

Consolidated District Plan

Applicant: CENTER CASS SD 66

Application: 2024-2025 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 25-CDP-00-19-022-0660-02

County: Dupage

The page has not been saved due to the following errors:

Errors:

- Results for Title III - LIEP is a required field.

Overview	Contact Information	Amendments	Needs Assessment and Programs			Plan Specifics	Assurance Pages	Submit	Application History
Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements

Needs Assessment Impact

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 need process, as applicable.* Writing space appears if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, re page, revise, save the page, and return to this page.

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

A. Title I, Part A - Improving Basic Programs

The District developed a Strategic Plan that was adopted by the Board of Education in Spring of 2022. The MTSS Committee and its sub-committees will continue to oversee the imp District's Strategic Plan and the three primary goal areas, which included the following: academic (reading), social-emotional learning, and financial stability. The Building Leadership school will continue to analyze data three times throughout the school year.

Development and achievement for all by ensuring every student and staff member develops themselves through D66 teaching and learning sessions, as well as other opportunities to Goal 2 of the the Strategic Plan. Goal 1 of the Strategic Plan consists of the following:

Goal 1: District 66 will reach our Educational Vision by:

- Creating and Measuring Learning Outcomes

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

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

Title II funds will be used towards providing professional development opportunities for staff in the areas of reading, math, and social-emotional learning. Dollars will be used for required travel expenses.

G. Title III - LIEP**H. Title III - ISEP****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.

Title IV: Funds will be used towards providing students with mandated Erin's Law education and 5th Grade Sexual Education learning outcomes. Funds will be used towards hosting Universities and workshops throughout the school year aimed at providing parents with valuable resources, workshops, and information to actively engage in their child's education and academic curriculum, student well-being, effective parenting strategies, and fostering a strong partnership between families and schools. Additionally, funds will be put toward Well Rounded Education including purchasing materials to deliver specialized or rigorous academic courses and curricula using digital learning technologies. Another area within Well Rounded Education in which is utilized is bully prevention, relationship building skills, and reducing the use of exclusionary discipline practices and promoting supportive school discipline.

J. Title V, Part B - Rural and Low Income Schools**K. IDEA, Part B - Flow-Through [1]**

District 66 will utilize Title V funds towards classroom paraprofessionals' salaries and benefits. Additionally, professional development for staff in supporting students with Individualized Educational Plans (IEPs) will also be utilized, for sensory tools and support for students, and fees associated with our special education cooperative.

District 66 will utilize IDEA, Part B - Flow Through funds towards classroom paraprofessionals' salaries and benefits. Additionally, professional development for staff in supporting students with Individualized Educational Plans (IEPs) will also be utilized, for sensory tools and support for students, and fees associated with our special education cooperative.

L. IDEA, Part B - Preschool

IDEA, Part B - Preschool partial funding will be used for our preschool classroom paraprofessional salaries and benefits.

Legislative Requirement:

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

[Save Page](#)

*Required field, applicable for all funding sources selected

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Stakeholder Involvement

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**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 success 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 acad 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 i 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.

District Strategic Plan goals include the following: academic (reading), social-emotional learning, and financial responsibility.

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

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

Program Footnotes:

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

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

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

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.

(355 of 7500 maximum characters used)

The Title I District Plan was reviewed by the District Administrative Team (2/20/24).

The District MTSS Committee will meet in August 2024 and review this plan as well.

The Academic, MTSS Sub-Committee will meet four times throughout the 24-25 school year and reviewed this plan.

The Strategic Plan was adopted by the Board of Education in May of 2022.

Response from the prior year Consolidated District Plan.

The Title I District Plan was reviewed by the District Administrative Team (4/18/23).

The District MTSS Committee will meet in August 2022 and review this plan as well.

The Academic, MTSS Sub-Committee will meet four times throughout the 22-23 school year and reviewed this plan.

The Strategic Plan was adopted by the Board of Education in May of 2022.

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

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(75 of 7500 maximum characters used)

District 66 operates under a PLC (Professional Learning Communities model).

Response from the prior year Consolidated District Plan.

District 66 operates under a PLC (Professional Learning Communities model).

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

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(453 of 7500 maximum characters used)

Parent-teacher conferences are held twice per year, in each building. In addition, the District hosts an annual Parent University and several workshops throughout the school year in order to provide parents with valuable resources and information to actively engage in their child's education and to learn about academic curriculum, student well-being, effective parenting strategies, and fostering a strong partnership between families and schools.

