



Community Consolidated School District 46

Board of Education Meeting
Wednesday, May 18, 2022
Frederick School

6:30 P.M.



**Community Consolidated
School District 46**

565 Frederick Road, Grayslake, IL 60030

Agenda



Community Consolidated School District 46

565 Frederick Road, Grayslake, IL 60030

TENTATIVE AGENDA

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 46

BOARD OF EDUCATION MEETING

WEDNESDAY, MAY 18, 2022 - 6:30 P.M.

FREDERICK SCHOOL, 595 FREDERICK RD., GRAYSLAKE, IL

- **CALL TO ORDER AND ROLL CALL**
- **ESTABLISHMENT OF QUORUM**
- **APPROVAL OF AGENDA**
- **PUBLIC COMMENTS-** *Thank you for attending the meeting of the Board of Education. You are reminded that these meetings are held in public but are not public meetings. You are welcome to address the Board during "Public Comment". You are asked to limit your remarks to fewer than three minutes. Guidelines for Public Comment are available at each meeting, along with the current agenda. Contact information for Board members and schools is listed at the end of this agenda.*
- **PRESENTATION-** The Student Environmental Council
- **BOARD REPORTS**
- **SUPERINTENDENT REPORT**
- **CONSENT AGENDA -** *Approval of routine, procedural, informational and/or self-explanatory items. Can include discussion of individual items on the consent agenda. Board members may motion to remove items from the consent agenda to the full agenda for individual attention.*
 - **Motion to approve the Consent Agenda items including:**
 - **May 4, 2022 Regular Meeting Minutes as presented**
 - **May 4, 2022 Closed Session Meeting Minutes as presented**
 - **Personnel Report as presented**
 - **FOIA Review**
 - **Exception Report as presented**
 - **Accounts Payable as presented**
 - **April Treasurer's Report**
 - **FY23 Consolidated District Plan**
- **ACTION ITEMS -** *These agenda items will be voted on by the Board at this meeting.*
 - **Motion to approve a Year Contract with Arbor Management Food Services for FY 2022-23**

- Motion to approve the Security Cameras at Grayslake Middle School
 - Motion to approve the New Phone System
 - Motion to approve the Managed Network Systems
 - Motion to approve a resolution providing for the issue of not to exceed \$6,595,000 General Obligation Refunding School Bonds, Series 2022, for the purpose of refunding certain outstanding bonds, providing for the levy of a direct annual tax sufficient to pay the principal and interest on said bonds, and authorizing the proposed sale of said bonds to the purchaser thereof
- **UNFINISHED BUSINESS** - *These are unresolved issues that were previously brought before the Board. The items will be discussed but no action will be taken at this meeting.*
 - **NEW BUSINESS** - *These are new issues for the Board to discuss. No action will be taken at this meeting.*
 - Preliminary Budget FY 2022-23
 - Purchase of Kitchen Equipment
 - K-8 Literacy Resources
 - 6-8 Health Resources
 - Situational Awareness Program- ALICE
 - Update on English Learners Programming
 - IASB Resolution or Amendment Considerations
 - **TOPICS FOR FUTURE AGENDA ITEMS**
 - **PUBLIC COMMENTS**
 - **CLOSED SESSION** – Open Meetings Act 5 ILCS 120/2(c)(1) *“The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity”*; and/or 5 ILCS 120/2(c)(2) *“Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees.”*
 - **ADJOURNMENT**

<u>Board Members</u>		<u>Schools</u>	
Jim Weidman, President	weidman.jim@d46.org	Avon School	847-223-3530
Stephen Mack, Vice-President	mack.stephen@d46.org	District Office	847-223-3650
Kristy Braden, Secretary	braden.kristy@d46.org	Frederick School	847-543-5300
Jessica Albert, Member	albert.jessica@d46.org	Grayslake Middle School	847-223-3680
Jason Lacroix, Member	lacroix.jason@d46.org	Meadowview School	847-223-3656
Tamika Nash, Member	nash.tamika@d46.org	Park Campus	847-201-7010
Kristy Miller, Member	miller.kristy@d46.org	Prairieview School	847-543-4230
		Woodview School	847-223-3668

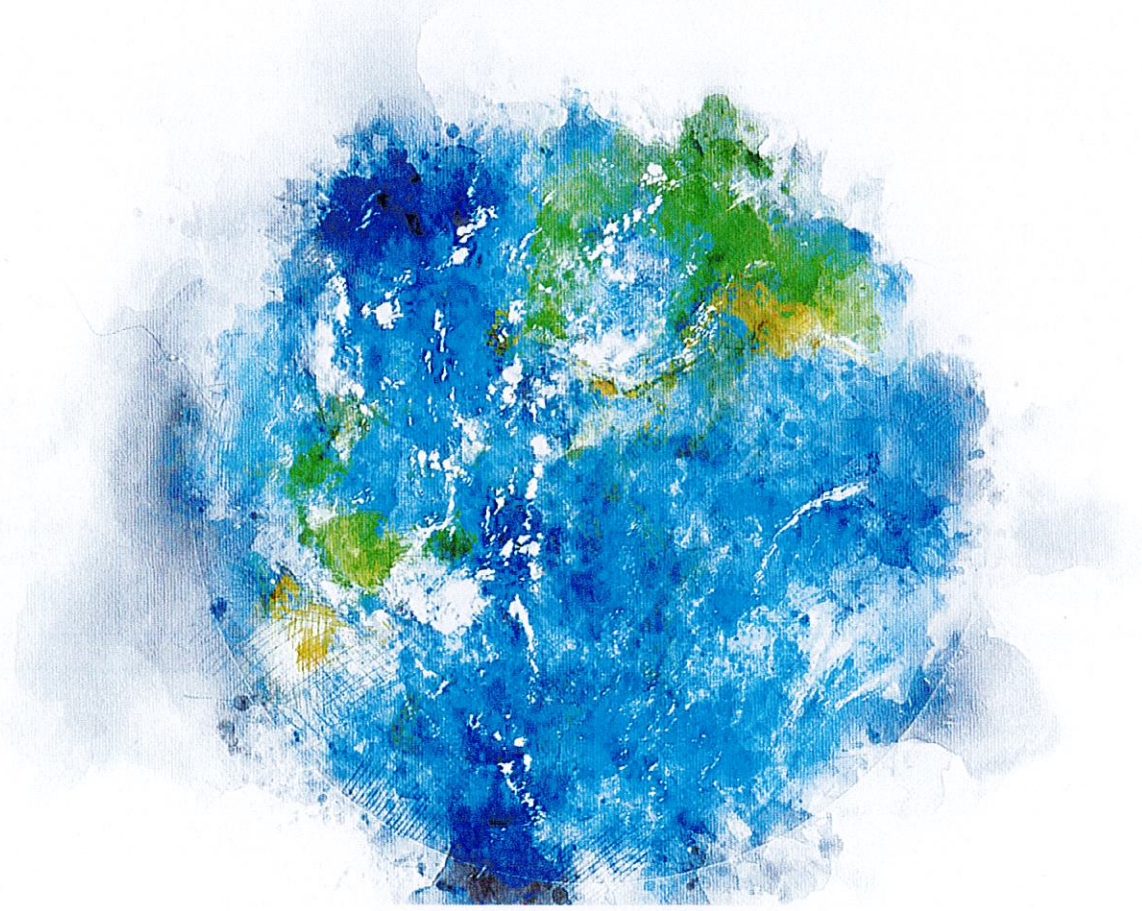
[Board Agreements](#)



**Community Consolidated
School District 46**

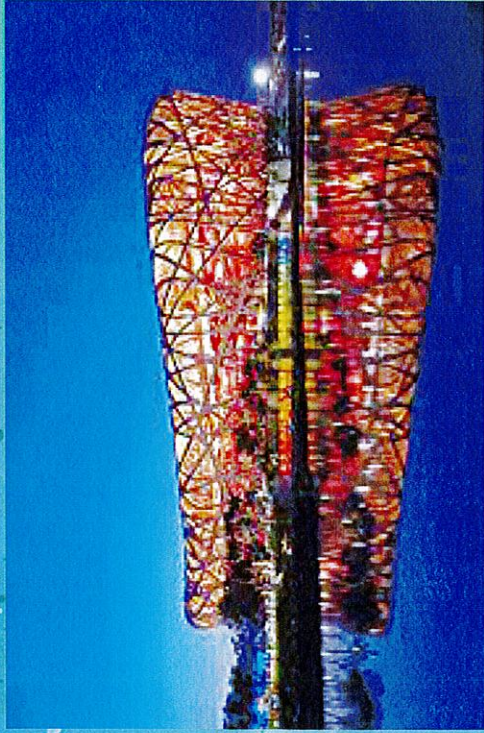
565 Frederick Road, Grayslake, IL 60030

Presentation



The Importance of Green Building

Buildings that Mimic Nature



Beijing National Stadium,
Beijing



Lotus Temple, Delhi

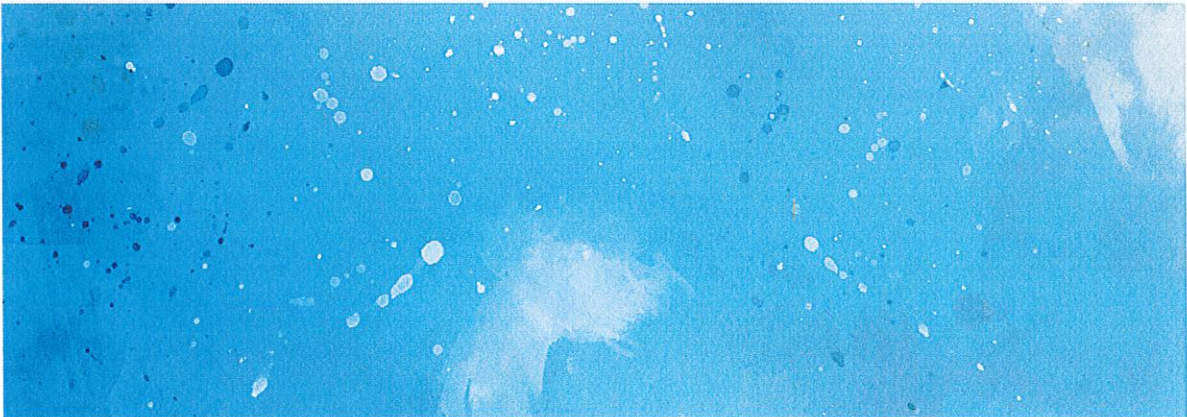
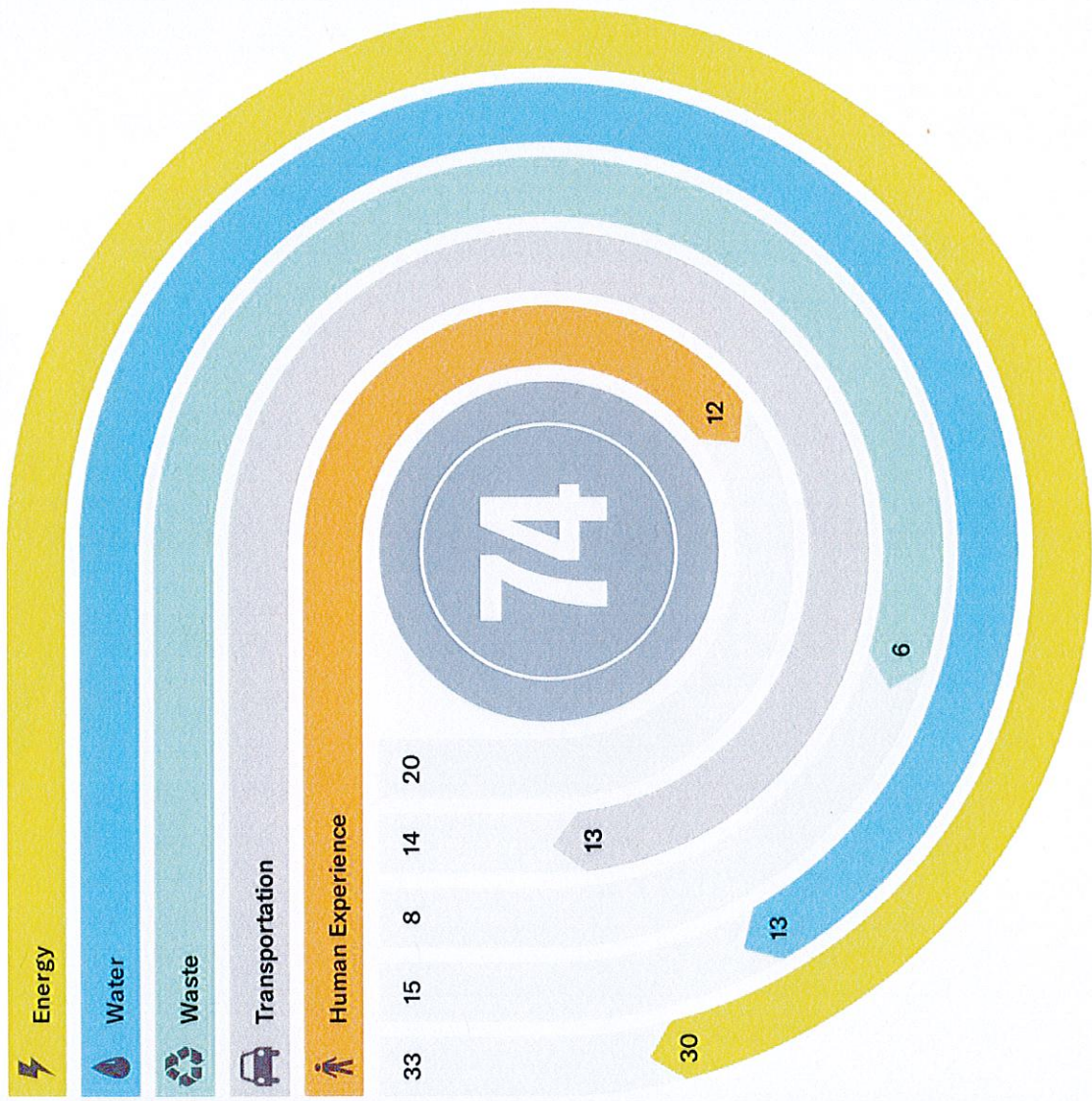


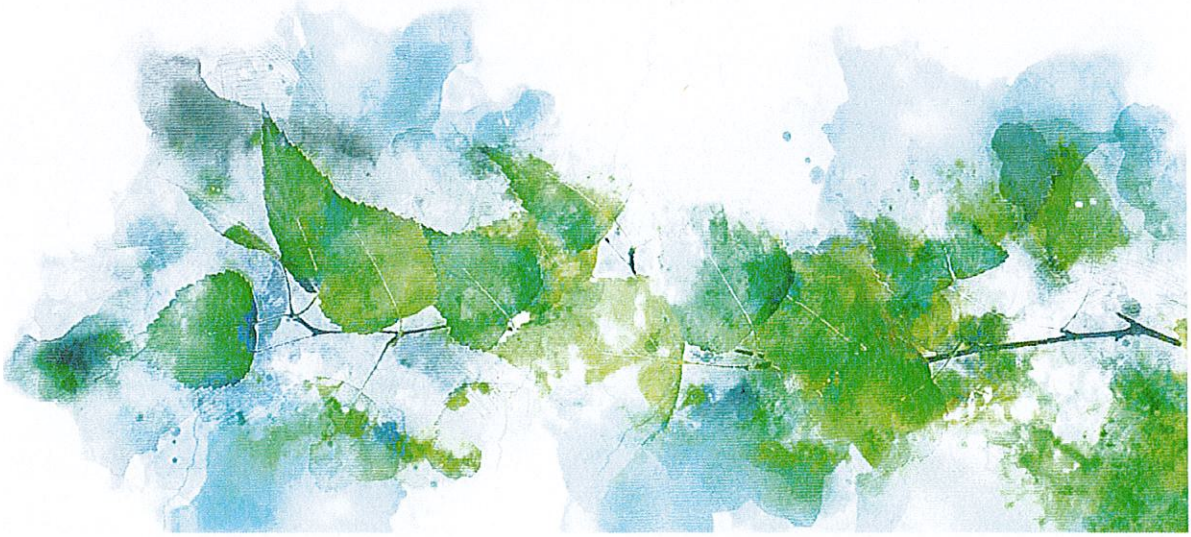
Milwaukee Art Museum, Wisconsin

What are we doing?

- Energy efficient buildings
- Communicate the issues
- Find areas to improve through 5 building data categories
- As students, raise awareness about environmental impacts of buildings in our community

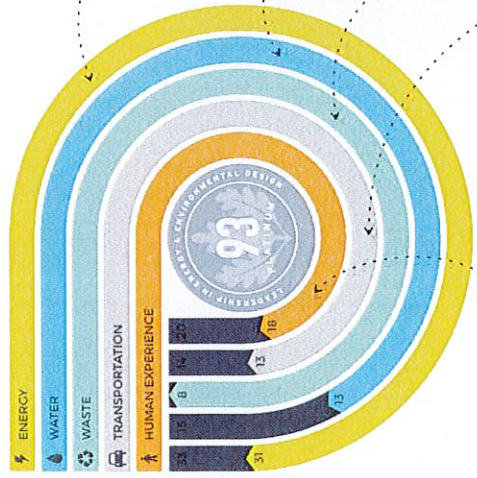






What is Green Building?

