

2.12 APPROVAL OF FY 26 CONSOLIDATED DISTRICT PLAN

A. SUBJECT

This item is included on the agenda so the Board of Education can approve the FY26 Consolidated District Plan for District 200 for the following grants: Title I, Part A – Improving Basic Programs, Title I – School Improvement, Title II- Part A – Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders, Title III – Language Instruction Education Program, Title III – Immigrant Student Education Program, Title IV-Part A – Student Support and Academic Enrichment, IDEA - Part B Flow-Through, and IDEA - Part B Preschool.

B. INFORMATION

The Consolidated District Plan process strives to streamline the federal grant application and management process. The first phase of this process includes the Board of Education approving Consolidated District Plan, which amounts to codifying the grants which we will continue to apply for and receive. Approval of this plan is merely a procedural requirement and does not signal any change in the grants for which we apply or receive.

The administration requests approval of the FY26 Consolidated District Plan. This item will be included as part of the Consent Agenda motion.

eGrant Management System

Printed Copy of Application

Applicant: WOODSTOCK CUSD 200

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: WOODSTOCK CUSD 200

Date Generated: 6/10/2025 5:00:56 PM

Generated By: mlkeymoan

Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name*

Krueger

Phone*

815 334 3410

Extension

First Name*

Kedy

Middle Initial

E

Email*

krueger@wcusd200.org

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

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

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

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

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

(count) of 2500 maximum characters used

Woodstock Community Unit School District 200 in compliance with Section 427 of GEPA will provide equitable access and participation to all persons regardless of gender, race, national origin, color, special needs or disability, or age. The six (6) types of barriers that can impede equitable access or participation are as follows: gender, race, national origin, color, special needs or disability, or age. None of these are barriers that will prevent individuals from accessing or participating in our program activities. Staffing and program supports will be provided for any staff or student that have a 504 or IEP in order for them to participate and have equitable access to all programming.

3. Bilingual Program Director Assurance

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

1239

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

4. District Migrant Education Program Liaison

Last Name

Krueger

First Name

Kedy

Middle Initial

Phone

815 334 3410

Extension

Email

krueger@wcusd200.org

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

5. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

*Required field, applicable for all funding sources

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

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

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

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

The LEA will ask that stakeholders in the various departments - English learners, gifted, special education, and Career and tech complete a needs assessment. Once the results from the needs assessments are collected the Director of Special Education, Assistant Superintendent for Early Childhood and Elementary Education, Assistant Superintendent for Secondary Education, Director of Information Services, Director of Business Services and Chief Financial Officer will meet to analyze the results of the needs assessments. State and local resources will be analyzed as well as allocations for federal funding. Decisions will be made which will ensure that we are maximizing the use of federal resources by not replicating any activities and utilizing state and local resources to ensure that needed activities occur.

Response from the approved prior year Consolidated District Plan.

The LEA will ask that stakeholders in the various departments - English learners, gifted, special education, and Career and tech complete a needs assessment. Once the results from the needs assessments are collected the Director of Special Education, Assistant Superintendent for Early Childhood and Elementary Education, Assistant Superintendent for Secondary Education, Director of Information Services, Director of Business Services and Chief Financial Officer will meet to analyze the results of the needs assessments. State and local resources will be analyzed as well as allocations for federal funding. Decisions will be made which will ensure that we are maximizing the use of federal resources by not replicating any activities and utilizing state and local resources to ensure that needed activities occur.

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

Braiding of Funds

- ☐ Yes
 ☒ No

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

Transfer of Funds

- ☒ Yes
 ☐ No

If Yes Transfer of Funds is selected, you will need to indicate which fund sources are being transferred and if it will be partial or all in the box below.

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Title II to Title I | <input type="checkbox"/> Transfer Partial Funds | <input checked="" type="checkbox"/> Transfer All Funds |
| <input checked="" type="checkbox"/> Title IV to Title I | <input type="checkbox"/> Transfer Partial Funds | <input checked="" type="checkbox"/> Transfer All Funds |
| <input type="checkbox"/> Title II to Title IV | <input type="checkbox"/> Transfer Partial Funds | <input type="checkbox"/> Transfer All Funds |
| <input type="checkbox"/> Title IV to Title II | <input type="checkbox"/> Transfer Partial Funds | <input type="checkbox"/> Transfer All Funds |

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)

Our focus is on continuing to reduce the achievement gap amongst our English learners, Hispanic students, and special education students. In addition we are placing a strong focus on improving our math scores for the 25-26 school year.

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

Needs Assessment Impact

Instructions

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 Needs Assessment and Programs 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

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

Small group instruction during both math and literacy is a strong focus of the district in K-8 classrooms. Teachers are working with students in small groups based upon the individual needs and skills necessary for each student. Teachers are also using strategies from Guided Language Acquisition Design (GLAD) to support our English learners and students who need support with academic vocabulary. A focus is also on using oral language development as well as strategically teaching vocabulary using context clues and word analysis. High quality and ongoing professional development is an integral part of the Title I district plan. A staff survey is completed each spring to determine the areas of need and interest as defined by the staff. Additionally, literacy and math assessment data is analyzed to determine instructional areas that need to be strengthened through professional development. The professional development activities listed below are aligned to the goals of the district and designed to meet the needs as determined above. 1. District/Grade Level In-Service Days - Five days per year classroom teachers receive professional development on research based instructional strategies in reading and math. 2. Building Level Late-Start Days - Monthly, buildings meet together for professional development activities related specifically to their School Improvement Plan. 3. Grade Level PLCs - PLCs meet weekly as a grade level team to review assessment data, plan progress monitoring, and develop student specific intervention strategies. 4. Individual Teacher Coaching - Lit/Tech coaches work with individual teachers on an as needed basis or through administrative recommendation to review assessment data, plan progress monitoring, develop student specific intervention strategies, and model teaching in the classroom. 5. Summer School Teacher Training - Teachers who participate in the Summer School program are offered training opportunities to assist them with the implementation of the summer reading program. Each year, new books are purchased and studied to assist teachers in implementing the newest research in the areas of reading and math. 6. Classroom teachers may individually make requests to attend workshops or conferences that are consistent with their professional growth plans and school goals. 7. Building administrators will participate in leadership workshops such as hiring and retaining personnel, enhancing leadership skills, leading the change process and developing an engaging school improvement cycle.

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

The schools' targeted support improvement plan has been developed in collaboration with the Superintendent, building principal, teachers, parents and the assistant superintendent for elementary education. They reviewed the data and developed a plan to utilize the funds to directly impact student achievement. Each school based team met to review data and determine action steps to increase student achievement for the 25-26 school year.

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

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

Small group instruction during both math and literacy is a strong focus of the district in K-8 classrooms. Teachers are working with students in small groups based upon the individual needs and skills necessary for each student. Teachers are also using strategies from Guided Language Acquisition Design (GLAD) to support our English learners and students who need support with academic vocabulary. A focus is also on using oral language development as well as strategically teaching vocabulary using context clues and word analysis. High quality and ongoing professional development is an integral part of the district's plan. A staff survey is completed each spring to determine the areas of need and interest as defined by the staff. Additionally, literacy and math assessment data is analyzed to determine instructional areas that need to be strengthened through professional development. The professional development activities listed below are aligned to the goals of the district and designed to meet the needs as determined above. Activities: 1. District/Grade Level In-Service Days - Five days per year classroom teachers receive professional development on research based instructional strategies in reading and math. 2. Building Level Late-Start Days - Monthly, buildings meet together for professional development activities related specifically to their School Improvement Plan. 3. Grade Level PLCs - PLCs meet weekly as a grade level team to review assessment data, plan progress monitoring, and develop student specific intervention strategies. 4. Individual

Teacher Coaching - Lit/Tech coaches work with individual teachers on an as needed basis or through administrative recommendation to review assessment data, plan progress monitoring, develop student specific intervention strategies, and model teaching in the classroom. 5. Summer School Teacher Training - Teachers who participate in the Summer School program are offered training opportunities to assist them with the implementation of the summer reading program. Each year, new books are purchased and studied to assist teachers in implementing the newest research in the areas of reading and math. 6. Classroom teachers may individually make requests to attend workshops or conferences that are consistent with their professional growth plans and school goals. 7. Building administrators will participate in leadership workshops such as hiring and retaining personnel, enhancing leadership skills, leading the change process and developing an engaging school improvement cycle.

G. Title III - LIEP

We will use Title III funds by developing curriculum that is aligned to the Common Core Standards and common language assessments district wide. In addition, we plan to use ACTFL's AAPPL Assessments to track the progress of students in their native language. Teachers will be trained in our K-6 curriculum for biliteracy, bridging, teaching for biliteracy in a dual language program and ACCESS testing. All new teachers will receive training in Guided Language Acquisition Design. Students that are below level in their native language will attend summer school. All of the professional development, revision of curriculum and new common assessments and results from the AAPPL assessment will help to positively impact students' achievement for our ELLs across the District. The bilingual assessment specialist will assess students in their native language and help to determine who needs extra support and interventions. The assessment specialist will provide PD to general education and DL teachers on ACCESS and assessment of ELLs. Classroom associates will work with students in small groups and one on one to provide interventions using research based strategies. Associates will also push into content classes at the high school level to support newcomers in their various electives and provide native language support. We will see a higher number of students meeting/exceeding on the State assessments as well as an increase in the number of students exiting the status of ELL. We will use the funds for parents to attend the state bilingual parent conference and activities for our annual parent night. Parents will attend sessions where they will learn how to support their English learners.

H. Title III - ISEP

Based upon the number of immigrant students and funds available students will be provided with additional support through the services of an associate who can provide differentiated small group instruction under the direction of the classroom teacher.

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.