Response from the prior year Consolidated District Plan.

Parent-teacher conferences are held twice per year, in each building. In addition, the District hosts an annual Parent University each winter / spring.

Title I Requirement:

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

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

Title III Requirement:

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

Legislative References:

- [1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)
- [2] Title I, Part A, Section 1116(a)(2)
- [3] Title I, Part A, Section 1116(a)(2) and Section 1112(b)(7)

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*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



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SESSION TIMEOUT 59:57

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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 district’s 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

LEA has informed Private Schools of the Title II/Title IV transfer.

☐ Yes ☐ No ☐ N/A

[Nonpublic School Consultation Form](#)

[Upload Instructions for Private/Nonpublic School Forms](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
	<input type="checkbox"/>	<div><input type="radio"/> Yes <input type="radio"/> No</div> Number of Low-Income Student(s):	<div><input type="radio"/> Yes <input type="radio"/> No</div> Total Enrollment Number Student(s):	<div><input type="radio"/> Yes <input type="radio"/> No</div> Total Enrollment Number Student(s):	<div>Choose File</div> No file chosen

Comments:

Create Additional Entries

Save

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Preschool Coordination

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

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 success 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 acad 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 i 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.

District's Strategic Plan includes the following goal areas: academics (reading), social-emotional learning, and financial responsibility.

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individ 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 ne 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.
(735 of 7500 maximum characters used)

District 66 operates a Blended, Preschool for All (PFA) Program for both three and four year old students. Non-IEP students are tuition-based only. Title I funds will not be use for All Program (PFA). PFA and IDEA Funds are used for this blended and at-risk program.

District 66 typically has a kindergarten class of around 115 students, of those students about 20 have previously attended the District Blended Preschool Program. The Blende the Kindergarten PLC Team on a regular basis. This allows for vertical articulation of student's needs. in addition to this collaborative model, curriculum discussions take place continuous flow with fidelity.

Response from the approved prior year Consolidated District Plan.

District 66 operates a Blended Preschool Program for both three and four year old students. Non-IEP students are tuition-based only. Title I funds will not be used in the Blen Funds are used for this blended program.

District 66 typically has a kindergarten class of around 100 students, of those students about 20 have previously attended the District Blended Preschool Program. The Blende the Kindergarten PLC Team on a regular basis. This allows for vertical articulation of student's needs. This also allows for curriculum discussions to check for a continuous flow

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

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*Required field for Title I and/or IDEA Preschool

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Student Achievement and Timely Graduation

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

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 success 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 acad 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 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.

The District's Strategic Plan goals are the following: academics (reading), social-emotional learning, and financial responsibility.

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 th

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 ne 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.

(987 of 7500 maximum characters used)

Center Cass School District 66, offers students a well-rounded instructional program, to meet the needs of all students. The district offers an academic plan aligned to Illinois areas as well as encore areas. Our Director of Teaching and Learning, as well as our building Instructional Coaches, work hand in hand with staff in writing curriculum, assessr meet the needs of all students. Staff use both daily instruction as formative and summative assessments to monitor student progress in addition to state and local assessmen

Students who don't meet the standards receive support through our district RtI / MTSS program. These supports focus in on the areas of reading, math, social-emotional, beh

Students who exceed standards receive differentiated instruction through our district Gifted Program (grades 2-8).

The encore areas of focus include STEM, band, choir, health, PE, art and music classes.

Response from the prior year Consolidated District Plan.

Center Cass School District 66, offers students a well-rounded instructional program, to meet the needs of all students. The district offers an academic plan aligned to Illinois areas as well as encore areas. Our Director of Curriculum and Instruction as well as our building Instructional Coaches work hand in hand with staff in writing curriculum, asse meet the needs of all students. Staff use both daily instruction as formative and summative assessments to monitor student progress in addition to state and local assessmen

Students who don't meet the standards receive support through our district RtI / MTSS program. These supports focus in on the areas of reading and math.

Students who exceed standards receive differentiated instruction through our district Gifted Program (grades 2-8).

The encore areas of focus include STEM, band, choir, health, PE, art and music classes.

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, E neglected, and delinquent as applicable to the district. [2]

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(870 of 7500 maximum characters used)

Three times per year, each building has Data Days. During these data days, all students are reviewed based on their data (MAP Scores, AimswebPlus, Progress Monitoring, H teacher input. Students who are consistently below the 25th% are flagged for interventions. District 66 uses a three tiered approach to interventions for academics through t district-wide MTSS. Parents are notified of such interventions and data is shared on a consistent basis. Once a student begins to receive an intervention, data is collected and progress or a need to change interventions.