- Part of the solution to help the environment
- U.S. buildings account for 38% of CO2 emissions
- Focus on all functions of a building's impact on environment
- Leadership in Energy and Environmental Design (LEED) ratings systems



ENERGY

- Electricity
Data pushed from BMS
- Solar Power
Data pushed from BMS
- Fuel
Data pushed from eFACILITY FM Module

WATER

- Domestic Water
Data pushed from BMS
- Drinking Water
Data pushed from BMS
- Recycled Water
Data pushed from BMS

WASTE

- Paper Waste
Data pushed from eFACILITY Waste Management Module
- Paper Waste Recycled
- e-Waste
Data pushed from eFACILITY Waste Management Module
- e-Waste Recycled

TRANSPORTATION

- Transport
Data pushed from Arc Survey

HUMAN EXPERIENCE

- Experience Survey
Data pushed from Arc Survey
- Co2
Data pushed from BMS/eFACILITY
- TVOCs
Data pushed from BMS/eFACILITY

ARC

- Collects benchmark data of a building
- Gives a score out of 100
 - energy
 - water
 - waste
 - transportation
 - human experience

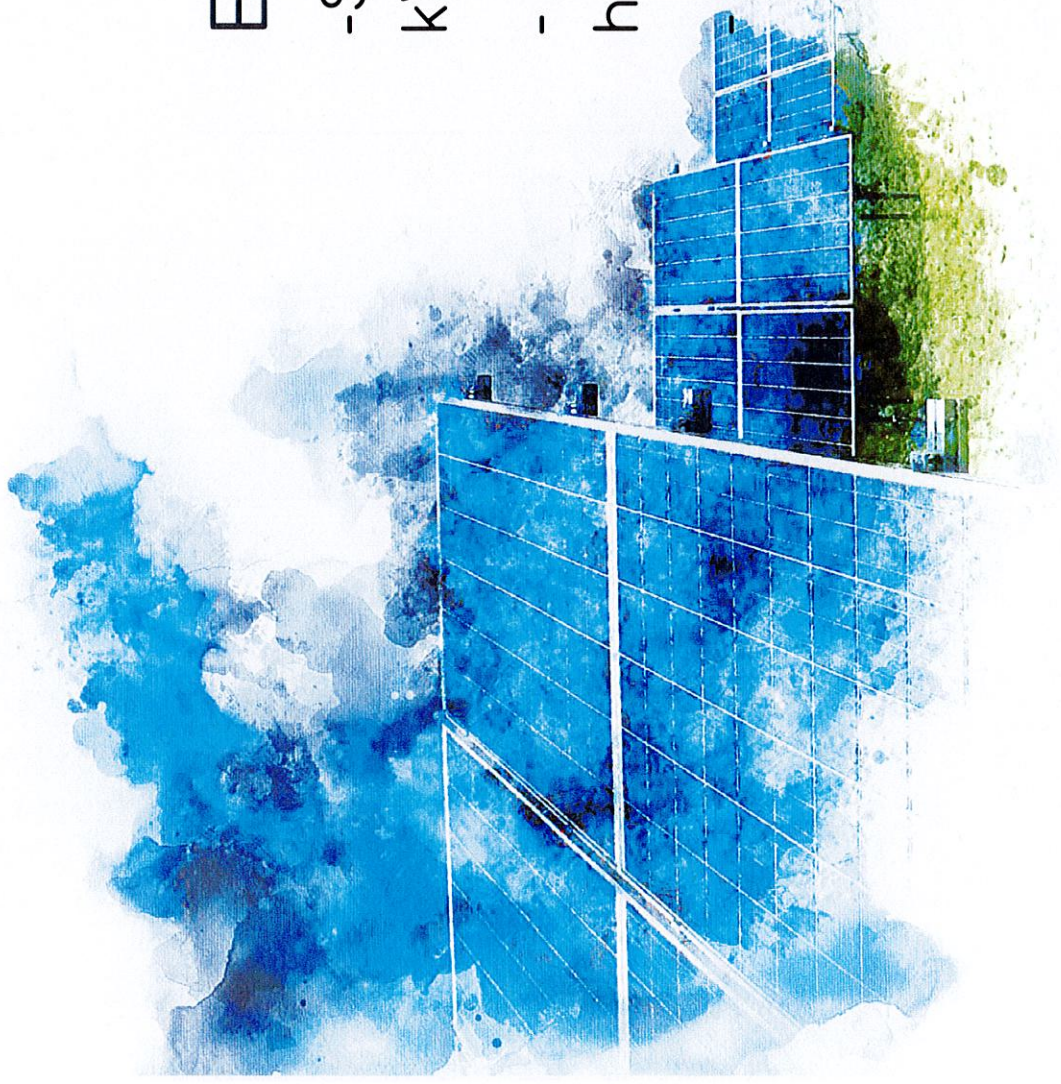
Energy

-Energy Sufficiency

-Importance of energy use

-Impact of sustainable energy





Energy

- Solar panels generated 840,207 kWh of electricity!
- About 78 times the US household average
- Approximately \$74,000 saved!

Water

- Importance of water
- Water usage
- Water's contribution to sustainability



Waste

- What is throwing “away”?
- Recycling/Recyclable materials
- Compost as much as possible



Waste Audit for GMS

- How we got an accurate score.
- Lunch compost collection
- Disposal costs



Transportation

- Fossil fuels warming the planet
- Cars and buses produce CO₂
- “Bike or Walk week”



Human Experience

- How you feel in a building
- Survey
- Effects that indoor air quality and environment have





Indoor Air Quality

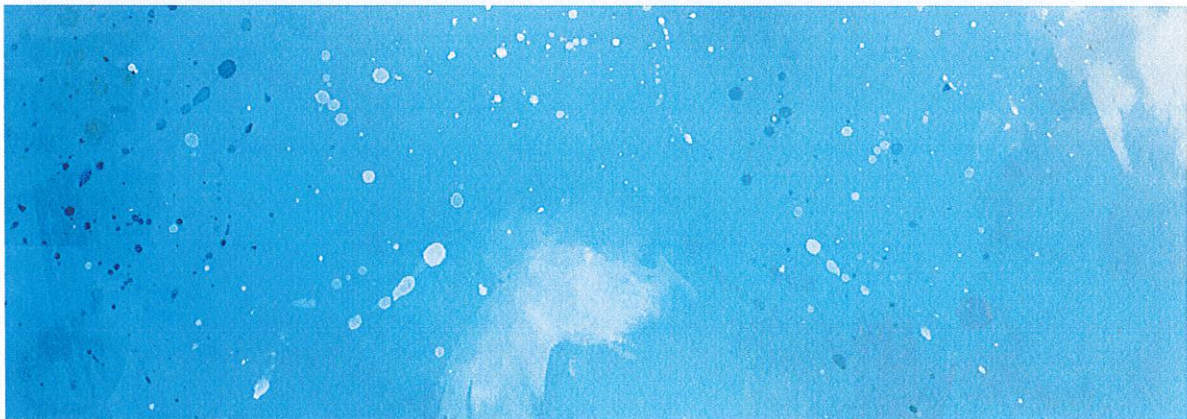
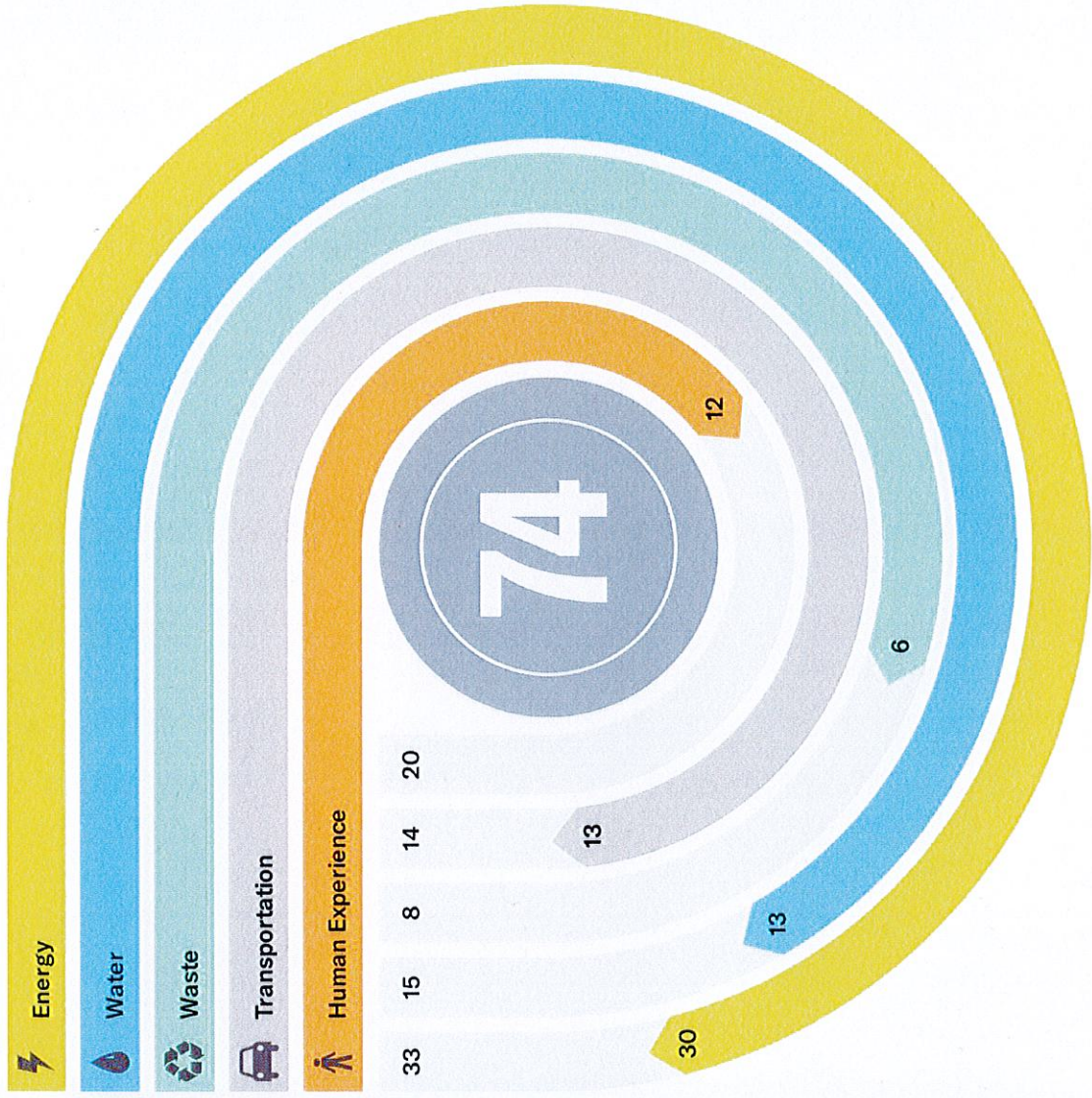
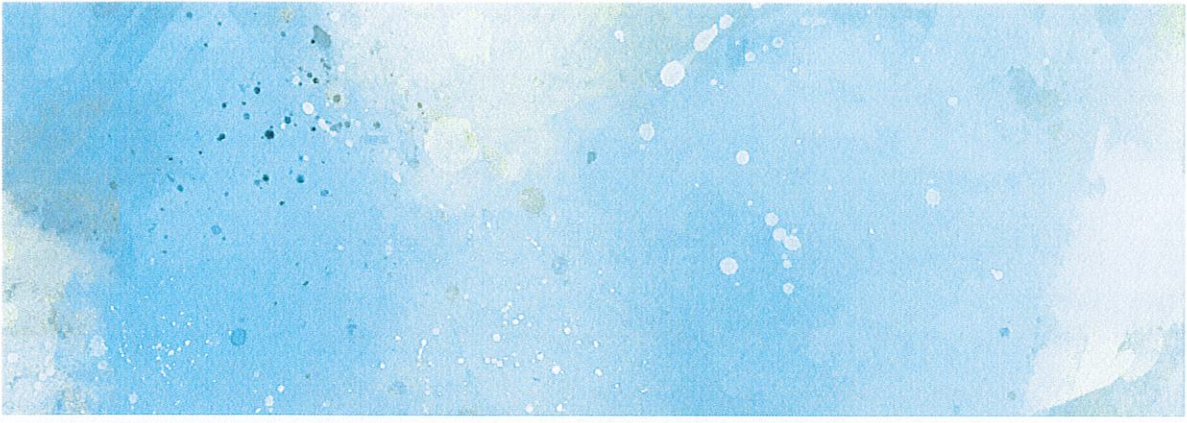
- Cleanliness in a room
- TVOC & CO₂ emission readings generate score
- How to reduce
- What poor air quality causes

Where are we currently?

What are we already doing?

What areas do we need to
improve in?





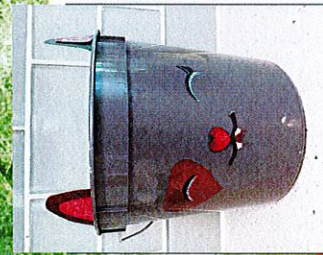
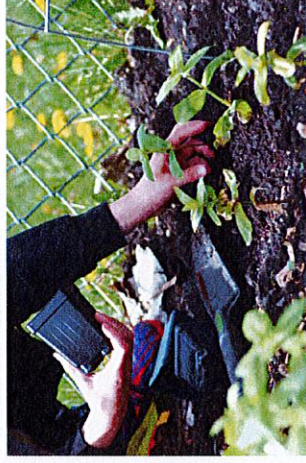
D46 Student Campaign Idea - Cat Composter

Methane
Gas is
released
into the
air.

1 million
premature
deaths



NO METHANE!
Add nutrients
to the soil.
Improves
BOTH air
quality and
soil health

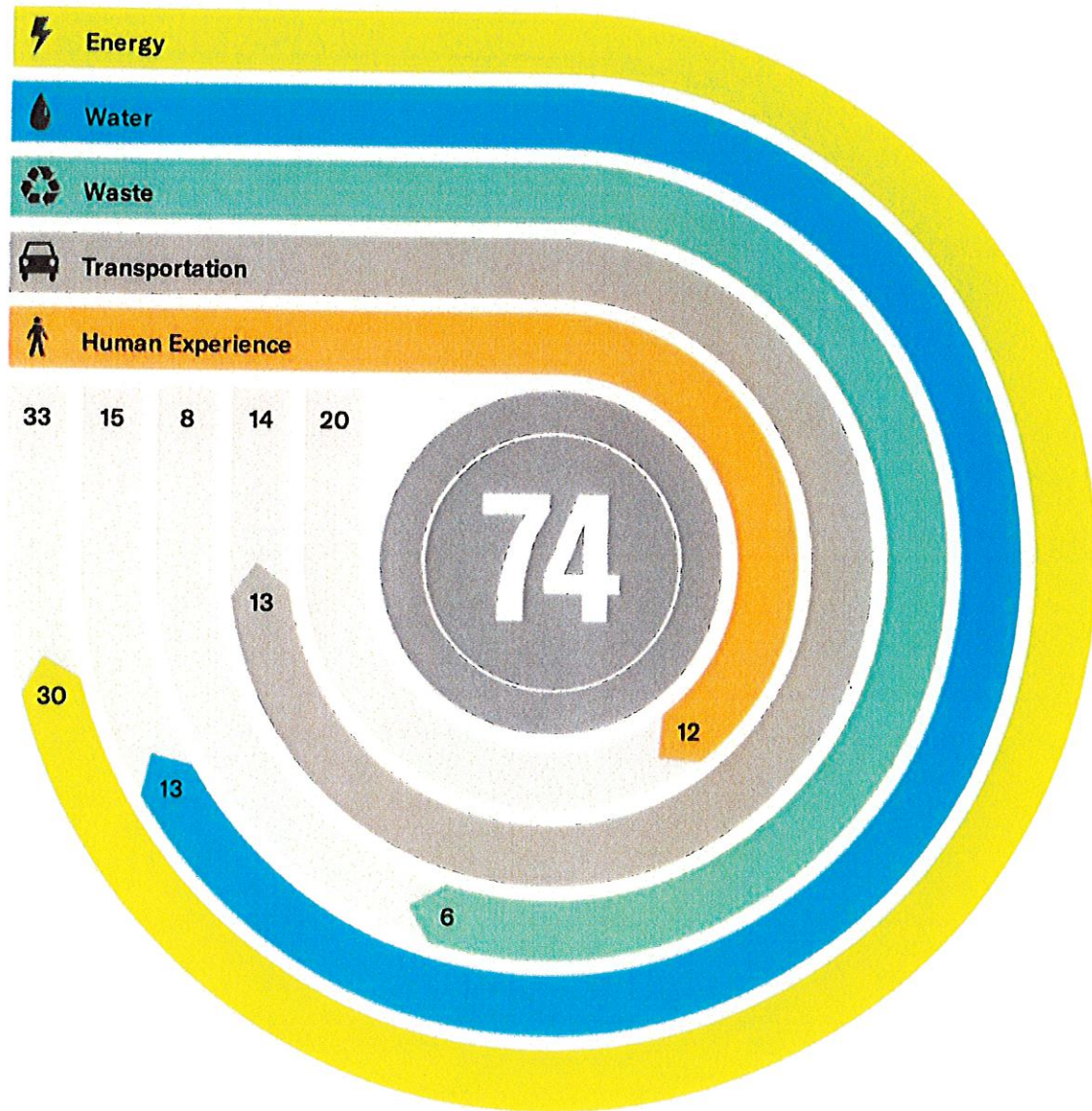


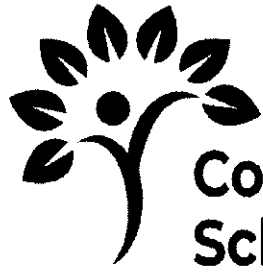
More D46 Student Campaign Ideas

- Mascot Composters
- Student Council Posters
- Tray Collection
- Sprouts
- Natural Light Day
- Water Bottle Boosters
- Walk or Bike to School Weeks

Grayslake Middle School Benchmark Arc Score

(2019 solar, gas, and water data; 2022 data for other 3 categories)





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Reports

- Board Members
- Superintendent
- Committees

2022 Retirees

Pamela Becker- Meadowview- Program Asst.- Started in 1998
Maira Canniff- Program Asst.- Started in 2005

Patricia Fischbein- Prairieview- Program Asst.- started in 2000
Theresa Goth-Meadowview- Teacher -started in 2005

Paul Louis- District Office-Assistant Superintendent- started in 2016
Joni Lubrich- GMS- Administrative Asst.- started in 2001
Susan Murrow -Frederick- Social Worker- started in 2002
James Quinn- GMS -Teacher - started in 1998

Joan Ramotar-Meadowview -Special Ed Teacher - started in 2002
Quinlan Ribordy- GMS -Teacher - started in 2004
Judy Spector- GMS -Teacher - started in 1998



2021 Retirees

Maureen Bitto - SPED Teacher -Prairieview- Started in 2002
Tina Demeris-Mohr- SPED Teacher- Woodview- Started in 1994
 Lisa Henriksen - Teacher- Avon- Started in 2006
 Tammy Lowy - Teacher- Avon- Started in 1988
 Diane Novatnik- OT - FS/WV Started in 2005
Deborah O'Connell - SPED Teacher - GMS- Started in 2007
 Julie Pacheco - Teacher - Avon- Started in 1997
Elizabeth Perry - Benefits Coordinator - D.O.- Started in 2003
Carol Rappaport - Reading Assistant - GMS Started in 2006
 Jill Roesner - Teacher - Meadowview- Started in 1996
 Kelly Schmidt - Program Assistant - GMS- Started in 2000
Patricia Sloan - Academic Specialist- GMS- Started in 2004
 Robin Tracy - SPED Teacher - Avon- Started in 2007