Woodstock Community Unit School District 200 supports comprehensive arts programming including the study of vocal music (K-8), orchestra (4-8), band (5-8), and art (1-8). Currently the district is in the process of growing its orchestra and guitar program through the grades. Instruments for these programs are the greatest need currently. At the middle school level students have the opportunity to take guitar. Through music education, District 200 students will become literate in the elements of music while developing performance skills and a lifelong appreciation of music. Students receive art education twice a week in grades (1-5) and in grades (6-8) students take art as part of an exploratory rotation. Students experience a wide range of art such as drawing, mixed media, painting and three-dimensional art. These programs are designed to expose students to a wide range of the arts so that students are able to enrich their cognitive, emotional, social and physical dimensions.

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

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

Transportation costs for field trips to prevocational classes Woodstock Community Unit School District #200 will utilize the IDEA grant for the following supplemental expenses:-Part-Time Instructional Special Education Classroom Aides-Office copier maintenance contract for life skills and 18-22 year old students to replicate an office setting and work on vocational skills related to clerical duties.-Website subscriptions-Service costs to link students to the outside agencies to provide instruction on vocational training skills.-Power IEP Software Subscription-Supervision Stipends for Vision, Adapted PE, SW, OT/PT, S/L and Hearing- Supplemental classroom supplies, such as assistive tech devices, incentives for behavioral plans, sped curriculum and workbooks, adapted PE supplies, Reading Curriculum, etc. Research-based Intervention Materials in Reading for sped teachers to include leveled readers for small group instr in comprehension, fluency programs related to word attack and phonemic awareness programs. Math manipulatives and intervention related to computation, time telling and problem solving. GLAD supplies for sped student instr. Consumable supplies for Life Skills classes. Reading A-Z and Unique Learning Curriculum software. Chromebooks for Sped Students -IPADs and Apple Apps for sped classroom instruction-IEP Driven instructional equipment such as mini word processors, dynamic devices and/or portable scanners. Laptops for student/teacher use. -IEP Driven non-capitalized equipment such as mini word processors and/or dynamic devices. Computers and laptops for student/teacher use-1.0 FTE Occupational Therapist-Supplemental Social Work supplies-Supplemental OT/PT supplies-Supplemental OT/PT equipment-Contracted bilingual psychological services-Psychological supplies and materials-Contracted speech services-Contracted Speech Lang Path-Audiology diagnostics and repairs-Speech/Language supplies and materials-Speech/Language equipment-Professional Learning Community Leader Stipends for each grade level-Professional development substitutes and stipends for special education staff to attend trainings and workshops-Professional development consultants, presenters, registration and travel-Professional development supplies and books-.5 FTE Special Education Secretary-Equipment for Life Skills classrooms to improve/enhance student safety and security-Provide Occupational Therapy and Speech services for students attending non-public schools for proportionate share services-Removal of playground equipment & install fence around playground at Clay Academy-Creation of a new timeout room-Digitize sped student records-Cabinets to store sped equipment

L. IDEA, Part B - Preschool

District 200 offers comprehensive early childhood education programs including a 0-3 Prevention Initiative Program, 3-5 Preschool for All, the 3-5 Preschool Expansion Program, and the Early Childhood Education Program at the Verda Dierzen Early Learning Center. The Early Childhood programs are for children with developmental delays and who are in need of special education services. Children for these programs are referred to the District through Head-Start, Child Family Connections, Adult and Child Therapy Services, Women, Infants and Children (WIC), and other community based child-find programs. Funds are utilized to hire classroom associates to support special education students with IEPs. A portion of the funds will be also be used to service students for proportionate share services.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

Stakeholder Involvement

Instructions

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.

We will provide a rigorous curriculum with clarity and consistency in all subject areas and ensure reliable assessment data and feedback to guide instruction.

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).⁴
Check all that apply.

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

Program Footnotes:

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

(count) of 7500 maximum characters used

The Woodstock WCUSD 200 Title I District Plan was reviewed at the end of the 24-25 school year with various stakeholders including principals, parents, and staff. These stakeholders included, staff, parents, teachers, building level administrators, and central office administrators. Input from these stakeholders helped to identify if there were any major changes needed to the Title I plan. At that time, we identified that there were not any major changes needed to the plan. We will review the plan again at our September principal and PTO meetings.

Response from the prior year Consolidated District Plan.

The Woodstock WCUSD 200 Title I District Plan was reviewed at the end of the 23-24 school year with various stakeholders including principals, parents, and staff. These stakeholders included, staff, parents, teachers, building level administrators, and central office administrators. Input from these stakeholders helped to identify if there were any major changes needed to the Title I plan. At that time, we identified that there were not any major changes needed to the plan. We will review the plan again at our September principal and PTO meetings.

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

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

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

(count) of 7500 maximum characters used

District 200 believes in partnering with families and parents to make sure that plans are representing the various needs and populations within the school community. Parent representatives are on our District grants review team. The District Title 1 policy is reviewed and the District Title 1 program plan are shared with parent groups. Recommendations will be considered and any changes will be made and approved by the Board of Education. Parents are invited to play an active role in their students' education attending literacy and math nights where the parents learn how to support their child's academic development at home.

Response from the prior year Consolidated District Plan.

District 200 believes in partnering with families and parents to make sure that plans are representing the various needs and populations within the school community. Parent representatives are on our District grants review team. The District Title 1 policy is reviewed and the District Title 1 program plan are shared with parent groups. Recommendations will be considered and any changes will be made and approved by the Board of Education. Parents are invited to play an active role in their students' education attending literacy and math nights where the parents learn how to support their child's academic development at home.

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

A survey will be implemented to monitor family satisfaction with District 200 during the 2025-2026 school year and results will be reported to the Board of Education. The survey is offered in Spanish as well. Schools will hold parent education nights on math, literacy and how students can get additional support not only academically but in the social and emotional arena as well. There will be 4 Bilingual Parent Advisory Council meetings throughout the year. A group of parents will attend the annual Bilingual Parent conference in May of 2026. There will be a DL Parent night in the spring where parents have the opportunity to come and learn about topics around helping their child at home, college, literacy. The Latino Family Literacy Project will be implemented at two of the elementary schools.

Response from the prior year Consolidated District Plan.

A survey will be implemented to monitor family satisfaction with District 200 during the 2024-2025 school year and results will be reported to the Board of Education. The survey is offered in Spanish as well. Schools will hold parent education nights on math, literacy and how students can get additional support not only academically but in the social and emotional arena as well. There will be 4 Bilingual Parent Advisory Council meetings throughout the year. A group of parents will attend the annual

Bilingual Parent conference in May of 2025. There will be a DL Parent night in the spring where parents have the opportunity to come and learn about topics around helping their child at home, college, biliteracy. The Latino Family Literacy Project will be implemented at two of the elementary schools.

Title I Requirement:

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

ESEA section 1112(a)(1)(A)

Title III Requirement:

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

Legislative References:

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

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

[3] Title I, Part A, Section 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

| Private School Name | School Closing | Title I | Title II | Title IV | Nonpublic School Consultation Form |
|-----------------------------|--------------------------|--|---|---|--|
| | | <input type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): | <input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): | <input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): | <input type="radio"/> Yes <input type="radio"/> No Choose File No file chosen |
| Crystal Lake Montessori | <input type="checkbox"/> | <input type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): | <input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): | <input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): | <input type="radio"/> Yes <input type="radio"/> No Choose File No file chosen |
| Marian Central Catholic H S | <input type="checkbox"/> | <input type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): | <input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): | <input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): | <input type="radio"/> Yes <input type="radio"/> No Choose File No file chosen |
| St Mary School | <input type="checkbox"/> | <input type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): | <input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): | <input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): | <input type="radio"/> Yes <input type="radio"/> No Choose File No file chosen |

Comments:

Preschool Coordination

Instructions

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

ISDE 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.

We will provide a rigorous curriculum with clarity and consistency in all subject areas and ensure reliable assessment data and feedback to guide instruction.

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

District 200 offers comprehensive early childhood education programs including a 0-3 Prevention Initiative Program, 3-5 Preschool for All, the 3-5 Preschool Expansion Program, and the Early Childhood Education Program at the Verda Dierzen Early Learning Center. The Early Childhood programs are for children with developmental delays and who are in need of special education services. Children for these programs are referred to the District through Head-Start, Child Family Connections, Adult and Child Therapy Services, Women, Infants and Children (WIC), and other community based child-find programs. The 3-5 Preschool and 3-5 Preschool Expansion program is offered on a tuition free basis for students whose academic success may be at risk. A screening process is used to determine student eligibility for the programs. Screenings are free, but it is necessary to schedule an appointment in advance. A tuition-based preschool program is also offered on a first-come first-served basis for families who would like a public school based program. The process to transition students from the Preschool programs to the kindergarten class is seamless as the programs are located at the same building and under the direction of the same principal. All efforts and services are coordinated for students from birth through kindergarten at Verda Dierzen Early Learning Center.

Response from the approved prior year Consolidated District Plan.

District 200 offers comprehensive early childhood education programs including a 0-3 Prevention Initiative Program, 3-5 Preschool for All, the 3-5 Preschool Expansion Program, and the Early Childhood Education Program at the Verda Dierzen Early Learning Center. The Early Childhood programs are for children with developmental delays and who are in need of special education services. Children for these programs are referred to the District through Head-Start, Child Family Connections, Adult and Child Therapy Services, Women, Infants and Children (WIC), and other community based child-find programs. The 3-5 Preschool and 3-5 Preschool Expansion program is offered on a tuition free basis for students whose academic success may be at risk. A screening process is used to determine student eligibility for the programs. Screenings are free, but it is necessary to schedule an appointment in advance. A tuition-based preschool program is also offered on a first-come first-served basis for families who would like a public school based program. The process to transition students from the Preschool programs to the kindergarten class is seamless as the programs are located at the same building and under the direction of the same principal. All efforts and services are coordinated for students from birth through kindergarten at Verda Dierzen Early Learning Center.

