

eGrant Management System

Printed Copy of Application

Applicant: CUSD 201

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: CUSD 201

Date Generated: 4/21/2023 10:01:07 AM

Generated By: nnorris438

1. Contact Information for Person Completing This Form

Last Name*

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Middle Initial

Email*

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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)

Community Unit School District 201 may enroll in full and equal opportunity to succeed in the schools in our district. All students, regardless of gender, race, national origin, color, disability, or age, receive educational services of which they are eligible. This includes but is not limited to access to translators during registration and parent-teacher conferences. High-quality instructional materials in students' native language or translation tools are used when necessary. Our students are provided frequent assessments and responses based on their social and academic needs. Other steps to ensure equitable access and participation include the adherence to School Board policies, Grievance Procedures, Collective Bargaining Agreement (procedures and manuals, and Student Handbooks including the Code of Conduct.

3. Bilingual Program Director Assurance

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

104

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

4. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the 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

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

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

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

Plan Changes

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

[[count] of 5000 maximum characters used)

*Required field, applicable for all funding sources

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

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

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

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

{count} of 7500 maximum characters used)

CUSD 201 will ensure that funds are distributed and used to provide high-quality instruction to all students. To address the identified performance gaps, the district will carefully consider the needs of students, educators, and other relevant stakeholders. The district will determine which activities are most likely to effectively address those needs and prioritize those activities when deciding what costs to support with funds from Title I, Title II, Title III, Title IV and ARP-ESSER III (unless other funding sources are paying for those activities).

Response from the approved prior year Consolidated District Plan.

CUSD 201 will ensure that funds are distributed and used to provide high-quality instruction to all students. To address the identified performance gaps, the district will carefully consider the needs of students, educators, and other relevant stakeholders. The district will determine which activities are most likely to effectively address those needs, and prioritize those activities when deciding what costs to support with funds from Title I, Title II, Title III, Title IV, ESSER II, and ARP-ESSER III (unless those activities are being paid for by other funding sources).

3. Will the LEA braid funding?*

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

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

- No Braiding
- Title I, Part A - Improving Basic Programs
- Title I, Part A - School Improvement Part 1003
- Title I, Part D - Delinquent
- Title I, Part D - Neglected
- Title I, Part D - State Neglected/Delinquent
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction Educational Program (LIEP)
- Title III - Immigrant Student Education Program (ISEP)
- Title IV, Part A - Student Support and Academic Enrichment
- Title IV, Part B - Rural and Low-Income Schools
- IDEA, Part B - Flow-Through
- ARP ESSER III

NA

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

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

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

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

Title II to Title IV

Title IV to Title II

NA

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)

CUSD 201 will address the gap in achievement according to federally mandated and local assessment data, particularly between low-income and non-low-income students, those students whose native language is those other than English, and students who are at risk due to social and emotional factors.

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.

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

CUSD 201 will address the gap in achievement according to federally mandated and local assessment data, particularly between low-income and non-low-income students, those students whose native language is those other than English, and students who are at risk due to social and emotional factors.

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.**

Professional development plans include the use of instructional coaches, expert consultants, and relevant workshops and conferences. The focus of professional learning activities is supporting students through a strong curriculum, standards-based grading, high-quality instructional practices, and the social-emotional needs of our students. Addressing the achievement gaps between low-income students and non-low-income students and EL students who are overall much lower on district assessments requires a guaranteed viable curriculum in which all students have the opportunity to learn using materials that are accessible and assessments are aligned with standards. We are working toward standard-based grading, where research shows that a standards-based mindset paired with standards-based grading correlates to higher academic achievement. To address the needs of our students who are disengaged from school and who demonstrate the inability to manage their emotions and regulate their behavior appropriately, more intense training will prove to all stakeholders. To support higher-order thinking for our students, teachers will engage in professional development around topics such as questioning and academic discussion techniques, performance-based assessment practices, and the intentional use of instructional technology.

G. Title III - LIEP

CUSD 201 will make every effort to identify and acquire instructional materials and utilize high-quality instructional practices to address the needs of our English Learners. Our data indicate that EL students need support in areas that include speaking, early literacy, and writing. Teachers will engage in professional development around supporting differentiation in the classroom, making learning material accessible to all students, and academic discussion techniques. As the need arises, resources that make learning accessible to students will be purchased.

H. Title III - ISEP

CUSD 201 will make every effort to identify and acquire instructional materials and utilize high-quality instructional practices to address the needs of newcomers/immigrant students. Teachers will engage in professional development around supporting differentiation in the classroom, making learning material accessible to all students, and academic discussion techniques. As the need arises, resources that make learning accessible to students will be purchased.

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 focus is to provide a safe and healthy environment. Funds from this grant will support the efforts of administrators and teachers to assist with Social, Emotional Learning goals, and opportunities for inquiry-based learning.

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

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

This grant, addressing the needs of special education students between the ages of three and 22, allows for the allocation of funds in areas identified through a needs assessment as a collaboration between various stakeholders. Funding provided through this grant supplements funding provided through the district, to address the needs of special education students IDEA PartB FlowThrough funds will be utilized for: (1) Closed captioning service to support the delivery of instruction to an 8th-grade student with a severe hearing loss (2) Software licenses and technology tools for early childhood, multi-needs, and social-emotional programs (3) Contract bilingual psychological services, psychiatric evaluations, and consultation professional development relative to the needs of our students with autism (4) Assessment materials, speech, social-emotional, and psychological (5) Professional development (6) Tuition for students in cooperative programs.

L. IDEA, Part B - Preschool

This grant specifically addressed the programmatic and instructional needs of our preschool students with special education needs. A staff survey, parent survey, and needs assessment completed by the student services team have recommended the following areas to address with IDEA Part B Preschool funds.- Paraprofessional support, sensory equipment, and materials

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

CUSD 201 will address the gap in achievement according to federally mandated and local assessment data for all students, particularly between low-income and non-low-income students, those students whose native language is those other than English, and students who are at risk due to social and emotional factors. The district will ensure that resources including print, digital, and manipulatives for hands-on learning align with school improvement goals. Additional staff will provide additional layers for health and safety, intervention delivery, and high-quality, job-embedded professional learning.

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.

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).*	
Check all that apply.	
A.	<input checked="" type="checkbox"/> Teachers (1,7,8,9)
B.	<input checked="" type="checkbox"/> Principals (1,7,8,9)
C.	<input checked="" type="checkbox"/> Other school leaders (1,8,9)
D.	<input checked="" type="checkbox"/> Paraprofessionals (1)
E.	<input checked="" type="checkbox"/> Specialized instructional support personnel (1,2,3,4,8,9)
F.	<input type="checkbox"/> Charter school leaders (in a local educational agency that has charter schools) (1)
G.	<input checked="" type="checkbox"/> Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8,9)
H.	<input type="checkbox"/> Parent liaisons
I.	<input checked="" type="checkbox"/> Title I director (1)
J.	<input checked="" type="checkbox"/> Title II director (1)
K.	<input checked="" type="checkbox"/> Bilingual director (1,6,9)
L.	<input checked="" type="checkbox"/> Title IV director (1)
M.	<input checked="" type="checkbox"/> Special Education director
N.	<input type="checkbox"/> Guidance staff
O.	<input type="checkbox"/> Community members and community based organizations (7)
P.	<input type="checkbox"/> Business representatives (2,3,4)
Q.	<input type="checkbox"/> Researchers (7)
R.	<input type="checkbox"/> Institutions of Higher Education (7)
S.	<input type="checkbox"/> Other - specify
T.	<input type="checkbox"/> Additional Other - specify
Program Footnotes:	
	1 = Title I, Part A - Improving Basic Programs
	2 = Title I, Part D - Neglected
	3 = Title I, Part D - Delinquent
	4 = Title I, Part D - State Neglected/Delinquent
	5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
	6 = Title III, including LIEP and ISEP
	7 = Title IV, Part A - Student Support and Academic Enrichment
	8 = ARP-LEA (ESSER III)
	9 = EL - BSP

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

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

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

[[count] of 7500 maximum characters used)

Stakeholder consultation that impacted the development of the CUSD 201 Title I District Plan included meetings that were conducted in the Spring of 2022. The district has conducted meetings with various stakeholder groups including staff and parents to provide a presentation with an overview of the Title I program, the justification for Schoolwide Waivers for Miller, Manning, Westmont Junior High, and Westmont High School, and the requirements of the District Plan. At each meeting, attendees asked questions and engaged in discussions during which priorities, goals, and concerns were expressed and clarified. 4/13/2023 - Administrative Team Meeting included Superintendent, Business Manager, Principals from all buildings, and Special Education Director1/23/2023 - Joint PTO Meeting included PTO leadership (parents) and administrators (to discuss district goals for the coming year)4/18/2023 - District Leadership Team Meeting included teachers, principals, and specialized instructional support personnel4/20/2023 - Presentation and discussion of the plan with BPAC4/20/2023 - Plan posted to District website with an invitation for parents to review and comment4/26/2023 - Plan presented and reviewed and approved by Board of Education

Response from the prior year Consolidated District Plan.