2020 Retirees

Deborah Garrey- Teacher- Started in 1987

Keith Grinnell- O&M Coordinator- Started in 1990

Catherine Gruenewald- Teacher- Started in 2005

Kathleen Harold- ELL Teacher- Started in 1987

Leigh Ann Pickens- Teacher- Started in 2004

Marlo Richardson- O&M Coordinator Asst.- Started in 2002

Ruth Snyder- Teacher- Started in 2005

Dorothy (Kle) Trahan- Media Specialist- Started in 2007





**Community Consolidated
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Consent Agenda

- Minutes
- Personnel Report
- FOIA Review
- Exception Report
- Accounts Payable
- Treasurer's Report
- FY23 Consolidated District Plan

**COMMUNITY CONSOLIDATED SCHOOL DISTRICT 46
BOARD OF EDUCATION MEETING
MAY 4, 2022**

<p><i>Call To Order and Roll Call</i></p>	<p>The Regular Board of Education Meeting of the Community Consolidated School District 46, Lake County, Illinois was held at Frederick School, located at 595 Frederick Rd., Grayslake, IL on May 4, 2022.</p> <p>President Weidman called the meeting to order at 6:30 p.m. Members Present: Jim Weidman, Stephen Mack, Kristy Braden, Jessica Albert, Jason Lacroix, Kristy Miller, and Tamika Nash. Members absent: None. Also Present: Superintendent, Dr. Lynn Glickman; Assistant Superintendent, Paul Louis; Assistant Superintendent/CSBO, Chris Wildman; Director of Special Services, Heather Lorenzo; Director of Human Resources, Chris Wolk; Director of EL, Stephanie Diaz; Director of Technology, Chris Vipond; and Director of Operations and Maintenance, Adam Halperin.</p>
<p><i>Establishment of Quorum</i></p>	<p>Quorum was established.</p>
<p><i>Pledge of Allegiance</i></p>	<p>Pledge of Allegiance took place at this time.</p>
<p><i>Approval of Agenda</i></p>	<p>President Weidman requested a motion for the approval of the May 4, 2022 Board Meeting Agenda as presented. Motioned by Braden and seconded by Lacroix for the approval of the agenda as presented. Yeas: Miller, Mack, Albert, Weidman, Braden, Lacroix, and Nash. Nays: None. Motion carried.</p>
<p><i>Public Comment</i></p>	<p>Mrs. Michelle Cunney spoke on behalf of parents' rights to direct the education of their children. She encouraged parents to attend School Board meetings.</p> <p>Mrs. Sally Gill thanked the Board for all they do. She shared her concerns about culture wars regarding education that are prevalent in the community. She talked about the false narratives and encouraged the community to become knowledgeable when voting for School Board members.</p>

<p>Presentation(s)</p>	<p>New District Branding- Dr. Lynn Glickman, Superintendent, Mr. Chris Vipond, Director of Technology, and Ms. Leslie McLeod, Webmaster and Media Relations Specialist, revealed the new district logo which encompasses the spirit in which the district is moving. It reflects how the district is rooted in the community with each leaf of the tree representing one of the seven communities the district serves. The figure in the tree represents the welcoming open arms of the school community. The logo mark reminds everyone to be joyous, kind, and embrace the wonder of learning set amongst the unique natural beauty of the Lake County landscape. The logo was chosen with the input of the community and the Strategic Planning Stakeholder Team. A District Branding Guide will be made available to detail proper logo usage. Each school will also have an updated branded mascot. The Board was given a brief preview of the new CCSD 46 website homepage.</p> <p>Safety and Security Update- Recently, the committee met with local authorities and discussed strengthening the consistency of safety and security practices throughout the district. The committee recommendations include updating a District-wide radio system, updating and installing a new camera system, adding 3 Dean positions, updating the visitor management system that will track everyone who enters the buildings, as well as ongoing discussions regarding the possibility of adding School Resources Officers (SROs) to some schools in the future. The committee dedicated time to review emergency situational awareness programming in the event of an active threat or active shooter. A recommendation for a situational awareness program will be discussed at the May 18, 2022 Board of Education Meeting.</p>
<p>Board Member Reports</p>	<p>Mr. Jim Weidman recognized teachers and staff for Teacher Appreciation week.</p> <p>Mrs. Kristy Miller acknowledged and thanked Mr. Mark Typlin for his work on forming a joint PTO for Frederick and Grayslake Middle School, Mrs. Kaylie Lemke for her work with Dine and Share across the district, and the staff and custodians who supported the work of the Student Environmental Council. The Student Environmental Council will share a presentation at the May 18th Board meeting.</p>

	<p>Mrs. Jessica Albert participated in some meetings during Earth Week that included youth who are recent graduates of D46, senior citizens in the D46 community, and a variety of other stakeholders in the D46 community. She also shared that the Watershed game was postponed until June. Mrs. Albert thanked the volunteers and Girl Scouts for their work in the Meadowview outdoor classroom. She shared that the D46 Foundation will be awarding grants in the near future.</p> <p>Mrs. Tamika Nash thanked the staff for all they do!</p>
<p>Superintendent Report</p>	<p>Dr. Lynn Glickman welcomed the community and Grayslake Central Students to the meeting. Dr. Glickman thanked Ms. McLeod and Mr. Vipond for all their hard work on the new district branding.</p> <p>Ms. Lisa West, Regional Director of the Illinois Principals Association (IPA), awarded Mr. Eric Detweiler the 2022 Lake Region IPA Herman Graves Award for his outstanding service.</p> <p>Dr. Glickman congratulated Ms. Mary Murphy, Dean at GMS, for being nominated as a Lake County Educator of the Year!</p> <p>Dr. Glickman and Mr. Louis had the pleasure of listening to the GMS Wind Ensemble practice for their competition at SuperState this weekend.</p> <p>Dr. Stephanie Diaz gave a tour of the District's dual-language and bilingual programs to some of the staff members from District 127. The high school will begin offering a new dual-language program next school year.</p> <p>Mr. Paul Louis shared an update from the recent Equity and Inclusion meeting. The committee welcomed 2 new members, listened to a presentation by Mrs. Heather Lorenzo, Director of Special Education, and engaged in conversation on their book study. The last meeting of the school year will be on May 23rd. Mr. Louis announced that he will be bringing a recommendation for K-8 literacy materials to the May 18th Board meeting.</p> <p>Dr. Glickman shared her enormous appreciation for teachers and</p>

	<p>staff! Dr. Glickman ended her report by sharing that the administrative cabinet is working on updating action steps for the 22-23 school year in alignment with the Strategic Plan.</p>
Consent Agenda	<p>President Weidman requested a motion for the approval of the consent agenda as follows:</p> <ul style="list-style-type: none"> • Minutes from the following meetings: <ul style="list-style-type: none"> • April 13, 2022 Regular Meeting • April 13, 2022 Closed Session Meeting • Personnel Report • Exception Report as presented • Accounts Payable as presented • March Treasurer's Report <p>Motioned by Mack and seconded by Weidman for the approval of the consent agenda as presented.</p> <p>Yeas: Braden, Nash, Lacroix, Albert, Miller, Mack, and Weidman. Nays: None. Motion carried.</p>
Action Items	<p>President Weidman requested a motion for the approval of the Purchase of District-Wide Communication Radios.</p> <p>Motioned by Braden and seconded by Miller for the approval of the Purchase of District-Wide Communication Radios.</p> <p>Yeas: Weidman, Miller, Mack, Nash, Braden, Lacroix, and Albert. Nays: None. Motion carried.</p> <p>President Weidman requested a motion for the approval of a New Roof at Frederick School.</p> <p>Motioned by Nash and seconded by Lacroix for the approval of a New Roof at Frederick School.</p> <p>Yeas: Lacroix, Braden, Albert, Miller, Mack, Weidman, and Nash. Nays: None. Motion carried.</p>
Unfinished Business	<p>Continued Discussion of the Board Meeting Calendar for 2022-23- The Board came to a consensus and agreed to the Board Meeting calendar with the location change to the new meeting space next to the Learning Center at Frederick School.</p>
New Business	<p>Contract Renewal with Arbor Management Food Services for FY 2022-23- Arbor Management has been the District's food service provider for the past five years. The Illinois State Board of</p>

Education Nutrition Department (ISBE) received and approved CCSD 46's emergency contract extension request for school year 2022-23 with the understanding that a new formal competitive procurement is required for the school year 2023-24. Arbor Management, Inc is requesting a 6.0% increase, using the flexibility provided by the Illinois State Board of Education (ISBE) Nutrition Department for School Year 2022-23. This will be an action item on the May 18th Board agenda.

Discussion of Security Cameras at Grayslake Middle School-

The Technology and O&M Departments have been collaborating on evaluating all areas of safety and security across the district. The current security camera systems across the district operate on separate systems and do not function properly or consistently. After meeting with building principals, it was determined that while all buildings are in need of an updated and modern security camera system, Grayslake Middle School currently has the highest priority. Administration plans to implement new security cameras utilizing a phased approach across the district, all of which will be managed by one central system. The district has solicited several vendors, and the lowest quote was received from Forward Edge. Forward Edge is the current provider of the district's cybersecurity services. Administration would like to proceed with the lowest quote that was received and install approximately 40 new security cameras at Grayslake Middle School for the start of the 2022-23 school year. This will be an action item on the May 18th Board agenda.

Discussion of New Phone System- The current digital phone system is at the end of its useful life. While the number of phones across the district has increased over the years, there is still an inequity among buildings and classrooms across the district. Only some of the classrooms in the school district have phones, and this presents a safety concern. The technology department has received a proposal from the district's current phone vendor of 5+ years. The proposal would allow the district to move forward with a new voice-over IP phone system. With this new system, the district would implement emergency 911 capabilities which would allow first responders to know the exact location of any outgoing 911 call from a district phone. Additionally, the new system would provide a phone in every classroom across the district. The updated system has the capability to tie directly into school

	<p>intercom systems in the coming years. The initial installation and upfront cost for the system would not exceed \$200,000. With the switchover to the new system, the district would save over \$1,000 in monthly phone service charges. This will be an action item on the May 18th Board agenda.</p> <p>Discussion of Managed Network Systems- The district plans to take advantage of free internet service provided by the Illinois Century Network and the Illinois Department of Innovation & Technology. The Technology Department has been collaborating with the state consortium for nearly 12 months in preparation for the switchover to free broadband internet access for the entire district effective July 2022. This new service will save the district over \$6,000 per month. This project, along with many other planned infrastructure upgrades over the next 24 months, will require a great deal of network programming expertise. This expertise is above and beyond the knowledge and experience level of the Technology Department team members. The district has recently partnered with Forward Edge for managed cybersecurity services. Their expertise and 24/7 team of experts can also provide managed network services. Adding this additional service from Forward Edge is cost-effective and will provide numerous benefits.</p>
<p>Topics for Future Agenda Items</p>	<p>5/18/22</p> <ul style="list-style-type: none"> •Presentation from the Student Environmental Council •Update on EL Programming •K-8 Literacy Resource •Situational Awareness Program •Approval of the 21-22 Amended Budget •Approval of the 22-23 Arbor Contract •Resolutions/Amendments for the IASB Conference <p>6/1/22</p> <ul style="list-style-type: none"> •Care Solace Presentation •K-8 Literacy Resource Approval <p>6/15/22</p> <ul style="list-style-type: none"> •Strategic Plan Update
<p>Public Comment</p>	<p>None.</p>
<p>Closed Session</p>	<p>President Weidman requested a motion to enter into closed</p>

	<p>session. Motioned by Braden and seconded by Mack for the adjournment of open session and enter into closed session at 8:28 p.m. in accordance with the Open Meetings Act 5 ILCS 120/2(c)(1) <i>“The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity”</i>; and/or 5 ILCS 120/2(c)(11) <i>“Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting”</i>; and/or 5 ILCS 120/2(c)(2) <i>“Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees.”</i></p> <p>Yeas: Lacroix, Nash, Miller, Mack, Albert, Weidman, and Braden. Nays: None. Motion carried.</p>
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Jim Weidman, Board President

Kristy Braden, Board Secretary



Community Consolidated School District 46

565 Frederick Road, Grayslake, IL 60030

PERSONNEL REPORT

For the May 18, 2022 Board Meeting

New Hires - 2022-2023 School Year

Jordan Calta - has been hired as a PE Teacher at Park Campus. Jordan was hired at a 1/BA for a tentative annual contract of \$39,511*. Jordan will start August 15, 2022.

Amanda Forshey - has been hired as a SPED Resource Teacher for Frederick School. Amanda was hired at a 1/MA for a tentative annual contract of \$44,673. Amanda will start August 15, 2022.

* The contract amounts are guaranteed as a minimum and will increase accordingly once salary negotiations have been completed for the 2022-2023 school year.

Change of Position - Effective 2022-2023 School Year

Pei Ming Pump - is voluntarily moving from a 5th Grade Teacher at Park West to be a 6th Grade Science/Math Teacher at Park West for the 2022-2023 school year.

Sheryl Johnson - Program Assistant who is currently filling in as a 4th Grade Teacher at Avon for a 1 year Leave of Absence has been recommended to be a 3rd Grade Teacher at Avon for the 2022-2023 school year.

Agueda Moreno - currently a Custodian at Prairieview is voluntarily moving to be the Head Custodian at Prairieview effective May 16, 2022. Agueda will be moving from a 6/CUST with an hourly rate of \$14.47 to a 6/HCUST for an hourly rate of \$15.76.



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Intent to Retire - End of 2024-2025

Elisa Speck - 5th Grade Teacher at Frederick School has submitted her intent to retire at the end of the 2024-2025 school year.

Resignation - End of 2021-2022 School Year

Pamela Becker - Program Assistant at Meadowview submitted her intent to retire from the district at the end of the 2021-2022 school year.

Moira Canniff - Information Assistant at Woodview submitted her intent to resign effective at the end of the 2021-2022 school year.

Susan Peterson - 1:1 Program Assistant at Frederick submitted her letter of resignation. Susan's last day of work will be June 1, 2022.

Cynthia Gallagher - SPED Resource Teacher at Park East submitted her letter of resignation. Cynthia's last day of employment will be June 1, 2022.

William Koukal - Physical Education Teacher at Meadowview submitted his letter of resignation effective the end of the 2021-2022 school year.



Community Consolidated School District 46

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PERSONNEL REPORT ADDENDUM

For the May 18, 2022 Board Meeting

New Hire - 2022-2023 School Year

Allison Lass - has been hired as a 3rd Grade Teacher at Park East. Allison was hired at a 2/BA for a tentative annual contract of \$39,890*. Allison will start August 15, 2022.

* The contract amounts are guaranteed as a minimum and will increase accordingly once salary negotiations have been completed for the 2022-2023 school year.

Resignation

Ryan Michiels - Night Custodian/Driver for the District has submitted his letter of resignation. Ryan's last day of employment will be May 27, 2022.

FOIA Review
May 18, 2022

Requestor	Information Requested	Hours/Cost
<p>April 22, 2022</p> <p>Joe Roth</p>	<p>I'm requesting the policies on accelerated learning, advanced programming, and any other policies related to services for high-achieving students.</p>	<p>30 minutes= \$14.32</p>
<p>May 1, 2022</p> <p>Ketty Beale</p>	<ol style="list-style-type: none"> 1. I want the full name of the nurse on Friday – Because I am filing a claim with IDPH and NCSBN. 2. I want a copy of the Brain trauma plan and when it was last revised? 3. I am requesting you review the policies in the district in regards to head injuries and at the very least add if it is not already in the policy that school speak directly with a parent or emergency contact. 	<p>1 Hour= \$122.63</p>
<p>May 2, 2022</p> <p>Robert Monahan</p>	<ol style="list-style-type: none"> 1. The complete personnel file for Jonathan Welsch, including but not limited to, his the results of his background check and any references. 2. Any documents, including, but not limited to e-mails, inter-office communications, regarding Jonathan Welsch's contact with students on March 23, 2022. 3. Any documents, including but not limited to e-mails, inter-office communications, and other memoranda regarding any complaints made against Jonathan Welsch. 4. Any documents, including but not limited to notes, emails, memoranda, inter-office communications from social worker Susan Morrow regarding her interviews with students regarding Jonathan Welsch. 	<p>1 Hour= \$368.80</p>

WORKSHEET: TT Contact Tracing

<u>NAME KEY</u>	<u>EMPLOYEE NAME</u>	<u>BLDG</u>	<u>LOC</u>	<u>TYPE</u>	<u>PAY</u>	<u>ACCOUNT NUMBER</u>	<u>PERCENT</u>	<u>AMOUNT</u>	<u>FREQ</u>	<u>FACTOR/HRS</u>	<u>TOTALS</u>	<u>HOURS WRKD</u>	<u>ACA HOURS</u>
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PV	20	HS24	OVT2	10E010	2130	1340 40 499803	1.50	29.4600	24	1.50	44.19	1.50	
WV	50	SEC24	OVT2	10E010	2130	1340 40 499803	1.00	34.8900	24	1.00	34.89	1.00	

Page Totals: 2.50 79.08 2.50 0.00

Report Totals: 2.50 79.08 2.50 0.00

Number of Records Processed : 2
 Number of Records with Pay: 2

***** End of report *****

WORKSHEET: TT Custodians

NAME KEY	EMPLOYEE NAME	BLDG	LOC	TYPE	PAY	ACCOUNT NUMBER	PERCENT	AMOUNT	FREQ	FACTOR/HRS	TOTALS	HOURS WRKD	ACA HOURS	
MV	60	OM24	OVT1	20E010	2540	1390 71 000000		18,3600	24	3.50	64.26	3.50		
MV	60	OM24	OVT2	20E010	2540	1390 71 000000		27,5400	24	3.50	96.39	3.50		
MV	60	OM24	OVT2	20E010	2540	1390 71 000000		27,5400	24	9.00	247.86	9.00		
Employee Totals:														
DO	10	OM24	OVT2	20E010	2540	1390 71 000000		21,2900	24	22.00	468.38	22.00		
DO	10	OM24	OVT2	20E010	2540	1390 71 000000		21,2900	24	2.00	42.58	2.00		
Employee Totals:														
											24.00	510.96	24.00	0.00

Page Totals: 40.00 919.47 40.00 0.00

Report Totals: 40.00 919.47 40.00 0.00

Number of Records Processed : 5
 Number of Records with Pay: 5

***** End of report *****

WORKSHEET: 1 HOURLY

NAME KEY	EMPLOYEE NAME	BLDG	LOC	TYPE	PAY	ACCOUNT NUMBER	PERCENT	AMOUNT	FREQ	FACTOR/HRS	TOTALS	HOURS WRKD	ACA	HOURS
PC	100	COR24	OVT1	10E010	2130	1340	40	499803	38.6600	24	7.50	289.95	7.50	5.00
PC	100	COR24	OVT2	10E010	2130	1340	40	499803	57.9900	24	32.00	1,855.68	32.00	9.25
Employee Totals:														
MS	40	TCH24	HRLY	10E010	1200	1320	65	000000	33.0000	24	4.00	132.00	4.00	1.17