During the 2022-2023 school year, a District MTSS Committee was reestablished. This committee will continue into the 2024-2025 school year. Supporting the needs of ALL s district level committee.

Response from the prior year Consolidated District Plan.

Three times per year, each building has Data Days. During these data days, all students are reviewed based on their data (MAP Scores, Fast Bridge, Progress Monitoring, Font input. Students who are consistently below the 25th% are flagged for interventions. District 66 uses a three tiered approach to interventions for academics. Parents are notifi data is shared on a consistent basis. Once a student begins to receive an intervention, data is collected and reviewed every 6-8 weeks for progress or a need to change interv

During the 2022-2023 school year, a District MTSS Committee was reestablished. This committee will continue into the 2023-2024 school year. Supporting the needs of ALL s district level committee.

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

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

(1004 of 7500 maximum characters used)

Students who consistently score below the 25th% on data collection are flagged for intervention(s). District 66 uses a Three Tiered Approach to interventions for academics. Interventions and data is shared on a consistent basis. Once a student begins to receive an intervention, data is collected and reviewed every 6-8 weeks for progress or a need for additional support.

Throughout the school year, each building has monthly MTSS Progress Monitoring meetings scheduled to address student issues and concerns, as well as to develop any new interventions or make any necessary adjustments to an existing intervention(s) and/or tier, as needed.

As part of our district curriculum writing, as well as our GLT format (from the PLC Model), student data is reviewed, staff establish what they want students to learn, how they will assess it, and how they will respond if students don't understand it as well as how to differentiate if students grasp it quickly.

Response from the prior year Consolidated District Plan.

Students who consistently score below the 25th% on data collection are flagged for intervention(s). District 66 uses a Three Tiered Approach to interventions for academics. Interventions and data is shared on a consistent basis. Once a student begins to receive an intervention, data is collected and reviewed every 6-8 weeks for progress or a need for additional support.

Throughout the school year, each building has an Intervention Team regularly scheduled meeting to address student issues and concerns as well as change interventions as needed.

As part of our district curriculum writing as well as our GLT format (from the PLC Model), student data is reviewed, staff establish what they want students to learn, how they will assess it, and how they will respond if students don't understand it as well as how to differentiate if students grasp it quickly.

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

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

(497 of 7500 maximum characters used)

District 66 operates under a Professional Learning Community (PLC) model. Grade level teams meet (GLT) weekly to discuss student academic programs as well as, at the minimum, area meeting weekly. Building level teams (BLT) meet weekly in each building as well. This is an opportunity to take a look at student academic programs from a next level. Each building has a full-time Instructional Coach who supports both staff and students alike.

Response from the prior year Consolidated District Plan.

District 66 operates under a Professional Learning Community (PLC) model. Grade level teams meet (GLT) weekly to discuss student academic programs as well as, at the minimum, area meeting weekly. Building level teams (BLT) meet weekly in each building as well. This is an opportunity to take a look at student academic programs from a next level. Each building has a full-time Instructional Coach who supports both staff and students alike.

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 high levels by ineffective, inexperienced, or out-of-field teachers.[5]**

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

(252 of 7500 maximum characters used)

All District 66 teachers are highly qualified for the content area in which they teach.

Our low-income / minority student population is constantly monitored by building principals and the Director of Student Services for any disparities in services.

Response from the prior year Consolidated District Plan.

All District 66 teachers are highly qualified for the content area in which they teach.

Our low-income / minority student population is constantly monitored by building principals and the Director of Student Services for any disparities in services.

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

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

(453 of 7500 maximum characters used)

Each library in District 66 employs a full-time SLIS (School Library Information Specialist). Digital literacy, as well as internet safety, are part of the curriculum taught by the with classroom teachers to enhance and improve upon student academic achievement.

District 66 is focused on the whole child. Through the lens of the College, Career, Life Readiness Skills we are preparing students for life beyond school.

Response from the prior year Consolidated District Plan.

Each library in District 66 employs a full-time SLIS (School Library Information Specialist). Digital literacy, as well as internet safety, are part of the curriculum taught by the with classroom teachers to enhance and improve upon student academic achievement.

District 66 is focused on the whole child. Through the lens of the College, Career, Life Readiness Skills we are preparing students for life beyond school.