Stakeholder consultation that impacted the development of the CUSD 201 Title I District Plan included meetings that were conducted in the Spring of 2022. The district has conducted meetings with various stakeholder groups including staff and parents to provide a presentation with an overview of the Title I program, the justification for Schoolwide Waivers for Miller, Manning, Westmont Junior High, and Westmont High School, and the requirements of the District Plan. At each meeting, attendees asked questions and engaged in discussions during which priorities, goals, and concerns were expressed and clarified. 4/28/2022 - Administrative Team Meeting included Superintendent, Business Manager, Principals from all buildings, and Special Education Director4/4/2022 - Joint PTO Meeting included PTO leadership (parents) and administrators5/3/2022 - District Leadership Team Meeting included teachers, principals, and specialized instructional support personnel5/11/2022 - Plan reviewed with PBAC members5/11/2022 - Plan posted to District website with an invitation for parents to review and comment5/17/2022 - Plan presented and reviewed and approved by Board of Education

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

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

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

[[count] of 7500 maximum characters used)

The Bilingual Parent Advisory Council meetings will provide parents and staff the opportunity for meaningful interactions around the planning, implementation, and evaluation of the TBE programs. The plans were posted on the district website and parents and stakeholders were invited to review and provide feedback on the plan. This district has hired an EL director whose primary goal is to reach out to parents to develop productive relationships that support

Response from the prior year Consolidated District Plan.

The Bilingual Parent Advisory Council meetings will provide parents and staff the opportunity for meaningful interactions around the planning, implementation, and evaluation of the TBE programs. The plans were posted on the district website and parents and stakeholders were invited to review and provide feedback on the plan.

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

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

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

[[count] of 7500 maximum characters used)

CUSD 201 will provide frequent and regular electronic communication delivered through email, social media, and the district website. With regard to specific strategies the district will use to effectively reach out to parents of English learners:- The District will provide electronic communication in their native language, including a translation tool on the district website and mass communication delivered in Spanish and other languages whenever possible. - The assistant principal for elementary buildings is a native Spanish speaker and will coordinate all EL programming. With her expertise and strong advocacy, she will make an effort to reach out to families on an individual basis to build trusting relationships, with the goal of involving parents in school activities- Translators will be available during major parent events including registration and parent/teacher conferences- Teachers from our schools volunteer for Literacy DuPage to help parents learn to speak and read English. Those teachers will promote the program at an annual meeting for parents, which will be advertised through electronic media and flyers in students' backpacks (in their native language)- Report cards and other important student documents will be translated - The phone system (district-wide) has been changed to include an option to be transferred to someone who can provide support in Spanish

Response from the prior year Consolidated District Plan.

CUSD 201 will provide frequent and regular electronic communication delivered through email, social media, and the district website. With regard to specific strategies the district will use to effectively reach out to parents of English learners:- The District will provide electronic communication in their native language, including a

translation tool on the district website and mass communication delivered in Spanish and other languages whenever possible. - The assistant principal for elementary buildings is a native Spanish speaker and will coordinate all EL programming. With her expertise and strong advocacy, she will make an effort to reach out to families on an individual basis to build trusting relationships, with the goal of involving parents in school activities- Translators will be available during major parent events including registration and parent/teacher conferences- Teachers from our schools volunteer for Literacy DuPage to help parents learn to speak and read English. Those teachers will promote the program at an annual meeting for parents, which will be advertised through electronic media and flyers in students' backpacks (in their native language)- Report cards and other important student documents will be translated - The phone system (district-wide) has been changed to include an option to be transferred to someone who can provide support in Spanish

Title I Requirement:

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

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

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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

Private School Participation

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

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

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

Will Private Schools participate in the Program?

Yes No

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
Holy Trinity	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): 8	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): 170	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): 170	<input type="button" value="Choose File"/> No file chosen Non-public consultation form FY 24.pdf

Comments:

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

ISBE Goals:

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

District Goal(s):

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

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)

Within our unit district, there is a coordinated continuum of support and collaboration between the administration and staff for the early childhood education program and the administration and staff at the two elementary schools in the district. Specialized pupil support teams and related service providers may be assigned to pre-K -8 populations and, as such, offer seamless and targeted supports and interventions.

Response from the approved prior year Consolidated District Plan.

Within our unit district, there is a coordinated continuum of support and collaboration between the administration and staff for the early childhood education program and the administration and staff at the two elementary schools in the district. Specialized pupil support teams and related service providers may be assigned to pre-K -8 populations and, as such, offer seamless and targeted supports and interventions.

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.

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.

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)

Community Unit School District 201 (CUSD 201) will continue to utilize a comprehensive curriculum that aligns with the New Illinois Learning Standards and that meets the academic needs of all students. To accomplish this goal the administration and teachers will take the following actions:- Create curriculum aligned to standards in English Language Arts (ELA), Mathematics, Science, Social Science, fine arts, and social-emotional learning- Utilize research-based instructional practices across all learning environments- Differentiate instruction to provide classroom-based interventions and enrichment - Engage students in rigorous, inquiry-based instructionTo implement our core instructional program, it will be necessary to build our teaching and learning capacity by taking the following actions:- Teachers will participate in the content area and grade level inquiry to create student-centered learning targets, evaluate learning materials, and develop assessment methods.- Administrators, department coordinators, and team leaders will monitor the curriculum to ensure vertical and horizontal alignment. - Instructional coaches and team leaders will support teachers and the implementation of the curriculum- Interventionists will support student achievement in literacy and math.

Response from the prior year Consolidated District Plan.

Community Unit School District 201 (CUSD 201) will continue to utilize a comprehensive curriculum that aligns with the New Illinois Learning Standards and that meets the academic needs of all students. To accomplish this goal the administration and teachers will take the following actions:- Create curriculum aligned to standards in English Language Arts (ELA), Mathematics, Science, Social Science, fine arts, and social-emotional learning- Utilize research-based instructional practices across all learning environments- Differentiate instruction in order to provide classroom-based interventions and enrichment - Engage students in rigorous, inquiry-based instructionTo implement our core instructional program, it will be necessary to build our teaching and learning capacity by taking the following actions:- Teachers will participate in the content area and grade level inquiry to create student-centered learning targets, evaluate learning materials, and develop assessment methods.- Administrators, department coordinators, and team leaders will monitor the curriculum to ensure vertical and horizontal alignment. - Instructional coaches and team leaders will support teachers and the implementation of the curriculum- Interventionists will support student achievement in literacy and math.

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

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

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

([count] of 7500 maximum characters used)

CUSD 201 staff will identify students who are at risk of failure by gathering, organizing, and analyzing data from various benchmark and progress monitoring assessments, as well as day-to-day formative and summative assessments given as part of classroom instruction. The use of assessment tools that are used to identify students who are at risk of failure can include:- Work Sampling System, administered to early childhood students- Early Childhood Education Screenings, administered four times throughout the school year- Kindergarten Screening, administered in September of each year- Home Language Survey, completed for all new students, including preschool age children- iReady assessments (K-8) completed multiples times throughout the year for monitoring of growth Math and Reading- iReady Math and ELA assessments identify student progress aligned to standards-SAT practice tests (9-12) are given several times a year to identify students who need additional support - Classroom assessments and equitable grading practices that clearly identify student achievement of content knowledge, processes, and skills- Qualitative assessments which include observation, teacher judgment, and feedback from support and related service meetings- Evaluations conducted by special education teachers, reading specialists, social workers, psychologists, and occupational, physical, and speech therapists- Review of student information, data, and progress occurs at various times throughout the year, including: - At least three times a year (weekly at Westmont High School) grade level, department level, or problem-solving teams conduct data-inquiry meetings to address questions, concerns, changes in student status, and student progress. During or shortly after the meetings, administrators, teachers, and interventionists design a short-term or long-term intervention program depending on student needs. - Problem-solving team meetings including administrators, teachers, related service staff, and many times parents, to address concerns and evaluate student progress- Annual review meetings for special education students which include staff from special education, regular education, parents and other invited stakeholders- Parent-teacher conferences occur twice a year for all parents and teachers to meet regarding student progress, and informal conferences occur on an as-needed basis- Personal consultation between the Homeless Liaison and families who need support with stable housing, transportation, supplies, and other resources for children covered by McKinney Vento or who are displaced for any reason.