Page Totals: 43.50 2,277.63 43.50 15.42

Report Totals: 43.50 2,277.63 43.50 15.42

Number of Records Processed: 3

Number of Records with Pay: 3

***** End of report *****

Standard Worksheet Report
WORKSHEET: 9 INTERNAL SUBBING

NAME KEY		EMPLOYEE NAME		ACCOUNT NUMBER		PERCENT	AMOUNT	FREQ	FACTOR/HRS	TOTALS	HOURS WRKD	ACA HOURS	
BLDG	LOC	TYPE	PAY	ACCOUNT NUMBER									
FS	80	PA20	DOCKD	10E080	1250 1140 58	000000	-19.7100	24	10.32	-203.41			
FS	80	PA20	ISSB	10E010	1110 1220 64	000000	26.2300	24	10.32	270.69	10.32	4.16	
Employee Totals:													
MV	60	PA20	DOCK	10E060	1200 1140 56	000000	-17.1700	24	7.75	-133.07			
MV	60	PA20	ISSB	10E010	1110 1220 64	000000	26.2300	24	7.75	203.28	7.75	7.75	
Employee Totals:													
FS	80	PA24	DOCK	10E080	1800 1140 58	000000	-19.3300	24	6.17	-119.27			
FS	80	PA24	ISSB	10E010	1110 1220 64	000000	26.2300	24	6.17	161.84	6.17	6.09	
Employee Totals:													
MS	40	PA20	DOCK	10E040	1200 1140 54	000000	-15.2800	24	15.85	-242.19			
MS	40	PA20	ISSB	10E010	1110 1220 64	000000	26.2300	24	15.85	415.75	15.85	93.58	
Employee Totals:													
PV	20	PA24	DOCK	10E020	1200 1140 52	000000	-16.1800	24	9.00	-145.62			
PV	20	PA24	ISSB	10E010	1110 1120 64	000000	26.2300	24	9.00	236.07	9.00	8.00	
Employee Totals:													
PV	20	PA24	DOCK	10E020	1250 1140 52	000000	-21.3300	24	14.67	-312.91			
PV	20	PA24	ISSB	10E010	1110 1220 64	000000	26.2300	24	14.67	384.79	14.67	22.50	
Employee Totals:													
MV	60	PA24	DOCK	10E060	1250 1140 56	000000	-16.1800	24	6.67	-107.92			
MV	60	PA24	ISSB	10E010	1110 1220 64	000000	26.2300	24	6.67	174.95	6.67	6.00	
Employee Totals:													
FS	80	PA20	DOCK	10E080	1200 1140 58	000000	-15.8700	24	15.00	-238.05			
FS	80	PA20	ISSB	10E010	1110 1220 64	000000	26.2300	24	15.00	393.45	15.00	2.00	
Employee Totals:													
Page Totals:										170.86	738.38	85.43	150.08

NAME KEY	EMPLOYEE NAME	BLDG	LOC	TYPE	PAY	ACCOUNT NUMBER	PERCENT	AMOUNT	FREQ	FACTOR/HRS	TOTALS	HOURS WRKD	ACA HOURS
PV	20	PA20	DOCK	10E020	1225	1140	52	000000		1.75	-27.37		
PV	20	PA20	ISSB	10E010	1110	1220	64	000000		1.75	45.90	1.75	1.25
Employee Totals:													
PV	20	PA24	DOCK	10E020	1200	1140	52	000000		23.00	-402.50		
PV	20	PA24	ISSB	10E010	1110	1120	64	000000		23.00	603.29	23.00	1.00
Employee Totals:													
PV	20	PA24	DOCK	10E010	1110	1140	43	430000		37.50	-573.00		
PV	20	PA24	ISSB	10E010	1110	1120	64	000000		37.50	983.63	37.50	7.08
Employee Totals:													
PreK	20	PA24	DOCK	10E020	1225	1140	52	000000		22.00	-349.14		
PreK	20	PA24	ISSB	10E020	1200	1140	52	000000		22.00	577.06	22.00	8.75
Employee Totals:													
AV	30	PA24	DOCK	10E030	1110	1140	53	000000		3.67	-72.34		
AV	30	PA24	ISSB	10E010	1110	1220	64	000000		3.67	96.26	3.67	2.00
Employee Totals:													
PW	100	PA24	DOCK	10E100	1110	1140	60	000000		2.67	-41.76		
PW	100	PA20	ISSB	10E010	1110	1220	64	000000		2.67	70.03	2.67	32.50
Employee Totals:													
FS	80	TCH24	ISSB	10E010	1110	1220	64	000000		5.34	28.27	2.67	32.50
Employee Totals:													
FS	80	PA24	DOCKD	10E080	1200	1140	58	000000		15.25	-283.35		
FS	80	PA24	ISSB	10E010	1110	1220	64	000000		15.25	400.01	15.25	4.75
Employee Totals:													
PW	100	PA24	DOCK	10E100	1200	1140	60	000000		16.90	-346.62		
PW	100	PA24	ISSB	10E010	1110	1120	64	000000		16.90	443.29	16.90	14.08
Employee Totals:													
Page Totals:											1,184.51	125.07	72.58

NAME KEY		EMPLOYEE NAME		ACCOUNT NUMBER		PERCENT	AMOUNT	FREQ	FACTOR/HRS	TOTALS	HOURS WRKD	ACA HOURS
BLDG	LOC	TYPE	PAY	ACCOUNT	NUMBER							
TABASNAU000 Tabassum, Naushina												
AV	50	PA20	DOCK	10E030	1200 1140 53	000000	-16.1800	24	6.92	-111.97		
AV	50	PA20	ISSB	10E010	1110 1120 64	000000	26.2300	24	6.92	181.51	6.92	7.50
Employee Totals:										69.54	6.92	7.50
WEBERLOG000 Weber, Logan William												
MS	40	PA24	DOCK	10E040	1200 1140 54	000000	-15.2800	24	4.25	-64.94		
MS	40	PA24	ISSB	10E010	1110 1120 64	000000	26.2300	24	4.25	111.48	4.25	13.83
Employee Totals:										46.54	4.25	13.83
WEBSTER000 Webster, Meredith R												
PV	20	PA24	DOCK	10E020	1110 1140 52	000000	-20.1000	24	14.00	-281.40		
PV	20	PA24	ISSB	10E010	1110 1220 64	000000	26.2300	24	14.00	367.22	14.00	1.08
Employee Totals:										85.82	14.00	1.08
WEITZGAR000 Weitzel, Gabrielle Renee												
PV	20	PA20	DOCK	10E020	1250 1140 52	000000	-15.6400	24	13.25	-207.23		
PV	20	PA20	ISSB	10E010	1110 1220 64	000000	26.2300	24	13.25	347.55	13.25	10.83
Employee Totals:										140.32	13.25	10.83

Page Totals:

76.84 342.22 38.42 33.24

Report Totals:

495.51 2,265.11 248.92 255.90

Number of Records Processed : 41

Number of Records with Pay: 41

***** End of report *****

WORKSHEET: 6 STIPEND PAY

NAME KEY	EMPLOYEE NAME	BLDG	LOC	TYPE	PAY	ACCOUNT NUMBER	PERCENT	AMOUNT	FREQ	FACTOR/HRS	TOTALS	HOURS WRKD	ACA HOURS	
AV	30	TCH24	STPD	10E030	1500	1320 53	000000	1,443.0000	24	1.00	1,443.00			
MS	40	TCH24	STPD	10E040	1500	1320 54	000000	1,443.0000	24	1.00	1,443.00			
AV	30	2TC24	STPD	10E010	1500	1320 64	000000	1,082.0000	24	1.00	1,082.00			
PV	20	TCH24	STPD	10E010	1500	1320 64	000000	721.5000	24	1.00	721.50			
PV	20	TCH24	STPD	10E010	1500	1320 64	000000	1,443.0000	24	1.00	1,443.00			
Employee Totals:														
AV	30	TCH24	STPD	10E010	1500	1320 64	000000	1,443.0000	24	1.00	1,443.00			
PV	20	TCH24	STPD	10E010	1500	1320 64	000000	1,443.0000	24	1.00	1,443.00			
PV	20	TCH24	STPD	10E010	1500	1320 64	000000	721.5000	24	1.00	721.50			
PV	20	TCH24	STPD	10E010	1500	1320 64	000000	1,443.0000	24	1.00	1,443.00			
Employee Totals:														
PV	20	TCH24	STPD	10E010	1500	1320 64	000000	1,443.0000	24	1.00	1,443.00			
AV	30	TCH24	STPD	10E010	1500	1320 64	000000	1,443.0000	24	1.00	1,443.00			
AV	30	TCH24	STPD	10E010	1500	1320 64	000000	1,443.0000	24	1.00	1,443.00			
AV	30	2TC24	STPD	10E060	1500	1320 56	000000	721.5000	24	1.00	721.50			
AV	30	TCH24	STPD	10E010	1500	1320 64	000000	721.5000	24	1.00	721.50			
AV	30	TCH24	STPD	10E010	1500	1320 64	000000	1,443.0000	24	1.00	1,443.00			
Employee Totals:														
PV	20	TCH24	STPD	10E020	1500	1320 52	000000	1,443.0000	24	1.00	1,443.00			
PV	20	TCH24	STPD	10E020	1500	1320 52	000000	1,082.0000	24	1.00	1,082.00			
Page Totals:											17.00	20,923.00	0.00	0.00

NAME KEY	EMPLOYEE NAME	BLDG	LOC	TYPE	PAY	ACCOUNT NUMBER	PERCENT	AMOUNT	FREQ	FACTOR/HRS	TOTALS	HOURS WRKD	ACA HOURS
Employee Totals:													
AV	30	TCH24	STPD	10E010	1500	1320	64	000000		2.00	2,525.00	0.00	0.00
AV	30	TCH24	STPD	10E010	1500	1320	64	000000	24	1.00	1,443.00		
PV	20	TCH24	STPD	10E010	1500	1320	64	000000	24	1.00	1,443.00		
PV	20	TCH24	STPD	10E010	1500	1320	64	000000	24	1.00	1,443.00		
PV	20	TCH24	STPD	10E010	1500	1320	64	000000	24	1.00	1,443.00		
MS	40	PA24	STPD	10E040	1500	1340	54	000000	24	1.00	1,801.50		
AV	30	TCH24	STPD	10E010	1500	1320	64	000000	24	1.00	1,443.00		
PV	20	TCH24	STPD	10E010	1500	1320	64	000000	24	1.00	1,443.00		
AV	30	TCH24	STPD	10E010	1500	1320	64	000000	24	1.00	1,443.00		
MS	40	TCH24	STPD	10E040	1500	1320	54	000000	24	1.00	1,801.50		
PV	20	TCH24	STPD	10E020	1500	1320	52	000000	24	1.00	1,443.00		

Page Totals: 10.00 15,147.00 0.00 0.00
 Report Totals: 27.00 36,070.00 0.00 0.00

Number of Records Processed : 27
 Number of Records with Pay: 27

***** End of report *****

Standard Worksheet Report
WORKSHEET: 6 EXTRA DUTY PAY

<u>NAME KEY</u>	<u>EMPLOYEE NAME</u>	<u>BLDG</u>	<u>LOC</u>	<u>TYPE</u>	<u>PAY</u>	<u>ACCOUNT NUMBER</u>	<u>PERCENT</u>	<u>AMOUNT</u>	<u>FREQ</u>	<u>FACTOR/HRS</u>	<u>TOTALS</u>	<u>HOURS WRKD</u>	<u>ACA HOURS</u>
PE 100	TCH24 XDTY	10E010	2210	1320	49	493221		18.1400	24	7.00	126.98		
MV 60	TCH24 XDTY	10E010	2210	1220	34	330500		18.1400	24	7.00	126.98		
MV 60	TCH24 XDTY	10E010	2210	1220	34	330500		18.1400	24	7.00	126.98		
FS 80	TCH24 XDTYF	10E010	2210	1320	49	493221		18.1400	24	9.00	163.26		
MS 40	TCH20 XDTY	10E040	1505	1320	54	000000		18.1400	24	6.50	117.91		
FS 80	TCH24 XDTY	10E010	2210	1220	34	330500		18.1400	24	7.00	126.98		
PV 20	TCH24 XDTY	10E010	2210	1220	34	330500		18.1400	24	7.00	126.98		
MS 40	TCH24 XDTY	10E040	1505	1320	54	000000		18.1400	24	3.75	68.03		
MS 40	TCH24 XDTY	10E010	2210	1220	34	330500		18.1400	24	7.00	126.98		
PC 100	TCH24 XDTY	10E010	2210	1320	49	493221		18.1400	24	4.25	77.10		
FS 80	TCH24 XDTYF	10E010	2210	1320	49	493221		18.1400	24	7.75	140.59		
MV 60	TCH24 XDTF2	10E010	2210	1320	49	493200		18.1400	24				7.00
MV 60	TCH24 XDTY	10E010	2210	1320	49	493221		18.1400	24	5.50	99.77		
										5.50	99.77	0.00	7.00
Employee Totals:													
PC 100	TCH24 XDTY	10E010	2210	1220	34	330500		18.1400	24	7.00	126.98		
PE 30	TCH24 XDTY	10E010	2210	1220	34	330500		18.1400	24	4.00	72.56		
MV 60	TCH24 XDTY	10E010	2210	1320	49	493221		18.1400	24	5.25	95.24		
Page Totals:											1,723.32	0.00	7.00

Standard Worksheet Report
WORKSHEET: 6 EXTRA DUTY PAY

NAME KEY	EMPLOYEE NAME	BLDG	LOC	TYPE	PAY	ACCOUNT NUMBER	PERCENT	AMOUNT	FREQ	FACTOR/HRS	TOTALS	HOURS WRKD	ACA HOURS		
FS	80	TCH24	XDTY	10E010	2210	1320	49	493221	18.1400	24	7.00	126.98			
MS	40	TCH24	XDTY	10E040	1505	1320	54	000000	18.1400	24	5.00	90.70			
FS	80	PA24	XDTY	10E080	1505	1340	58	000000	18.1400	24	4.25	77.10			
MV	60	TCH24	XDTY	10E010	2210	1320	49	493221	18.1400	24	6.75	122.45			
PE	100	TCH24	XDTYF	10E010	2210	1320	49	493221	18.1400	24	10.50	190.47			
PC	100	TCH24	XDTF2	10E010	2210	1320	49	493221	18.1400	24	10.50	190.47	8.00		
AV	30	TCH24	XDTY	10E010	2210	1220	34	330500	18.1400	24	7.00	126.98			
FS	80	PA20	XDTY	10E080	1505	1340	58	000000	18.1400	24	4.25	77.10			
MS	40	TCH24	XDTYA	10E040	1505	1320	54	000000	18.1400	24	35.00	634.90	30.00		
WV	20	TCH24	XDTY	10E010	2230	1220	34	330500	18.1400	24	7.75	140.59			
PV	20	TCH24	XDTYF	10E010	2210	1320	49	493221	18.1400	24	6.75	122.45			
PE	100	TCH24	XDTY	10E010	2210	1220	34	330500	18.1400	24	7.00	126.98			
FS	80	PA24	XDTY	10E080	1500	1340	58	000000	18.1400	24	5.25	95.24			
AV	30	TCH24	XDTY	10E010	2210	1220	34	330500	18.1400	24	7.00	126.98			
MV	60	TCH24	XDTY	10E010	2210	1320	49	493221	18.1400	24	6.50	117.91			
MS	40	TCH24	XDTF2	10E010	2210	1320	49	493221	18.1400	24	2.75	49.89	2.00		
MS	40	TCH24	XDTF2	10E010	2210	1320	49	493200	18.1400	24	2.75	49.89	7.50		
Employee Totals:												2.75	49.89	2.75	9.50
											133.25	2,417.19	48.25	47.50	

NAME KEY	EMPLOYEE NAME	BLDG	LOC	TYPE	PAY	ACCOUNT NUMBER	PERCENT	AMOUNT	FREQ	FACTOR/HRS	TOTALS	HOURS WRKD	ACA HOURS
PC	██████████	100	TCH24	XDTY	10E010	2210 1320 49 493221		18,1400	24	7.00	126.98		
PW	██████████	100	TCH24	XDTYF	10E010	2210 1320 49 493200		18,1400	24	8.00	145.12		
MS	██████████	40	PA24	XDTY	10E040	1505 1340 54 000000		18,1400	24	7.00	126.98		

