



Consolidated District Plan Fiscal Year 2020

February 28, 2019



Agenda

- ISBE Vision, Mission, and Goals
- CDP Overview
- IWAS Access/Create Application
- CDP Pages
- CDP Review Checklist
- Resources
- Questions and Contact Information



Illinois Board of Education

Vision

Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all people are socially and economically secure.

Mission

Provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.



Illinois Board of Education

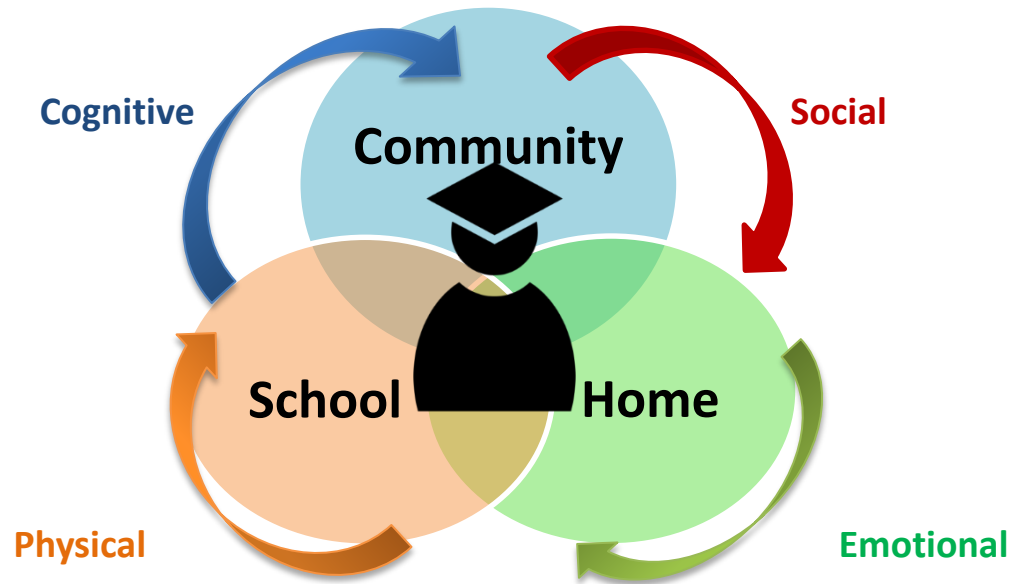
Goals

- *Every child in each public school system in the state of Illinois deserves to attend a system wherein...*
 - All kindergartners are assessed for readiness
 - Ninety percent or more of third-grade students are reading at or above grade level.
 - Ninety percent or more of fifth-grade students meet or exceed expectation in mathematics.
 - Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
 - Ninety percent or more of students graduate from high school ready for college and career.
 - All students are supported by highly prepared and effective teachers and school leaders.
 - Every school offers a safe and healthy learning environment for all students.



The Whole Child

A child within an ecology of multiple and interconnected parts
nested in overlapping systems





Consolidated District Plan

The CDP allows grantees to answer one set of planning questions to meet requirements for 12 of the Federal formula grants.



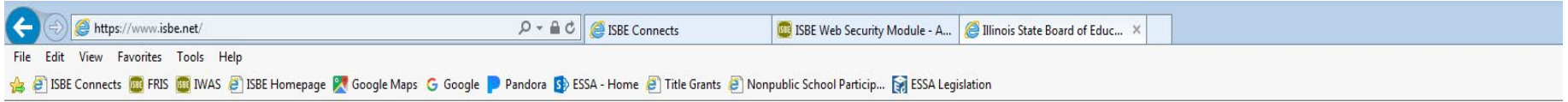
Federal Formula Grants

- Title I, Part A – Improving Basic Programs
- Title I, Part D – Neglected
- Title I, Part D – Delinquent
- Title I, Part D – Neglected/Delinquent
- Title I, School Improvement 1003(a)
- Title II, Part A – Preparing, Training and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III – Language Instruction Education Program (LIEP)
- Title III – Immigrant Education
- 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



IWAS – Getting Started

www.isbe.net



Illinois State Board of Education

System Quick Links ▾ Illinois Report Card Careers at ISBE Contact Us  



 CURRENT TOPICS



FY
2018
EVIDENCE-BASED FUNDING

 LATEST NEWS

- 8/31/2017: State Superintendent issues statement on new funding formula for schools
- 8/30/2017: U.S. Department of Education approves the Illinois ESSA Plan
- 8/24/2017: Counseling programs at 13 Illinois schools earn prestigious national designation
- 8/21/2017: Illinois Teacher of the Year finalists selected

[view all news >](#)





IWAS – Getting Started

Browser address bar: <https://www.isbe.net/Pages/Administrators.aspx>

Browser tabs: ISBE Connects, ISBE Web Security Module - A..., Administrators

Browser menu: File Edit View Favorites Tools Help

Browser bookmarks: ISBE Connects, FRIS, IWAS, ISBE Homepage, Google Maps, Google, Pandora, ESSA - Home, Title Grants, Nonpublic School Particip..., ESSA Legislation