Response from the prior year Consolidated District Plan.

CUSD 201 staff will identify students who are at risk of failure by gathering, organizing, and analyzing data from various benchmark and progress monitoring assessments, as well as day-to-day formative and summative assessments given as part of classroom instruction. The use of assessment tools that are used to identify students who are at risk of failure can include:- Work Sampling System, administered to early childhood students- Early Childhood Education Screenings, administered four times throughout the school year- Kindergarten Screening, administered in September of each year- Home Language Survey, completed for all new students including preschool age children- iReady assessments (K-8) completed multiples times throughout the year for monitoring of growth Math and Reading- iReady Math and ELA assessments identify student progress aligned to standards-SAT practice tests (9-12) are given several times a year to identify students who need additional support - Classroom assessments and equitable grading practices that clearly identify student achievement of content knowledge, processes, and skills- Qualitative assessments which include observation, teacher judgment, and feedback from support and related service meetings- Evaluations conducted by special education teachers, reading specialists, social workers, psychologists, and occupational, physical, and speech therapists- Review of student information, data, and progress occur at various times throughout the year including: - At least three times a year (weekly at Westmont High School) grade level, department level, or problem-solving teams conduct data-inquiry meetings to address questions, concerns, changes in student status, and student progress. During or shortly after the meetings, administrators, teachers, and interventionists design a short-term or long-term intervention program depending on student needs. - Problem-solving team meetings including administrators, teachers, related service staff, and many times parents, to address concerns and evaluate student progress- Annual review meetings for special education students which include staff from special education, regular education, parents and other invited stakeholders- Parent-teacher conferences occur twice a year for all parents and teachers to meet regarding student progress, and informal conferences occur on an as-needed basis- Personal consultation between the Homeless Liaison and families who need support with stable housing, transportation, supplies, and other resources for children covered by McKinney Vento or who are displaced for any reason.

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]

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We will utilize research-based resources and instructional strategies to support students' academic and social-emotional needs. Assistance can include:- Differentiated daily instruction based on student performance on formative and summative assessments- Small group instruction with identified students that provides intentional, targeted instruction based on identified skill and knowledge- Pull-out/push-in service provided by reading specialists, math interventionists, ELL teachers, or special education teachers- Embedded time in instructional programming to include reteaching, remediation, and enrichment- The development of schedules to add cooperating teachers (including interventionists and special education resource teachers), and/or instructional aides for push-in services- Utilization of intervention block during instructional day for intervention and remediation- Implementation of strategies to decrease behaviors that interfere with learning through interventions that promote social and emotional development- Provision of summer school programs for remediation and enrichment, ensuring a continuum of services for students.

Response from the prior year Consolidated District Plan.

We will utilize research-based resources and instructional strategies to support students' academic and social-emotional needs. Assistance can include:- Differentiated daily instruction based on student performance on formative and summative assessments- Small group instruction with identified students that provides intentional, targeted instruction based on identified skill and knowledge- Pull-out/push-in service provided by reading specialists, math interventionists, ELL teachers, or special education teachers- Embedded time in instructional programming to include reteaching, remediation, and enrichment- The development of schedules to add cooperating teachers (including interventionists and special education resource teachers), and/or instructional aides for push-

in services- Utilization of intervention block during instructional day for intervention and remediation- Implementation of strategies to decrease behaviors that interfere with learning through interventions that promote social and emotional development- Provision of summer school programs for remediation and enrichment, ensuring a continuum of services for students.

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

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We will utilize research-based resources and instructional strategies to support students' academic needs, particularly in cases where students need support with English Language. Our highly qualified teachers will enlist research-based instructional materials to support classroom instruction. Specific support for ELs- provide time in the schedule for strong collaboration between classroom teachers and ELL/bilingual teachers to ensure well-articulated lessons that align with content area and WIDA standards- tutoring for students will be provided outside the contracted day to increase learning time- intentional focus on academic conversation in the classroom (math talks, discourse) to help students build oracy, academic vocabulary, and content area knowledge

Response from the prior year Consolidated District Plan.

We will utilize research-based resources and instructional strategies to support students' academic needs, particularly in cases where students need support with English Language. Our highly qualified teachers will enlist research-based instructional materials to support classroom instruction. Specific support for ELs- provide time in the schedule for strong collaboration between classroom teachers and ELL/bilingual teachers to ensure well-articulated lessons that align with content area and WIDA standards- tutoring for students will be provided outside the contracted day to increase learning time- intentional focus on academic conversation in the classroom (math talks, discourse) to help students build oracy, academic vocabulary, and content area knowledge

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]**

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The list below includes some of the strategies CUSD 201 uses to improve the instructional program, learning environment, and the school culture and climate, and that effectively meets the academic and social-emotional learning needs of all students:- Workshop Model (i.e. Daily 5, Comprehensive Literacy Model, Literature Circles etc.) utilized during reading instruction, shared reading/mentor texts, writing, word work, guided reading, independent reading practice- Workshop model in Mathematics, utilizing small group instruction, mathematical practices, and opportunities to communicate skills and knowledge in multiple ways- Inquiry-Based Instruction particularly around Social Studies and Science Content- Accountable Talk which refers to classroom discussion that is meaningful, respectful, and stimulates higher-order thinking, helping students to learn, reflect on their learning, and communicate their knowledge and understanding- Technology Integration, including Chromebooks and other mobile devices allowing for the ubiquitous use of digital media, online resources, and varied opportunities for students to communicate and collaborate with peers and experts inside and outside the classroom- Differentiated Instruction including academic or behavioral strategies used to promote better instruction and classroom management- Reflection and timely and meaningful feedback- Structured curriculum which includes learning targets and assessment methods aligned to Illinois State Learning Standards (Common Core)- Essential questioning- Classroom-based programming that is designed to help students understand and manage their emotions and decision-making and to develop the skills to solve problems and make responsible decisions (i.e. Second Step)- Bullying awareness and anti-harassment campaigns to improve the climate of our schools (i.e. Rachel's Challenge)- Restorative Justice practices to repair damaged relationships and restorative action on the part of student offenders- High functioning Professional Learning Communities- Coaching by instructional coaches and administrators- Strategic Planning to include building and safety plans, a 21st learning environment that are accessible, safe, and engaging, and appropriate allocation of resources

Response from the prior year Consolidated District Plan.

The list below includes some of the strategies CUSD 201 uses to improve the instructional program, learning environment, and the school culture and climate, and that effectively meets the academic and social-emotional learning needs of all students:- Workshop Model (i.e. Daily 5, Comprehensive Literacy Model, Literature Circles etc.) utilized during reading instruction, shared reading/mentor texts, writing, word work, guided reading, independent reading practice- Workshop model in Mathematics, utilizing small group instruction, mathematical practices, and opportunities to communicate skills and knowledge in multiple ways- Inquiry-Based Instruction particularly around Social Studies and Science Content- Accountable Talk which refers to classroom discussion that is meaningful, respectful, and stimulates higher-order thinking, helping students to learn, reflect on their learning, and communicate their knowledge and understanding- Technology Integration, including Chromebooks and other mobile devices allowing for the ubiquitous use of digital media, online resources, and varied opportunities for students to communicate and collaborate with peers and experts inside and outside the classroom- Differentiated Instruction including academic or behavioral strategies used to promote better instruction and classroom management- Reflection and timely and meaningful feedback- Structured curriculum which includes learning targets and assessment methods aligned to Illinois State Learning Standards (Common Core)- Essential questioning- Classroom-based programming that is designed to help students understand and manage their emotions and decision making and to develop the skills to solve problems and make responsible decisions (i.e. Second Step)- Bullying awareness and anti-harassment campaigns to improve the climate of our schools (i.e. Rachel's Challenge)- Restorative Justice practices to repair damaged relationships and restorative action on the part of student offenders- High functioning Professional Learning Communities- Coaching by instructional coaches and administrators- Strategic Planning to include building and safety plans, a 21st learning environment that are accessible, safe, and engaging, and appropriate allocation of resources

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]**

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CUSD 201 promotes effective school library programs by encouraging and promoting targeted professional development opportunities, tailoring book and periodical orders to support student interest and curriculum, utilizing district databases to develop research skills and additional digital reading access, continually updating and implementing technology and curriculum to meet student needs, and sustaining equitable access to technology for all students. The District has designed and implemented a library media curriculum that focuses on these important areas for 21st Century Learning:1. Procedures, safety, and rules of the internet2. Literature appreciation and recreational reading3. Information access and evaluation for all media formats 4. Ethical use of resources and materials Library Media teachers closely collaborate with K-12 teachers to provide age-appropriate strategies and materials that are utilized throughout instruction. The District also collaborates with local libraries to encourage opportunities for recreational reading, summer reading programs, and coordinating resources. The district envisions the library as a hub for learning and collaboration. Our updated physical spaces, extended hours of access for students, and the expertise of Library Media teachers provide more opportunities for class and small group collaboration, as well as programs and opportunities that connect students to authors and other real-world experiences, including Tech clubs, maker spaces, and robotics.