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

Student Achievement and Timely Graduation

Instructions

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.

We will provide a rigorous curriculum with clarity and consistency in all subject areas and ensure reliable assessment data and feedback to guide instruction.

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)

District 200 provides an articulated standards-based curriculum from pre-kindergarten through twelfth grade. As children progress through the grades, content and skills are designed to provide a continuous succession of learning objectives designed to build on previous learning. Students receive a consistent curriculum throughout the district based on the Illinois Common Core Standards developed for each grade. District 200's education program seeks to provide an opportunity for each child to develop his or her maximum potential. The objectives for the education program are to: Foster self-discovery, self-awareness, and self-discipline. Develop an awareness of and appreciation for cultural diversity. Stimulate intellectual curiosity and growth. Provide fundamental career concepts and skills. Help the student develop sensitivity to the needs and values of others and a respect for individual and group differences. Help each student strive for excellence and instill a desire to reach the limit of his or her potential. Develop the fundamental skills which will provide a basis for life-long learning. Provide an educational climate and culture free of bias. English Language Arts Standards and current research guide explicit, balanced, and scaffolded literacy instruction which is differentiated according to student diversity, background, readiness, and ability. Our core elementary literacy curriculum is provided by the classroom teachers using Pearson's Ready Gen. For those students that are identified as needing additional support, students are provided with additional Tier 2 instruction that is based upon the needs of each individual student. This additional support is provided either through interventions delivered by the classroom teacher or a resource specialist. In addition, instructional coaches in literacy and biliteracy model instructional strategies in the five areas of reading instruction (vocabulary, phonics, comprehension, phonemic awareness and fluency). Math District 200 believes in a focused, coherent, and rigorous study of mathematics aligned to the Illinois Common Core Standards. Our elementary math curriculum is Eureka Squared, which is a comprehensive Grade K-5 mathematics program developed to support the Common Core State Standards (CCSS) for Mathematical Content and the NCTM Curriculum Focal Points. The program emphasizes Essential Questions and Big Ideas with depth of understanding as the goal. Additionally the CCSS for Mathematical Practice and College/Career Readiness skills are implemented with the support of the instructional model from AIM453 (Achievement Inspired Mathematics for Scaffolded Student Success).

Response from the prior year Consolidated District Plan.

District 200 provides an articulated standards-based curriculum from pre-kindergarten through twelfth grade. As children progress through the grades, content and skills are designed to provide a continuous succession of learning objectives designed to build on previous learning. Students receive a consistent curriculum throughout the district based on the Illinois Common Core Standards developed for each grade. District 200's education program seeks to provide an opportunity for each child to develop his or her maximum potential. The objectives for the education program are to: Foster self-discovery, self-awareness, and self-discipline. Develop an awareness of and appreciation for cultural diversity. Stimulate intellectual curiosity and growth. Provide fundamental career concepts and skills. Help the student develop sensitivity to the needs and values of others and a respect for individual and group differences. Help each student strive for excellence and instill a desire to reach the limit of his or her potential. Develop the fundamental skills which will provide a basis for life-long learning. Provide an educational climate and culture free of bias. English Language Arts Standards and current research guide explicit, balanced, and scaffolded literacy instruction which is differentiated according to student diversity, background, readiness, and ability. Our core elementary literacy curriculum is provided by the classroom teachers using Pearson's Ready Gen. For those students that are identified as needing additional support, students are provided with additional Tier 2 instruction that is based upon the needs of each individual student. This additional support is provided either through interventions delivered by the classroom teacher or a resource specialist. In addition, instructional coaches in literacy and biliteracy model instructional strategies in the five areas of reading instruction (vocabulary, phonics, comprehension, phonemic awareness and fluency). Math District 200 believes in a focused, coherent, and rigorous study of mathematics aligned to the Illinois Common Core Standards. Our elementary math curriculum is Eureka Squared, which is a comprehensive Grade K-5 mathematics program developed to support the Common Core State Standards (CCSS) for Mathematical Content and the NCTM Curriculum Focal Points. The program emphasizes Essential Questions and Big Ideas with depth of understanding as the goal. Additionally the CCSS for Mathematical Practice and College/Career Readiness skills are implemented with the support of the instructional model from AIM453 (Achievement Inspired Mathematics for Scaffolded Student Success).

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

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

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((count) of 7500 maximum characters used)

Early Intervention is the primary focus of the District's Title I Plan. It is designed to provide students and teachers with the skills and strategies needed to improve literacy proficiency to the level where all students can achieve success. Analysis of student assessment data determines the focus of the additional assistance and services provided to each student. Once assessments have been analyzed, teachers discuss the best course of action to help a student receive additional support through an intervention group. Students are informally assessed often, to monitor their progress and the effectiveness of the intervention. Conversations are continuous between classroom teachers, support staff and parents. A 6-week Summer School program is provided to the lowest performing students using research-based materials for Title 1 students in grades Pre-K-5. Summer School is for four hours each day. The Title 1 students are invited at the spring conference. Parents are asked to accept or not accept the space for their child. The program starts in June and concludes with a parent conference at the beginning of August. Some English learners who are at the beginning stages of language acquisition are identified and placed in a sheltered English class during the summer school program. There is also a dual language option for some students where they attend 2 hours of instruction in Spanish and 2 hours of instruction in English. Each year a training day is provided for all staff on the materials used. The BAS/SEL or MAP spring assessment is used to determine the instruction needed for each student. In addition, there is a Spanish enrichment program that is open to English learners for two weeks in June. After-school instruction is provided to the lowest performing students in 2nd grade with a concentration in one of the five areas of reading instruction using research-based materials. This program takes place the weeks prior to State testing. The program is a two or three day a week program for two hours. Eight to ten students spend this time with a teacher using one of the scientifically based reading intervention programs.

Response from the prior year Consolidated District Plan.

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

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

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

((count) of 7500 maximum characters used)

Our emergent bilinguals have the opportunity to attend a dual language option during summer school where they attend 2 hours of instruction in Spanish and 2 hours of instruction in English. Each year a training day is provided for all staff on the materials used. The BAS/SEL or MAP spring assessment is used to determine the instruction needed for each student. In addition, there is a Spanish enrichment program that is open to English learners for two weeks in June. After-school instruction is provided to the lowest performing students in 2nd grade with a concentration in one of the five areas of reading instruction using research-based materials. This program takes place the weeks prior to State testing. The program is a two or three day a week program for two hours. Eight to ten students spend this time with a teacher using one of the scientifically based reading intervention programs. Many of our English learners participate in this program. All students receive WIN (What I Need) Time during the school day.

Response from the prior year Consolidated District Plan.

Our emergent bilinguals have the opportunity to attend a dual language option during summer school where they attend 2 hours of instruction in Spanish and 2 hours of instruction in English. Each year a training day is provided for all staff on the materials used. The BAS/SEL or MAP spring assessment is used to determine the instruction needed for each student. In addition, there is a Spanish enrichment program that is open to English learners for two weeks in late July. After-school instruction is provided to the lowest performing

students in 2nd grade with a concentration in one of the five areas of reading instruction using research based materials. This program takes place the weeks prior to State testing. The program is a two or three day a week program for two hours. Eight to ten students spend this time with a teacher using one of the scientifically based reading intervention programs. Many of our English learners participate in this program. All students receive WTN (What I Need) time during the school day.

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

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

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(count) of 7500 maximum characters used

Small group instruction during both math and literacy is a strong focus of the district in K-6 classrooms. Teachers are working with students in small groups based upon the individual needs and skills necessary for each student. Teachers are also using strategies from Guided Language Acquisition Design (GLAD) to support our English learners and students who need support with academic vocabulary. A focus is also on using oral language development as well as strategically teaching vocabulary using context clues and word analysis. Immigrant students will be provided with differentiated instruction through their classroom teacher as well as a bilingual associate who can work with them in small group and individualized settings. High quality and ongoing professional development is an integral part of the Title I district plan. A staff survey is completed each spring to determine the areas of need and interest as defined by the staff. Additionally, literacy and math assessment data is analyzed to determine instructional areas that need to be strengthened through professional development. The professional development activities listed below are aligned to the goals of the district and designed to meet the needs as determined above. We are using GLAD strategies, Dictado, Bridging, TPR and have developed our own units in our dual language program so that we are able to implement best practice for English learners in all of our teaching. We are also being trained by Dual Language of New Mexico on the AIMS4s3 Strategies for math instruction. Activities: 1. District/Grade Level In-Service Days - Five days per year classroom teachers receive professional development on research based instructional strategies in reading and math. 2. Building Level Late-Start Days - Monthly, buildings meet together for professional development activities related specifically to their School Improvement Plan. 3. Grade Level PLCs - PLCs meet weekly as a grade level team to review assessment data, plan progress monitoring, and develop student specific intervention strategies. 4. Individual Teacher Coaching - Lit/Tech coaches work with individual teachers on an as needed basis or through administrative recommendation to review assessment data, plan progress monitoring, develop student specific intervention strategies, and model teaching in the classroom. 5. Summer School Teacher Training - Teachers who participate in the Summer School program are offered training opportunities to assist them with the implementation of the summer reading program. Each year, new books are purchased and studied to assist teachers in implementing the newest research in the areas of reading and math. 6. Classroom teachers may individually make requests to attend workshops or conferences that are consistent with their professional growth plans and school goals. 7. Building administrators will participate in leadership workshops such as hiring and retaining personnel, enhancing leadership skills, leading the change process and developing an engaging school improvement cycle.