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

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

(786 of 7500 maximum characters used)

Center Cass School District 66 identifies gifted and talented students by using multiple measures. Early identification is key. Data points used to identify students who may be include, but are not limited to:
1) Standardized Test Scores (Naglieri Test, MAP Test)
2) Grades / classroom performance
3) Teacher input
4) Locally developed formative and summative assessments
5) Teacher and parent referrals.

Identified gifted students in grades 2-5 are provided with enrichment opportunities on a routine basis. This is in conjunction with their classroom teacher and District Gifted C middle school (grades 6-8) accelerated classes are offered in math, ELA, science and social studies for students who meet the gifted criteria.

Response from the prior year Consolidated District Plan.

Center Cass School District 66 identifies gifted and talented students by using multiple measures. Early identification is key. Data points used to identify students who may be include, but are not limited to:
1) Standardized Test Scores (Naglieri Test, MAP Test)
2) Grades / classroom performance
3) Teacher input
4) Locally developed formative and summative assessments
5) Teacher and parent referrals.

Identified gifted students in grades 2-5 are provided with enrichment opportunities on a routine basis. This is in conjunction with their classroom teacher and District Gifted C middle school (grades 6-8) accelerated classes are offered in math, ELA, science and social studies for students who meet the gifted criteria.

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)

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*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

Consolidated District Plan

Applicant: CENTER CASS SD 66

County: Dupage

Application: 2024-2025 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 25-CDP-00-19-022-0660-02

Overview	Contact Information	Amendments	Needs Assessment and Programs			Plan Specifics	Assurance Pages	Submit	Application History
Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements

College and Career Readiness

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**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 success 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 acad 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 i 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.

The District's Strategic Plan includes the following goal areas: academics (reading), social-emotional learning, and financial responsibility.

1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education 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**

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 *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.

(730 of 7500 maximum characters used)

District 66 is an EC/PreK - 8 grade district. Students from District 66 attend Downers Grove District 99 for high school. We are not a consolidated district. Therefore, this s District 66.

District 99 is our feeder high school district. Throughout the school year, articulation occurs between the middle school and high school in all curricular areas. In addition, c the high school for incoming freshman students. Also, the students receiving intervention in either reading, math, social-emotional, behavioral, mental health, and more, ai support.

The focus during the 2024-2025 school year will continue being on College, Career, Life Readiness.

Response from the approved prior year Consolidated District Plan.

District 66 is an EC-8 grade district. Students from District 66 attend Downers Grove District 99 for high school. We are not a consolidated district. Therefore, this section

District 99 is our feeder high school district. Throughout the school year, articulation occurs between the middle school and high school in all curricular areas. In addition, c the high school for incoming freshman students. Also, the students receiving intervention in either math and / or reading are flagged for high school support.

The focus during the 2023-2024 school year will be on College, Career, Life Readiness.

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 opportuniti attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integratio professionals and, if appropriate, academic credit.

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

(730 of 7500 maximum characters used)

District 66 is an EC/PreK - 8 grade district. Students from District 66 attend Downers Grove District 99 for high school. We are not a consolidated district. Therefore, this s District 66.

District 99 is our feeder high school district. Throughout the school year, articulation occurs between the middle school and high school in all curricular areas. In addition, c the high school for incoming freshman students. Also, the students receiving intervention in either reading, math, social-emotional, behavioral, mental health, and more, ai support.

The focus during the 2024-2025 school year will continue being on College, Career, Life Readiness.

Response from the approved prior year Consolidated District Plan.

District 66 is an EC-8 grade district. Students from District 66 attend Downers Grove District 99 for high school. We are not a consolidated district. Therefore, this section District 99 is our feeder high school district. Throughout the school year, articulation occurs between the middle school and high school in all curricular areas. In addition, c the high school for incoming freshman students. Also, the students receiving intervention in either math and / or reading are flagged for high school support.

As District 66 works to incorporate College, Career and Life Readiness Skills in our students this will be a focus. We will continue to expand in this area during the 2023-20;

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)

[Save Page](#)

*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

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Consolidated District Plan

Applicant: CENTER CASS SD 66

County: Dupage

Application: 2024-2025 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 25-CDP-00-19-022-0660-02

Overview	Contact Information	Amendments	Needs Assessment and Programs			Plan Specifics	Assurance Pages	Submit	Application History
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Professional Development - Highly Prepared and Effective Teachers and School Leaders

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

The District's Strategic Plan includes the following goal areas: academics (reading), social-emotional learning, and financial responsibility.