Response from the prior year Consolidated District Plan.

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

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CUSD 201 provides a rigorous, student-centered learning environment. Extension and enrichment activities are embedded in the core curriculum, allowing teachers to differentiate, engaging students at all levels. If historical assessment data, teacher recommendations, and qualitative data indicate that students' needs cannot be met in traditional courses aligned to grade-level standards, students have the opportunity to access opportunities that better fit their needs. They may include but not be limited to the following strategies: - Elementary students participate in content area classes at grade levels that are commensurate with their identified abilities.- Junior high students have the opportunity to take math courses at Westmont High School, including independent study courses in which students are supervised by a qualified teacher with high school certification- High school students have the opportunity to enroll in any number of Advanced Placement (AP) courses that provide rigorous, college-level content. Any student who is interested in taking AP courses can consult with teachers and counselors to determine readiness and the ability to access necessary support systems to be successful.

Response from the prior year Consolidated District Plan.

CUSD 201 provides a rigorous, student-centered learning environment. Extension and enrichment activities are embedded in the core curriculum, allowing teachers to differentiate, engaging students at all levels. If historical assessment data, teacher recommendations, and qualitative data indicate that students' needs cannot be met in traditional courses aligned to grade-level standards, students have the opportunity to access opportunities that better fit their needs. They may include but not be limited to the following strategies: - Elementary students participate in content area classes at grade levels that are commensurate with their identified abilities.- Junior high students have the opportunity to take math courses at Westmont High School, including independent study courses in which students are supervised by a qualified teacher with high school certification- High school students have the opportunity to enroll in any number of Advanced Placement (AP) courses that provide rigorous, college-level content. Any student who is interested in taking AP courses can consult with teachers and counselors to determine readiness and the ability to access necessary support systems to be successful.

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.

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

- i. Coordination with institutions of higher education, employers, and other local partners;* and**
ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

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([count] of 7500 maximum characters used)

Westmont Junior High School and Westmont High School collaborate multiple times throughout the school year to guarantee a strong transition for our students. High school placement criteria is made available to students and parents and reviewed with students. Departments frequently articulate around curriculum and student programming. Administration and social workers address social/emotional needs. Westmont High School has an incoming 9th grade parent night in February and follows up with a meeting with each student and their parent(s) to review goals and placement. Freshman orientation, which is a two-day event during the Summer is an opportunity for incoming freshmen to learn about the high school environment, meet teachers, and address goals and executive functioning strategies. To prepare students for their specific post-secondary plans, students have guided access to the CareerCruising program, information about college and technical school visits to Westmont High School, and details about upcoming college fairs in the Chicagoland area. Additionally, with graduation-focused planning, students interested in certain career fields can attend the Technology Center of DuPage during their junior and/or senior years in order to follow a career-focused curriculum. Evening events are also sponsored throughout the school year that provides information for students and their families about college and career planning as well as financial aid awareness. All of these resources are promoted in students' classes, through the school website, and in email messages shared with students' families. Westmont High School will be implementing the MaiaLearning platform which provides students with an academic dashboards with grades, assessment scores, and checklists for projects. The platform also provides various assessments related to students' personalities, interest profiles, and career choices.

Response from the approved prior year Consolidated District Plan.

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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)

Westmont Junior High School students visit the Technology Center of DuPage during their 7th grade year to be exposed to various career opportunities. Students from Westmont High School who are interested in technical career fields can attend the Technology Center of DuPage during their junior and/or senior years in order to follow a career-focused curriculum. Westmont High School also provides academic courses, (including dual credit) in graphic design, accounting, and business that would prepare our students for potential careers. Once a year, the teachers and students at Westmont High School organize Career Day. Community members and business leaders from Westmont and surrounding communities conduct presentations about their work, how they selected their career, and what the future holds for their industry and profession. Students select sessions to attend and can ask questions and trade contact information. Westmont High School will implement IncubatorEDU program. In the year-long course, students can create and fully develop their own product or service. Real entrepreneurs and business experts serve as volunteer coaches and mentors guiding student teams through the processes of developing hypotheses about a business concept, testing those hypotheses, adapting, and continually learning and improving. This cycle of experimentation is combined with foundational business content such as marketing and finance, preparing our students for careers in business.

Response from the approved prior year Consolidated District Plan.

Westmont Junior High School students visit the Technology Center of DuPage during their 7th grade year to be exposed to various career opportunities. Students from Westmont High School who are interested in technical career fields can attend the Technology Center of DuPage during their junior and/or senior years in order to follow a career-focused curriculum. Westmont High School also provides academic courses, (including dual credit) in graphic design, accounting, and business that would prepare our students for potential careers. Once a year, the teachers and students at Westmont High School organize Career Day. Community members and business leaders from Westmont and surrounding communities conduct presentations about their work, how they selected their career, and what the future holds for their industry and profession. Students select sessions to attend and have the opportunity to ask questions and trade contact information. Westmont High School will implement IncubatorEDU program. In the year-long course, students have the opportunity to create and fully develop their own product or service. Real entrepreneurs and business experts serve as volunteer coaches and mentors guiding student teams through the processes of developing hypotheses about a business concept, testing those hypotheses, adapting, and continually learning and improving. This cycle of experimentation is combined with foundational business content such as marketing and finance, preparing our students for careers in business.

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.

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

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Professional development plans include the use of instructional coaches, expert consultants, and relevant workshops and conferences. The focus of the professional learning activities will include:- Providing a guaranteed and viable curriculum in which all students can learn, learning materials are accessible, and assessments are aligned with standards.- Standards-based grading, which includes complete alignment of assessments to learning targets and providing students with additional time and opportunities to succeed- Understanding the neurobiology of reading and understanding of reading development from decoding to reading for knowledge

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

Administrators, teachers coaches will participate in a wide range of professional learning around trends in education, developing our skills as instructional leaders, and developing a culture of productive collaboration

G. Title III - LIEP

High-quality instructional practices, coherent curriculum, and standards-aligned assessments to support oracy and literacy, including working with consultants with expertise in bilingual education, will support teachers as they develop unit plans and assessments aligned to content area standards and WIDA standards, The administration, instructional coaches, and teachers will attend at least one conference ton how to provide high-quality instruction for linguistically and culturally diverse students. In addition, the primary goal for professional development will be an increased opportunity for academic conversation and accountable talk. This focus is to address assessment data that indicates that our students are below proficiency standards in oracy and speaking.

H. Title III - ISEP

High-quality instructional practices, coherent curriculum, and standards-aligned assessments to support, oracy, and literacy including working with consultants with expertise in bilingual education will support teachers as they develop unit plans and assessments aligned to content area standards and WIDA standards, The administration, instructional coaches, and teachers will attend at least one conference ton how to provide high-quality instruction for linguistically and culturally diverse students. In addition, the primary goal for professional development will be an increased opportunity for academic conversation and accountable talk. This focus is to address assessment data that indicates that our students are below proficiency standards in oracy and speaking.

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

Provide support for our students' social development, mindfulness in the classroom, effective classroom management, and inquiry-based learning.