Response from the prior year Consolidated District Plan.

Small group instruction during both math and literacy is a strong focus of the district in K-6 classrooms. Teachers are working with students in small groups based upon the individual needs and skills necessary for each student. Teachers are also using strategies from Guided Language Acquisition Design (GLAD) to support our English learners and students who need support with academic vocabulary. A focus is also on using oral language development as well as strategically teaching vocabulary using context clues and word analysis. Immigrant students will be provided with differentiated instruction through their classroom teacher as well as a bilingual associate who can work with them in small group and individualized settings. High quality and ongoing professional development is an integral part of the Title I district plan. A staff survey is completed each spring to determine the areas of need and interest as defined by the staff. Additionally, literacy and math assessment data is analyzed to determine instructional areas that need to be strengthened through professional development. The professional development activities listed below are aligned to the goals of the district and designed to meet the needs as determined above. We are using GLAD strategies, Dictado, Bridging, TPR and have developed our own units in our dual language program so that we are able to implement best practice for English learners in all of our teaching. We are also being trained by Dual Language of New Mexico on the AIMS4s3 Strategies for math instruction. Activities: 1. District/Grade Level In-Service Days - Five days per year classroom teachers receive professional development on research based instructional strategies in reading and math. 2. Building Level Late-Start Days - Monthly, buildings meet together for professional development activities related specifically to their School Improvement Plan. 3. Grade Level PLCs - PLCs meet weekly as a grade level team to review assessment data, plan progress monitoring, and develop student specific intervention strategies. 4. Individual Teacher Coaching - Lit/Tech coaches work with individual teachers on an as needed basis or through administrative recommendation to review assessment data, plan progress monitoring, develop student specific intervention strategies, and model teaching in the classroom. 5. Summer School Teacher Training - Teachers who participate in the Summer School program are offered training opportunities to assist them with the implementation of the summer reading program. Each year, new books are purchased and studied to assist teachers in implementing the newest research in the areas of reading and math. 6. Classroom teachers may individually make requests to attend workshops or conferences that are consistent with their professional growth plans and school goals. 7. Building administrators will participate in leadership workshops such as hiring and retaining personnel, enhancing leadership skills, leading the change process and developing an engaging school improvement cycle.

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

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

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

(count) of 7500 maximum characters used

We make every attempt to hire teachers with the appropriate license and endorsements that are certified in the correct content areas. Currently all of our teachers meet this criteria. Through the evaluation process we help teachers identify areas of growth and provide support and resources to help them become highly effective teachers. Some examples are: coaching, teacher mentors, consultation with administration, new teacher meetings, etc.

Response from the prior year Consolidated District Plan.

We make every attempt to hire teachers with the appropriate license and endorsements that are certified in the correct content areas. Currently all of our teachers meet this criteria. Through the evaluation process we help teachers identify areas of growth and provide support and resources to help them become highly effective teachers. Some examples are: coaching, teacher mentors, consultation with administration, new teacher meetings, etc.

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

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

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(count) of 7500 maximum characters used

Woodstock Community Unit School District 200 is preparing 21st Century students for a global society. One of the ways we are doing this is by offering a 1:1 Chromebook initiative in grades K-12. Each of our schools have dedicated library space to promote learning through collaboration, creativity, communication, and critical thinking. Each library has a library media specialist and library assistant who play an integral role in this by teaching our digital literacy skills aligned to ISTE standards and digital citizenship curriculum through Common Sense Media.

Response from the prior year Consolidated District Plan.

Woodstock Community Unit School District 200 is preparing 21st Century students for a global society. One of the ways we are doing this is by offering a 1:1 Chromebook initiative in grades K-12. Each of our schools have dedicated library space to promote learning through collaboration, creativity, communication, and critical thinking. Each library has a library media specialist and library assistant who play an integral role in this by teaching our digital literacy skills aligned to ISTE standards and digital citizenship curriculum through Common Sense Media.

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

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

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

To the extent possible within the resources available, District 200 offers all gifted and talented students an opportunity to participate in appropriate educational programs. Students with a need for academic enrichment receive support services through differentiation of curriculum in grades K-12. Classroom teachers and enrichment facilitators collaborate in providing appropriately challenging activities in ELA, math and science. Beginning in grade 4, students needing enrichment are offered opportunities to work together in both small and large group settings. In addition, students in grades 6-8 are offered the opportunity to take advanced courses in literature, math and science. A wide variety of honors and AP courses are available in grades 9-12 in academic, fine arts and technological fields. District 200 uses the following criteria to initially identify gifted and talented students: MAP - the last two years of scores (Usually 2nd and 3rd grade) ACCESS Scores The K-Bit (Kaufman Brief Intelligence Test) is used as the final screener. Teacher recommendation and native language assessments, where available, are used specifically for our English learners to ensure that there isn't bias from English language assessments.

Response from the prior year Consolidated District Plan.

To the extent possible within the resources available, District 200 offers all gifted and talented students an opportunity to participate in appropriate educational programs. Students with a need for academic enrichment receive support services through differentiation of curriculum in grades K-12. Classroom teachers and enrichment facilitators collaborate in providing appropriately challenging activities in ELA, math and science. Beginning in grade 4, students needing enrichment are offered opportunities to work together in both small and large group settings. In addition, students in grades 6-8 are offered the opportunity to take advanced courses in literature, math and science. A wide variety of honors and AP courses are available in grades 9-12 in academic, fine arts and technological fields. District 200 uses the following criteria to initially identify gifted and talented students: MAP - the last two years of scores (Usually 2nd and 3rd grade) ACCESS Scores The K-Bit (Kaufman Brief Intelligence Test) is used as the final screener. Teacher recommendation and native language assessments, where available, are used specifically for our English learners to ensure that there isn't bias from English language assessments.

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.

We will provide a rigorous curriculum with clarity and consistency in all subject areas and ensure reliable assessment data and feedback to guide instruction.

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

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

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

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

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)

Staff and administration at District 200's two middle schools, Creekside Middle School and Northwood Middle School, collaborate with the two high schools and the parent community to facilitate effective transitions for students from middle school to high school. Middle School teachers and administrators from the district collaborate with the high school to ensure that the instructional program is designed to prepare its students for high school. Teams of teachers meet with the high school special education department to hold transition meetings for students with IEPs or 504 plans. High School Department Chairs and counselors work with the middle school administration to set up days to come to the middle schools to discuss courses and transition to the high school. In addition the high schools hold an 8th grade orientation night where students can come to the high school, take a tour, meet some of the teachers, and learn more about the courses that are available at the high school. Several partnerships with the local community college allow students dual credit opportunities in courses such as, Basic Nursing, Criminal Justice, Culinary Skills, English, Fire Science, Introduction to Manufacturing, Spanish Linguistics, to name a few.

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.

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

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

((count) of 7500 maximum characters used)

(A) The District recognizes the importance of career and technical education programs. At both Woodstock North High School and Woodstock High School 16 Career Clusters help students choose a specific occupational area in which to focus their four years of high school. Each Plan of Study includes information about required courses, recommended elective courses, and the amount of credit for each. The District 200 Career Clusters are the following: Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, A/V Technology, & Communication; Business Management & Administration; Education & Training; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing; Science, Technology, Engineering, & Mathematics; Transportation, Distribution, & Logistics; Project Lead the Way (PLTW) is the leading provider of rigorous and innovative science, technology, engineering, and math education curricular programs. PLTW is used at District 200 schools at the high school level. The following courses are offered in Woodstock: Introduction to Engineering Design, Principles of Engineering, Digital Electronics, Civil Engineering and Architecture, Computer Integrated Manufacturing, and Engineering Design and Development. (B) The District's Career facilitator helps to coordinate community-based opportunities to help students begin to make post-secondary decisions. Job Shadowing and work-based learning opportunities allow students to gain first-hand knowledge about a career by observing local workers in the workplace. Student Internships and Partnerships for College and Career Success provide students with on the job experience and advanced skill training while still in high school. Multiple Dual Credit opportunities are also available.

Response from the approved prior year Consolidated District Plan.

(A) The District recognizes the importance of career and technical education programs. At both Woodstock North High School and Woodstock High School 16 Career Clusters help students choose a specific occupational area in which to focus their four years of high school. Each Plan of Study includes information about required courses, recommended elective courses, and the amount of credit for each. The District 200 Career Clusters are the following: Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, A/V Technology, & Communication; Business Management & Administration; Education & Training; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing; Science, Technology, Engineering, & Mathematics; Transportation, Distribution, & Logistics; Project Lead the Way (PLTW) is the leading provider of rigorous and innovative science, technology, engineering, and math education curricular programs. PLTW is used at District 200 schools at the elementary level and high school level. The following courses are offered in Woodstock: Introduction to Engineering Design, Principles of Engineering, Digital Electronics, Civil Engineering and Architecture, Computer Integrated Manufacturing, and Engineering Design and Development. (B) The District's Career facilitator helps to coordinate community-based opportunities to help students begin to make post-secondary decisions. Job Shadowing and work-based learning opportunities allow students to gain first-hand knowledge about a career by observing local workers in the workplace. Student Internships and Partnerships for College and Career Success provide students with on the job experience and advanced skill training while still in high school. Multiple Dual Credit opportunities are also available.

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.

We will provide meaningful, research-based consistent, ongoing professional learning to our exemplary employees to assist them to meet continuously changing demands.

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

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

- Be sure to include information on how participating private schools will be included in the professional development plans.

- NOTE - writing space appears only if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

All elementary and middle school staff will receive training on our new math curriculum and language development strategies. Middle schools will also receive training on AVID strategies.