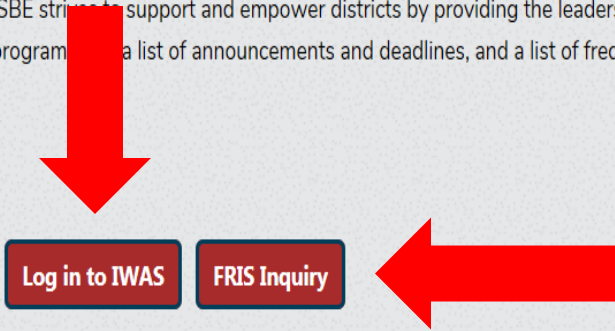


System Quick Links ▾ Illinois Report Card Careers at ISBE Contact Us

- HOME
- ADMINISTRATORS
- TEACHERS
- FAMILIES & STUDENTS
- COMMUNITY & PARTNERS
- NEWS & MEDIA

ADMINISTRATORS

ISBE strives to support and empower districts by providing the leadership and resources needed to achieve excellence across the state. Below are links to webpages organized by program, a list of announcements and deadlines, and a list of frequently asked questions. Check the alphabetical [sitemap](#) or use the search bar to find additional information.



[Log in to IWAS](#) [FRIS Inquiry](#)




IWAS Log-in

The screenshot shows the IWAS Log-in page. At the top, there is a blue header with the Illinois State Board of Education logo on the left and the text "Illinois State Board of Education" in the center. Below the logo, the names "Gery J. Chico, Chairman" and "Christopher A. Koch, State Superintendent" are listed. A decorative banner with the letters "I W A S" repeats across the page. On the left side, there is a vertical navigation menu with links: "ISBE Home", "Home", "Sign Up Now", "Get Password", "Contact Us", "Help", "IWAS User Guide" (with a PDF icon), and "IWAS Training Video". The main content area is divided into two columns. The left column is for existing users, with the heading "Already have an account? Login Here :". It contains input fields for "Login Name" and "Password", a "Remember Login Name" checkbox, and a "LOG IN" button. Below this is a "Get Password?" section with a link "Find Login/Password" and a note: "If you have forgotten your login name or password, click on the link below." The right column is for new users, with the heading "New Partner - Sign up Now". It contains a paragraph of text: "Some ISBE web-based systems require electronic signatures. You can create your own logon id and password by clicking on the following link. After you establish your logon, you will then have the ability to request authorization to use ISBE's systems." Below this text is a blue link "Sign Up Now" which is circled in red. At the bottom of the right column is a "Need Help?" section with a link "Help" and a note: "If you need help with logging in, the sign up procedure or your password, please click on the link below." A large, faint watermark of the Illinois State Seal is visible in the background of the main content area.



IWAS



Illinois State Board of Education

Gery J. Chico, Chairman Christopher A. Koch, State Superintendent

I W A S I W A S I W A S I W A S I W A S I W A S I W A S I W A S I W A S

Login: MEWRIGHT

ISBE Administrator

Hello Melina, you last logged in 5/20/2013 3:30:38 PM.

Messages :

- [69 unread Inbox message\(s\)](#)
- [0 unread Archived message\(s\)](#)

Require Action :

- [0 Sign-ups pending your approval](#)
- [19 Documents pending your approval](#)
- [0 Feedback messages pending review](#)

News Items

How to Open and Close Public Schools: ISBE Notification Procedure

Each year some Public School Districts need to open or close schools. Click 'More...' to see the instructions for notifying ISBE about these changes... More...

Changes in IWAS Administrative Accounts

Many organizations that do electronic business with ISBE have new administrators that officially take effect on July 1... More...

- Home
- System Listing**
- Pending Sign Ups
- Pending Documents
- Change Password
- Preferences
- Search
- Help
- Log Out
- [IWAS Training Video](#)



IWAS – System Listing

I W A S I W A S I W A S I W A S I W A S I W A S I W A S I W A S I W A S

Login: JMPARRISH

My Systems

Below are systems that you are either authorized to use or are awaiting authorization from either your district (Pending-District), ROE (Pending-ROE) or ISBE (Pending-ISBE). Once you are "Authorized" to access a system, simply click on the system description to use it.

[Click Here for Due Dates](#)

Categories - Click to Expand/Collapse Tree	Authorization
Grants	
eGMS Dashboard	Authorized
Active Grants	
Consolidated District Plan	Authorized
ESEA of 1965 As Amended	Authorized
NCLB Consolidated Application	Authorized
Rural and Low Income Grant	Authorized
Title I Delinquent	Authorized
Title I District Plan	Authorized
Title I Neglected	Authorized
Title I School Improvement - 1003(a)	Authorized
Reporting	
Grant Periodic Reporting System	Authorized
Annual	
ESEA Performance Report	Authorized
NCLB/ESSA Title I Comparability Documentation	Authorized
ISBE Internal	
Web	
Entity Profile System (Internal)	Authorized

Legend: ⓘ : System Description - Detailed 📅 : Due Dates 👤 : Profile

[Want to Signup for Other Systems?](#)



Accessing The CDP

Application Select

[Instructions](#)



Year: 2020



Create Application

[Click to view LEA Dashboard](#)