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

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

Professional development plans are drafted by the instructional and related service staff at the beginning of the school year, consistent with a needs assessment and also the presenting profiles of the special education students we serve. In the IDEA grant, we have allocated 5% of our funding for professional development. This will include workshops, seminars, webinars, SASSED training, and books to support identified topics. For the coming year, through the combined work of the Student Services Team and the District Leadership Team, we have identified social-emotional learning as our PD focus. While professional development will also include topics relevant to the specific special education needs of the children we serve, we will focus on social-emotional frameworks. Within the larger district context, our special education department will utilize IDEA funds to explore concepts such as Adverse Childhood Experiences (ACES), and Trauma-informed Schools. Our goal will be to gain a clear understanding of how trauma can impact our students, how we can provide service and support to students, and how we can communicate this information to the larger school community.

L. IDEA, Part B - Preschool

In addition to the professional development plans that are drafted by certified and noncertified staff in the preschool program, the special education cooperative with which we are affiliated provides professional growth opportunities throughout the year. The preschool team will participate in social=emotional PD offerings. In addition, they will continue to work that began two years ago on inclusive preschool environments. We have changed our program model to offer inclusive preschool classrooms to our students and we will continue to work this year with a specific focus on delivery of related services within the general education classrooms

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

Professional development plans include the use of instructional coaches, expert consultants, and relevant workshops and conferences. The focus of the professional learning activities will include:- Providing a guaranteed and viable curriculum in which all students have the opportunity to learn, learning materials are accessible, and assessments are aligned with standards.- Understanding the neurobiology of reading and understanding of reading development from decoding to reading for knowledge

Legislative Requirement:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

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]

CUSD 201 is reviewing our MTSS plans and discipline policies to ensure all students have equitable access to education. We will use surveys (such as the 5Essentials survey) and student information systems to gather data about staff, student, and parent beliefs about school climate, student behavior, discipline, referral processes, and Tier I interventions. Based upon the administrative team's review of practices and policies, the district will provide training with all staff on restorative justice and aligned strategies, update our student referral processes, and update administrative procedures to ensure appropriate implementation and usage of restorative justice practices. We review the student handbook and programs related to social-emotional initiatives. On at least an annual basis, the administrative team reviews data (by racial and ethnic groups, disabled vs non-disabled, gender, migrant status, and economically disadvantaged) to identify disparities in discipline referrals, bullying, harassment, and the use of restorative justice practices. The district will:- Work with staff, students, and parents to better understand our diverse community, helping all stakeholders become more culturally aware- Ensure social-emotional curriculum and resources are consistently implemented across the district and with fidelity- Seek to increase involvement in extra-curricular programs and pro-social experiences like service projects- Host bullying awareness and anti-harassment campaigns (i.e. Rachel's Challenge)

Response from the prior year Consolidated District Plan.

CUSD 201 is reviewing our MTSS plans and discipline policies to ensure all students have equitable access to education. We will use surveys (such as the 5Essentials survey) and student information system to gather data about staff, student, and parent beliefs about school climate, student behavior, discipline, referral processes, and Tier I interventions. Based upon the administrative team's review of practices and policies, the district will provide training with all staff on restorative justice and aligned strategies, update our student referral processes, update administrative procedures to ensure appropriate implementation and usage of restorative justice practices. We review the student handbook and programs related to social-emotional initiatives. On at least an annual basis, the administrative team reviews data (by racial and ethnic groups, disabled vs non-disabled, gender, migrant status, and economically disadvantaged) to identify disparities in discipline referrals, bullying, harassment, and the use of restorative justice practices. Beyond the efforts of the SB100 Team, the district will:- Work with staff, students, and parents to better understand our diverse community, helping all stakeholders become more culturally aware- Ensure social-emotional curriculum and resources are consistently implemented across the district and with fidelity- Seek to increase involvement in extra-curricular programs and pro-social experiences like service projects- Host bullying awareness and anti-harassment campaigns (i.e. Rachel's Challenge)

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

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

For your convenience, the 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 will:- Assess the needs of children experiencing homelessness through personal conversations with each family- Provide differentiated instruction and services to meet the needs of students experiencing homelessness- Provide additional services to children experiencing homelessness to accommodate and accelerate their learning and identification of needs. These services may include but are not limited to, expedited evaluations, tutoring, assistance with transferring records, school supplies, counseling staff professional development, and programs for students who are limited English proficient- Arrange transportation for children experiencing homelessness- Provide families experiencing homelessness with contact information for community services available to assist them in multiple areas, such as health, housing, food, or clothing

Response from the prior year Consolidated District Plan.

The district will:- Assess the needs of children experiencing homelessness through personal conversations with each family- Provide differentiated instruction and services to meet the needs of students experiencing homelessness- Provide additional services to children experiencing homelessness to accommodate and accelerate their learning and identification of needs. These services may include, but are not limited to, expedited evaluations, tutoring, assistance with transferring records, school supplies, counseling staff professional development, and programs for students who are limited English proficient- Arrange transportation for children experiencing homelessness- Provide families experiencing homelessness with contact information for community services available to assist them in multiple areas such as health, housing, food, or clothing

Title I Requirement:

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

Legislative Requirements:

- [1] Title I, Part A, Section 1112(b)(11)
- [2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(6)

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

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - WESTMONT HIGH SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10/27/2015
1004 - WESTMONT JR HIGH SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10/27/2015
2001 - J T MANNING ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5/17/2022
2002 - C E MILLER ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12/15/2020
3001 - SOUTH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations:

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

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

ISBE Goals:

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

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

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)

CUSD 201 will continue to work on improving student achievement through the implementation of programming that addresses our goals. We will engage all stakeholders to maintain a healthy and safe learning environment. We will work to ensure programs are implemented with fidelity by certified staff. To monitor, support, and improve learning, climate, and culture we will take the following steps:- Train staff to implement the curriculum, understand the standards, framework, and related resources and instructional strategies- Professionally develop staff to assess students and differentiate instruction in an effort to engage students in relevant inquiry-based lessons- Build our leadership capacity to be able to recognize and coach teachers toward research-based instructional practices- Ensure equal access to programming and resources across the district through the collaborative work of teachers administrators- Continue to support instructional teams of teachers and related service staff that analyze data to provide a responsive curriculum to students across the district in identified areas of need- Utilize instructional coaches to support the implementation of the intended curriculum- Provide opportunities for instructional teams of teachers and related service staff to meet, professionally develop, create, review, and revise district programs- Select and provide access to materials and resources that support and extend student learning- Ensure representatives from across the district and community meet regularly to review and revise our goals, develop common assessments, and evaluate programming- Continuously evaluate faculty and staff, encouraging high-quality instruction and services- Employ strategies that maximize instructional time, ensuring academic and behavior interventions can be implemented during the school day to close the achievement gap.- Hire bilingual teachers and staff- Research best practices and implement updates and new programming that demonstrates our commitment to improving student achievement- Involve community stakeholders to provide academic and social-emotional support to students who are in need

Response from the approved prior year Consolidated District Plan.

CUSD 201 will continue to work on improving student achievement through the implementation of programming that addresses our goals. We will engage all stakeholders to maintain a healthy and safe learning environment. We will work to ensure programs are implemented with fidelity by certified staff. To monitor, support, and improve learning, climate, and culture we will take the following steps:- Train staff to implement the curriculum, understand the standards, framework, and related resources and instructional strategies- Professionally develop staff to assess students and differentiate instruction in an effort to engage students in relevant inquiry-based lessons- Build our leadership capacity to be able to recognize and coach teachers toward research-based instructional practices- Ensure equal access to programming and resources across the district through the collaborative work of teachers administrators- Continue to support instructional teams of teachers and related service staff that analyze data to provide a responsive curriculum to students across the district in identified areas of need- Utilize instructional coaches to support the implementation of the intended curriculum- Provide opportunities for instructional teams of teachers and related service staff to meet, professionally develop, create, review, and revise district programs- Select and provide access to materials and resources that support and extend student learning- Ensure representatives from across the district and community meet regularly to review and revise our goals, develop common assessments, and evaluate programming- Continuously evaluate faculty and staff, encouraging high-quality instruction and services- Employ strategies that maximize instructional time, ensuring academic and behavior interventions can be implemented during the school day to close the achievement gap.- Hire bilingual teachers and staff- Research best practices and implement updates and new programming that demonstrates our commitment to improving student achievement- Involve community stakeholders to provide academic and social-emotional support to students who are in need

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)

CE Miller Elementary, JT Manning Elementary, Westmont Junior High School, and Westmont High School conduct as a schoolwide program where the goals include providing an excellent and well-rounded education to all students. The district does not serve students living in local institutions for neglected or delinquent children.

Response from the approved prior year Consolidated District Plan.