Page Totals: 22.00 399.08 0.00 0.00

 250.25 4,539.59 48.25 54.50

Report Totals:
 Number of Records Processed : 36
 Number of Records with Pay: 34

***** End of report *****

INVOICE		ACCOUNT		INVOICE		CHECK CHECK		TOTAL	
VENDOR	DESCRIPTION	NUMBER	NUMBER	NUMBER	NUMBER	DATE	DATE	AMOUNT	AMOUNT
Accurate Biometrics	Fingerprints (9)	10E010 2640 3100 18 000000	203172204	1701245	05/19/2022			506.25	506.25
Advance Auto Parts	OIL DRY	20E010 2540 4100 21 000000	8664208070	1701246	05/19/2022			12.31	
American Outfitters, Ltd	OIL DRY FOR PAINT	20E010 2540 4100 21 000000	8664209170		05/19/2022			36.93	49.24
	WORK PANTS	20E010 2540 4100 21 000000	342737	202100949	05/09/2022			199.50	199.50
Arbor Management, Inc.	O&M WORK SHIRTS - INVENTORY	20E010 2540 4100 21 000000	342743	202100958	05/04/2022			830.50	830.50
Arlyn School	Arbor Small Wares	10E010 2560 4100 19 000000	024079	1701247	05/19/2022			640.12	640.12
Assured Healthcare, LLC.	Arlyn School Inv April	10E010 1912 6700 15 000000	220429	1701248	05/19/2022			5,134.18	5,134.18
	Nursing Staff	10E010 2130 3100 15 000000	INV-17986	202100952	05/03/2022			2,166.00	2,166.00
	Nursing Staffing	10E010 2130 3100 15 000000	INV-18021	202100953	05/09/2022			2,080.50	2,080.50
Blue Jay Paint & Blinds	SUPPLIES FOR FS	20E010 2540 4100 21 000000	G0008231	1701249	05/19/2022			106.58	
	PAINT FOR FREDERICK TRAINING ROOM	20E010 2540 4100 21 000000	G0008331		05/19/2022			169.47	
	PAINT FOR FREDERICK	20E010 2540 4100 21 000000	G0008205		05/19/2022			161.96	
	PV STAGE PAINT	20E010 2540 4100 21 000000	G0007965		05/19/2022			99.98	537.99
Boller Construction Company	LIBRARY PARTITION FS	20E010 2540 3100 21 000000	22082-1	1701250	05/19/2022			22,452.00	22,452.00
Brown, Leah	Outplaced Tuition	10E010 1200 4100 15 000000	220503	1701251	05/19/2022			85.70	85.70
Cabay & Company, Inc	ROLLS OF PAPER TOWELS	20E010 2540 4100 21 000000	65886	1701252	05/19/2022			4,504.50	4,504.50
Camfil USA	AIR FILTERS FOR ALL BUILDINGS-AVON,	20E010 2540 4100 21 000000	30300921	1701253	05/19/2022			1,532.16	
	FREDERICK, GMS, MEADOWVIEW, PARK,								
	PRAIRIEVIEW, WOODVIEW QUOTE								
	QUO-136128-J1J6J3								
	AIR FILTERS FOR ALL BUILDINGS-AVON,	20E010 2540 4100 21 000000	30299958		05/19/2022			910.76	
	FREDERICK, GMS, MEADOWVIEW, PARK,								
	PRAIRIEVIEW, WOODVIEW QUOTE								
	QUO-136128-J1J6J3								
	AIR FILTERS FOR ALL BUILDINGS-AVON,	20E010 2540 4100 21 000000	30300000		05/19/2022			1,788.12	4,231.04
	FREDERICK, GMS, MEADOWVIEW, PARK,								
	PRAIRIEVIEW, WOODVIEW QUOTE								
	QUO-136128-J1J6J3								
	AIR FILTERS FOR ALL BUILDINGS-AVON,	20E010 2540 4100 21 000000	30300924	202100950	05/09/2022			1,081.64	1,081.64
	FREDERICK, GMS, MEADOWVIEW, PARK,								
	PRAIRIEVIEW, WOODVIEW QUOTE								
	QUO-136128-J1J6J3								
Center for Psychological Servi	School Consultations	10E010 2130 3100 48 462000	00001972	1701254	05/19/2022			4,500.00	4,500.00
Chicago Metropolitan Fire Prev	1/4LY MONITORING	20E010 2540 3100 21 000000	IN00382792	1701255	05/19/2022			75.00	
	1/4LY MONITORING	20E010 2540 3100 21 000000	IN00382793		05/19/2022			75.00	
	1/4LY MONITORING	20E010 2540 3100 21 000000	IN00382794		05/19/2022			75.00	
	1/4LY MONITORING	20E010 2540 3100 21 000000	IN00382795		05/19/2022			75.00	
	1/4LY MONITORING	20E010 2540 3100 21 000000	IN00382796		05/19/2022			75.00	375.00
Collision Solution	REPAIR OF 2021 FORD TRANSIT VAN RO	20E010 2540 3100 21 000000	9208	1701256	05/19/2022			3,034.01	3,034.01

VENDOR	INVOICE DESCRIPTION	ACCOUNT NUMBER	INVOICE NUMBER	CHECK NUMBER	CHECK DATE	AMOUNT	TOTAL
ComED	NUMBER: 9208 ISC ELECTRIC SERVICE ACCT. 1314037003	20E070 2540 4660 21 000000	220419	202100957	05/05/2022	122.71	122.71
Connection's Academy East	Outplaced Tuition	10E010 1912 6700 15 000000	9543	1701258	05/19/2022	6,264.36	
	Outplaced Tuition	10E010 1912 6700 15 000000	9541		05/19/2022	6,264.36	
	Outplaced Tuition	10E010 1912 6700 15 000000	9542		05/19/2022	4,948.20	
	Outplaced Tuition	10E010 1912 6700 15 000000	9544		05/19/2022	6,264.36	
Connection's Day School	Outplaced Tuition	10E010 1912 6700 15 000000	9540		05/19/2022	4,948.20	28,689.48
	Outplaced Tuition	10E010 1912 6700 15 000000	33250	1701257	05/19/2022	9,971.82	
	Outplaced Tuition	10E010 1912 6700 15 000000	33249		05/19/2022	5,193.54	15,165.36
Constellation Energy Services,	ELECTRIC SERVICE GMS	20E040 2540 4660 21 000000	6226082420	1701259	05/19/2022	2,156.89	
	ELECTRIC SERVICE AVON	20E030 2540 4660 21 000000	6227145210		05/19/2022	3,053.64	
	ELECTRIC SERVICE PARK CAMPUS	20E100 2540 4660 21 000000	6227120170		05/19/2022	602.60	
	MV ELECTRIC SERVICE	20E060 2540 4660 21 000000	6226082390		05/19/2022	4,367.88	
	AVON ELECTRIC SERVICE	20E030 2540 4660 21 000000	6226090150		05/19/2022	3,250.70	
	D.O. ELECTRIC SERVICE	20E010 2540 4660 21 000000	6226088150		05/19/2022	539.07	
	WV ELECTRIC SERVICE	20E050 2540 4660 21 000000	6226086500		05/19/2022	2,933.95	16,904.73
Constellation NewEnergy-Gas Di	GAS SERVICE AV & PV	20E020 2540 4650 21 000000	3444602	1701260	05/19/2022	2,601.99	
	GAS SERVICE AV & PV	20E030 2540 4650 21 000000	3444602		05/19/2022	1,937.94	
	PC Gas Service	20E100 2540 4650 21 000000	3444598		05/19/2022	3,470.46	
	GAS SERVICE - 5 SCHOOLS ACCT ID:	20E040 2540 4650 21 000000	3452794		05/19/2022	5,159.66	
	BG-6111						
	GAS SERVICE - 5 SCHOOLS ACCT ID:	20E050 2540 4650 21 000000	3452794		05/19/2022	2,569.45	
	BG-6111						
	GAS SERVICE - 5 SCHOOLS ACCT ID:	20E060 2540 4650 21 000000	3452794		05/19/2022	2,568.35	
	BG-6111						
	GAS SERVICE - 5 SCHOOLS ACCT ID:	20E080 2540 4650 21 000000	3452794		05/19/2022	2,898.82	
	BG-6111						
	GAS SERVICE - 5 SCHOOLS ACCT ID:	20E070 2540 4650 21 000000	3452794		05/19/2022	133.13	21,339.80
Daily Herald	Daily Herald Ad for Budget Amendment	10E010 2310 3500 11 000000	214213	1701261	05/19/2022	90.85	90.85
	5/18/22						
Dena Denny Physical Therapy PC	Outsourced Physical Therapy	10E010 2130 3100 48 462000	1729	1701262	05/19/2022	1,495.00	
	Outsourced Physical Therapy	10E010 2130 3100 48 462000	1722		05/19/2022	1,840.00	3,335.00
Dependable Fire Equipment	SERVICES AT PC	20E010 2540 3100 21 000000	33886	202100960	05/03/2022	193.80	193.80
DuPage Federation on Human Ser	Conference interpretation/FS interpretation	10E010 1800 3100 13 000000	7755	1701263	05/19/2022	2,180.05	2,180.05
Durham School Services-CI	Durham March 2022 Fuel	40E010 2550 4640 20 000000	91890908	1701265	05/19/2022	15,593.27	
	Durham Grayslake March 2022	40E010 2550 3310 20 350000	91892868		05/19/2022	129,762.72	
	Durham Grayslake March 2022	40E010 2550 3310 20 351000	91892868		05/19/2022	74,708.16	220,064.15

INVOICE		ACCOUNT		INVOICE		CHECK		CHECK		TOTAL	
VENDOR	DESCRIPTION	NUMBER	NUMBER	NUMBER	NUMBER	DATE	NUMBER	DATE	AMOUNT	AMOUNT	TOTAL
Durham School Services-IV	Durham Lake Villa April 2022 Invoice	40E010 2550 3310 20 351000	91896531	1701264	05/19/2022		48,988.87				
	Durham Lake Villa April 2022 Invoice	40E010 2550 4640 20 000000	91896531		05/19/2022		2,540.95				51,529.82
Eakin, Christopher	Parent Lunch Refund	10R000 1611 0000 00 000000	220502	1701266	05/19/2022		11.55				11.55
Ernie Peterson Plumbing Inc.	AVON SCHOOL	20E010 2540 3100 21 000000	53079	1701267	05/19/2022		2,030.00				2,030.00
Gill, Brandon	Staff Mileage Reimbursement	10E010 2660 3320 16 000000	220414	1701269	05/19/2022		100.40				100.40
Glickman, Lynn	Staff Travel Reimbursement	10E010 2320 3320 12 000000	220509	1701270	05/19/2022		36.74				36.74
Hinckley Springs	WATER SERVICE AT ISC	10E010 2520 4100 13 000000	21922645 0	1701271	05/19/2022		24.93				24.93
	WATER SERVICE DISTRICT OFFICE	10E010 2520 4100 13 000000	21922635 0		05/19/2022		99.31				124.24
Home Depot - Commercial	SUPPLIES	20E010 2540 4100 21 000000	663702652	202100954	05/05/2022		836.60				836.60
Home Depot - Pro Institutional	RESTROOM SUPPLIES	20E010 2540 4100 21 000000	679215012	202100955	05/04/2022		4,576.38				4,576.38
Iesa	2022-2023 IESA Registration	10E100 1500 6400 10 000000	220427	1701272	05/19/2022		845.00				845.00
Illinois Language Services	Interpretation - MV - Mongolian	10E010 1800 3100 13 000000	424617	1701273	05/19/2022		5,511.75				5,511.75
ISCorp	Skyward Hosting Services - June 2022	10E010 2520 3100 17 000000	0723611	1701274	05/19/2022		1,015.00				1,015.00
Johnson Controls, Inc	Contract/lease services performed	20E010 2540 3100 21 000000	1-11117728	202100961	05/04/2022		5,439.93				5,439.93
Knapheide Equipment Co	2006 Chevy	20E010 2540 4100 21 000000	CIS954	1701275	05/19/2022		57.42				57.42
Knudson, Ben	Ref for Sports	10E040 1500 3100 04 000000	220428	1701276	05/19/2022		130.00				130.00
Krizanovic, Julie	Parent Travel Reimbursement	40E010 2550 3310 20 350000	2205010	1701277	05/19/2022		152.10				152.10
Lake County Health Department	Preschool Vision & Hearing Testing	10E010 2130 3100 15 000000	INV-000589	1701278	05/19/2022		28.00				28.00
Lakemary Center, Inc.	Outplaced Tuition	10E010 1912 6700 15 000000	2204	1701279	05/19/2022		27,040.00				27,040.00
Learning Possibilities	Outplaced Reading Services	10E010 2330 3100 15 000000	2203	1701280	05/19/2022		1,050.00				1,050.00
Learning Without Tears	Outplaced Reading Services	10E010 2330 3100 15 000000	2202 corre		05/19/2022		1,050.00				2,100.00
Manarik, Jane	AV Writing Journals	10E010 1110 4100 43 430000	INV140614	1701281	05/19/2022		695.20				695.20
Manarik, Jonathan	Parent Travel Reimbursement	10E010 2330 3100 15 000000	220502	1701282	05/19/2022		2,137.07				2,137.07
Neuco, Inc	Parent Travel Reimbursement	10E010 2330 3100 15 000000	220502	1701283	05/19/2022		232.07				232.07
	ACTUATORS	20E010 2540 4100 21 000000	5842003	1701284	05/19/2022		1,013.05				1,013.05
	INV. 5842010	20E010 2540 4100 21 000000	5842010		05/19/2022		75.52				1,088.57
North Shore Gas Company	D.O. GAS SERVICE	20E010 2540 4650 21 000000	4115415902	1701285	05/19/2022		312.53				312.53
Office Depot	supplies - Classroom - JA - Park	10E010 1800 4100 34 330500	2255644170	202100964	05/03/2022		33.50				33.50
	classroom supplies - Y. Calleja PV	10E010 1800 4100 34 330500	2270396200	202100965	05/03/2022		15.89				15.89
	summer school supplies	10E010 1800 4100 34 330500	2410933850	202100966	05/04/2022		911.41				911.41
	Summer School supplies	10E010 1800 4100 34 330500	2411941440	202100967	05/04/2022		210.00				210.00
	Chair, office	10E050 1110 4100 05 000000	2215560860	202100968	05/09/2022		159.99				159.99
PODS Enterprises, LLC	PODS PICKUP	20E010 2540 3100 21 032020	PODS000702	1701286	05/19/2022		739.96				739.96
	Storage Fees	20E010 2540 4100 21 032020	PODS0000436		05/19/2022		499.96				499.96
	Storage Fees	20E010 2540 4100 21 032020	PODS0000192		05/19/2022		499.96				1,739.88
Quadient Finance USA, Inc	Postage	10E010 2520 3400 17 000000	220429	1701287	05/19/2022		589.76				589.76
Quadient Leasing USA Inc	Standard Maint - DS40IND DS40i ND	10E010 2520 3400 17 000000	58862819	1701288	05/19/2022		873.40				873.40
	Folder inserter										
Safeway Transportation	Safeway Transportation April 2022	40E010 2550 3310 20 350000	102868	1701289	05/19/2022		6,136.00				6,136.00

VENDOR	INVOICE DESCRIPTION	ACCOUNT NUMBER	INVOICE NUMBER	CHECK NUMBER	CHECK DATE	AMOUNT	TOTAL
Safeway Transportation	Invoice Safeway Transportation April 2022	40E010 2550 3310 20 351000	102868		05/19/2022	2,304.00	8,440.00
Soliant Health	Invoice Outplaced Tuition	10E010 2150 3100 15 000000	20383756	1701290	05/19/2022	336.00	
	Outplaced Tuition	10E010 2150 3100 15 000000	20380787		05/19/2022	252.00	588.00
Special Edu. Dist. Of Lake Cou	Outplaced Tuition	10E010 4210 6700 15 000000	33325	1701291	05/19/2022	5,727.60	
	SEDOL Inv 33359, 33360, 33325	10E010 4210 6700 15 000000	33360		05/19/2022	5,727.60	
	SEDOL Inv 33359, 33360, 33325	10E010 4210 6700 15 000000	33359		05/19/2022	5,727.60	
	translation Services	10E010 3000 3100 15 000000	2022-04-27		05/19/2022	960.00	18,142.80
Special Education Services	Outplaced Tuition	10E010 1912 6700 15 000000	SESINV-020	1701292	05/19/2022	4,071.06	4,071.06
Streamwood Behavioral Health S	Hospital Tutoring Services	10E010 4210 6700 15 000000	15682	1701293	05/19/2022	245.00	245.00
The Cove School	Outplaced Tuition	10E010 1912 6700 15 000000	SD46-0422	1701294	05/19/2022	11,681.96	11,681.96
Thompson Elevator Inspection S	Routine Inspection	20E010 2540 3100 21 000000	22-21-1034	1701295	05/19/2022	100.00	100.00
Topline Transportation, Co	Topline Transportation April 2022	40E010 2550 3310 20 350000	101841	1701296	05/19/2022	720.00	720.00
	Invoice 101841						
Trane US Inc.	Projects	10E010 2130 3100 48 462000	312549586	1701297	05/19/2022	35,680.00	35,680.00
Uline	SUPPLIES NEEDED	20E010 2540 4100 21 000000	148164859	202100959	05/05/2022	397.60	397.60
Village Of Grayslake	OVERDUE BILL ACCT. 0000104875-00 PIN	20E080 2540 3700 21 000000	220418	1701298	05/19/2022	433.68	433.68
	F1B411A						
Village Of Hainesville	WATER SERVICE PV ACCT. 40995104.000	20E020 2540 3700 21 000000	220331	1701299	05/19/2022	290.90	290.90
Village of Round Lake	PARK WATER SERVICE	20E100 2540 3700 21 000000	220501	1701300	05/19/2022	780.22	780.22
Walker, Susan	Staff Travel Reimbursement	10E010 2320 3320 12 000000	220509	1701301	05/19/2022	49.28	49.28
Waste Management	GARBAGE/RECYCLE FEES 6 SCHOOLS	20E010 2540 3210 21 000000	7015625-20	202100951	05/09/2022	3,444.30	3,444.30
	GARBAGE/RECYCLE SERVICE	20E010 2540 3210 21 000000	3750779-20	202100962	05/09/2022	966.23	966.23
Waukegan Roofing Co Inc	PRAIRIEVIEW LEAK	20E010 2540 3100 21 000000	1628963	202100956	05/04/2022	1,838.26	1,838.26
WEX Bank	GAS FOR DISTRICT VEHICLES	20E010 2540 4640 21 000000	79901889	1701302	05/19/2022	2,108.68	2,108.68
Wildman, Christopher	Staff Travel Reimbursement	10E010 2520 3320 17 000000	220509	1701303	05/19/2022	75.35	75.35
Zaner Bloser Education Publi	Gr 3 - Handwriting Materials	10E010 1110 4200 14 000000	10337949	202100963	05/04/2022	14,828.06	14,828.06

Totals for checks 575,939.68

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	Education Fund	0.00	11.55	192,724.42	192,735.97
20	Operations/Maintenance Fund	0.00	0.00	102,297.64	102,297.64
40	Transportation Fund	0.00	0.00	280,906.07	280,906.07
***	Fund Summary Totals ***	0.00	11.55	575,928.13	575,939.68

***** End of report *****

Application Printout

[Instructions](#)

**eGrant Management System
Printed Copy of Application**

Applicant: GRAYSLAKE CCSD 46

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: GRAYSLAKE CCSD 46

Date Generated: 5/10/2022 12:04:50 PM

Generated By: a_august

Contact Information

1. Contact Information for Person Completing This Form

Last Name*

CLUCK

Phone*

647 986 2887

First Name*

ANN

Email*

CLUCK.ANN@D46.ORG

Middle Initial

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)

CCSD 46 strives to create an environment of inclusion and equity for all students, teachers and other beneficiaries with special needs. The district has a Diversity/Equity Committee to help address the needs of all stakeholders in terms of gender, race, national origin, color, disability, or age. All students and teachers are eligible for consideration for any and all programs based on identified requirements. This includes programs/services such as Reading Services, EL/Bilingual programming, Special Education Services, etc. Department leaders meet monthly to determine strengths and gaps and create plans to meet the needs of all learners. Additionally, the district gathers information from a Needs Assessment Survey and uses that data to drive instructional planning through professional development. All CCSD 46 staff will continue to participate in curriculum development, leading toward common scope and sequence documents and expectations for all subject areas. After this work, staff continues to develop appropriate assessment practices to monitor all student success toward consistent curricular expectations. All staff will continue to be involved in data analysis and appropriate intervention and extension opportunities. All of this is for all students and staff regardless of gender, race, national origin, color, disability, or age.

3. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

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

*Required field, applicable for all funding sources

Amendments

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

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

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

Plan Changes

Provide a brief description of the changes which have been made to the APPROVED initial application for the fiscal year or a subsequent APPROVED amendment with this amendment. Include the name of any page that was changed.
((count) of 5000 maximum characters used)

*Required field, applicable for all funding sources

Needs Assessment/Programs

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2022-2023.* [1]
NOTE: All funding sources should be reviewed after October 1 and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

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

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

(count) of 7500 maximum characters used

In CCSD 46 funding will be spent on students and staff in such a manner to insure that they are moving toward proficiency and achievement of academic standards. Supplies and activities supported by the programs listed above will go above and beyond what local resources provide for students and staff. District staff will have monthly meetings to ensure cohesive and consistent use of district and grant funds. Regular conversations about supplementing will continue to determine the appropriate and best use of these federal funds. Using district data from 5Essentials, and School and District Report Card Data, the district will foster meaningful articulation between the various departments (ex. EL, Special Ed., Curriculum, etc) in order to guarantee the needs of all students are met. We will continue to blend and braid various funding sources together to best meet the needs of the district to move forward - this action is recommended by ISBE.

Response from the approved prior year Consolidated District Plan:
 In CCSD 46 funding will be spent on students and staff in such a manner to insure that they are moving toward proficiency and achievement of academic standards. Supplies and activities supported by the programs listed above will go above and beyond what local resources provide for students and staff. District staff will have monthly meetings to ensure cohesive and consistent use of district and grant funds. Regular conversations about supplementing vs. supplementing will continue to determine the appropriate and best use of these federal funds. Using district data from 5Essentials, and School and District Report Card Data, the district will foster meaningful articulation between the various departments (ex. EL, Special Ed., Curriculum, etc) in order to guarantee the needs of all students are met.

3. Will the LEA braid funding?
 Put N/A in the text area if no. List what programs will be supported if the answer is yes.

ESSER III (ARP) - American Rescue Plan Act (ARP) of 2021) funding will be used for Summer School (\$167,071) opportunities for our students in fiscal year 2023 to mitigate learning loss. These investments will compliment our existing opportunities through Title funding, IDEA, ESY and regular summer school. We will highlight the braiding in the Consolidated District Plan, Title I Schoolwide Plan, GATA Reporting (performance reports) and the Expenditure Reimbursement Reports submitted quarterly. Title I will also have a transportation allocation to cover Title III's summer program adelante.

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

Indicate all that apply.

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

5. Provide a Summary of the LEA's Needs Assessment.

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

(count) of 7500 maximum characters used)

The district sent out a Needs Assessment to district staff to help identify important areas for future professional development and program development. We had 127 responses to our survey. The vast majority of responses were from regular classroom teachers (51.2%). We also had responses from Special Ed. Teachers, Reading or Math Specialists, Information Specialists, EL teachers, Bilingual Teachers, Social Workers and Psychologists. Some of the highest areas of needs for professional development include: Addressing the needs of accelerated students, Social Emotional Learning, Differentiated instruction, and using data from assessments to improve classroom practice, and MTSS / Addressing the needs of struggling students. Since we are investing funds for technology purchases, we also wanted to ask specific questions about professional development needs for technology. The areas of highest need include: PD on BenQ Panels. Use of digital resources / texts, and Technology Integration. We also wanted to ask specific questions regarding our district programming regarding EL students. Areas of need included: An overview of the different EL Program Models, How and Why

EL students are identified and placed in programs, and Language Acquisition. We also provided staff an opportunity to provide any other suggestions or needs. Some of the comments were specific to some of the SPED programs we have in the district, a need for differentiated PD - meaning that staff could have options to identify what PD they need and the manner it is provided, Trauma informed instruction and Culturally Responsive Environments. The Needs Assessment data was provided to the administrative team in order to better plan upcoming programs and professional development.

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

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.
District Needs Assessment

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

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

A. Title I, Part A - Improving Basic Programs

Based on our needs assessment, money will be used for professional development opportunities to improve teacher quality which will impact student achievement. Professional development will be used for Thinking Maps Write From the Beginning and Beyond (WFBB), specific literacy and math support, and to support social-emotional learning, culturally responsive teaching, and trauma informed practices. Additionally collaborative release time for teachers to work together to analyze student data and address the needs of students and subgroups. A Title I specific Math Specialist will also be paid for out of this grant to meet the needs of learners.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

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

Specific to the Title Schools, we are pursuing additional materials and professional development in the area of Math. We will be looking to expand the opportunities for number sense with additional materials for our earliest learners. This early intervention should support the closing of achievement gaps. We also will be looking for support math instruction in the upper grades to close achievement gaps that were identified in the most recent IAR data analysis. Some of these areas include the visual representation of equivalent fractions on a number line and interpretation of remainders in word problems involving division. Teachers and principals will be involved in the professional development opportunities to support these initiatives. Title II funds will be used to support the professional development needs of our district strategic plans and the Needs Assessments. We have identified a number of areas for all staff for the 22-23 school year. These topics requiring professional development include: culturally responsive practices, SEL work, safety and security measures included a revised plan for intruder awareness, new literacy materials purchased with ESSER ARP funds. We also will provide additional professional development resources and materials (book study materials, supplies, and resources) to support adult learning opportunities.

G. Title III - LIEP

Based on the needs assessment, the district will use this grant to fund a summer school called Adelante that invites students from Prek-8th grade. Other aspects of this grant include professional development, and funding our Bilingual Parent Advisory Committee (BPAC). We will offer at least 4 events during the academic school year that will include but are not limited to presenters, Meeting the EL team, ACCESS informational night, literacy night, and parent-professional development.

H. Title III - ISEP

Based on the needs assessment, the district will use this grant to fund professional development, resources, and specific training for our employees regarding our newcomers. Professional development will focus on the definition of a newcomer, highlight specific educational system differences between the various cultures, and cultural responsive instruction. We will also use the funding for in and out of school cultural experiences such as a parent orientation, trip to the library, and a virtual trip to a museum.

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

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

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

The district personnel worked tirelessly to provide quality instruction and services to students as all students returned to an onsite setting. This included multiple technology instructional developments and practices. While we increased access to technology resources we are only starting this process as a special education department. Much more work in aligning practice across district schools and grade bands. Additionally, we will be strengthening the district assessment tools for both screening and progress monitoring. We will be looking to enhance current technology and update other instructional resources. The district will also be enhancing SEL support practices to meet the needs of students.

L. IDEA, Part B - Preschool

The district personnel worked tirelessly to provide quality instruction and services to students as all students returned to an onsite setting. This included multiple technology instructional developments and practices. While we increased access to technology resources we are only starting this process as a special education department. Much more work in aligning practice across district schools and grade bands. Additionally, we will be strengthening the district assessment tools for both screening and progress monitoring. We will be looking to enhance current technology and update other instructional resources. Professional development will be connected to blended learning classrooms. The district will also be enhancing SEL support practices to meet the needs of students.

M. Elementary and Secondary School Emergency Relief Grant II

The district had an approved application for ESSER II. Some of the areas to support our return to in person learning, mitigation strategies, and closing the achievement gap include: hiring additional teachers to support smaller class sizes due to mitigation needs, summer school teachers/coordinators, assistants, busing and supplies, expanded technology tools to support in class and remote instruction, additional nurse support for contact tracing, a .5 Teacher Mentor to support our teaching staff through remote and in-person learning and teacher burnout/stress, air quality assessments and air purifiers. We also looked at additional student materials to support learning loss and core instruction. We took the approach to blend and braid grant funds with district funds and other sources to best meet the needs of our staff and students. Some of our programs were paid out of multiple grants to make the most of available funds.

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

The district had an approved application for ESSER ARP. Some of the areas to support our return to in person learning, mitigation strategies, and closing the achievement gap include: summer school teachers/coordinators, assistants, busing and supplies, expanded technology tools to support in class and remote instruction, air quality system repairs and upgrades, after school programming including teacher salary, materials, and busing costs, additional contract tracing support, nurse support, instructional materials and resources to support Core Instruction including new K-8 Literacy materials, and subscriptions/licenses to support remote learning opportunities. We took the approach to blend and braid grant funds with district funds and other sources to best meet the needs of our staff and students. Some of our programs were paid out of multiple grants to make the most of available funds.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

Stakeholder Involvement

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal 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.
- CCSD 46 will support and foster a climate of collaboration and effective communication with all community stakeholders.

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

- A. ✓ Teachers (1,7,8,9,10)
 - B. ✓ Principals (1,7,8,9,10)
 - C. ✓ Other school leaders (1,8,9,10)
 - D. ✓ Paraprofessionals (1)
 - E. ✓ Specialized instructional support personnel (1,2,3,4,8,9,10)
 - F. Charter school leaders (in a local educational agency that has charter schools) (1)
 - G. ✓ Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8,9,10)
 - H. Parent liaisons
 - I. ✓ Title I director (1)
 - J. ✓ Title II director (1)
 - K. ✓ Bilingual director (1,7)
 - L. ✓ Title IV director (1)
 - M. ✓ Special Education director
 - N. Guidance staff
 - O. Local government representatives (8)
 - P. ✓ Community members and community based organizations (7,8)
 - Q. Business representatives (2,3,4)
 - R. Researchers (7)
 - S. Institutions of Higher Education (7)
 - T. Other - specify
 - U. Additional Other - specify
- Program Footnotes:**
- 1 = Title I, Part A - Improving Basic Programs
 - 2 = Title I, Part D - Neglected
 - 3 = Title I, Part D - Delinquent
 - 4 = Title I, Part D - State Neglected/Delinquent
 - 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
 - 6 = Title III, including LIEP and ISEP

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

8 = ESSER II

9 = ARP-LEA (ESSER III)

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

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

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

(Count) of 7500 maximum characters used)
NEEDS UPDATING WITH MEETING DATESThe district created, reviewed and updated this ESSA plan in consultation with the following stakeholders: Barbara Zarras (Principal - Avon Center Elementary School), Linda Mizwicki (Special Education Coordinator), Paul Louis (Assistant Superintendent for Teaching, Learning & Assessment), Amy Gluck (Incoming Assistant Superintendent for Teaching, Learning & Assessment), Stephanie Diaz (Director of EL), Amanda Woodruff (Teaching & Learning Coordinator, Title II Coordinator), Lynn Gilckman (Superintendent), Chris Wildman (Assistant Superintendent for Finance), Jen Kasmer (Teacher, parent, community member), Chris Wolk (HR Director, parent, community member), Shirleen Thomson (Reading Specialist - Avon Center Elementary), Claudia Diaz (Paraprofessional, parent, community member), Heather Lorenzo (Director of Pupil Services, parent, community member), Chris Vipond (Director of Technology), Meetings were held virtually throughout April 2021 to develop the consolidated plan on and will be scheduled quarterly thereafter submission of plan. Meetings were held to review and update the Title I plan on: September 22, 2017, November 16, 2017, January 19, 2018, March 5, 2018 and May 7, 2018, May 11, 2017, May 15, 2017, and May 17, 2017. The Board of Education approved this plan on: May 24, 2017. Other stakeholder meetings include: Public forums/parent forums (including BPAC and parent universities)

Response from the prior year Consolidated District Plan:

The district created, reviewed and updated this ESSA plan in consultation with the following stakeholders: Barbara Zarras (Principal - Avon Center Elementary School), Linda Mizwicki (Special Education Coordinator), Paul Louis (Assistant Superintendent for Teaching, Learning & Assessment), Stephanie Diaz (Director of EL), Amanda Woodruff (Teaching & Learning Coordinator), Lynn Gilckman (Superintendent), Chris Wildman (Assistant Superintendent for Finance), Jen Kasmer (Teacher, parent, community member), Chris Wolk (HR Director, parent, community member), Shirleen Thomson (Reading Specialist - Avon Center Elementary), Claudia Diaz (Paraprofessional, parent, community member), Heather Lorenzo (Director of Pupil Services, parent, community member), Chris Vipond (Director of Technology), Meetings were held virtually throughout April 2021 to develop the consolidated plan on and will be scheduled quarterly thereafter submission of plan. Meetings were held to review and update the Title I plan on: September 22, 2017, November 16, 2017, January 19, 2018, March 5, 2018 and May 7, 2018, May 11, 2017, May 15, 2017, and May 17, 2017. The Board of Education approved this plan on: May 24, 2017. Other stakeholder meetings include: Public forums/parent forums (including BPAC and parent universities)

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]

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(Count) of 7500 maximum characters used)
The district is developing a parent advisory council to inform, educate and collaborate with our LEA plans. We schedule Title I information nights, host BPAC (EL) nights, host Parent/Family Universities and Timely and Meaningful Consultation (TMC) meetings for Special Ed., as well as proportionate share meetings with local private schools for Title II, III, IV and Special Ed services. Information is posted on our Title I website regarding the compacts, policies, and Title I information. Each school has a Parent/Family Involvement Policy. These policies can be found on the district Title I website: <https://sites.google.com/a/d46.org/title-1/home/parent-notifications> Each policy focuses on what students, parents, and teachers will do to work together in development of the LEA plans in order to meet the needs of each child. The policies outline everything that the schools will do to keep families informed and active participants. Every school also sends home a family information exchange form to help meet the needs of all children. The district also has 2 parent-teacher conferences every year (Fall and Spring) for parents and teachers to collaborate together for each child's growth and development. Parents/guardians are also involved in annual reviews of individual educational decision making meetings for students with IEPs. Besides parent teacher conferences and BPAC meetings, CCSD 46 meets the needs of EL parents and immigrant families through a program called GAIN (Growing Authentic Individual Networks). This program offers experiences in and outside of school for Bilingual parents and their children with a special focus on newcomers. Some of the events include a special parent orientation, touring a Community College (CLC), attending theatrical performance. Many classes and opportunities are shared with parents throughout the year and upon request. Many of the highlighted topics are: Career courses, English and a second Language Courses, obtaining a GED, and the Work Keys test.

Response from the prior year Consolidated District Plan:

The district is developing a parent advisory council to inform, educate and collaborate with our LEA plans. We schedule Title I information nights, host BPAC (EL) nights, host Parent/Family Universities and Timely and Meaningful Consultation (TMC) meetings for Special Ed., as well as proportionate share meetings with local private schools for Title II, III, IV and Special Ed services. Information is posted on our Title I website regarding the compacts, policies, and Title I information. Each school has a Parent/Family Involvement Policy. These policies can be found on the district Title I website: <https://sites.google.com/a/d46.org/title-1/home/parent-notifications> Each policy focuses on what students, parents, and teachers will do to work together in development of the LEA plans in order to meet the needs of each child. The policies outline everything that the schools will do to keep families informed and active participants. Every school also sends home a Family Information Exchange form to help meet the needs of all children. The district also has 2 parent-teacher conferences every year (Fall and Spring) for parents and teachers to collaborate together for each child's growth and development. Parents/guardians are also involved in annual reviews of individual educational decision making meetings for students with IEPs. Besides parent teacher conferences and BPAC meetings, CCSD 46 meets the needs of EL parents and immigrant families through a program called GAIN (Growing Authentic Individual Networks). This program offers experiences in and outside of school for Bilingual parents and their children with a special focus on newcomers. Some of the events include a special parent orientation, touring a Community College (CLC), attending theatrical performance. Many classes and opportunities are shared with parents throughout the year and upon request. Many of the highlighted topics are: Career courses, English and a second Language Courses, obtaining a GED, and the Work Keys test.

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.

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[Count] of 7500 maximum characters used)
The district is developing a parent advisory council to inform, educate and collaborate with our LEA plans. We schedule Title I information nights, host BPAC (EL) nights, host Parent/Family Universities and Timely and Meaningful Consultation (TMC) meetings for Special Ed., as well as proportionate and equitable meetings with local private schools for Title II, III, IV and Special Ed services. Information is posted on our Title I website regarding the compact, policies, and Title I information. Each school has a Parent/Family Involvement Policy. These policies can be found on the district Title I website: <https://sites.google.com/d46.org/home/parent-notifications> Each policy focuses on what students, families, and teachers will do to work together in development of the LEA plans in order to meet the needs of each child. The policies outline everything that the schools, parents, and teachers will do to keep families informed and active participants. Every school also sends home a Family Information Exchange form to help meet the needs of all children. The district also has 2 parent-teacher conferences every year (Fall and Spring) for parents and teachers to collaborate together for each child's growth and development. Parents/guardians are also involved in annual reviews and individual educational decision making meetings for students with IEPs. Additionally each school holds yearly Back to School nights, reading, math and/or STEAM nights, family wellness nights, and PTO/PTF sponsored events to engage families in the educational process.

Response from the prior year Consolidated District Plan:
The district is developing a parent advisory council to inform, educate and collaborate with our LEA plans. We schedule Title I information nights, host BPAC (EL) nights, host Parent/Family Universities and Timely and Meaningful Consultation (TMC) meetings for Special Ed., as well as proportionate share meetings with local private schools for Title II, III, IV and Special Ed services. Information is posted on our Title I website regarding the compact, policies, and Title I information. Each school has a Parent/Family Involvement Policy. These policies can be found on the district Title I website: <https://sites.google.com/d46.org/home/parent-notifications> Each policy focuses on what students, parents, and teachers will do to work together in development of the LEA plans in order to meet the needs of each child. The policies outline everything that the schools, parents, and teachers will do to keep families informed and active participants. Every school also sends home a Family Information Exchange form to help meet the needs of all children. The district also has 2 parent-teacher conferences every year (Fall and Spring) for parents and teachers to collaborate together for each child's growth and development. Parents/guardians are also involved in annual reviews and individual educational decision making meetings for students with IEPs. Additionally each school holds yearly Back to School nights, reading, math and/or STEAM nights, family wellness nights, and PTO/PTF sponsored events to engage families in the educational process. Besides parent teacher conferences and BPAC meetings, CCSD 46 meets the needs of EL parents and immigrant families through a program called GAIN (Growing Authentic Individual Networks). This program offers experiences in and outside of school for Bilingual parents and their children with a special focus on newcomers. Some of the events include a special parent orientation, touring a Community College(CLC), attending theatrical performance. Many classes and opportunities are shared with parents throughout the year and upon request. Many of the highlighted topics are: Career courses, English and a Second Language Courses, obtaining a GED, and the Work Keys test.