Select an application from the list(s) below and press one of the following buttons:

Review Checklist

Print All

Review Checklist Print All

This Organization has not created any Applications



CDP Overview

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Program Risk Assessment	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
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Overview	
PROGRAM:	Consolidated District Plan
PURPOSE:	The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C.2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.
BOARD GOALS:	<p><i>Every child in each public school system in the State of Illinois deserves to attend a system wherein:</i></p> <ul style="list-style-type: none"> * All kindergartners are assessed for readiness. * Ninety percent or more of third-grade students are reading at or above grade level. * Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics. * Ninety percent or more of ninth-grade students are on track to graduate with their cohort. * Ninety percent or more of students graduate from high school ready for college and career. * All students are supported by highly prepared and effective teachers and school leaders. * Every school offers a safe and healthy learning environment for all students.
FY2020 INCLUDED PROGRAMS:	<p>Title I, Part A - Improving Basic Programs Title I, Part A - School Improvement Part 1003(a) 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 Education 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 Foster Care Transportation Plan</p>
LEGISLATION:	<p>Every Student Succeeds Act (ESSA) Individuals with Disabilities Education Act Rehabilitation Act Strengthening Career and Technical Education for the 21st Century Act Workforce Innovation and Opportunity Act Head Start Act McKinney-Vento Homeless Assistance Act Adult Education and Family Literacy Act</p>
DUE DATE:	District plans must be submitted to the Illinois State Board of Education and approved before any FY2020 grant applications for included programs can be approved. Submission by April 1 is recommended.
DURATION:	The District Plan must be submitted initially for the school year 2019-2020 and updated annually thereafter.
AMENDMENTS:	Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.
INSTRUCTIONS:	Instructions in PDF format
COMMON ABBREVIATIONS:	<p>ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended) IDEA - Individuals with Disabilities Education Act ISBE - Illinois State Board of Education LEA - Local Educational Agency LIEP - Language Instruction Educational Program SEA - State Education Agency</p>



CDP Contact Information

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Program Risk Assessment	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
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Contact Information

[Instructions](#)

1. Contact Information for Person Completing This Form

Last Name*

Phone*

First Name*

Middle Initial

Email*

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.

(0 of 2500 characters used)

3. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

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

Program Risk Assessment pages must be completed for FY2020. In future years, those responses are expected to pre-populate in the grant, with an opportunity for the entity to review and revise as necessary.

[Save Page](#)



CDP Amendment Tab

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Program Risk Assessment	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
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Amendments

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

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

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

Plan Changes

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

(0 of 5000 maximum characters used)

Save Page



CDP Coordinated Funding

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Program Risk Assessment	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
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Coordinated and Aligned Funding

[Instructions](#)

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2019-2020.* [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(a)
- 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 Education Program
- 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 listed above, with state and local resources to carry out activities supported in whole or in part with funding from the programs listed.* [2]



Plan Specifics: Needs Assessment (Top)

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

Errors:

- Results for Title I, Part A - Basic is a required field.
- Results for Title II, Part A is a required field.
- Results for Title III - LIEP is a required field.
- Results for IDEA, Part B - Flow-Through is a required field.

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Program Risk Assessment	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Needs Assessment	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Foster Care	Transportation

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. Title I plan(s)
- 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.



Plan Specifics: Needs Assessment (Bottom)

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

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

A. Title I, Part A - Improving Basic Programs

B. Title I, Part A - School Improvement Part 1003(a)

C. Title I, Part D - Delinquent

D. Title I, Part A - Neglected

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

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

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

G. Title III - LIEP



Stakeholders (Top)

Overview		Contact Information				Amendments	Coordinated Funding	Plan Specifics	Program Risk Assessment	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Needs Assessment	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment		Title I Specific Pages	Foster Care Transportation				

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:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):

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

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

- A. Teachers (1,7,8)
- B. Principals (1,7,8)
- C. Other school leaders (1,8)
- D. Paraprofessionals (1)
- E. Specialized instructional support personnel (1,2,3,4,8)
- F. Charter school leaders (in a local educational agency that has charter schools) (1)
- G. Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
- H. Parent liaisons
- I. Title I director (1)
- J. Title II director (1)
- K. Bilingual director (1,7)



Stakeholders (Bottom)

- 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 and how the stakeholders' input impacted the final plan submission. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

For your convenience, the FY19 Title I 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.

(0 of 7500 maximum characters used)

Response from the FY19 Title I District Plan.

The plan was transmitted electronically to a variety of stakeholders during a variety of stages of drafting. The plan was reviewed by the District Improvement Team (which includes teachers, principals, other school leaders, specialized instructional support personnel, administrators, other appropriate school personnel, and parents of children on May 8, 2017. This extensive review led to several revisions to the plan. The plan was approved by the school board on June 21, 2017. The plan was reviewed and revised by the District Improvement Team on May 18, 2018.

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

For your convenience, the FY19 Title I 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.

(0 of 7500 maximum characters used)

Response from the FY19 Title I District Plan.