CE Miller Elementary, JT Manning Elementary, Westmont Junior High School, and Westmont High School conduct as a schoolwide program where the goals include providing an excellent and well-rounded education to all students. The district does not serve students living in local institutions for neglected or delinquent children.

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

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

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

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

([count] of 7500 maximum characters used)

We utilize the following criteria for identification:- demonstrated academic need at a Tier 2 or Tier 3 level based on a combination of factors- achievement scores on iReady assessment in Reading and Math- at-risk classroom performance on assignments and local assessments- Fountas & Pinnell assessmentStudents are identified in collaboration between reading specialists, resource teachers, classroom teachers, and Principal as appropriate After a student is identified and appropriate learning opportunities are proposed for intervention, the teachers send parents notification of proposed services. Teachers place students upon parent consent, answering any questions from parents prior to placement. Once programming begins, teachers routinely take feedback from service providers including certified and paraprofessional staff, making adjustments for students as appropriate. Data is routinely monitored and shared with parents at regular reporting intervals. Teacher leaders and principals of Title I buildings are always available to parents of Title I students in order to answer questions, report on progress, and consider parent feedback in order to adjust programming

Response from the approved prior year Consolidated District Plan.

We utilize the following criteria for identification:- demonstrated academic need at a Tier 2 or Tier 3 level based on a combination of factors- achievement scores on iReady assessment in Reading and Math- at-risk classroom performance on assignments and local assessments- Fountas & Pinnell assessmentStudents are identified in collaboration between reading specialists, resource teachers, classroom teachers, and Principal as appropriate After a student is identified and appropriate learning opportunities are proposed for intervention, the teachers send parents notification of proposed services. Teachers place students upon parent consent, answering any questions from parents prior to placement. Once programming begins, teachers routinely take feedback from service providers including certified and paraprofessional staff, making adjustments for students as appropriate. Data is routinely monitored and shared with parents at regular reporting intervals. Teacher leaders and principals of Title I buildings are always available to parents of Title I students in order to answer questions, report on progress, and consider parent feedback in order to adjust programming

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.

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 comprehensive needs assessment began with a review of the prior year's IDEA grants, as well as an assessment of current needs identified throughout this year. Areas identified include the following: - Resources: additional assessment materials, including psychological testing kits, will contribute to the appropriate identification of students with disabilities and help guide student learning.- Materials: instructional learning materials and organizational materials for a newly developed classroom supporting students with disabilities. This will contribute to the expansion of our in-district continuum of services and allow students to be supported in the least restrictive environment.- Professional Development: professional development opportunities, including workshops, conferences, webinars, and online learning materials. This will continue to develop and expand the skill sets and resources staff use best to support students' needs across various areas.- The required fees for our special education cooperative allow a variety of supports and services to be provided and support students with disabilities.The Preschool grant, based on the current analysis of need, it was determined that staff salaries and benefits would continue to be paid, to allow for the retention of qualified staff to support students. In addition, Materials: to support the social-emotional development of students, incorporating fine and gross motor activities, were identified as ongoing areas of need. The required fees for our special education cooperative will continue to allow a variety of supports and services to be provided to students with disabilities.

Response from the approved prior year Consolidated District Plan.

The comprehensive needs assessment began with a review of the prior year's IDEA grants.The comprehensive needs assessment began with a review of the prior year's IDEA grants.The Needs Assessment, completed throughout the year and with a culminating survey in February, identified the following:Personnel - Additional school nurse, increasing the allocation to 4.0 FTE from 3.0 FTE. This will contribute to a safe, healthy, and supportive learning environment. Resources - Additional assessment materials, with upgrades as indicated, including the WIAT. This will contribute to student learning. In the preschool grant, it was determined that salaries and benefits would continue to be paid. Materials to support social and emotional development, incorporating fine motor activities were identified as an area of ongoing need. The required fees for our special education cooperative allow a variety of supports and services to be provided, in recognition of the needs of our students.

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)

Activities that will be funded through grant funds include: materials and manipulatives, instructional and social-emotional resources, professional development, assessment materials, including digital components as needed, salaries and administrative costs, and consultant support from specialists in the area of autism, mental health, and bilingual assessments.Additional programs funded by the grant are those offered through the special education cooperative for low-incidence students who are appropriately served in placements consistent with their needs in the eligibility of autism, hearing impaired, visually impaired, developmentally delayed, and emotionally disabled, and for whom tuition costs are paid. These programs serve students from the age of 3 to 22.

Response from the approved prior year Consolidated District Plan.

The activities funded through the grant application include professional development; salaries and administrative costs; software purchases; assessment materials for student services personnel, and consultant support from specialists in the area of autism, mental health, and bilingual assessments.The programs funded by the grant application are those offered through the special education cooperative for low incidence students who are appropriately served in placements consistent with their needs in the eligibilities of autism, hearing impaired, visually impaired, developmentally delayed, and emotionally disabled, and for whom tuition costs are paid. These programs serve students from the age of 3 to 22.

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

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([count] of 7500 maximum characters used)

The scope and nature of services will include a variety of supports and services similar to the prior fiscal year; with the addition of needs related to a new classroom that will increase our continuum of services within the districts. The addition of this classroom will also allow the district to support students in the least restrictive environment, remaining at their home school.

Response from the approved prior year Consolidated District Plan.

The activities funded through the grant application include professional development; salaries and administrative costs; software purchases; assessment materials for student services personnel, and consultant support from specialists in the area of autism, mental health, and bilingual assessments.The programs funded by the grant application are those offered through the special education cooperative for low incidence students who are appropriately served in placements consistent with their needs in the eligibilities of autism, hearing impaired, visually impaired, developmentally delayed, and emotionally disabled, and for whom tuition costs are paid. These programs serve students from the age of 3 to 22.

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

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([count] of 7500 maximum characters used)

- Indicator 3: Statewide Assessments = funds will be used to support the professional development and growth of staff who instruct and support students with disabilities. In addition, funds will be used to ensure high quality materials and resources are available and used. Furthermore, funds will be used to ensure students, particularly those with low-incidence disabilities, will be able to access programming and support through our local co-operative.- Indicator 5: Educational Environments (6-21) = funds will be used to support the opening of a new classroom supporting students with Autism and similar disability needs, in order to ensure the least restrictive environment and allow students to remain in their home school. This includes materials, professional development, and training for staff/ administrators.- Indicator 6: Educational Environment (3-5) = funds will be used to ensure highly qualified staff are retained in order to provide support and services to students with disabilities in the least restrictive preschool/ early childhood setting.- Indicator 7: Early Childhood Outcomes = funds will be used for high quality materials and resources to ensure staff are able to provide students with learning experiences and opportunities that develop their social-emotional skills, acquisition of knowledge, and ability to meet their own needs.- Indicator 10: Disproportionality - Specific Disability Categories = funds will be used to purchase and ensure the appropriate assessment materials are used to accurately identify students with disabilities. This includes testing kits and professional training.

*Required Field

Overview

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

PROGRAM: Youth in Care Stability

PURPOSE: To comply with ESSA requirements for educational stability for students who are Youth in Care.

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

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

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

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

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

Contact Information

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Torrissi"/>	<input type="text" value="Tiffany"/>	<input type="text" value="Director of Student Services"/>	<input type="text" value="ttorrissi@cusd201.org"/>

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Rueli"/>	<input type="text" value="Anthony"/>	<input type="text" value="Business Manager"/>	<input type="text" value="aruelli@cusd201.org"/>

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

*Required field

Best Interest Determination as it relates to School Stability

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

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

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

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

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

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

The positions of all district personnel involved are: Title I Director/ Coordinator - Nadine Norris- LEA Point of Contact - Tiffanie Torrisi- LEA representative that oversees transportation - Anthony Ruelli- Social worker - Alyssa Reynolds- Building administrator - Amy Quattrone
What are all the factors that should be considered in determining whether remaining in a child's school of origin is in his or her best interest (BID) as it relates to ensuring school stability? In determining a child or youth's best interest, an LEA must presume that keeping the homeless child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian. When determining a child's or youth's best interest, an LEA must consider student-centered factors including factors related to the impact of mobility on achievement, education, health, and safety.CUSD 201 will work in collaboration with parents, guardians, students, and appropriate child welfare agencies to ensure equitable access to a child in foster care's school of origin as defined by in ESEA and ESSA documentation.Children in foster care will always be allowed to enroll in their school of origin or school of residence as required under both federal and state law.The respective agency will identify children in foster care, who are in need of transportation assistance and will communicate this with the school district.Transportation for children in foster care will be provided by the family, the agency, or the school district, identifying the most cost-effective means to do so.If the student's school of origin is a district school and the student is placed in a foster home outside of district boundaries, the district POC will work with the agency and the foster family to determine if the school of origin remains in the best interest of the child. The determination will take into account the wishes of the child, the wishes of the foster family, the guidance from the agency, the distance and time required for travel, the safety of the child and the differences in terms of services at the school of origin versus the school of residence.Children in foster care will be identified through the serving agencies.Transportation agreements will be determined through collaboration with the family, agency, and school district.The agreements will take into consideration: - the wishes of the child - the wishes of the foster family - the guidance from the agency - the distance and time required for travel - the safety of the childAdditional costs for transportation will be determined through a collaborative process keeping the student's best interests at the forefront of the discussion.