For each program for which funding is anticipated for the 2024-2025 school year, provide a brief description of professional development activities to be funded by applicable.* [1]

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Professional development to support reading and math strategies, as well as meeting the needs of the whole child.

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

Professional development to support reading and math strategies, as well as meeting the needs of the whole child.

G. Title III - LIEP

Not providing

H. Title III - ISEP

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

Not providing

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

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

Professional development to support staff that work with students with Individualized Educational Plans (IEPs) - autism, developmental delay, behavior strategies, and needs.

L. IDEA, Part B - Preschool

Not providing

Legislative Requirement:

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

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

[Save Page](#)

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

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County: DuPage

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Safe and Healthy Learning Environment

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

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 success 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 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 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.

The District's Strategic Plan goals are the following: academics (reading), social-emotional learning, and financial responsibility.

1. Describe the process through which the districts will:

- reduce incidences of bullying and harassment;
- reduce the overuse of discipline practices that remove students from the classroom [1];
- reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below:
 - each major racial and ethnic group;
 - economically disadvantaged students as compared to students who are not economically disadvantaged;
 - children with disabilities as compared to children without disabilities;
 - English proficiency status;
 - gender; and
 - migrant status.

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(1592 of 7500 maximum characters used)

Center Cass School District 66 has a full-time school social worker in each building. Bullying prevention is handled by classroom teachers in coordination with the school social worker. The district has a Bullying Hotline (both online form and phone extension to leave a report). Building Administrators take bullying very seriously. The district office keeps a log via the hotline, the resolution of the complaint and any consequences for the bully.

Bullying of racial and / or ethnic groups is not tolerated in District 66. As stated above discipline for bullying is taken seriously. In addition, Core and Encore classes throughout the district provide anti-bullying and positive social interaction lessons within various units of instruction. For example, the seventh grade ELA Teachers have a unit of study on Empathy that is important to note that during the 2020-2021 school year, the district began a journey on Inclusion and Equity. Parent Survey data was collected, individual conversations held, and a team will undergo an intensive Equity and Inclusion Training. As a result a multi-year plan has been developed for Equity and Inclusion in District 66.

Discipline, resulting in removal from the classroom is used cautiously and closely monitored through the District's "Physical Restraint, Time Out, and Isolated Time Out Program." Response from the prior year Consolidated District Plan.

Center Cass School District 66 has a full-time school social worker in each building. Bullying prevention is handled by classroom teachers in coordination with the school social worker. The district has a Bullying Hotline (both online form and phone extension to leave a report). Building Administrators take bullying very seriously. The district office keeps a log via the hotline, the resolution of the complaint and any consequences for the bully.

Bullying of racial and / or ethnic groups is not tolerated in District 66. As stated above discipline for bullying is taken seriously. In addition, the seventh grade ELA Teacher throughout the district provides anti-bullying and positive social interaction lessons within various units of instruction. For example, the seventh grade ELA Teachers have a unit of study on Empathy that addresses these concerns. During the 2020-2021 school year, the district began a journey on Inclusion and Equity. Parent Survey data was collected, individual conversations held, and a team will undergo an intensive Equity and Inclusion Training. As a result a multi-year plan will be developed for Equity and Inclusion in District 66.

Discipline, resulting in removal from the classroom is used cautiously. The use of Social Work services, referrals to outside entities and / or restitution are the first lines of

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

(42 U.S.C. 11301 et seq.):*

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(381 of 7500 maximum characters used)

Center Cass School District 66 has a District Homeless Coordinator. Enrollment in District 66 schools is completed quickly with the Homeless Coordinator's assistance. Part aside for homeless student field trips and school supplies, should the situation arise. Transportation is provided to homeless students, but is not taken from the Title I fund

Response from the prior year Consolidated District Plan.

Center Cass School District 66 has a District Homeless Coordinator. Enrollment in District 66 schools is completed quickly with the Homeless Coordinator's assistance. Part aside for homeless student field trips and school supplies, should the situation arise. Transportation is provided to homeless students, but is not taken from the Title I fund

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 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)

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

Overview	Contact Information	Amendments	Needs Assessment and Programs			Plan Specifics	Assurance Pages	Submit	Application History
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Title I Specific - Part One						Title I Specific - Part Two			

Attendance Center Designation

Instructions

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1001 - LAKEVIEW JR HIGH SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	05/08/2024
2002 - ELIZABETH IDE ELEM SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	05/08/2024
2004 - PRAIRIEVIEW ELEMENTARY SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	05/08/2024

Describe anticipated Reorganizations:	NA
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Save

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Title I Specific - Part One							Title I Specific - Part Two		

Title I Specific Requirements - Part Two

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 funding, 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 career and postsecondary education.
- ☒ 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 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 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.