One of the most significant ways the district ensures parents, family members and students are a part of LEA plans is to include them in the development of the district's Strategic Plan. The JTHS Strategic Planning process is led by an external facilitator to ensure an objective point-of-view. The Strategic Plan and all associated action plans are written collaboratively by diverse groups of individuals comprised of parents, students, teachers, administrators, Board of Education and community members. The collaborative approach to Strategic Planning ensures that all JTHS stakeholder groups are represented. There are specific strategies identified in the current strategic plan to address communication (including communication about LEA plans): We will ensure all JTHS personnel use effective internal and external communication to create a welcoming environment that develops positive relationships and engages all stakeholders in improving student achievement. A comprehensive communication process will be developed and implemented to effectively communicate with our Spanish speaking families.



Plan Specifics: Private School Participation (Top)

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Program Risk Assessment	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Needs Assessment	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Foster Care Transportation	

Private School Participation

[Instructions](#)

NOTE: This page is not applicable to state schools or state-authorized charter schools.

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

Private School Name	Consultation Date			School Closing
	Titles I, II, IV	IDEA Flow-Through	IDEA Preschool	
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

Title Programming Nonpublic Consultation

In addition to private schools within the district boundaries, ESEA also requires timely and meaningful consultation with private schools outside the boundaries of the district if students are known to attend them. Those schools can be added by selecting Create Additional Entries. For each school listed, provide the date of consultation for Titles I, II, IV. If a school has closed, select that option under School Closing. Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For each nonpublic school enrolling public school students from within the district, submit a signed copy of the Nonpublic School Consultation Participation Form (blank form linked below). Forms may be uploaded separately or may be combined into a single scanned PDF document as one upload.

For detailed instructions on how to upload and for naming conventions for uploaded files, [click on the link to Title Funding Upload - NOTE: READ BEFORE IMPORTING link](#) below.

[Title Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions](#)[Nonpublic School Consultation Form](#)



Plan Specifics: Private School Participation (Bottom)

Title Programming Nonpublic Consultation

In addition to private schools within the district boundaries, ESEA also requires timely and meaningful consultation with private schools outside the boundaries of the district if students are known to attend them. Those schools can be added by selecting Create Additional Entries. For each school listed, provide the date of consultation for Titles I, II, IV. If a school has closed, select that option under School Closing. Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For each nonpublic school enrolling public school students from within the district, submit a signed copy of the Nonpublic School Consultation Participation Form (blank form linked below). Forms may be uploaded separately or may be combined into a single scanned PDF document as one upload.

For detailed instructions on how to upload and for naming conventions for uploaded files, **click on the link to Title Funding Upload - NOTE: READ BEFORE IMPORTING link** below.

[Title Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions](#) [Nonpublic School Consultation Form](#)

Browse...

IDEA Nonpublic Consultation

Only private schools WITHIN the district boundaries require consultation for IDEA Flow Through and Preschool programs. However, any home schools of which the district is aware should also be included. For home schools, click on the Create Additional Entries button to add a line for listing it and naming in an identifiable manner (for example, E. Jones Home School). Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For detailed instructions on how to upload information and for naming conventions for uploaded files, **click on the link to IDEA Funding Upload - NOTE: READ BEFORE IMPORTING link** below. At a minimum, upload the proof of advertisement. If a timely and meaningful consultation was held, also upload the attendee list, invitation letters, agenda, handouts and attestation form(s).

[IDEA Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions](#) [Data Import Template](#)

Browse...



Plan Specifics: Preschool Coordination

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Program Risk Assessment	Assurance Pages
Needs Assessment	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development

Preschool Coordination

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

ISBE Goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):

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

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs.* [1]

For your convenience, the FY19 Title I 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.

(0 of 7500 maximum characters used)

Response from the FY19 Title I District Plan.

Not Applicable



Plan Specifics: Student Achievement (Top)

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Program Risk Assessment	Assurance Pages	Submit
Needs Assessment	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment

Student Achievement and Timely Graduation

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

ISBE Goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):

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



Plan Specifics: Student Achievement (Bottom)

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 FY19 Title I 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.

(0 of 7500 maximum characters used)

Response from the FY19 Title I District Plan.

JTHS has developed a clear program of study and career academy structure designed specifically to meet the college and career readiness needs of each individual student at JTHS. During the sophomore year, students enter the Career Academy that they selected. In the Joliet Township High School Career Academies, students receive an individualized education related to their career interests, and teams of teachers collaborate to prepare interdisciplinary learning opportunities that relate to each academy's theme. Students are provided with a rigorous and personalized curriculum that integrates course content and technology skills in alignment to the College and Career Readiness Standards and includes many opportunities to take Advanced Placement courses in all subject areas.

Each Career Academy has unique and individualized Programs of Study, which are sequences of recommended courses that a student should take based on his or her career goal. Students also participate in a Job Shadowing Experience, which provides a personalized opportunity to experience career interests through hands-on interaction with professional employees. In these small learning environments, students can see the connection between content and career and never have to ask the age-old question, "How are we going to use this in real life?" All students complete an Individual Career Portfolio which includes documents such as resumes and personal reflection essays designed to show student career and college readiness. The district curriculum is aligned to Illinois State Learning Standards in all core subject areas.

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]

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(0 of 7500 maximum characters used)

Response from the FY19 Title I District Plan.