Response from the approved prior year Consolidated District Plan.

The positions of all district personnel involved are: Title I Director/ Coordinator - Nadine Norris- LEA Point of Contact - Tiffanie Torrisi- LEA representative that oversees transportation - Anthony Ruelli- Social worker - Alyssa Reynolds- Building administrator - Amy Quattrone
What are all the factors that should be considered in determining whether remaining in a child's school of origin is in his or her best interest (BID) as it relates to ensuring school stability? In determining a child or youth's best interest, an LEA must presume that keeping the homeless child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian. When determining a child's or youth's best interest, an LEA must consider student-centered factors including factors related to the impact of mobility on achievement, education, health, and safety.CUSD 201 will work in collaboration with parents, guardians, students, and appropriate child welfare agencies to ensure equitable access to a child in foster care's school of origin as defined by in ESEA and ESSA documentation.Children in foster care will always be allowed to enroll in their school of origin or school of residence as required under both federal and state law.The respective agency will identify children in foster care, who are in need of transportation assistance and will communicate this with the school district.Transportation for children in foster care will be provided by the family, the agency, or the school district, identifying the most cost-effective means to do so.If the student's school of origin is a district school and the student is placed in a foster home outside of district boundaries, the district POC will work with the agency and the foster family to determine if the school of origin remains in the best interest of the child. The determination will take into account the wishes of the child, the wishes of the foster family, the guidance from the agency, the distance and time required for travel, the safety of the child and the differences in terms of services at the school of origin versus the school of residence.Children in foster care will be identified through the serving agencies.Transportation agreements will be determined through collaboration with the family, agency, and school district.The agreements will take into consideration: - the wishes of the child - the wishes of the foster family - the guidance from the agency - the distance and time required for travel - the safety of the childAdditional costs for transportation will be determined through a collaborative process keeping the student's best interests at the forefront of the discussion.

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

See IDEA legislation hereSee Section 504 here

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

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

All the requirements under McKinney-Vento including the best interest determination and immediate enrollment apply to students in foster care, whether or not they have been identified as having disabilities. For foster students with disabilities, however, in making the best interest determination, LEAs should include consideration of all related aids and services within the existing IEP or 504, including transportation and any other related services included in the IEP or 504, as well as any special education and supplementary aids and services that the student may be receiving at the school of origin.

Response from the approved prior year Consolidated District Plan.

All the requirements under McKinney-Vento including the best interest determination and immediate enrollment apply to students in foster care, whether or not they have been identified as having disabilities. For foster students with disabilities, however, in making the best interest determination, LEAs should include consideration of all related aids and services within the existing IEP or 504, including transportation and any other related services included in the IEP or 504, as well as any special education and supplementary aids and services that the student may be receiving at the school of origin.

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

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

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Response from the approved prior year Consolidated District Plan.

In addition to the considerations listed above, the LEA and school team will work together to ensure that the programs and supports available to the English Learner continue to be provided without interruption. When determining the student's best interest, factors related to the impact of mobility on achievement, education, health, and safety must be considered. In all cases, forms must be available to the family in the language of origin. Similarly, certified interpreters must be provided to families for the purpose of meaningful participation.

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

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

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

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

It is recognized that the district and the agency will act in the best interest of each individual child. However, should a dispute regarding the transportation of a child in foster care occur, the following will be followed: - The district will provide transportation until such time as the dispute is resolved. - The district policy regarding McKinney-Vento disputes will be adhered to.If a dispute arises over eligibility, school selection, or enrollment, The LEA must immediately enroll the child in the school in which enrollment is sought, pending the final resolution of the dispute, including all available appeals.The LEA must provide DCFS and the foster parent with a written explanation of any decisions related to school selection or school enrollment made by the school along with a written explanation of appeal rights. The LEA must refer the parties to the local liaison, who must conduct the dispute resolution process as expeditiously as possible.The local liaison should provide assistance in preparing the appeal and should make the resources of the school available to the parties involved.There will be a written explanation of the enrollment decision and right to appealDetailed information is available in the Title VII-B of the McKinney- Vento Homeless Education Act, as amended by the Every Student Succeeds Act.If a resolution cannot be determined, DCFS will have the final say.

Response from the approved prior year Consolidated District Plan.

It is recognized that the district and the agency will act in the best interest of each individual child. However, should a dispute regarding the transportation of a child in foster care occur, the following will be followed: - The district will provide transportation until such time as the dispute is resolved. - The district policy regarding McKinney-Vento disputes will be adhered to.If a dispute arises over eligibility, school selection, or enrollment, The LEA must immediately enroll the child in the school in which enrollment is sought, pending the final resolution of the dispute, including all available appeals.The LEA must provide DCFS and the foster parent with a written explanation of any decisions related to school selection or school enrollment made by the school along with a written explanation of appeal rights. The LEA must refer the parties to the local liaison, who must carry out the dispute resolution process as expeditiously as possible.The local liaison should provide assistance in preparing the appeal and should make the resources of the school available to the parties involved.There will be a written explanation of the enrollment decision and right to appealDetailed information is available in the Title VII-B of the McKinney- Vento Homeless Education Act, as amended by the Every Student Succeeds Act.If a resolution cannot be determined, DCFS will have the final say.

*Required field

Youth in Care Stability Plan Development

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

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

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

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

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

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

The positions of all district personnel involved are:- Title I Director/ Coordinator - Nadine Norris- LEA Point of Contact - Tiffanie Torrissi- LEA representative that oversees transportation - Anthony Ruelli- Social worker - Alyssa Reynolds- Building administrator - Amy QuattroneIn determining how transportation will be provided to students who qualify, considerations will include the wishes of the student, the family, the agency as well as the distance and time and factors related to safety and available services.The stability of the student will be paramount in all considerations.Transportation, if provided by the district, will be arranged by the Business Office and the Student Services Office (POC).

Response from the approved prior year Consolidated District Plan.

The positions of all district personnel involved are:- Title I Director/ Coordinator - Nadine Norris- LEA Point of Contact - Tiffanie Torrissi- LEA representative that oversees transportation - Anthony Ruelli- Social worker - Alyssa Reynolds- Building administrator - Amy QuattroneIn determining how transportation will be provided to students who qualify, considerations will include the wishes of the student, the family, the agency as well as the distance and time and factors related to safety and available services.The stability of the student will be paramount in all considerations.Transportation, if provided by the district, will be arranged by the Business Office and the Student Services Office (POC).

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

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

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

- h. Other - describe
- i. Other - describe
- j. Other - describe

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

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

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

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

Transportation funding will be secured through local funding sources, state allocations, and in some cases, federal funding. Funding options will be determined through the review and analysis of pertinent factors relative to the student. Transportation collaboration will include student profile, special education eligibility, and 504 eligibility.

Response from the approved prior year Consolidated District Plan.

Transportation funding will be secured through local funding sources, state allocations, and in some cases, federal funding. Funding options will be determined through the review and analysis of pertinent factors relative to the student. Transportation collaboration will include student profile, special education eligibility, and 504 eligibility.

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

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

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

It is recognized that both the district and the private agency will act with the best interests of students in mind; however, disputes may occur given differing perspectives.In the event of a dispute, the district will provide transportation until such time as the dispute is resolved. The district policy regarding McKinney Vento disputes will be followed.It is recognized that both the district and the private agency will act with the best interests of students in mind; however, disputes may occur given differing perspectives.If the student's temporary residence and the school of origin are in the same LEA, that LEA must provide or arrange for transportation. If the student is living outside the school of origin's LEA, the LEA where the student is living and the school of origin's LEA must determine how to divide the responsibility and cost of providing transportation. If they cannot come to an agreement, they must share the responsibility and cost equally.In the event of a dispute, the student must remain in his/her school of origin while any dispute regarding transportation is being resolved. DCFS will have the final say in the event there is a dispute that cannot be resolved.