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

Staff will attend dual language conference and ASCD conference as well as do book studies.

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

Teachers will have the opportunity to take graduate level coursework to advance their knowledge and increase their endorsements in other areas.

G. Title III - LEP

Training will be provided on biliteracy, bridging and language development strategies.

H. Title III - ISEP

Training will be provided on biliteracy, bridging and language development strategies.

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

Training will be provided on literacy and behavior strategies.

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

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

Training will be provided on how to plan for specially designed instruction to support students with IEPs.

L. IDEA, Part B - Preschool

Training will be provided around Creative Curriculum.

Legislative Requirement:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

We will address the social and emotional needs of students to enhance engagement and positively impact academic performance.

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, numbers 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)

Bullying Schools have implemented a Tier I social and emotional curriculum focused on reducing the incidents of bullying and harassment. Staff has also had extensive training on delivering this curriculum. Staff are also implementing Responsive Classroom which provides language and strategies for staff to use to diffuse adverse behaviors. SWIS is being used to monitor major and minor discipline practices. Principal PLCs are discussing the data and ensure that there isn't an overuse of discipline practices. We are utilizing the resources of the social worker, substance abuse counselor and other support staff to intervene when needed. I. Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals. The District has developed and maintains a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. II. School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider limitation, any of the following: 1. Notifying parent(s)/guardian(s). 2. Disciplinary conference. 3. Withholding of privileges. 4. Temporary removal from the classroom. 5. Return of property or restitution for lost, stolen, or damaged property. 6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised. 7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee. 8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice. 9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules. 10. Suspension of bus riding privileges in accordance with Board policy 7:220, Bus Conduct. 11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, Suspension Procedures. A student who has been suspended shall also be restricted from being on school grounds and at school activities unless authorized by the Building Principal or designee. 12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy 7:210, Expulsion Procedures. A student who has been expelled may also be restricted from being on school grounds and at school activities. 13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code. 14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), "look-alikes," alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies. III. It is recognized that misbehavior in the Pre-K through fifth grade age group is part of the child's developmental process. Therefore, we view misbehavior as a learning experience and design consequences that teach the student proper behavior. While the expectations and guidelines for all students are similar, the degree of accountability varies from Pre-K to fifth grade. Disciplinary consequences are assigned according to this degree of accountability. All consequences are designed to assist the child in developing self-remediation, by the teacher, have failed. Parents will be contacted by the classroom teacher and, if necessary, the principal. Each year, building discipline data is compiled, by subgroup, and submitted to the state. Internally we analyze the data to ensure that there is no overuse of discipline practices that compromise student health and safety. In addition, the data is analyzed to review if there is a particular subgroup that sees a higher prevalence of expulsions, suspensions, detentions, etc.

Response from the prior year Consolidated District Plan.

Bullying Schools have implemented a Tier I social and emotional curriculum focused on reducing the incidents of bullying and harassment. Staff has also had extensive training on delivering this curriculum. Staff are also implementing Responsive Classroom which provides language and strategies for staff to use to diffuse adverse behaviors. SWIS is being used to monitor major and minor discipline practices. Principal PLCs are discussing the data and ensure that there isn't an overuse of discipline practices. We are utilizing the resources of the social worker, substance abuse counselor and other support staff to intervene when needed. I. Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals. The District has developed and maintains a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. II. School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider limitation, any of the following: 1. Notifying parent(s)/guardian(s). 2. Disciplinary conference. 3. Withholding of privileges. 4. Temporary removal from the classroom. 5. Return of property or restitution for lost, stolen, or damaged property. 6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised. 7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee. 8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice. 9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules. 10. Suspension of bus riding privileges in accordance with Board policy 7:220, Bus Conduct. 11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, Suspension Procedures. A student who has been suspended shall also be restricted from being on school grounds and at school activities unless authorized by the Building Principal or designee. 12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy 7:210, Expulsion Procedures. A student who has been expelled may also be restricted from being on school grounds and at school activities. 13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code. 14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), "look-alikes," alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies. III. It is recognized that misbehavior in the Pre-K through fifth grade age group is part of the child's developmental process. Therefore, we view misbehavior as a learning experience and design consequences that teach the student proper behavior. While the expectations and guidelines for all students are similar, the degree of accountability varies from Pre-K to fifth grade. Disciplinary consequences are assigned according to this degree of accountability. All consequences are designed to assist the child in developing self-remediation, by the teacher, have failed. Parents will be contacted by the classroom teacher and, if necessary, the principal. Each year, building discipline data is compiled, by subgroup, and submitted to the state. Internally we analyze the data to ensure that there is no overuse of discipline practices that compromise student health and safety. In addition, the data is analyzed to review if there is a particular subgroup that sees a higher prevalence of expulsions, suspensions, detentions, etc.

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.

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)

Woodstock CUSD #200 provides all services required under the McKinney-Vento Act of 1987. The Assistant Superintendent for Middle and High School Education serves as the homeless liaison. Consideration is given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention is given ensuring the enrollment and attendance of homeless children and youths currently not attending school. Neglected and delinquent children have access to education and other services that all other children need to ensure an opportunity to meet State student academic achievement standards. Upon notification that a student meeting these qualifications has enrolled in the district, the school's multi-disciplinary team is notified to determine appropriate academic services for the student.

Response from the prior year Consolidated District Plan.

Woodstock CUSD #200 provides all services required under the McKinney-Vento Act of 1987. The Assistant Superintendent for Middle and High School Education serves as the homeless liaison. Consideration is given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention is given ensuring the enrollment and attendance of homeless children and youths currently not attending school. Neglected and delinquent children have access to education and other services that all other children need to ensure an opportunity to meet State student academic achievement standards. Upon notification that a student meeting these qualifications has enrolled in the district, the school's multi-disciplinary team is notified to determine appropriate academic services for the student.

Title I Requirements:

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 1113(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 |
|---|----------------------------------|-----------------------|----------------------------------|-----------------------|---------------------|
| 0008 - WOODSTOCK HIGH SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 0009 - Woodstock North High School | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 1006 - NORTHWOOD MIDDLE SCHOOL | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10/09/2018 |
| 1007 - Creekside Middle School | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10/09/2018 |
| 2003 - DEAN STREET ELEM SCHOOL | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10/09/2018 |
| 2004 - GREENWOOD ELEM SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 2006 - WESTWOOD ELEM SCHOOL | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10/09/2018 |
| 2007 - Olson Elementary School | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10/09/2018 |
| 2008 - MARY ENDRES ELEMENTARY SCHOOL | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10/09/2018 |
| 2009 - VERDA DIERZEN EARLY LEARNING CTR | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10/09/2018 |
| 2010 - Prairiewood Elem Sch | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10/09/2018 |
| 3002 - Clay Academy | <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 Needs Assessment and Programs page and select Title I, save the page, and return to this page.

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

ISBE Goals:

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

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

- ☒ We will provide a rigorous curriculum with clarity and consistency in all subject areas and ensure reliable assessment data and feedback to guide instruction.

1. School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).⁴ (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

Two of District 200's schools, Prairiewood Elementary School and Mary Endres Elementary School were identified by the State as a targeted school. In partnership with parents, teachers, principal, other district staff, the school created a committee and utilized the rubric to help them identify the needs and a subsequent action plan. The plan was developed to improve the overall performance of the students in the targeted areas. The staff at both schools will participate in a book study to further their knowledge on how to best support the special education students.

Response from the approved prior year Consolidated District Plan.

Two of District 200's schools, Prairiewood Elementary School and Mary Endres Elementary School were identified by the State as a targeted school. In partnership with parents, teachers, principal, other district staff, the school created a committee and utilized the rubric to help them identify the needs and a subsequent action plan. The plan was developed to improve the overall performance of the students in the targeted areas. The staff at both schools will participate in a book study to further their knowledge on how to best support the special education students.

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?⁴ (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.⁴ (Section 1112(b)(4))

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

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

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

The district operates a schoolwide program at its 6 elementary schools and 2 middle schools. The goal of the schoolwide program is to provide comprehensive academic and social emotional curriculum to all of our students in grades K-8. We offer at Tier I curriculum using Eureka Squared Math and Ready Gen in grades K-5. In grades 6-8 students use the Houghton Mifflin Collections series and Discovery Math in grades 6-8. Students needing tier 2 intervention are provided additional small group support working with licensed teachers or interventionists. We offer after school programming for 8 weeks at the elementary level in grades K-5 focusing on literacy skills using ILL as the curriculum. We also offer summer school programming for 4 weeks in literacy, math and STEM to meet the needs of all students, including those who are low-achieving, helping them to meet state academic standards at their specific grade level.

Response from the approved prior year Consolidated District Plan.

The district operates a schoolwide program at its 6 elementary schools and 2 middle schools. The goal of the schoolwide program is to provide comprehensive academic and social emotional curriculum to all of our students in grades K-8. We offer at Tier I curriculum using Eureka Squared Math and Ready Gen in grades K-5. In grades 6-8 students use the Houghton Mifflin Collections series and Discovery Math in grades 6-8. Students needing tier 2 intervention are provided additional small group support working with licensed teachers or interventionists. We offer after school programming for 8 weeks at the elementary level in grades K-5 focusing on literacy skills using ILL as the curriculum. We also offer summer school programming for 4 weeks in literacy, math and STEM to meet the needs of all students, including those who are low-achieving, helping them to meet state academic standards at their specific grade level.

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.⁴ (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

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

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

*Required field

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

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

ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☐ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☐ Elevating Educators: Illinois's 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.

- ☒ We will provide a rigorous curriculum with clarity and consistency in all subject areas and ensure reliable assessment data and feedback to guide instruction.