Internal data used to measure performance of Joliet Township High School students includes the Explore, Plan, and ACT (EPAS), and district mandated formative and summative core assessments. EPAS data indicates longitudinal growth within a class. To identify trends, EPAS data is analyzed annually. Even though the students tested are of different populations, this analysis provides trend data for the same grade level. The district student management system provides ongoing data pertaining to student attendance and discipline. Semester grade reports have been created and are analyzed for core classes. In addition, teachers in core areas are required to complete failure reports for individual students that trigger short and long term academic interventions with the goal of getting students back on track towards graduation as soon as possible.

The district also works collaboratively with sender school districts to identify incoming students that are at risk in the following areas: truancy, tardiness, behavioral, and academic. A summer transition liaison team works with sender schools to identify at-risk students, establish relationships with these students and their parents (through phone conversations and home visits) and develop an individual success plan that addresses specific obstacles to success.



Plan Specifics: College and Career (Top)

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Program Risk Assessment	Assurance Pages
Needs Assessment	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development

College and Career Readiness

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

ISBE Goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):

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



Plan Specifics: College and Career (Bottom)

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 FY19 Title I 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.

(0 of 7500 maximum characters used)

Response from the FY19 Title I District Plan.

All ninth graders begin their JTHS education in the Freshman Academy. This small learning community is structured to ensure the transition to high school is successful. Freshman students have an eight period day and begin school earlier than their upper-class peers. This provides time within the school day for academic support in literacy and math, or the opportunity to take an extra elective if support is not needed. JTHS engages in ongoing articulation meetings with sender school districts which impact student placement as well as adjustments to the curriculum.

In addition to a rigorous academic curriculum, career exploration is woven into classroom lessons and delivered in advisory using the online Individualized Career Plan and Career Cruising platforms. This career exploration ensures that students are prepared to select one of the five JTHS Career Academies which they enter their sophomore year.

The district provides mentorship and support to students in the transition from high school to college and career through a variety of programs including: Brother 2 Brother, Fearless Females, Mentor 2.0, Parent Universities, Summer Bridge Academic Summer Camps, Advanced Placement Academic Summer Camps, The Y.M.C.A. Teen Achievers Program, and "get ahead" summer school courses.

The district offers students 23 dual credit courses in every subject area through Joliet Junior College, including clinical internships in nursing and the Advanced Integrated Maintenance Program.

The district currently has partnerships with Lewis and University and the University of St. Francis designed to help students transition into these specific post-secondary academic programs.

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 FY19 Title I 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.

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

(0 of 7500 maximum characters used)

Response from the FY19 Title I District Plan.

Joliet Township High School's significant Career and Technical Education offerings for students include twelve courses in business education, two courses in journalism, sixteen courses in family and consumer sciences, eight courses in health occupations, and thirty courses in technology and engineering.

CTE courses are offered within fourteen programs of study. Students are guided to take a four-year sequence to prepare for a career in their established career pathway. Students have the opportunity to participate in authentic learning experiences such as the JC Engineering project where students designed and constructed a prosthetic hand for a youth in the community. Numerous business partnerships have been developed with the local community to increase the number of opportunities for students. One example of an ongoing partnership would include Chicagoland Speedway. Over the last five years, this partner has collaborated with staff to involve students from construction, art, graphic design, welding, marketing, and culinary arts in the creation of a product to be showcased at the Chicagoland Speedway. Students have opportunities to participate in a number of career related competitions to include welding, drafting, automotive, robotics, technology, culinary arts, and health occupations. Students have opportunities to earn industry certifications such as Illinois Department of Public Health Certified Nurse Assistant, CompTia A+ Certification, Automotive Service Excellence, ProStart (culinary arts), ServSafe Sanitation, and Early Childhood Education Level 1. Dual Credit opportunities are available in some of these same areas such as computer-aided drafting, automotive, nurse assistant program, fire science/emergency medical services, industrial maintenance, electrical controls, wiring and circuit design, and industrial fluid power.

JTHS offers a variety of programs to address the needs of the local business community. The School-to-Apprenticeship program is one example of a work-based learning program that allows students to work with local union/trade coordinators to learn about careers in the

Legislative References:

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

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

Save Page



Plan Specifics: Professional Development (Top)

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Program Risk Assessment	Assurance Pages
Needs Assessment	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development

Professional Development - Highly Prepared and Effective Teachers and School Leaders

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

ISBE Goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):

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



Plan Specifics: Professional Development (Bottom)

For each program for which funding is anticipated for the 2019-2020 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

B. Title I, Part A - School Improvement Part 1003(a)

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

G. Title III - LIEP

H. Title III - Immigrant Education

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

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

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

L. IDEA, Part B - Preschool

Legislative Requirement:

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

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

Save Page



Plan Specifics: Safe Learning Environment (Top)

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Program Risk Assessment	Assurance Pages
Needs Assessment	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development

Safe and Healthy Learning Environment

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

ISBE Goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):

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



Plan Specifics: Safe Learning Environment (Bottom)

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 FY19 Title I 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.
 (0 of 7500 maximum characters used)

Response from the FY19 Title I District Plan.