- ☒ The District's Strategic Plan includes the following goal areas: academics (reading), social-emotional learning, and financial responsibility.

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 1112(b)(3).

Section 1111(d)

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No schools identified under this part

(91 of 7500 maximum characters used)

None of the three schools in District 66 have been identified as comprehensive or targeted.

Response from the approved prior year Consolidated District Plan.

None of the three schools in District 66 has been identified as comprehensive or targeted.

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?

- ☐ 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 percentage of children in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4))

Measures of Poverty from 1113(5)(A) and (B)

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

Save Page

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 appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children (1112(b)(5))

Section 1114 and 1115

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DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
(989 of 7500 maximum characters used)

The Targeted Assistance programs at both Elizabeth Ide School, Prairieview Elementary School and Lakeview Jr High places emphasis on the students who are performing below are provided in both reading and math to students to supplement their Tier I instruction. Center Cass School District 66 does not have students in local institutions or community day programs for neglected or delinquent children.

Students receive RTI / MTSS services in both reading and math, grades K-8 based upon need. These services can be a combination of push-in, pull-out and/or both based on time ranges from 20-60 minutes per day, 3-5 days per week. In addition, District 66 offers a Targeted Summer School program for students who utilize an intervention during approximately a 4-week program that continues the intervention from the school year. Students attend for 50 minutes per day, five days per week, 20 days total.

Response from the approved prior year Consolidated District Plan.

The Targeted Assistance programs at both Elizabeth Ide School, Prairieview Elementary School and Lakeview Jr High places emphasis on the students who are performing below are provided in both reading and math to students to supplement their Tier I instruction. Center Cass School District 66 does not have students in local institutions or community day programs for neglected or delinquent children.

Students receive RTI / MTSS services in both reading and math, grades K-8 based upon need. These services can be a combination of push-in, pull-out and/or both based on time ranges from 20-60 minutes per day, 3-5 days per week. In addition, District 66 offers a Targeted Summer School program for students who utilize an intervention during week program, that continues the intervention from the school year. Students attend for 45 minutes per day, five days per week, 23 days total.

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

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

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

(614 of 7500 maximum characters used)

District 66's targeted assistance program identifies students three times per year in all three buildings (Elizabeth Ide School, Prairieview Elementary School and Lakeview Jr H place, initially, during Data Review Meetings when teams of teachers (including regular education staff, special education staff, reading specialists, support staff and administrative staff (MAP, AimswebPlus, HMH Reading, Amira etc). Students below the 25th% are flagged. Students who meet the criteria are then provided additional services in reading a day.

Response from the approved prior year Consolidated District Plan.

District 66's targeted assistance program identifies students three times per year in all three buildings (Elizabeth Ide School, Prairieview Elementary School and Lakeview Jr H place, initially, during Data Review Meetings when teams of teachers (including regular education staff, special education staff, reading specialists, support staff and administrative staff (Web, F&P etc). Students below the 25th% are flagged. Students who meet the criteria are then provided additional services in reading and / or math during the school day.

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 c such standards.

Save Page

*Required field

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IDEA Specific Requirements

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

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

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 success 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 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 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.

- ☒ The District's Strategic Plan includes the following goal areas: academics (reading), social-emotional learning, and financial responsibility.

1. How was the comprehensive needs assessment information used for planning grant activities?* This section should include the comprehensive needs identified 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.

(1036 of 7500 maximum characters used)

Targeted activities will include professional development for staff, paraprofessional support for students and sensory materials to meet the needs of our students and ensure that comprehensive needs are identified through voluntary surveys administered twice a year (mid-year, end-of-year) on our Multi-Tiered System of Support (MTSS), as well as a district conducted during the 2019-2020 school year. Identified areas included: Tier I, Tier II, and Tier III interventions, systems and processes, digital learning technologies students in the district vs outplacements and efficiency measures for meetings.

Part B- Flow Through is utilized to provide Professional Development for Special Education Staff. In addition, resources, such as sensory supports are purchased through this the students in Special Education. IDEA is also used, in conjunction with local funds, to employ Paraprofessional Staff to support students.

Response from the approved prior year Consolidated District Plan.

