1001 - MONROE MIDDLE SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1017 - EDISON MIDDLE SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1018 - FRANKLIN MIDDLE SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1020 - HUBBLE MIDDLE SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2001 - EMERSON ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2002 - HAWTHORNE ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3/14/2018
2006 - LINCOLN ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3/14/2018
2007 - LONGFELLOW ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2008 - LOWELL ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3/11/2020
2009 - MADISON ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2010 - PLEASANT HILL ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3/14/2018
2011 - CARL SANDBURG ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3/14/2018
2012 - WASHINGTON ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3/14/2018
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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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:

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

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

**ISBE Goals:**

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

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

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

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

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

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

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

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

**No schools identified under this part**

[(count) of 7500 maximum characters used]

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

Re-display of the approved response from the prior year Consolidated District Plan.

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

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

- Yes
- No

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

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

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

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

[Section 1114 and 1115](#)

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

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[(count) of 7500 maximum characters used]

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

Re-display of the approved response from the prior year Consolidated District Plan.

All of our Title I schools are K-5 and operate similar 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. In addition, a summer school program is offered in August for identified at risk students. Math - Each Title I school has at least a .5 Math Interventionist who works with at risk students in grades 3-5 in either a push in or pull out setting. Interventions are provided in groups of 2-5 students with similar needs 4-5 times a week for 30 minutes during the school day. In addition, a summer school program is offered in August for identified at risk students.

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

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

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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)

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

Re-display of the approved response from the prior year Consolidated District Plan.

Schoolwide Program Only

**Title I Requirement:**

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

\*Required Field

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

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

**ISBE Goals:**

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

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

- 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.

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

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

([count] of 7500 maximum characters used)

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

Response from the approved prior year Consolidated District Plan.

Based upon CUSD 200's analysis of the suspension data for African American students with disabilities, the discipline committee identified several factors that have contributed to significant disproportionality: Limited access to alternative to suspension interventions Limited structures to provide proactive and responsive evidence-based Behavioral Interventions Limited structures to review, analyze, and monitor current Behavioral data Limited structures to provide professional development tied to responsive and proactive discipline, trauma informed practices, and other behavioral supports

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

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

([count] of 7500 maximum characters used)

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

Response from the approved prior year Consolidated District Plan.

CUSD is going to allocate a majority of the funds to salaries and benefits in order to hire trained and designated staff to provide alternatives to suspension services (ex. behavioral interventions, coordinated wrap services, circles, counseling/mentoring, in-school suspension, peer mediation, etc). When the staff are not being used for responsive services (alternatives to discipline/restorative practices), they would provide proactive services (ex. MTSS behavioral interventions, coordinating wrap services, check and connect, BIPs) and monitoring behavioral data in order to proactively intervene. Funds will also be allocated to professional development. These staff members will receive professional development and implement the best practice strategies related to restorative/alternative to discipline best practices, as well as PBIS wrap-around training.

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

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

([count] of 7500 maximum characters used)

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

Response from the approved prior year Consolidated District Plan.

During the 2020-2021 school year, CUSD 200 continued to implement our action plan related to significant disproportionality. 4 staff members were hired to work to proactively support buildings in implementing alternatives to suspension/discipline. The staff members worked directly with buildings to implement interventions (ex. Mentoring, circles, small groups, meetings with families). These team members also supported in efforts to support other staff members with implementing alternatives to discipline (ex. Professional development, PLCs, data analysis, etc.).

\*Required Field

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## Overview

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

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

### **BACKGROUND**

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

### **DEFINITION AND REFERENCES**

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

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or 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 in foster care:**

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

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

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

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

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

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

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

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**Contact Information**

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

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

- a. Local educational agency (LEA) point of contact for foster 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. Foster Care LEA-POC - required\*

Last Name*	First Name*	Position/Title*	Email*
Silagi	Christopher	Asst. Superintendent for Student Services	christopher.silagi@cusd200.org

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 child for placement if the child is placed into foster care or changes residences while in foster care. Include the positions of all district personnel involved.\***

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

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

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

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 hereSee Section 504 here

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

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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 Foster Care Transportation Plan needs.

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

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

Response from the approved prior year Consolidated District Plan.

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

**4. Describe the dispute resolution process should there be disagreement among parents, 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 through the resolution. 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 Foster Care Transportation Plan needs.

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

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

Response from the approved prior year Consolidated District Plan.

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

\*Required field





## Transportation Plan Development

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

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

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

- h. Other - describe \_\_\_\_\_
- i. Other - describe \_\_\_\_\_
- j. Other - describe \_\_\_\_\_

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

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

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

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

When developing the plan the following funding options are considered: Title IV-E of the Social Security Act if the student is eligible, Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation), IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, State special education transportation funds, if the student has an IEP, and local funds. The following low cost /no-cost options are considered when developing the transportation plan: pre-existing transportation route, new transportation routes, route-to-route hand-offs, district-to-district boundary hand-offs, the eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA), and contracted services such as taxis and student transport companies, and options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes. In selecting the options for transportation, the best interest of the child is the highest consideration in making such a determination. Local funds and state special education transportation funds are considered if the student has an IEP.

Response from the approved prior year Consolidated District Plan.

When developing the plan the following funding options are considered: Title IV-E of the Social Security Act if the student is eligible, Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation), IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, State special education transportation funds, if the student has an IEP, and local funds. The following low cost /no-cost options are considered when developing the transportation plan: pre-existing transportation route, new transportation routes, route-to-route hand-offs, district-to-district boundary hand-offs, the eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA), and contracted services such as taxis and student transport companies, and options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes. In selecting the options for transportation, the best interest of the child is the highest consideration in making such a determination. Local funds and state special education transportation funds are considered if the student has an IEP.

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

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

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

The 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.