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

FSEA 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 Number of Low-Income Student(s):	Title II Total Enrollment Number Student(s):	Title IV Total Enrollment Number Student(s):	Nonpublic Consultation Form Choose File <input type="button" value="No file chosen"/>
Westlake Christian Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input type="radio"/> No 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="button" value="Choose File"/> <input type="button" value="No file chosen"/>
St. Gilbert	<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="button" value="Choose File"/> <input type="button" value="No file chosen"/>

Comments:

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:

- ✓ 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. Our goal is to continue to meet the learning needs of all of our students and provide more high quality inclusive classrooms. Additional classrooms, highly qualified certified teachers and paraprofessionals, as well as on-going professional development will be needed to sustain our goals.

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)

The district Early Childhood Assessment Team (ECAT) both attend transition meetings from birth-3 programming and gather data and input from families at that transition point. Annual Special Education meetings (IEP and other instructional decision making meetings) are held with the educational team and families (parents/guardians). Our district program holds monthly screenings to identify students that may qualify for at risk programming or the need for a full independent case study. The district hosts a Kindergarten information meeting day. At this meeting, representatives from each elementary building are available to meet with parents, discuss what Kindergarten is like and answer any questions or concerns the parents may have about the transition to Kindergarten. Kindergarten staff attend IEP meetings for students transitioning to their building from the Early Childhood program. Early Childhood students with a second language at home are screened for the EL program. The Early Childhood program hosts parent involvement activities. Early Childhood teams work regularly to align academic/developmental goals with the data collected during instruction.

Response from the approved prior year Consolidated District Plan.

The district Early Childhood Assessment Team (ECAT) both attend transition meetings from birth-3 programming and gather data and input from families at that transition point. Annual Special Education meetings (IEP and other instructional decision making meetings) are held with the educational team and families (parents/guardians). Our district program holds monthly screenings to identify students that may qualify for at risk programming or the need for a full independent case study. The district hosts a Kindergarten information meeting day. At this meeting, representatives from each elementary building are available to meet with parents, discuss what Kindergarten is like and answer any questions or concerns the parents may have about the transition to Kindergarten. Kindergarten staff attend IEP meetings for students transitioning to their building from the Early Childhood program. Early Childhood students with a second language at home are screened for the EL program. The Early Childhood program hosts parent involvement activities. Early Childhood teams work regularly to align academic/developmental goals with the data collected during instruction.

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: 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.
- ✓ Learning Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

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

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

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

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((count) of 7500 maximum characters used)
 The District follows the Illinois Learning Standards to meet the academic needs of all of our students. The district has developed scope and sequences for all grade levels across all curricular areas. Priority standards have been identified and common assessments and unit plans have been developed. Revisions to unit plans and assessments are made on an as needed basis. Our scope and sequence documents are available for community review at <https://docs.google.com/presentation/4/1sk917eulw7nULY6cW-z58q-DYGz5--jBz2kQj3NE/edit?usp=sharing> The District is implementing a one-way dual program in two buildings based on student demographics. All buildings have a TPI program or a part-time TBE program to support the needs of our second language learners. Beginning in the 21-22 school year, every elementary building will have at least a Kindergarten one-way dual language program in Spanish. Special education services are provided in the least restrictive environment based on student needs. Students in District 46 participate in Art, Music, PE, Band/Choir during the school day. Technology is integrated into our daily instruction. The District has gone 1:1 in grades K-8.

Response from the prior year Consolidated District Plan.
 The District follows the Illinois Learning Standards to meet the academic needs of all of our students. The district has developed scope and sequences for all curricular areas. Priority standards have been identified and common assessments and unit plans have been developed. Revisions to unit plans and assessments are made on an as needed basis. Our scope and sequence documents are available for community review at <https://docs.google.com/presentation/4/12Ww6r0jYzFT1VQWbWqWAtLLbYvkkdcd1HTE03M/edit?usp=sharing> The District is implementing a one-way dual program in two buildings based on student demographics. All buildings have a TPI program or a part-time TBE program to support the needs of our second language learners. Beginning in the 21-22 school year, every elementary building will have at least a Kindergarten one-way dual language program in Spanish. Special education services are provided in the least restrictive environment based on student needs. Students in District 46 participate in Art, Music, PE, Band/Choir during the school day. Technology is integrated into our daily instruction. The District has gone 1:1 in grades K-8.

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

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

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((count) of 7500 maximum characters used)
 The schools regularly have data meetings to review school wide data along with data for identified students to determine their progress and continued needs. Each school in the district has a School Improvement Team (SIT) that meets regularly to determine professional development needs, climate and improvement goals. Each school has data review teams to analyze data and use that data to make decisions about instruction and school improvement. This data includes MAP data typically three times a year, IAR/ISA data, ACCESS data, additional EL screener data, District Benchmark assessments, running records, Common Formative Assessments by buildings, SIP data, progress monitoring data and any other observational data collected by staff. The Leadership team uses the building and district data to guide school improvement and instruction. Sub-group data is analyzed (including low-income, EL, special ed, neglected and delinquent subgroups). Qualifications for extra support are available to all students who require them. Teachers and administrators are collaboratively involved in the process to develop the identification criteria. Some of this criteria includes looking at students below the 25% on MAP or not showing proficiency on IAR/ISA/ACCESS.

Response from the prior year Consolidated District Plan.
 The schools regularly have data meetings to review school wide data along with data for identified students to determine their progress and continued needs. Each school in the district has a School Improvement Team (SIT) that meets regularly to determine professional development needs, climate and improvement goals. Each school has data review teams to analyze data and use that data to make decisions about instruction and school improvement. This data includes MAP data typically three times a year, IAR/ISA data, ACCESS data, additional EL screener data, District Benchmark assessments, running records, Common Formative Assessments by buildings, SIP data, and progress monitoring data. The Leadership team uses the building and district data to guide school improvement and instruction. Sub-group data is analyzed (including low-income, EL, special ed, neglected and delinquent subgroups). Qualifications for extra support are available to all students who require them. Teachers and administrators are collaboratively involved in the process to develop the identification criteria. Some of this criteria includes looking at students below the 25% on MAP or not showing proficiency on IAR/ISA/ACCESS.

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

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

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 district utilizes the RI/MTSS process using a tiered level of support through identified criteria. This process was re-launched to review student data, progress and next steps. Collaboration with parents/guardians is included in the process as appropriate. Our district instructional coaches help teachers with instructional practices in every building and math specialists in buildings with identified needs. In addition we have a district behavior specialist to help with identified needs. We also have opportunities after school and during the summer to provide additional support to students. We provide Special Education and EL supports and services to identified students. We provide feedback to students through the use of formative assessments. This data also helps teachers plan the most effective instruction to meet the needs of students.

Response from the prior year Consolidated District Plan.
 The district utilizes the RI/MTSS process using a tiered level of support through identified criteria. Students are progress monitored and instruction is adjusted to meet their needs. Each building's problem solving team meets regularly to review student data, progress and next steps. Collaboration with parents/guardians is included in the process as appropriate. Our district instructional coaches help teachers with instructional practices to meet the needs of all students. We have

reading specialists in every building and math specialists in buildings with identified needs. We also have opportunities after school and during the summer to provide additional support to students. We provide Special Education and EL supports and services to identified students. We provide feedback to students through the use of formative assessments. This data also helps teachers plan the most effective instruction to meet the needs of students.

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

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)
Each building has an instructional coach along with reading specialists, EL staff and Special Education resource teachers intended to strengthen instruction and improve student academic progress. The district has also identified math specialists and a writing specialist to work with teachers to strengthen instruction and improve academic progress. They attend weekly PLC meetings and collaborate with teams to offer input and suggestions. An EL Coach was added to support all EL/Bilingual staff along with regular education teachers to improve the language acquisition strategies and instruction. A Behavior Specialist was added to support all staff and students in the use of appropriate behavior strategies. We have a Social Worker and psychologist available at every building. We have a common scope and sequence to focus on priority standards that align to common assessments. Our instructional coaches model best practices, assist teachers in planning engaging experiences for students and continue to encourage higher rigor in the classroom. Two additional District initiatives the instructional coaches continue support are engagement structures and Thinking Maps (as a measure and model of thinking and a model for writing instruction). A robust assessment system allows staff to constantly use data to drive instruction. District utilizes 5 Essentials data to help school staff identify needs to improve school conditions for student learning. From this data school improvement goals are identified and implemented.

Response from the prior year Consolidated District Plan:

Each building has an instructional coach along with reading specialists, EL staff and Special Education resource teachers intended to strengthen instruction and improve student academic progress. The district has also identified math specialists and a writing specialist to work with teachers to strengthen instruction and improve academic progress. They attend weekly PLC meetings and collaborate with teams to offer input and suggestions. An EL Coach was added to support all EL/Bilingual staff along with regular education teachers to improve the language acquisition strategies and instruction. A Behavior Specialist was added to support all staff and students in the use of appropriate behavior strategies. We have a Social Worker and psychologist available at every building. We have a common scope and sequence to focus on priority standards that align to common assessments. Our instructional coaches model best practices, assist teachers in planning engaging experiences for students and continue to encourage higher rigor in the classroom. Two additional District initiatives the instructional coaches continue support are engagement structures and Thinking Maps (as a measure and model of thinking and a model for writing instruction). A robust assessment system allows staff to constantly use data to drive instruction. District utilizes 5 Essentials data to help school staff identify needs to improve school conditions for student learning. From this data school improvement goals are identified and implemented.

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

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

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([Count] of 7500 maximum characters used)

All district staff are highly qualified or have the appropriate certification for their role. The district does not have any out of field teachers in the district. CCSD 46 district policy is to only employ high effective, experienced and/or in-field teachers. We utilize the Danielson Evaluation Framework for all staff to identify disparities (if any) and develop a personal improvement plan (if needed).

Response from the prior year Consolidated District Plan:

All district staff are highly qualified or have the appropriate certification for their role. The district does not have any out of field teachers in the district. CCSD 46 district policy is to only employ high effective, experienced and/or in-field teachers. We utilize the Danielson Evaluation Framework for all staff to identify disparities (if any) and develop a personal improvement plan (if needed).

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)

Each of our schools has a designated learning center. The Learning Center is seen as a resource for all students and staff. The Learning Center provides space and materials to reinforce instruction in all content areas. A recent addition to our learning centers across the district is to develop a Makerspace area to enhance STEM experiences. These have been funded through partnership with the district foundation and district funds. The learning center collection is always evaluated and additional resources are provided through the use of district funds, school funds, PTO/PTF funds and the Illinois Library Grant. Each district school has at least one library/media specialist and assistant to aide in developing an effective school library program. The library and media specialists use the ISTE standards to drive the development of their program. They focus on the following: * Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. * Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. * Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. * Students use a variety of technological methods to develop and test solutions. * Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. * Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams, locally and globally. Classroom teachers also use the technology standards to enhance their instruction.

Response from the prior year Consolidated District Plan:

Each of our schools has a designated learning center. The Learning Center is seen as a resource for all students and staff. The Learning Center provides space and materials to reinforce instruction in all content areas. A recent addition to our learning centers across the district is to develop a Maker Space area to enhance STEM experiences. These have been funded through partnership with the district foundation and district funds. The learning center collection is always evaluated and additional resources are provided through the use of district funds, school funds, PTO/PTF funds and the Illinois Library Grant. Each district school has at least one library/media specialist and assistant to aide in developing an effective school library program. The library and media specialists use the ISTE standards to drive the development of their program. They focus on the following: * Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. * Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. * Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. * Students use a variety of technological methods to develop and test solutions. * Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. * Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams, locally and globally. Classroom teachers also use the technology standards to enhance their instruction.

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)

While CCSD 46 does not have an official gifted and talented program, we continue to meet the needs of our gifted and talented students through a variety of means. Some of these include: * Our instructional coaching staff help teachers

at all levels plan instruction based on all students' needs. These include differentiated instruction, assignments or experiences based on the level of the students. * Teachers use pre-assessment data for flexible grouping for math and reading. * Students in grades 5-8 are placed in tiered math classes based on criteria and assessment data. * At times, students may be accelerated into a higher grade level including access to high school curriculum based on student needs and abilities. * Students have access to enrichment time at all buildings during or after school. * Each building has regularly scheduled data meetings to review external assessment data such as MAP, state required assessment data such as IAR and ACCESS, and school wide formative and summative data. * Each building has opportunities to participate in extracurricular activities such as Destination Imagination or Science Olympiad. This can lead to regional or state competitions. * There is an expectation that all students develop individual growth goals based on NWEA MAP data in both reading and math. These individual growth goals include action steps for students, teachers and parents to implement.

Response from the prior year Consolidated District Plan.
While CCSD 46 does not have an official gifted and talented program, we continue to meet the needs of our gifted and talented students through a variety of means. Some of these include: * Our instructional coaching staff help teachers at all levels plan instruction based on all students' needs. These include differentiated instruction, assignments or experiences based on the level of the students. * Teachers use pre-assessment data for flexible grouping for math and reading. * Students in grades 5-8 are placed in tiered math classes based on criteria and assessment data. * At times, students may be accelerated into a higher grade level including access to high school curriculum based on student needs and abilities. * Students have access to enrichment time at all buildings during or after school. * Each building has regularly scheduled data meetings to review external assessment data such as MAP, state required assessment data such as IAR and ACCESS, and school wide formative and summative data to determine next steps and instructional needs for students at all levels. * Students have opportunities to participate in extracurricular activities such as Destination Imagination or Science Olympiad. This can lead to regional or state competitions. * There is an expectation that all students develop individual growth goals based on NWEA MAP data in both reading and math. These individual growth goals include action steps for students, teachers and parents to implement.

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

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:

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

District Goal(s):

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

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

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

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

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

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[(count)] of 7500 maximum characters used)

There are articulation meetings for subject areas to facilitate the transition of students to the high school district. Our 8th grade teachers are involved in the placement process for students entering high school and meet with high school representatives to discuss individual students. High School representatives participate in IEP meetings when appropriate. Our eighth grade students take placement exams to help identify appropriate class assignments at high school. 8th grade students also are invited to take the PSAT in order for the high school to have consistent data for all incoming freshman. We encourage our 8th grade students and families to attend the high school freshman orientation. Special Education and EL case managers articulate with the high school to review the individual needs of students.

Response from the approved prior year Consolidated District Plan:

There are articulation meetings for subject areas to facilitate the transition of students to the high school district. Our 8th grade teachers are involved in the placement process for students entering high school and meet with high school representatives to discuss individual students. High School representatives participate in IEP meetings when appropriate. Our eighth grade students take placement exams to help identify appropriate class assignments at high school. 8th grade students also are invited to take the PSAT in order for the high school to have consistent data for all incoming freshman. We encourage our 8th grade students and families to attend the high school freshman orientation. Special Education and EL case managers articulate with the high school to review the individual needs of students.

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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[(count)] of 7500 maximum characters used)

Elementary District

Elementary District

Response from the approved prior year Consolidated District Plan:

Elementary District

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 J, Part D; Title II, Part A; Title IV, Part A; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

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:

- ✓ 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.
Review and update teaching, learning, and assessment practices and materials through an equity lens to create culturally responsive learning environments. Maximize the academic achievement of our diverse student population and provide a safe environment that fosters the social and emotional well-being of all students. Analyze organizational capacity and increase efficiency by assessing current and future curriculum resources.

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

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

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs
Best instructional practice for reading (guided reading, conferring with students) and math, Thinking Maps (as a model of thinking and a framework for writing) and Engagement, Effective Assessment Practices to support Title I school-wide vision, Data analysis, Instructional Coaching, Social-emotional learning and supports, culturally responsive teaching, and trauma informed practices.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Thinking Maps (as a model of thinking and a framework for writing) and Engagement, Effective Assessment Practices, Balanced Assessment Systems, Balanced Literacy, Social-emotional learning, MTSS, Standards Based Grading, Integrating Technology into Instruction, Culturally Responsive Environments, Trauma Informed Practice, SEL learning and supports, Best instructional practices for reading and math

G. Title III - LIEP

Title III LIEP Funding will focus on professional development such as literacy Squared and GLAD training. The district has different cohorts that have participated or will participate in Literacy Squared training. There are three cohorts are in English and two cohorts in Spanish.

H. Title III - ISEP

Title III LIEP Funding will focus on professional development such as SLIEP students, different educational systems, and how to integrate culturally responsive teaching into each core class. Professional development will also be included for our newcomer families that will include a Parent Orientation to the schools/District, and a parent orientation to the community.

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]

The funding will provide professional development in building instructional and social/emotional efficacy in the district educators. This will be set up as a three-year plan that started in SY22.

L. IDEA, Part B - Preschool

The funding will provide professional development in building instructional and social/emotional efficacy in the district educators. This will be set up as a three-year plan that started in SY22.

M. Elementary and Secondary School Emergency Relief Grant II

Not Providing

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

Not Providing

Legislative Requirement:

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

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

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

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:**
- 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.
 Maximize the academic achievement of the diverse student population and provide a safe environment that fosters the social and emotional well-being of all students.

1. Describe the process through which the districts will:
 - i. reduce incidences of bullying and harassment
 - ii. reduce the overuse of discipline practices that remove students from the classroom [1.1]
 - iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below. [2]
 - a. each major racial and ethnic group;
 - b. economically disadvantaged students as compared to students who are not economically disadvantaged;
 - c. Children with disabilities as compared to children without disabilities;
 - d. English proficiency status;
 - e. gender; and
 - f. migrant status.

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

([count] of 7500 maximum characters used)
 In order to reduce incidents of bullying and harassment, the district employs a PBIS system in all schools. Other ways the district reduces these types of incidences is through active monitoring and engagement by all adults to ensure a safe environment. For example, hallways are monitored by classroom teachers during unstructured times to support and ensure safety for all students. The district has two active committees addressing the needs of all students. We have the RTD Reduction Committee, SEL and Diversity/Equity Committees that work to promote equity amongst students of different genders, racial and ethnic backgrounds, socioeconomic status, disability, migrant status, and English proficiency status. We organize and monitor data through the use of the SWIS program or other student information behavior management system in order to ensure that students are not disproportionately identified. To reduce the overuse of discipline practices that remove students from the classroom, the district has an established discipline policy that is applicable to all students and families as part of the yearly student handbook as well as school district board policy. The district continues to provide training regarding discipline practices as needed. These may include annual refresher opportunities as well as when any revisions and updates are made to the policy. Additionally, District staff will continue to participate in SB100 training and will disseminate that information among the staff. Again, we organize and monitor data through the use of the SWIS program or other student information behavior management system in order to ensure that students are not disproportionately identified. In order to reduce the use of aversive behavioral interventions that compromise student health and safety, the district has a team of staff members in each building trained in CPI (Non Violent Crisis Prevention and Intervention). This team is re-certified every two years and additional members are trained as appropriate. Additional district staff are trained to provide supports in all buildings as necessary. The district will continue to develop a systematic approach used in all buildings for consistency.