Targeted activities will include professional development for staff, paraprofessional support for students and sensory materials to meet the needs of our students and ensure that comprehensive needs were identified through a voluntary survey on our Multi-Tiered System of Support (MTSS), as well as a special education audit the district conducted during Identified areas included: Tier II and Tier III interventions, systems and processes, supporting our neediest students in the district vs outplacements and efficiency measures

Part B- Flow Through is utilized to provide Professional Development for Special Education Staff. In addition, resources, such as sensory supports are purchased through this the students in Special Education. IDEA is also used, in conjunction with local funds, to employ Paraprofessional Staff to support students.

These comprehensive needs were identified through a voluntary survey on our Multi-Tiered System of Support (MTSS), as well as a voluntary special education audit the district 2020 school year. Identified needs included: Tier II and Tier III Interventions, systems and process, supporting our neediest students in the district vs. outplacements and efficiency meetings.

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.

(298 of 7500 maximum characters used)

Funding is used to support the Classroom Paraprofessional in our Blended Early Childhood Program. In addition, PD focused on meeting the needs of our special education population also opportunity for purchasing sensory supports to ensure that our students are ready to learn.

Response from the approved prior year Consolidated District Plan.

Funding is used to support the Classroom Paraprofessional in our Blended Early Childhood Program. In addition, PD focused on meeting the needs of our special education population and also opportunity for purchasing sensory supports to ensure that our students are ready to learn.

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

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

(49 of 7500 maximum characters used)

No anticipated changes for 2024-2025 school year.

Response from the approved prior year Consolidated District Plan.

No anticipated changes for 2023-2024 school year.

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. For a listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.

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

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

(262 of 7500 maximum characters used)

Funds are used to support district performance on the State Performance Plan Indicators by ensuring that we have instructional staff, materials, and equipment to address the needs of those students with disabilities and at risk of failure.

Save Page

*Required field

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Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

Overview

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

PROGRAM: Youth in Care Stability

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

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

RESOURCES: [ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 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 \(scroll to Foster Care Transportation section\)](#)
[ESFA 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 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 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. 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's (Certification Label) located on the inside of the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 57.10-10].

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 or out of 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/guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-101 of the Illinois 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

Have questions or need help? Contact our Call Center (217)558-3600 between 8:00am - 5:00pm CST, Monday - Friday or [Click here to Contact Us](#)
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Consolidated District Plan

Applicant: CENTER CASS SD 66
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 25-CDP-00-19-022-0660-02

County: Dupage

Overview	Contact Information	Amendments	Needs Assessment and Programs				Plan Specifics	Assurance Pages	Submit	Applic Hist
Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	II Specific R	
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts				Rest Interest Determination Plan			

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 as applicable.

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

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Rhoads"/>	<input type="text" value="Sean"/>	<input type="text" value="Director of Student Services"/>	<input type="text" value="srhoads@ccsd66.org"/>

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

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Tiede"/>	<input type="text" value="Tom"/>	<input type="text" value="Director of Transportation"/>	<input type="text" value="ttiede@ccsd66.org"/>

☐ Click here to add information for other personnel involved in the plan development.

Save Page

*Required field

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Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

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 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

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.

Director of Student Services, Sean Rhoads, will collaborate with building principals, transportation director and foster care providers. It will be determined what is in the best interest remaining in school of origin: length of transportation each day, ability to maintain school consistency (if that is best), child's safety and academic needs.

Response from the approved prior year Consolidated District Plan.

Director of Student Services, Sean Rhoads, will collaborate with building principals, transportation director and foster care providers. It will be determined what is in the best interest remaining in school of origin: length of transportation each day, ability to maintain school consistency (if that is best), child's safety and academic needs.

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

[See IDEA legislation here](#) [See Section 504 here](#)

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

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

If a student has an IEP or 504 Plan, that legal document will help guide the decision for school placement. Again, keeping in mind transportation length, school consistency, implement academic needs of the student.

Response from the approved prior year Consolidated District Plan.

If a student has an IEP or 504 Plan, that legal document will help guide the decision for school placement. Again, keeping in mind transportation length, school consistency, imple academic needs of the student.

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

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

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

Students who are identified as English Language Learners, will be accommodated. We have a transitional program, so English is the focus, but support and tools in native languag

Response from the approved prior year Consolidated District Plan.

Students who are identified as English Language Learners, will be accommodated. We have a transitional program, so English is the focus, but support and tools in native languag

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

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 fi 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.