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

Information provided through the needs assessment were analyzed and categories listed with multiple responses were prioritized. Professional development in those areas were researched and additional training was provided. Any training requiring funding was included in the grant planning for the upcoming school year. Significant areas included: Social and Emotional support for students with Anxiety and Trauma, Co-teaching, Unique Curriculum, Collaboration Time, behavior management and data tracking and writing a compliant IEP.

Response from the approved prior year Consolidated District Plan.

Information provided through the needs assessment were analyzed and categories listed with multiple responses were prioritized. Professional development in those areas were researched and additional training was provided. Any training requiring funding was included in the grant planning for the upcoming school year. Significant areas included: Social and Emotional support for students with Anxiety and Trauma, Co-teaching, Unique Curriculum, Collaboration Time, behavior management and data tracking and writing a compliant IEP.

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

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(count) of 7500 maximum characters used

Anxiety and trauma were identified as a large need amongst the staff in the District 200 Special Services Department. The District has chosen this as a goal for all staff in the upcoming school year, and will continue to provide training to staff around social and emotional supports to students. The Special Services Department will use grant funds to allow staff small group professional development activities in regards to this training. Co-teaching has been an initiative in the department over the past number of years. The elementary schools are currently rolling this practice up the grade levels. IDEA funds have been set aside to provide general and special educators professional development in this area and substitute money for planning amongst teams. The district's low incidence staff recently implemented the Unique Curriculum in their classrooms. IDEA funds will be used to continue the training regarding this curriculum and to allow teachers planning time to better implement the curriculum with fidelity. The Special Services Department identified the need for more consistent data tracking in regard to student behavior. IDEA funds will be used to support the purchase of a consistent behavior data tracking system that will be used in conjunction with the current IEP program. This program will allow staff and administrators to obtain detailed reports regarding incidents of student behavior and better track these incidents. This will allow for the data to be reviewed more frequently with the teams and assist in providing interventions and supports to students. Another area staff identified as a need was increasing their knowledge in the area of writing a compliant IEP. As a result, next year staff will be grouped by grade level and provided additional professional development time during the school day to receive this training. These "mini boot camps" will be funded through the IDEA grant and will allow collaboration between teams and administrators to ensure compliant IEP's.

Response from the approved prior year Consolidated District Plan.

Anxiety and trauma were identified as a large need amongst the staff in the District 200 Special Services Department. The District has chosen this as a goal for all staff in the upcoming school year, and will continue to provide training to staff around social and emotional supports to students. The Special Services Department will use grant funds to allow staff small group professional development activities in regards to this training. Co-teaching has been an initiative in the department over the past number of years. The elementary schools are currently rolling this practice up the grade levels. IDEA funds have been set aside to provide general and special educators professional development in this area and substitute money for planning amongst teams. The district's low incidence staff recently implemented the Unique Curriculum in their classrooms. IDEA funds will be used to continue the training regarding this curriculum and to allow teachers planning time to better implement the curriculum with fidelity. The Special Services Department identified the need for more consistent data tracking in regard to student behavior. IDEA funds will be used to support the purchase of a consistent behavior data tracking system that will be used in conjunction with the current IEP program. This program will allow staff and administrators to obtain detailed reports regarding incidents of student behavior and better track these incidents. This will allow for the data to be reviewed more frequently with the teams and assist in providing interventions and supports to students. Another area staff identified as a need was increasing their knowledge in the area of writing a compliant IEP. As a result, next year staff will be grouped by grade level and provided additional professional development time during the school day to receive this training. These "mini boot camps" will be funded through the IDEA grant and will allow collaboration between teams and administrators to ensure compliant IEP's.

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

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

(count) of 7500 maximum characters used

All areas indicated through the needs assessment have been department projects for at least 2 years. Therefore, there are no changes in the scope or nature of services from the prior fiscal year.

Response from the approved prior year Consolidated District Plan.

All areas indicated through the needs assessment have been department projects for at least 2 years. Therefore, there are no changes in the scope or nature of services from the prior fiscal 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 that's applicable. For a listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.

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

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

(count) of 7500 maximum characters used

The special education department in collaboration with other stakeholders work to develop a plan with action steps that creates a pathway for them to meet the State Performance Plan Indicators. Below are areas that we will continue to focus on, Indicators 1 & 2: Graduation and Drop-Out: As work with at-risk students in the lower grades as they grow they will be successful in the upper grades adding an increase in the number of graduates and less on the drop-outs. We have extensive interventions throughout our Pre-K to 12 program to support students. Social/ Emotional helps will be a positive influence to this area. Indicator 3: Statewide Assessments- As work with at-risk students their statewide assessment results should show more success. We have made tremendous growth in literacy with our students. We have a strong focus on the co-teaching model to support this. Social/ Emotional helps will be a positive influence to this area. Indicator 4: Suspension/Expulsion- As we lower the suspension/expulsion rate and work with students re: social emotional tools we will see a greater impact in all areas. We have done extensive training with our staff to reduce the rate of suspensions and expulsions as well as restraint and time outs. Indicators 5 & 6: Educational Environments - Building climate and culture will result in a more pleasant experience for all and result in positive growth for all. Our survey results from the 5 essentials and our committee work with Diversity and Inclusion has helped us to identify areas to focus on in this area such as our Best Buddy program and inclusion in extra curriculars. Indicator 7: Early Childhood Outcomes- This is where is all starts. As we have positive outcomes in early childhood, working with the whole child on academics, S/E and behavioral this will impact every child's schooling for years to come. We work directly with our early intervention providers to enroll students in our Pre-K program to ensure that they get an early start to school and any interventions/additional support that they may need. Indicator 8: Parent Involvement- Getting a strong parent involvement helps build the climate and culture for all; kids will feel their parental support and will want to work toward success. It is also helpful to have parental support for the staff. Everyone is a team for the positive outcomes of every child. We have parent liaisons, and parent educators as well as strong social workers who support these home/school connections. Indicator 12: Early Childhood Transition- working together with parents for a positive transition to all next big steps makes everything work smoothly and with less interruption to the students and staff. Proactive transitions are what we all should be seeking. We work directly with our early intervention providers to enroll students in our Pre-K program to ensure that they get an early start to school and any interventions/additional support that they may need. Indicator 13: Secondary Transition- working together with parents for a positive transition to all next big steps makes everything work smoothly and with less interruption to the students and staff. Proactive transitions are what we all should be seeking. We have a 18-22 transition program and work closely with outside agencies to support students as they move on from D200.

*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: [ED and DHS 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 2009 \(P.L. 110-351\)](#)
[Educational Stability Requirements \(Effective October 7, 2009\)](#)
[Public Act 099-0281 \(effective 8/12/2016\)](#)
[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 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 med-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 (Multi-Purpose 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 5/10-20.56, 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* |
|------------|-------------|--|----------------------|
| Smith | Justin | Assistant Superintendent for Secondary Education | jusmith@wcusd200.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* |
|------------|-------------|----------------------------|-----------------------|
| Freeman | Mike | Director of Transportation | mfreeman@wcusd200.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.

A group made up of the Local Educational Agency (LEA) Point of Contact (POC), the Title I Director, the Director of Transportation, the Director of Special Services, and a representative from the Department of Child and Family Services (DCFS) will meet to review all the information available. Using the factors listed below we will make a recommendation for determining the best interest of the affected child in regards to placement. The "Best Interest Determination" includes the following steps: 1) DCFS notifies the child's current school that the child will be moving to a new residence and the necessary timeframe for determining the child's most appropriate school placement. 2) The school provides the DCFS information on the appropriateness of the current educational setting and the child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision-making process. 3) The child welfare agency and the child's current school jointly determine the child's best interest for school placement, in consultation with the child and other key partners based on the factors listed below: Preferences of the child; Preferences of the child's parent(s) or education decision maker(s); The child's attachment to the school, including meaningful relationships with staff and peers; Placement of the child's sibling(s); Influence of the school climate on the child, including safety; The availability and quality of the services in the school to meet the child's educational and socio-emotional needs; History of school transfers and how they have impacted the child; How the length of the commute would impact the child, based on the child's developmental stage; Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services; and, if so, the availability of those required services in a school other than the school of origin; and Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA. The best interest determination for school placement is completed as quickly as possible (e.g., within three business days) after DCFS notifies the school of the decision of the child's new residence; the child remains in the same school during that time, unless contrary to the child's best interest. 5) The child welfare agency arranges for transportation and payment of transportation expenses for the child to remain in the school of origin.

Response from the approved prior year Consolidated District Plan.

A group made up of the Local Educational Agency (LEA) Point of Contact (POC), the Title I Director, the Director of Transportation, the Director of Special Services, and a representative from the Department of Child and Family Services (DCFS) will meet to review all the information available. Using the factors listed below we will make a recommendation for determining the best interest of the affected child in regards to placement. The "Best Interest Determination" includes the following steps: 1) DCFS notifies the child's current school that the child will be moving to a new residence and the necessary timeframe for determining the child's most appropriate school placement. 2) The school provides the DCFS information on the appropriateness of the current educational setting and the child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision-making process. 3) The child welfare agency and the child's current school jointly determine the child's best interest for school placement, in consultation with the child and other key partners based on the factors listed below: Preferences of the child; Preferences of the child's parent(s) or education decision maker(s); The child's attachment to the school, including meaningful relationships with staff and peers; Placement of the child's sibling(s); Influence of the school climate on the child, including safety; The availability and quality of the services in the school to meet the child's educational and socio-emotional needs; History of school transfers and how they have impacted the child; How the length of the commute would impact the child, based on the child's developmental stage; Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services; and, if so, the availability of those required services in a school other than the school of origin; and Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA. The best interest determination for school placement is completed as quickly as possible (e.g., within three business days) after DCFS notifies the school of the decision of the child's new residence; the child remains in the same school during that time, unless contrary to the child's best interest. 5) The child welfare agency arranges for transportation and payment of transportation expenses for the child to remain in the school of origin.