Response from the approved prior year Consolidated District Plan.

It is recognized that both the district and the private agency will act with the best interests of students in mind; however, disputes may occur given differing perspectives.In the event of a dispute, the district will provide transportation until such time as the dispute is resolved. The district policy regarding McKinney Vento disputes will be followed.It is recognized that both the district and the private agency will act with the best interests of students in mind; however, disputes may occur given differing perspectives.If the student's temporary residence and the school of origin are in the same LEA, that LEA must provide or arrange for transportation. If the student is living outside the school of origin's LEA, the LEA where the student is living and the school of origin's LEA must determine how to divide the responsibility and cost of providing transportation. If they cannot come to an agreement, they must share the responsibility and cost equally.In the event of a dispute, the student must remain in his/her school of origin while any dispute regarding transportation is being resolved. DCFS will have the final say in the event there is a dispute that cannot be resolved.

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

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

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

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

Should a dispute occur, the school of origin will provide transportation until the dispute is resolved. The policy regarding McKinney Vento disputes will be followed (see item 4). DCFS will have the final say in the case of a dispute that cannot achieve resolution. Transportation arrangements are made and monitored through the LEA POC and the LEA rep that oversees transportation. Specific student needs are respected and provided for (mobility needs, paraprofessional support, seating requirements, etc. As in all transportation initiatives, driver credentials are reviewed and maintained in the district office.

Response from the approved prior year Consolidated District Plan.

Should a dispute occur, the school of origin will provide transportation until the dispute is resolved. The policy regarding McKinney Vento disputes will be followed (see item 4). DCFS will have the final say in the case of a dispute that cannot achieve

resolution. Transportation arrangements are made and monitored through the LEA POC and the LEA rep that oversees transportation. Specific student needs are respected and provided for (mobility needs, paraprofessional support, seating requirements, etc. As in all transportation initiatives, driver credentials are reviewed and maintained in the district office.

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

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

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

The transportation plan is reviewed with all district administration through the POC and the Student Services Office. Building administrators communicate the information to certified and non-certified staff in each of the schools. Regarding eligibility, school social workers and school counselors, as well as school office support staff receive reinforcement of this information through staff meetings and written communication.

Response from the approved prior year Consolidated District Plan.

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*Required field

BSP Overview

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

BSP Contact Information

104 English Learners (ELs) are in the district

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

Last Name*

Phone*

First Name*

Middle

Initial

Email*

EL Program Director Requirements:

Does the Program Director meet the administrator requirements?*

Yes

No

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

Comments:

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

([count] of 3000 maximum characters used)

*Required field

104 English Learners (ELs) are in the district

Complete the requested information below.

Key: Types of Instructional Design

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

	Attendance Center Name	Grade Span	Program Type (check all that apply)		Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement - Enter zero if no teachers in a category.			ELS-TBE and ELS-VIT - Enter zero if no teachers in a category.	Language Codes	
			TBE	TPI	1	2	3	4	5	6	Number of PEL Teachers with ESL Endorsement Only	Number of PEL Teachers with Bilingual Endorsement Only	Number of PEL Teachers with ESL and Bilingual Endorsement	Number of Teachers with ELS-TBE or ELS-VIT Endorsements		
	In addition to district attendance centers that have ELs, special education co-ops and non-public special education program attendance centers that have out placed dually identified (ELs with IEPs) students must be listed.*															
1.	C.E. Miller School (Kindergarten and 1st grade)	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	0	3	0	001
2.	J. T. Manning School	2-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	0	5	0	001
3.	Westmont Junior High	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	2	0	001
4.	Westmont High School	9-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
5.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
6.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
7.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
8.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
9.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
21.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
22.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
23.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
24.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
25.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

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

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

([count] of 2500 maximum characters used)

NA

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

104 English Learners (ELs) are in the district

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

104 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Check the type(s) of Program Enrollment offered

TBE TPI

SPANISH LANGUAGE ARTS CURRICULUM

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

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

Yes No

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

Our district uses two-way Dual Language programming for C.E. Miller, J.T. Manning, and Westmont Junior HighSchool. Student progress is measured through local and common Spanish Language Arts assessments.

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

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

Yes No

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

*Required field

104 English Learners (ELs) are in the district

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

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

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

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review district's annual Bilingual Service Plan and EBF spending plan submitted to the State Board of Education.

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

Name	Danny Ollier	Role	(P)	Language(s)	English, Spanish	Telephone	815 353 7809
Street	12 N Adams Street	City	Westmont	State	IL	Zip+4	60559 1907
Name	Patrizia Meza	Role	(P)	Language(s)	English, Spanish	Telephone	219 902 8708
Street	941 Williamsburg Street	City	Westmont	State	IL	Zip+4	60559 1907
Name	Jill Hawkins	Role	(P)	Language(s)	English	Telephone	630 468 8314
Street	754 Oakwood Drive	City	Westmont	State	IL	Zip+4	60559 1907
Name	Elizabeth Garcia	Role	(T)	Language(s)	English, Spanish	Telephone	630 468 8050
Street	200 N. Linden	City	Westmont	State	IL	Zip+4	60559 1907
Name	Lindsay Pietrzak	Role	(P)	Language(s)	English	Telephone	630 468 8052
Street	200 N Linden	City	Westmont	State	IL	Zip+4	60559 1907
Name	Nadine Norris	Role	(CM)	Language(s)	English	Telephone	630 468 8014
Street	133 S Grant	City	Westmont	State	IL	Zip+4	60559 1907
Name	Edith Rivera	Role	(CM)	Language(s)	English, Spanish	Telephone	630 468 8000
Street	133 S Grant	City	Westmont	State	IL	Zip+4	60559 1907
Name	TBD	Role	(CM)	Language(s)	English	Telephone	630 468 8000
Street	TBD	City	Westmont	State	IL	Zip+4	60559 1907
Name	TBD	Role	(CM)	Language(s)	English	Telephone	630 468 8000
Street	TBD	City	Westmont	State	IL	Zip+4	60559 1907
Name	TBD	Role	(CM)	Language(s)	English	Telephone	630 468 8000
Street	TBD	City	Westmont	State	IL	Zip+4	60559 1907

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

Date: 04/20/2023 Name of Committee Chairperson: Danny Ollier

A committee chair must be a member of the BPAC.

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

Projected Dates (7/1/23)

Meeting

- 6/30/24)

Activity

1.	07/10/2023	Bilingual Advisory Committee Training (required activity).
2.	09/26/2023	BPAC Meeting - Having a successful year, Bilingual Service Plan, EBF Spending Plan
3.	03/01/2024	BPAC Meeting - The Importance of Reading at Home
4.	04/13/2024	CUSD 201 International Night

104 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

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

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

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

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

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	08/15/2023	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	35
<input type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Language Assessment	09/27/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	25
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to EL Students with Disabilities		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Program Standards	12/06/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6
<input type="checkbox"/> District Identification Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Program Design	01/31/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	12
<input type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Spanish Language Arts	08/14/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

*Required field*Required field

Board Approval, Certification, and Assurances

Instructions

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

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

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

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

v01.2021

Grant Application Certifications and Assurances

Instructions

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

http://www.ecfr.gov/cgi-bin/text-idx?top=/ecfrbrowse/Title02/2cfr200_main_02.tpl

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

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

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

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

NO BINDING OBLIGATION

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

PROJECT

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

FUNDING

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

INVOLUNTARY TERMINATION

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

GENERAL CERTIFICATIONS AND ASSURANCES

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

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

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

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

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

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

a) Publishing a statement:

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

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

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

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

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

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

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

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

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

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

Instructions for Certification

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

v.09.08.2021

Certification Regarding Lobbying

Instructions

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

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

v.09.08.2021

GEPA 442 Assurances

Instructions

- By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:
1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

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

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

v.09.08.2021

Assurances

Instructions

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

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

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

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

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

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

[Not calling IWAS Web Service](#)

Signature of School District Superintendent / Agency Administrator

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

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

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

Application was created on:

4/14/2023

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

This Application has not been submitted

Page Review Status Instructions

Expand All

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

Save

Selectable Application Print

Request Print Job

[Consolidated District Plan](#)

Requested Print Jobs

[Requested by nnorris438 on 4/21/2023](#)

Completed Print Jobs

[Completed - nnorris438 on 4/20/2023 11:01:48 AM](#)