Joliet Township High School has a school board policy directly addressing bullying and aversive behavioral interventions: 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment requires a response plan as well as an annual evaluation and assessment of the policy's outcomes and effectiveness. The district reviews disaggregated discipline data as an administrative team annually and works in concert with a discipline committee to reduce the use of aversive behavioral interventions. The district has implemented professional development for faculty in order to reduce incidences of bullying and reduce the use of aversive behavioral interventions.

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

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

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 (0 of 7500 maximum characters used)

Response from the FY19 Title I District Plan.

The district provides a variety of services to homeless students including financial support for transportation to and from school, school supplies, co-curricular activities (including tutoring and credit recovery opportunities) and personal supplies such as coats and other necessary clothing.



Plan Specifics: Title I Specific Pages: Title I Specific

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Program Risk Assessment	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Needs Assessment	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Foster Care Transportation	
Title I Specific				Title I Specific Part Two						

Attendance Center Designation

[Instructi](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0003 -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3001 -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations:	<div style="border: 1px solid black; height: 40px;"></div>
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Save



Plan Specifics: Title I Specific Pages: Title I Specific Part Two (Top)

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Program Risk Assessment	Assurance Pages	Submit	Application History	Page Lock Control	
Needs Assessment	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Fost	Care Trans
Title I Specific						Title I Specific Part Two				

Title I Specific Requirements - Part Two

Hidden field pulls from Coordinated Funding page, Funding/TitleI category/detail. Validations are set on this hidden field.

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

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

ISBE Goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- All students are supported by highly prepared and effective teachers and school leaders.

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



Plan Specifics: Title I Specific Pages: Title I Specific Part Two (Middle)

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

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

For your convenience, the FY19 Title I 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

(0 of 7500 maximum characters used)

Re-display of the approved response from the FY19 Title I District Plan.

The Joliet Township High School Strategic Plan is a comprehensive document that identifies the district's mission, objectives, strategies, parameters, and beliefs. The plan charts the future of the district and is a living document that is used to improve our schools. Every decision the district makes directly relates to the Strategic Plan, and all district and school improvement plans are directly aligned to the plan.

The Strategic Plan is a five-year plan; however, it is reviewed yearly and Periodic Updates and Renewals are held to make revisions that may be necessary due to changes in society, legislation or circumstances of the district.

At JTHS, each strategy contains a set of action plans that have specific steps written to accomplish the district's objectives. Every summer, the JTHS superintendent and administrative team review each set of action plans to assess progress and to determine implementation for the upcoming school year. JTHS administrators are responsible for action plan implementation and are evaluated annually based upon Strategic Planning progress.

The JTHS Strategic Planning process is led by an external facilitator to ensure an objective point-of-view. The Strategic Plan and all associated action plans are written collaboratively by diverse groups of individuals comprised of parents, students, teachers, administrators, Board of Education and community members. The collaborative approach to Strategic Planning ensures that all JTHS stakeholder groups are represented. This group is truly a microcosm of our community.

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

Yes

No

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

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

School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),

TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,

Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,

Direct Certification

Save Page



Plan Specifics: Title I Specific Pages: Title I Specific Part Two (Bottom)

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

[Section 1114 and 1115](#)

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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(0 of 7500 maximum characters used)

Re-display of the approved response from the FY19 Title I District Plan.

The schoolwide programs the district will operate include literacy and numeracy support for struggling learners, instructional coaching, academic summer camps targeting both struggling learners and potential honors students, cyber safety and digital literacy consultation, professional development for teachers (including multicultural training, Advanced Placement workshops and ongoing curriculum work), instructional materials and software, and Family engagement liaisons. The goal of all of these programs is to improve the academic achievement of all students.

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

For your convenience, the FY19 Title I 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**

(0 of 7500 maximum characters used)

Re-display of the approved response from the FY19 Title I District Plan.

The district works with the Will County Regional Office to provide support days that provide services that benefit both students and parents that have been identified as McKinney Vento families as well as families At Risk. During this event that occurs twice a year, we involve all stakeholders in educating families regarding rights, changes in legislation, community services and resources, as well services provided within the schools. Furthermore, the district also participates in professional development training for administrators, teachers, and clerical staff on best practices and how to augment services for the identified population.

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.

Save Page



Plan Specifics: Foster Care Transportation

Changes were made to Title I of the *Every Student Succeeds Act* (ESSA) requiring greater educational stability for students in foster care.

Foster care students **must** remain in their school of origin if it is determined to be in their best interest.



Plan Specifics: Foster Care Transportation

The Foster Care Transportation Plan application has been developed to fulfill the statutory requirements:

1. Assignment of a local education agency (LEA) foster care point of contact for each district, and
2. Uniform collection of a district transportation plan for students who may need transportation within the district and/or between districts so that they can remain in their school of origin.



Plan Specifics: Foster Care Transportation

- All districts must complete and submit the information required in the Foster Care application regardless of whether or not a foster care student is currently being educated in your district.
- Additional costs for providing such transportation may be reimbursed at 50% of the actual cost from Department of Children and Family Services.