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.

Eligible students with disabilities retain their right to receive a free appropriate public education in the least restrictive environment. When making decisions regarding the educational placement of students with disabilities under IDEA and Section 504, the D200 will ensure that all required special educational and related services and supports are provided in the least restrictive placement where the child's unique needs, as described in the student's IEP or Section 504 plan, can be met. To accomplish this D200 will: 1) Make available a range of placement options to meet the needs of the child which include regular classes, special classes, separate schools, home instruction, and instruction in hospitals and institutions; 2) Ensure the educational placement of each child will be made at least annually and be based on the child's IEP or Section 504 plan; 3) Strive to ensure emphasize and expedite evaluations and eligibility determinations for high mobile children with disabilities.

Response from the approved prior year Consolidated District Plan.

Eligible students with disabilities retain their right to receive a free appropriate public education in the least restrictive environment. When making decisions regarding the educational placement of students with disabilities under IDEA and Section 504, the D200 will ensure that all required special educational and related services and supports are provided in the least restrictive placement where the child's unique needs, as described in the student's IEP or Section 504 plan, can be met. To accomplish this D200 will: 1) Make available a range of placement options to meet the needs of the child which include regular classes, special classes, separate schools, home instruction, and instruction in hospitals and institutions; 2) Ensure the educational placement of each child will be made at least annually and be based on the child's IEP or Section 504 plan; 3) Strive to ensure emphasize and expedite evaluations and eligibility determinations for high mobile children with disabilities.

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.

District 200 will continue to review the needs, special considerations and legal requirements for our students who are English learners (EL). District 200 will identify and assess all potential EL students, and provide all EL students, including EL students in foster care, with a language assistance program that is educationally sound and proven successful. When a best-interest determination is made for an EL student in foster care, District 200 will ensure that it complies with its obligations under Title VI and the EEOA. To ensure these obligations are met D200 will: Identify and assess all potential EL students in a timely, valid, and reliable manner. Provide EL students with a language assistance program that is educationally sound and proven successful. Sufficiently staff and support the language assistance programs for EL students. Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities. Avoid unnecessary segregation of EL students. Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in these evaluations and delivery of services. Meet the needs of EL students who opt out of language assistance programs. Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied. Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time. Ensure meaningful communication with limited English proficient (LEP) parents.

Response from the approved prior year Consolidated District Plan.

District 200 will continue to review the needs, special considerations and legal requirements for our students who are English learners (EL). District 200 will identify and assess all potential EL students, and provide all EL students, including EL students in foster care, with a language assistance program that is educationally sound and proven successful. When a best-interest determination is made for an EL student in foster care, District 200 will ensure that it complies with its obligations under Title VI and the EEOA. To ensure these obligations are met D200 will: Identify and assess all potential EL students in a timely, valid, and reliable manner. Provide EL students with a language assistance program that is educationally sound and proven successful. Sufficiently staff and support the language assistance programs for EL students. Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities. Avoid unnecessary segregation of EL students. Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in these evaluations and delivery of services. Meet the needs of EL students who opt out of language assistance programs. Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied. Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time. Ensure meaningful communication with limited English proficient (LEP) parents.

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.

Woodstock D200 Dispute Resolution Process 1) The Complaint party will submit in writing the related complaint to the District Office. 2) The Complaint Manager will investigate the complaint. Both parties will have the opportunity to present evidence regarding the complaint. 3) A meeting will be held to receive input from all parties to hear the concerns related to the "Best Interest Determination." All relative parties will be invited to attend the meeting. 3) The district will follow DOE policy 21260 "Uniform Grievance Procedure" to resolve the dispute. 4) At the conclusion of the process, a written explanation will be provided to all parties explaining the final determination. - After going through the process, if a resolution cannot be determined, DCFS will make the final determination.

Response from the approved prior year Consolidated District Plan.

Woodstock D200 Dispute Resolution Process 1) The Complaint party will submit in writing the related complaint to the District Office. 2) The Complaint Manager will investigate the complaint. Both parties will have the opportunity to present evidence regarding the complaint. 3) A meeting will be held to receive input from all parties to hear the concerns related to the "Best Interest Determination." All relative parties will be invited to attend the meeting. 3) The district will follow BOE policy 2:260 "Uniform Grievance Procedure" to resolve the dispute. 4) At the conclusion of the process, a written explanation will be provided to all parties explaining the final determination. - After going through the process, if a resolution cannot be determined, DCFS will make 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 are identified as Youth In Care.

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

We cover this information at our K-12 principal meeting. Principals then impart the information to those that need it. An annual meeting is held with all Youth in Care (YIC) building level representative to gain knowledge on new updates and verify the process used verify YIC students in D200.

*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.

DCFS notifies the school secretary at the child's current school that the child will be moving to a new residence and the necessary timeframe for determining the child's most appropriate school placement. The school secretary will contact the Director of Transportation to begin the process of setting up the necessary transportation. The following factors will be considered when developing the Transportation Procedures for a foster care student in District 200: Safety; Duration; Time of placement change; Type of transportation available; Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity. Once the student's transportation is scheduled, a representative from the Transportation Department notifies the school and the school will contact either DCFS or the foster parent(s) to provide the transportation information.

Response from the approved prior year Consolidated District Plan.

DCFS notifies the school secretary at the child's current school that the child will be moving to a new residence and the necessary timeframe for determining the child's most appropriate school placement. The school secretary will contact the Director of Transportation to begin the process of setting up the necessary transportation. The following factors will be considered when developing the Transportation Procedures for a foster care student in District 200: Safety; Duration; Time of placement change; Type of transportation available; Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity. Once the student's transportation is scheduled, a representative from the Transportation Department notifies the school and the school will contact either DCFS or the foster parent(s) to provide the transportation information.

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.

The funding options will be either be provided through the district, or cost-sharing with another district of the students is transported outside of the school of origin. Pre-existing transportation route - District Funding New transportation route - District Funding District-to-district boundary hand-offs - District Funding (may seek cost-sharing) Other services for which the student is eligible, such as IDEA transportation options - District Funding (will seek reimbursement through the state or DCFS)

Response from the approved prior year Consolidated District Plan.

The funding options will be either be provided through the district, or cost-sharing with another district of the students is transported outside of the school of origin. Pre-existing transportation route - District Funding New transportation route - District Funding District-to-district boundary hand-offs - District Funding (may seek cost-sharing) Other services for which the student is eligible, such as IDEA transportation options - District Funding (will seek reimbursement through the state or DCFS)

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.

Woodstock D200 Dispute Resolution Process 1) The Complaint party will submit in writing the related complaint to the District Office. 2) The Complaint Manager will investigate the complaint. Both the District and DCFS will have the opportunity to present evidence regarding the complaint. 3) A meeting will be held to receive input from all parties to hear the concerns related to the "Best Interest Determination." All relative parties will be invited to attend the meeting. 3) The district will follow BOE policy 2:260 "Uniform Grievance Procedure" to resolve the dispute. 4) At the conclusion of the process, a written explanation will be provided to all parties explaining the final determination.

Response from the approved prior year Consolidated District Plan.

Woodstock D200 Dispute Resolution Process 1) The Complaint party will submit in writing the related complaint to the District Office. 2) The Complaint Manager will investigate the complaint. Both the District and DCFS will have the opportunity to present evidence regarding the complaint. 3) A meeting will be held to receive input from all parties to hear the concerns related to the "Best Interest Determination." All relative parties will be invited to attend the meeting. 3) The district will follow BOE policy 2:260 "Uniform Grievance Procedure" to resolve the dispute. 4) At the conclusion of the process, a written explanation will be provided to all parties explaining 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.

The process to arrange transportation during the dispute is listed below. The School of Origin is responsible for the transportation while all disputes are being resolved. During the time of the dispute, the child in foster care would remain in his or her school of origin while any dispute regarding transportation costs are being resolved. DCFS notifies the school secretary at the child's current school that the child will be moving to a new residence and the necessary timeframe for determining the child's most appropriate school placement. The school secretary will contact the Director of Transportation to begin the process of setting up the necessary transportation. The following factors will be considered when developing the Transportation Procedures for a foster care student in District 200: Safety; Duration; Time of placement change; Type of transportation available; Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity. Once the student's transportation is scheduled, a representative from the Transportation Department notifies the school and the school will contact either DCFS or the foster parent(s) to provide the transportation information.

Response from the approved prior year Consolidated District Plan.

The process to arrange transportation during the dispute is listed below. The School of Origin is responsible for the transportation while all disputes are being resolved. During the time of the dispute, the child in foster care would remain in his or her school of origin while any dispute regarding transportation costs are being resolved. DCFS notifies the school secretary at the child's current school that the child will be moving to a new residence and the necessary timeframe for determining the child's most appropriate school placement. The school secretary will contact the Director of Transportation to begin the process of setting up the necessary transportation. The following factors will be considered when developing the Transportation Procedures for a foster care student in District 200: Safety; Duration; Time of placement change; Type of transportation available; Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity. Once the student's

transportation is scheduled, a representative from the Transportation Department notifies the school and the school will contact either DCFS or the foster parent(s) to provide the transportation information.

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.

Our building and district secretaries have a monthly meeting where procedural updates are shared with everyone and there is a chance to ask clarifying questions. Building secretaries and the Transportation Department will be notified at these meetings throughout the course of the school year of the processes in place for foster care transportation. The Assistant superintendent for secondary education is responsible for this area.

Response from the approved prior year Consolidated District Plan.