Dispute resolution starts with the Director of Student Services. If that isn't resolvable, at this point, the Superintendent of Schools has the final decision. If the school district can the final determination.

Response from the approved prior year Consolidated District Plan.

Dispute resolution starts with the Director of Student Services. If that isn't resolvable, at this point, the Superintendent of Schools has the final decision. If the school district can the final determination.

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

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 district/school will increase the knowledge and understanding of all appropriate school staff members in order to ensure that they are fully aware of the Every Student Succeeds Act (ESSA) requirements for educational stability for students identified as Youth in Care, fostering a supportive environment that prioritizes the educational needs and stability of these students. For example, the district/school will ensure that all staff members participate in regular professional development workshops held on its Institute Days and/or School Improvement Days focused on ESSA requirements for educational stability, target students, and support staff, to ensure a widespread understanding of ESSA provisions and best practices for maintaining educational continuity for students in care.

Save Page

*Required field

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County: Dupage

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Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

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.

Director of Student Services will work with the Transportation Director. We own our own buses and prefer to transport our students this way. However, we also use a busing company (Special Ed co-op) to transport students. Depending upon the age of the child, the use of a cab would be the last resort.

Factors to consider include, but are not limited to: safety of the child, length of the transportation each day, maintaining school consistency (if that is appropriate and safe).

Response from the approved prior year Consolidated District Plan.

Director of Student Services will work with the Transportation Director. We own our own buses, so if possible we'd transport the child this way. However, we also use a busing company (Special Ed co-op) to transport students. Depending upon the age of the child, the use of a cab would be the last resort.

Factors to consider include, but are not limited to: safety of the child, length of the transportation each day, maintaining school consistency (if that is appropriate and safe).

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 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.

Funding for transportation, come out of local funds, as part of the students FAPE. In addition, funding options such as Title IV if the student is eligible for social security. Or if the IDEA, that can be looked at for funding purposes.

Response from the approved prior year Consolidated District Plan.

Funding for transportation, come out of local funds, as part of the students FAPE. In addition, funding options such as Title IV if the student is eligible for social security. Or if the IDEA, that can be looked at for funding purposes.

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 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.

Director of Student Services would meet with DCFS worker. The ultimate decision is made by the Superintendent of Schools. If no decision is able to be made by the school district the final determination.

Response from the approved prior year Consolidated District Plan.

Director of Student Services would meet with DCFS worker. The ultimate decision is made by the Superintendent of Schools. If no decision is able to be made by the school district the final determination.

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.

Utilizing our buses and / or bus company vehicles to transport the student to school. The School of Origin (SOO) is responsible for transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

Utilizing our buses and / or bus company vehicles to transport the student to school. The School of Origin (SOO) is responsible for transportation while all disputes are being resolved.

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

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

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

The Director of Student Services will communicate to: Director of Transportation, Building Principal, Building Secretary and DCFS caseworker.

At the start of each school year, the Director of Student Services sends a memo to all building secretaries and principals. In this memo it explains both our Homeless policies and as the steps to take when a foster care student is enrolled.

Response from the approved prior year Consolidated District Plan.

Director of Student Services will communicate to: Director of Transportation, Building Principal, Building Secretary and DCFS caseworker.

At the start of each school year, the Director of Student Services sends a memo to all building secretaries and principals. In this memo it explains both our Homeless policies and as the steps to take when a foster care student is enrolled.

Save Page

*Required field

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BSP Overview					BSP Plan Specifics				

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 A Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing 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

Consolidated District Plan

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Cycle: Original Application

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BSP Overview					BSP Plan Specifics				
BSP Program Contact	BSP Program Info	BSP Short Form	BSP Program Enrollment			BSP Parent Advisory Committee			

BSP Contact Information

62 English Learners (ELs) are in the district

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

Last Name*	First Name*	Middle Initial
<input type="text" value="Liles"/>	<input type="text" value="Kimberly"/>	<input type="text" value="D"/>
Phone*	Email*	
<input type="text" value="630 783 5113"/>	<input type="text" value="kliles@ccsd66.org"/>	

EL Program Director Requirements:

Does the Program Director meet the requirements to administer an English Learner program?* Yes ☒ No ☐

[Administrator Requirements](#)

If not, provide an action plan describing how the district will meet the requirements in the space below:

Kimberly Liles is grandfathered in as a long-standing Director of EL Programs for the District

Comments:

Use this text area for any needed explanations to ISBE in regard to this program.
(2 of 3000 maximum characters used)

NA

Save Page

*Required field