Plan Specifics: Foster Care Transportation Foster Care Transportation Requirements

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Program Risk Assessment	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Foster Care Transportation	
Foster Care Transportation Requirements		Foster Care Transportation Plan Contacts			Best Interest Determination		Foster Care Transportation Plan Development			

Overview

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total. First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or med-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 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 in foster care:

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

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

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

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

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

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

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



Plan Specifics: Foster Care Transportation Foster Care Transportation Plan Contacts

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Program Risk Assessment	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Foster Care Transportation	
Foster Care Transportation Requirements		Foster Care Transportation Plan Contacts			Best Interest Determination		Foster Care Transportation Plan Development			

Contact Information

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

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

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

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

1. LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

Save Page

*Required field



Plan Specifics: Foster Care Transportation Best Interest Determination

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Program Risk Assessment	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Foster Care Transportation	Foster Care Transportation
Foster Care Transportation Requirements			Foster Care Transportation Plan Contacts			Best Interest Determination		Foster Care Transportation Plan Development		

Best Interest Determination

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

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

1. Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care. Include the positions of all district personnel involved.*

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

Response from the approved FY19 Foster Care Transportation Plan.

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 FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

Response from the approved FY19 Foster Care Transportation Plan.





Plan Specifics: Foster Care Transportation Best Interest Determination

Items that should be included but not limited to:

- Factors that should be considered in the Best Interest Determination.
- If someone wants to dispute the Best Interest Determination, what is the process to do so?
- Who has the final say if the dispute cannot be resolved?





Plan Specifics: Foster Care Transportation Plan Development

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Program Risk Assessment	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Foster Care Transportation	
Foster Care Transportation Requirements		Foster Care Transportation Plan Contacts			Best Interest Determination		Foster Care Transportation Plan Development			

Transportation Plan Development

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

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

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

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

Response from the approved FY19 Foster Care Transportation Plan.

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.*

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

Response from the approved FY19 Foster Care Transportation Plan.

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 FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.





Plan Specifics: Foster Care Transportation Plan Development

Items that should be included but not limited to:

- List the factors that should be considered when developing the transportation plan.
- List the funding options to consider when developing the transportation plan.
- School of Origin is responsible for the transportation while all disputes are being resolved.





Assurance Pages

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Program Risk Assessment	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Plan Assurances		State Assurances		Debarment		Lobbying		GEPA 442	Assurances	

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.

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

- 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;
- 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;
- 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));
- 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;
- collaborate with the State or local child welfare agency to—
 - 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 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—
 - 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))
 - 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—
 - The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - the local educational agency agrees to pay for the cost of such transportation; or
 - the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
- 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
- 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)).
- 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;
- 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;
- 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
- 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.
- 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.
- 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.
- 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.

[Save Page](#)



Submit Tab

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- [Contact Information](#)
- [Amendments](#)
- [Coordinated Funding](#)
- [Plan Specifics](#)
- [Program Risk Assessment](#)
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- [Submit](#)
- [Application History](#)
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Submit

[Instructions](#)

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



Consistency Check

Lock Application

Unlock Application



Application was created on:

1/24/2019

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Admin 1

ISBE Program Admin 2

ISBE Program Admin 3

ISBE Program Admin 4



Page Lock Control

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Page Review Status [Instructions](#)

Expand All

	Page Status	Open Page for editing
Consolidated District Plan		
Consolidated District Plan		
Contact Information	OPEN	<input type="checkbox"/>
Coordinated Funding	OPEN	<input type="checkbox"/>
Plan Specifics		
Needs Assessment Impact	OPEN	<input type="checkbox"/>
Stakeholders	OPEN	<input type="checkbox"/>
Private Schools Participation	OPEN	<input type="checkbox"/>
Preschool Coordination	OPEN	<input type="checkbox"/>
Student Achievement	OPEN	<input type="checkbox"/>
College and Career	OPEN	<input type="checkbox"/>
Professional Development	OPEN	<input type="checkbox"/>
Safe Learning Environment	OPEN	<input type="checkbox"/>
Title I Specific Pages		
Title I Specific	OPEN	<input type="checkbox"/>
Title I Specific Part Two	OPEN	<input type="checkbox"/>
Foster Care Transportation		
Foster Care Transportation Plan Contacts	OPEN	<input type="checkbox"/>
Best Interest Determination	OPEN	<input type="checkbox"/>
Foster Care Transportation Plan Development	OPEN	<input type="checkbox"/>
Program Risk Assessment		
PRA - Management Systems	OPEN	<input type="checkbox"/>
PRA - Performance History	OPEN	<input type="checkbox"/>
PRA - Compliance	OPEN	<input type="checkbox"/>
PRA - Implementation	OPEN	<input type="checkbox"/>
PRA - ISBE Specific	OPEN	<input type="checkbox"/>
Assurance Pages		
Plan Assurances	OPEN	<input type="checkbox"/>
State Assurances	OPEN	<input type="checkbox"/>
Debarment	OPEN	<input type="checkbox"/>
Lobbying	OPEN	<input type="checkbox"/>
GEPA 442	OPEN	<input type="checkbox"/>
AssurancesText	OPEN	<input type="checkbox"/>
Assurances	OPEN	<input type="checkbox"/>