Our building and district secretaries have a monthly meeting where procedural updates are shared with everyone and there is a chance to ask clarifying questions. Building secretaries and the Transportation Department will be notified at these meetings throughout the course of the school year of the processes in place for foster care transportation. The Assistant superintendent for secondary education is responsible for this area.

*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: | <u>23 Ill. Admin. Code, Part 228.50</u> |
| Contact: | Multilingual Department at 312-814-3850 <u>multilingual@lsbe.net</u> |

BSP Contact Information

English Learners (ELs) are in the district

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

Last Name*

Phone*

First Name*

Middle

Email*

EL Program Director Requirements:

Administrative Endorsement



ESL/Bilingual Endorsement



Administrator Requirements

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

*Required field

Attendance Center Enrollment Information

Instructions

1239 English Learners (ELs) are in the district

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

Key: Types of Instructional Design

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

| | Attendance Center Name | Grade Span | Program Type (check all that apply) | | | Types of Instructional Design (check all that apply) | | | | | | PEL with ESL and/or Bilingual Endorsement working within EL programming. Enter whole numbers only and zero if no teachers in a category. | | | | Language Codes of Certified Bilingual Staff serving ELs | |
|-----|-------------------------------------|------------|--|-------------------------------------|--------------------------|--|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|-----------------------|-------------------------------|--------------------------------|---|--|
| | | | TDE | TPJ | Parent Refusal | 1 | 2 | 3 | 4 | 5 | 6 | ESL Endorsement | Bilingual Endorsement | ESL and Bilingual Endorsement | ELS-TBE or ELS-VIT Endorsement | Language Codes Alphabetical | |
| 1. | Woodstock High School | 9-12 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 3 | 1 | 3 | 0 | 001 | |
| 2. | Northwood Middle School | 6-8 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 6 | 1 | 3 | 1 | 001 | |
| 3. | Creekside Middle School | 6-8 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 8 | 3 | 3 | 1 | 001 | |
| 4. | Dean Street Elementary School | K-5 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 2 | 1 | 4 | 1 | 001 | |
| 5. | Woodstock North High School | 9-12 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1 | 1 | 1 | 0 | 001 | |
| 6. | Greenwood Elementary School | Pre-K 1-5 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1 | 0 | 0 | 0 | | |
| 7. | Westwood Elementary School | 1-5 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 4 | 0 | 5 | 0 | 001 | |
| 8. | Mary Endres Elementary School | 1-5 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 5 | 1 | 2 | 0 | 001 | |
| 9. | Olson Elementary School | 1-5 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 6 | 1 | 5 | 1 | 001 | |
| 10. | Verda Dierzen Early Learning Center | Pre-K K | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 9 | 2 | 8 | 0 | 001 | |
| 11. | Prarieview Elementary School | 1-5 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 8 | 1 | 3 | 0 | 001 | |
| 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 one or more attendance centers do not align with Illinois and federal requirements (programming and staffing), then describe how the district will ensure that the EL students receive appropriate language support (direct services)/monitoring (refusals/reclassification) from properly endorsed ESL/Bilingual teachers and a plan to obtain/secure/hire an appropriately certified teacher for ESL/Bilingual education.
 ((count) of 2500 maximum characters used)

*If district has more than 25 attendance centers, please email the completed spreadsheet of additional attendance centers to Multilingual/Language Development Department at multilingual@lsbe.net or (312) 614-3850.

BSP Professional Development

Instructions

1239 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

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

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

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

| Activity* | Date (Projected) | Certified Staff | Non-Certified Staff | Expected No. of Participants |
|--|------------------|-------------------------------------|-------------------------------------|------------------------------|
| <input checked="" type="checkbox"/> Current Research in the Teaching of EL Students | 08/11/2025 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 50 |
| <input checked="" type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL | 09/11/2025 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 50 |
| <input checked="" type="checkbox"/> Language Assessment | 09/10/2025 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 50 |
| <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 | 08/11/2025 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 80 |
| <input checked="" type="checkbox"/> District Identification Assessment | 10/23/2025 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 80 |
| <input checked="" type="checkbox"/> Program Design | 08/11/2025 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 80 |
| <input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students | 09/10/2025 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 100 |
| <input checked="" type="checkbox"/> Spanish Language Arts | 01/29/2026 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 80 |
| <input type="checkbox"/> Others (Specify): | | <input type="checkbox"/> | <input type="checkbox"/> | |

Comments:

*Required field

BSP TBE Requirements

Instructions

1239 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes ☒ No ☐

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3):

Yes ☒ No ☐

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

Yes ☒ No ☐

Part-Time Transitional Bilingual Education (TBE) Placement

Does your district have a full-time TBE Spanish program?

Yes ☐ No ☐

Does your district use Spanish Language Arts Standards?

Yes ☒ No ☐

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

10

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

10

Comments:

*Required field

TBE Parent Advisory Committee

Instructions

1239 English Learners (ELs) are in the district

Does your district offer a TBE program?

Yes ☒
No ☐

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

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

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

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

| | | | | | | | |
|-----------------------|-----------------------|------|-----------|-------------|---------|-----------|--------------|
| Committee Chairperson | Maria Ordonez | Role | CM | Language(s) | SPANISH | Telephone | 815 914 2595 |
| Street | 1824 Powers Rd | City | Woodstock | State | IL | Zip+4 | 60098 |
| Committee Member | Alicia Ochoa | Role | P | Language(s) | SPANISH | Telephone | 815 528 0354 |
| Street | 1104 Zimmerman Rd | City | Woodstock | State | IL | Zip+4 | 60098 |
| Committee Member | Norma Revuelta | Role | P | Language(s) | SPANISH | Telephone | 815 219 5483 |
| Street | 108 Saint Johns Apt C | City | Woodstock | State | IL | Zip+4 | 60098 |

| | | | | | | | |
|----------------------------|---|--------------|----------------|----------------------|---------------|--------------------|-----------------------|
| Committee Member Street | Gabriela Romero 1224 Walden Oaks Dr Apt 2A | Role City | P Woodstock | Language(s) State | SPANISH IL | Telephone Zip+4 | 815 276 9481 60098 |
| Committee Member Street | Mercedes Arias 1769 Quail Ct | Role City | P Woodstock | Language(s) State | SPANISH IL | Telephone Zip+4 | 815 451 5059 60098 |
| Committee Member Street | Estela Aguilar 432 E Judd St | Role City | P Woodstock | Language(s) State | SPANISH IL | Telephone Zip+4 | 815 236 4612 60098 |
| Committee Member Street | Diana Reyes 3603 Vermont Rd | Role City | P Woodstock | Language(s) State | SPANISH IL | Telephone Zip+4 | 779 707 4922 60098 |
| Committee Member Street | Jose Arellano Washington St | Role City | P Woodstock | Language(s) State | SPANISH IL | Telephone Zip+4 | 815 404 7697 60098 |
| Committee Member Street | | Role City | | Language(s) State | | Telephone Zip+4 | |
| Committee Member Street | | Role City | | Language(s) State | | Telephone Zip+4 | |

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

Name of Committee Chairperson:
Maria Ordonez
Date: 06/10/2025

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

Name of Committee Chairperson:
Maria Ordonez
Date: 06/10/2025

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

| Meeting | Projected Dates (7/1/2025 - 6/30/2026) | Activity |
|---------|---|--|
| 1. | 09/17/2025 | Bilingual Advisory Committee Training (required activity). |
| 2. | 11/07/2025 | Dual Language Family Night |
| 3. | 01/28/2026 | BPAC Meeting |
| 4. | 05/12/2025 | BPAC Meeting |

Comments:

Board Approval, Certification, and Assurances

Instructions

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

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

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

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

v.01.31.2024

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/cxst-idx?oi=ecfr&hwyss/Jl1e0272c6200_main_02.tol

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

<http://www.ilga.gov/legislation/ilcs/ilcs2.asp?ActID=3559&ChamberID=7>

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

<https://ilga.gov/commission/ica/admincode/044/04407000sections.htm>

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 completion 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 5/18-6.15).

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 109, 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 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-robbing.
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 5/20-21, 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:
- 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;
 - Maintain separate accounts and ledgers for the project;
 - Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
 - Properly post all expenditures made on behalf of the project;
 - 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;
 - 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.);
 - 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;
 - 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;
 - Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education; and
 - 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:

- Publishing a statement:
 - 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.
 - Specifying the actions that will be taken against employees for violations of such prohibition.
 - Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
 - Abide by the terms of the statement; and
 - 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.
 - Establishing a drug-free awareness program to inform employees about:
 - The dangers of drug abuse in the workplace;
 - The grantees or contractors policy of maintaining a drug-free workplace;
 - Any available drug counseling, rehabilitation, and employee assistance programs; and
 - The penalties that may be imposed upon an employee for drug violations.
 - 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.
 - 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.
 - 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.
 - 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.
 - 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 3405, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

1. By checking the box above and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms covered transaction, debarred, 'suspended,' 'ineligible,' 'lower tier covered transaction,' 'participant,' 'person,' 'primary covered transaction,' 'principal,' 'proposal,' and 'voluntarily excluded,' as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the GSA Government-Wide System for Award Management Exclusions (SAM Exclusions) at: www.sam.gov
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.

v01.10.2015

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.

v04.23.2011

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. 1252f, 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.

v01.31.2021

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 certifications and assurances is included below and/or incorporated into the Uniform Grant Agreement contained herein.

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

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

v09.08.2021

Not calling IWAS Web Service

Signature of School District Superintendent / Agency Administrator

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

Selectable Application Print

| |
|-------------------------------------|
| Request Print Job |
| 1. Consolidated District Plan |
| Requested Print Jobs |
| Requested by mlkeymoan on 6/10/2025 |
| Completed Print Jobs |