Response from the prior year Consolidated District Plan.
 In order to reduce incidents of bullying and harassment, the district employs a PBIS system in all schools. Other ways the district reduces these types of incidences is through active monitoring and engagement by all adults to ensure a safe environment. For example, hallways are monitored by classroom teachers during unstructured times to support and ensure safety for all students. The district has two active committees addressing the needs of all students. We have the Anti Bullying, SEL and Diversity/Equity Committees that work to promote equity amongst students of different genders, racial and ethnic backgrounds, socioeconomic status, disability, migrant status, and English proficiency status. We organize and monitor data through the use of the SWIS program or other student information behavior management system in order to ensure that students are not disproportionately identified. To reduce the overuse of discipline practices that remove students from the classroom, the district has an established discipline policy that is applicable to all students and families as part of the yearly student handbook as well as school district board policy. The district continues to provide training regarding discipline practices as needed. These may include annual refresher opportunities as well as when any revisions and updates are made to the policy. Additionally, District staff will continue to participate in SB100 training and will disseminate that information among the staff. Again, we organize and monitor data through the use of the SWIS program or other student information behavior management system in order to ensure that students are not disproportionately identified. In order to reduce the use of aversive behavioral interventions that compromise student health and safety, the district has a team of staff members in each building trained in CPI (Non Violent Crisis Prevention and Intervention). This team is re-certified every two years and additional members are trained as appropriate. Additional district staff are trained to provide supports in all buildings as necessary. The district will continue to develop a systematic approach used in all buildings for consistency.

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]

([count] of 7500 maximum characters used)
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([count] of 7500 maximum characters used)
 We have a Homeless liaison who coordinates district services for our homeless children. She establishes transportation from current living arrangements to and from school. Funds are available for materials and supplies for students in need. Backpacks and regular school supplies are provided when needed. Homeless students receive free lunch and breakfast. Any person under 18 in the community is eligible to receive free breakfast during summer school. Homeless students receive free lunch and breakfast. Registration fees are waived for homeless students. PTO/PTFs provide fees for field trips and events for students that need financial supports.

Response from the prior year Consolidated District Plan.
 We have a Homeless liaison who coordinates district services for our homeless children. She establishes transportation from current living arrangements to and from school. Funds are available for materials and supplies for students in need. Backpacks and regular school supplies are provided when needed. Homeless students receive free lunch and breakfast. Any person under 18 in the community is eligible to receive free breakfast during summer school. Homeless students receive free lunch and breakfast. Registration fees are waived for homeless students. PTO/PTFs provide fees for field trips and events for students that need financial supports.

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

Legislative Requirements:

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

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

Attendance Center Designation

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1001 - GRAYSLAKE MIDDLE SCHOOL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1002 - PARK WEST SCHOOL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2001 - AVON CENTER ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	05/18/2022
2003 - WOODVIEW SCHOOL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2004 - MEADOWVIEW SCHOOL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2005 - FREDERICK SCHOOL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2006 - PRAIRIEVIEW SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	05/18/2022
2007 - PARK EAST SCHOOL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3001 - GRAYSLAKE EARLY CHILDHOOD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations:

No anticipated reorganization

Title I Specific Requirements – Part Two

If Title I funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use Title I funds, return to the Coordinated Funding page and select Title 1, 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.

- Review and update teaching, learning, and assessment practices and materials through an equity lens to create culturally responsive learning environments.

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

Section 1111(d)

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

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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)

No schools identified under this part.

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

No schools identified under this part.

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(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.
- Direct Certification

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

Section 1114 and 1115

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

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 district will operate two schoolwide programs (Avon Center and Prairieview). The goals of the programs are to provide opportunities and experiences which will lead to greater academic success and promote a more well rounded educational experience. The schoolwide program at Avon Center provides summer school to help enhance academic readiness and retention of skills. The schoolwide program for Avon Center provides instructional coaching, professional development opportunities and additional materials and supplies for students. Our schoolwide program at Prairieview school provides additional teaching assistants to support instruction and work with students in small groups. The program at Prairieview provides instructional coaching professional development opportunities and additional materials and supplies for students. The program at Prairieview provides summer school to help enhance academic readiness and retention of skills. Both programs provide Family nights to educate and strengthen the home-school connection through guided activities and experiences. In CCSD 46, we currently do not have educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.

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

The district will operate two schoolwide programs (Avon Center and Prairieview). The goals of the programs are to provide opportunities and experiences which will lead to greater academic success and promote a more well rounded educational experience. The schoolwide program at Avon Center provides summer school to help enhance academic readiness and retention of skills. The schoolwide program for Avon Center provides instructional coaching, professional development opportunities and additional materials and supplies for students. Our schoolwide program at Prairieview school provides additional teaching assistants to support instruction and work with students in small groups. The program at Prairieview provides instructional coaching professional development opportunities and additional materials and supplies for students. The program at Prairieview provides summer school to help enhance academic readiness

and retention of skills. Both programs provide Family nights to educate and strengthen the home-school connection through guided activities and experiences. In CCSD 46, we currently do not have educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.

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

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

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

([count] of 7500 maximum characters used)

Schoolwide Program Only

Schoolwide Program Only

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

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

IDEA Specific Requirements

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

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

ISBE Goals:

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

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

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

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

[(count) of 7500 maximum characters used]

These funds will be used to provide professional development, instructional materials and related technology for reading, math, writing and behavior curriculum and resources for students with disabilities. This will include curriculum connected to intervention programming.

Response from the approved prior year Consolidated District Plan.

These funds will be used to provide professional development, instructional materials and related technology for reading, math, writing and behavior curriculum and resources for students with disabilities.

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

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

[(count) of 7500 maximum characters used]

The funding will provide professional development in building instructional and social/emotional efficacy in the district educators. This will be set up as a three-year plan that started in SY22. The instructional areas targeted will be curricular development and instructional strategies methodology centered around ensuring equity focus and culturally responsive teaching.

Response from the approved prior year Consolidated District Plan.

The funding will provide professional development in building instructional and social/emotional efficacy in the district educators. This will be set up as a three-year plan starting in SY22. The instructional areas targeted will be curricular development and instructional strategies methodology centered around ensuring equity focus and culturally responsive teaching.

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]

The scope of services has remained the same as in the prior fiscal year.

Response from the approved prior year Consolidated District Plan.

The scope of services has remained the same as in the prior fiscal year.

*Required Field

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 drivers side door will stipulate MPV for Multi-Purpose 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 in foster care:

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

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

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

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

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

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

1. Title IV-E of the Social Security Act, if the student is eligible
2. Title I of the ESSEA 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 foster care transportation plan development process, several stakeholders should be involved. These may include, but are not limited to:

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

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

1. Foster Care LEA-POC - required*	Last Name* Lorenzo	First Name* Heather	Position/Title* Director of Student Services	Email* lorenzo.heather@j46.org
2. LEA Transportation Director - required*	Last Name* Johnston	First Name* Bambi	Position/Title* District Registrar	Email* johnstonbambi@j46.org

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

*Required field

Best Interest Determination as it relates to School Stability

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

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

1. Describe the process for determining the best interest of the affected child for placement in a child's school of origin in his or her best interest, as it relates to ensuring school stability.

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

DO NOT use special characters, numbered or bulleted lists copied from Word, see above, or n/a as this may delay the submission or approval of your plan.
- Appropriateness of the current educational setting and proximity of foster placement; - Preferences of the child's parent(s) or education decision-maker(s); - The child's attachment to the school of origin, 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 social-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; and - Whether the child is an English Learner 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 Equal Educational Opportunities Act (EEOA). - The POC and child welfare representative will make a determination of appropriate educational setting for the child. - District Personnel Involved: District Registrar (who takes care of Foster Care Transportation needs), Pupil Services Director or Assistant Director, Social Worker, Psychologist, Child's Teacher

Response from the approved prior year Consolidated District Plan.
- Appropriateness of the current educational setting and proximity of foster placement; - Preferences of the child's parent(s) or education decision-maker(s); - The child's attachment to the school of origin, 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 social-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; and - Whether the child is an English Learner 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 Equal Educational Opportunities Act (EEOA). - The POC and child welfare representative will make a determination of appropriate educational setting for the child. - District Personnel Involved: District Registrar (who takes care of Foster Care Transportation needs), Pupil Services Director or Assistant Director, Social Worker, Psychologist, Child's Teacher

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

See IDEA legislation hereSee Section 504 here

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

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.
CCSD 46 follows all procedures and guidelines outlined by IDEA and Section 504 legislation for students disabilities who are also in foster care, including specific considerations (including but not limited to SEL supports, placement considerations, transportation considerations, translation services etc).

Response from the approved prior year Consolidated District Plan.

CCSD 46 follows all procedures and guidelines outlined by IDEA and Section 504 legislation for students disabilities who are also in foster care, including specific considerations (including but not limited to SEL supports, placement considerations, transportation considerations, translation services etc).

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, see above, or n/a as this may delay the submission or approval of your plan.
CCSD 46 follows all procedures and guidelines outlined by Title III for English learners who are also in foster care, including specific considerations (including but not limited to SEL supports, placement considerations, transportation considerations, translation services etc).

Response from the approved prior year Consolidated District Plan.

CCSD 46 follows all procedures and guidelines outlined by Title III for English learners who are also in foster care, including specific considerations (including but not limited to SEL supports, placement considerations, transportation considerations, translation services etc).

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

Be sure to include the step-by-step process if one would want to initiate a dispute through the resolution. NOTE: Include that DCFs has the final say if a resolution cannot be determined.

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

DO NOT use special characters, numbered or bulleted lists copied from Word, see above, or n/a as this may delay the submission or approval of your plan.
DCF's, specifically the guardianship administrator or authorized agent and his or her team (including the ISBE point of contact), provides written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and the school of origin) of its best interest determination with supporting justification within three business days after receiving the written challenge. The meeting is to be held no later than 10 business days from the date the written challenge was received and is to be held at the school of origin. The LEA must coordinate with DCF's to arrange space for the meeting. At the meeting, all parties may present facts and statements relevant to the student's best interest. The DCF's administrator will consider all statements and evidence presented at the hearing and issue a written final determination within three business days. This decision is final and will be based upon the guidelines set forth in the Best Interest Guidelines. DCF's has the final say if a resolution cannot be determined.

Response from the approved prior year Consolidated District Plan.
DCF's, specifically the guardianship administrator or authorized agent and his or her team (including the ISBE point of contact), provides written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and the school of origin) of its best interest determination with supporting justification within three business days after receiving the written challenge. The meeting is to be held no later than 10 business days from the date the written challenge was received and is to be held at the school of origin. The LEA must coordinate with DCF's to arrange space for the meeting. At the meeting, all parties may present facts and statements relevant to the student's best interest. The DCF's administrator will consider all statements and evidence presented at the hearing and issue a written final determination within three business days. This decision is final and will be based upon the guidelines set forth in the Best Interest Guidelines. DCF's has the final say if a resolution cannot be determined.

*Required field

Transportation Plan Development

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

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

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

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

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

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

Transportation costs should not be considered when determining a child's best interest. Some children in foster care will need transportation to remain in their school of origin when it is in their best interest. An LEA receiving Title I funds must collaborate with the local child welfare agency or agencies to ensure that transportation for children in foster care is provided, arranged, and funded. SEAs and state or tribal child welfare agencies also play a key role in ensuring the adequate provision of transportation for children in foster care as part of their overall responsibilities under Title I and the Fostering Connections Act to provide educational stability for these children. Some of the factors that should be taken into consideration when developing transportation procedures should be: the student's social emotional needs, student's location relative to school, age and student's level of independent functioning. District Personnel Involved: District Registrar (who takes care of Foster Care Transportation needs), Pupil Services Director or Assistant Director, Building Principal, Social Worker, Psychologist, Child's Teacher, and any other personnel as needed

Response from the approved prior year Consolidated District Plan.
Transportation costs should not be considered when determining a child's best interest. Some children in foster care will need transportation to remain in their school of origin when it is in their best interest. An LEA receiving Title I funds must collaborate with the state or local child welfare agency or agencies to ensure that transportation for children in foster care is provided, arranged, and funded. SEAs and state or tribal child welfare agencies also play a key role in ensuring the adequate provision of transportation for children in foster care as part of their overall responsibilities under Title I and the Fostering Connections Act to provide educational stability for these children. Some of the factors that should be taken into consideration when developing transportation procedures should be: the student's social emotional needs, student's location relative to school, age and student's level of independent functioning. District Personnel Involved: District Registrar (who takes care of Foster Care Transportation needs), Pupil Services Director or Assistant Director, Building Principal, Social Worker, Psychologist, Child's Teacher, and any other personnel as needed

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 procedures for a student in foster care.*

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

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

All required transportation services costs will be covered by the district. The District will assess in as quick and least-disruptive manner as possible the most cost effective method to transport the student to the appropriate school. Transportation needs that addressed in IDEA and the McKinney Vento Act will be handled through those options. All other transportation needs will be addressed on a case-by-case basis in conjunction with the local Child Welfare Agency. The District will seek to follow all ISBE guidance on transportation costs and find means to share costs with the Child Welfare Agency when appropriate. Title and Local funds are considered when developing the transportation procedures for a student in foster care.

Response from the approved prior year Consolidated District Plan.
All required transportation services costs will be covered by the district. The District will assess in as quick and least-disruptive manner as possible the most cost effective method to transport the student to the appropriate school. Transportation needs that addressed in IDEA and the McKinney Vento Act will be handled through those options. All other transportation needs will be addressed on a case-by-case basis in conjunction with the local Child Welfare Agency. The District will seek to follow all ISBE guidance on transportation costs and find means to share costs with the Child Welfare Agency when appropriate. Title and Local funds are considered when developing the transportation procedures for a student in foster care.

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

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

DCFS, specifically the guardianship administrator or authorized agent and his or her team (including the ISBE point of contact), provides written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and the school) of its best interest determination with supporting justification within three business days of receiving the written challenge. The meeting is to be conducted no later than 10 business days from the date the written challenge was received and is to be held at the school of origin. The LEA must coordinate with DCFS to arrange space for the meeting. At the meeting, all parties may present facts and statements relevant to the student's best interest. The DCFS administrator will consider all statements and evidence presented at the hearing and issue a written final determination within three business days. This decision is final and will be based upon the guidelines set forth in the Best Interest Guidelines.

Response from the approved prior year Consolidated District Plan.
DCFS, specifically the guardianship administrator or authorized agent and his or her team (including the ISBE point of contact), provides written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and the school) of its best interest determination with supporting justification within three business days of receiving the written challenge. The meeting is to be conducted no later than 10 business days from the date the written challenge was received and is to be held at the school of origin. The LEA must coordinate with DCFS to arrange space for the meeting. At the meeting, all parties may present facts and statements relevant to the student's best interest. The DCFS administrator will consider all statements and evidence presented at the hearing and issue a written final determination within three business days. This decision is final and will be based upon the guidelines set forth in the Best Interest Guidelines.

Response from the approved prior year Consolidated District Plan. DCFs, specifically the guardianship administrator or authorized agent and his or her team (including the ISBE point of contact), provides written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and the school) of its best interest determination with supporting justification within three business days after making the decision. Any party may challenge the decision within three business days of receiving the determination by providing written notice to the child welfare agency. DCFs must schedule a meeting within three business days after receiving the written challenge. The meeting is to be conducted no later than 10 business days from the date the written challenge was received and is to be held at the school of origin. The LEA must coordinate with DCFs to arrange space for the meeting. At the meeting, all parties may present facts and statements relevant to the student's best interest. The DCFs administrator will consider all statements and evidence presented at the hearing and issue a written final determination within three business days. This decision is final and will be based upon the guidelines set forth in the Best Interest Guidelines.

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 Foster Care Transportation Plan needs.

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

The district will work with the transportation director to provide immediate and necessary transportation to/from the school of origin while all disputes are being resolved. The district will cover the costs of all transportation.

Response from the approved prior year Consolidated District Plan.

The district will work with the transportation director to provide immediate and necessary transportation to/from the school of origin while all disputes are being resolved. The district will cover the costs of all transportation.

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 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.

All required or necessary personnel are aware of the transportation plan (reviewed annually) and are encouraged to address any issues that may arise. Should any staff become aware of a need, they will contact the case manager and that case manager will initiate the process.

Response from the approved prior year Consolidated District Plan.

All required or necessary personnel are aware of the transportation plan (reviewed annually) and are encouraged to address any issues that may arise. Should any staff become aware of a need, they will contact the case manager and that case manager will initiate the process.

*Required field

Board Approval, Certification, and Assurances

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(b) of the Head Start Act (42 U.S.C. 9836a(b)).
 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.

101.2021

Grant Application Certifications and Assurances

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.

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.ed.gov/cqi-bin/text-idx.html?&cfprowse/111e02/2cfr200_main_02.html

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

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

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

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

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.

4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.

6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.

7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.

9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.

10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.

11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.

12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.

13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200

14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.

15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.

17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110; Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100; the Public Works Employment Discrimination Act (775 ILCS 10/0/01 et seq.); and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program (under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982))).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

DRUG-FREE WORKPLACE CERTIFICATION

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the purchase of any property or services from the state, unless that grantee or contractor has certified to this state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.
For the purpose of this certification, applicant, grantee, or contractor means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state
The applicant certifies and agrees that it will provide a drug-free workplace by:
 - a) Publishing a statement:
 - 1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
 - 2) Specifying the actions that will be taken against employees for violations of such prohibition.
 - 3) Notifying the employee that, as a condition of employment on such contract or grant, the

- A) Abide by the terms of the statement; and
 - B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- b) Establishing a drug-free awareness program to inform employees about:
- 1) The dangers of drug abuse in the workplace;
 - 2) The grantee's or contractor's policy of maintaining a drug-free workplace;
 - 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 4) The penalties that may be imposed upon an employee for drug violations.
- c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
- f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the term of the grant. During the term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

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

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

Before completing this certification, read instructions below.

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.

CERTIFICATION

Instructions for Certification

1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "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.

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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 loan, the making of any federal grant, the making of any cooperative agreement, 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 [LSBE-65-37](#) "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.

v1.2021

GEPA 442 Assurances

Instructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.