Save



Review Checklist (Top)

Review Checklist - Consolidated District Plan

GENERAL ITEMS

1. General Comments

Return plan for:

- Foster Care Transportation issues
- IDEA issues
- EL issues
- Title issues

CONTACT INFORMATION

2. District information and GEPA description is adequately and appropriately completed.

 Foster Transportation
 Check to add comment

 IDEA
 Check to add comment

 EL
 Check to add comment

 Title Grants
 Check to add comment

AMENDMENTS

3. Amendments tab has been appropriately completed and any changes have been described.

 Foster Transportation
 Check to add comment

 IDEA
 Check to add comment

 EL
 Check to add comment

 Title Grants
 Check to add comment

COORDINATED FUNDING

4. The district has selected appropriate funding sources and have adequately described how the funding will be aligned with other grant funds to carry out activities supported in whole or in part with funding from the listed programs

 Foster Transportation
 Check to add comment

 IDEA
 Check to add comment

 EL
 Check to add comment

 Title Grants
 Check to add comment

[Save Page](#)

NEEDS ASSESSMENT

5. Needs assessment instruments have been selected and adequate responses have been provided for each program.

 Foster Transportation
 Check to add comment

 IDEA
 Check to add comment

 EL
 Check to add comment

 Title Grants
 Check to add comment

STAKEHOLDERS

6. The district has selected appropriate goals, has identified all required stakeholder groups, and has provided adequate responses regarding consultation with stakeholders and how they will implement parent and family engagement. This includes adequate description of the activities/strategies that will be implemented for effective English learner and immigrant parent family engagement.

 Foster Transportation
 Check to add comment

 IDEA
 Check to add comment

 EL
 Check to add comment

 Title Grants
 Check to add comment

PRIVATE SCHOOLS PARTICIPATION

7. The district has uploaded required signed private school consultation and participation forms as required for Title grants. The district has uploaded required supporting documentation for IDEA grants. Consultation dates have been provided for all private and/or homes schools listed on the page.

 Foster Transportation
 Check to add comment

 IDEA
 Check to add comment

 EL
 Check to add comment

 Title Grants
 Check to add comment



Review Checklist (Bottom)

PRESCHOOL COORDINATION

8. The district has selected appropriate goals and described how the district will support, coordinate, and integrate services provided under this part with early childhood education programs (if applicable).

Foster Transportation
 Check to add comment

IDEA
 Check to add comment

EL
 Check to add comment

Title Grants
 Check to add comment

STUDENT ACHIEVEMENT

9. The district has selected appropriate goals. The instructional program and its implementation has been adequately described. The creation and use of identification criteria for students at risk has been adequately described. Additional education assistance has been adequately described. Strategies to strengthen academ and language programs and to improve school conditions has been adequately described. Description of how any teacher assignment disparities will be addressed is adequate. Development of adequate library resources description is adequate. Description of gifted services is adequate.

Foster Transportation
 Check to add comment

IDEA
 Check to add comment

EL
 Check to add comment

Title Grants
 Check to add comment

Save Page

COLLEGE AND CAREER READINESS

10. The district has selected appropriate goals and adequately described transition services, as well as explained how they will support college and career opportunities.

Foster Transportation
 Check to add comment

IDEA
 Check to add comment

EL
 Check to add comment

Title Grants
 Check to add comment

PROFESSIONAL DEVELOPMENT

11. The district has selected appropriate goals and has provided a brief description of professional development activities to be funded by the applicable programs.

Foster Transportation
 Check to add comment

IDEA
 Check to add comment

EL
 Check to add comment

Title Grants
 Check to add comment

SAFE LEARNING ENVIRONMENT

12. The district has selected appropriate goals and described the processes for behavior interventions. Description of support services for students identified as homeless is adequate.

Foster Transportation
 Check to add comment

IDEA
 Check to add comment

EL
 Check to add comment

Title Grants
 Check to add comment

TITLE I SPECIFIC

13. All attendance centers listed have been appropriately identified as a schoolwide program, a targeted assistance program, not served, or closed. The district has selected appropriate goals, adequately described their academic programming, and selected the applicable poverty source data.

Foster Transportation
 Check to add comment

IDEA
 Check to add comment

EL
 Check to add comment

Title Grants
 Check to add comment

FOSTER CARE TRANSPORTATION PLAN

14. Contacts page is completed appropriately, if applicable. Best Interest Determination process and information are adequate. Plan development description is adequate.

Foster Transportation
 Check to add comment

IDEA
 Check to add comment

EL
 Check to add comment

Title Grants
 Check to add comment

Save Page



Resources

Website: www.isbe.net/ILePlan

- Updates, deadlines, webinars, presentations, guidance documents, etc.

Superintendent's Weekly

- Updates and deadlines

Division Newsletters

- Information pertinent to specific grant support



Support

General questions:

- –ILePlan@isbe.net
- –ILePlan Hotline: (217)785-1969

Grant specific questions:

- –Division of English Learners: (312)814-3850
- –Special Education Services: (217)782-5589
- –Title Grants Administration: (217)785-1969



Questions



