

To: Board of Education and Dr. Sparlin
From: Faith Dahlquist
RE: Consolidated Grant Application
Date: April 24, 2023

Each year, the Board of Education must be notified regarding the Consolidated District Plan. Filing the Consolidated District Plan is the first step in applying for federal grants of Title I Basic, Title II Professional Development, Title III Language Instruction, Title IV Student Support, IDEA Flow Through Special Education, and IDEA Pre School.

The District Plan requires evidence of:

- Coordination of grants and services
- Conducting a needs assessment with staff
- Inclusion of stakeholders in process
- Alignment of district goals initiatives to state
- Assurances of sound auditing processes
- Coordination with private schools and foster care

Coordination of Grants and Services:

The district will use a combination of Title IA; Title IIA; Title III; Title IVA and local funds to support students in our underperforming schools, our English learners and our students at risk both academically and social/emotionally. In addition, IDEA and IDEA PreK funds will support our special education students and programming. Allocation and coordination of various funds will be dependent on student and program needs at each school.

An emphasis will be placed on Tier 1 instruction to improve the overall quality of instruction. Literacy frameworks, Math frameworks and a Climate for Learning framework were developed over the last three years and will continue to be implemented this year. Support through professional development and coaching will be provided to all teachers. A system of classroom walkthroughs and feedback will continue throughout next year.

Support Specialists and instructional coaches, will work collaboratively with school administration and teachers to oversee the fidelity of the research-based intervention programs. District directors of elementary, junior high, high school, English Learners and Special Education will collaborate, coordinate and supervise the implementation of systemic MTSS academic and behavioral expectations and measures. Building and district level data reviews will be scheduled to analyze progress monitoring data as a means to ensure fidelity of our interventions. Opportunities for success will be targeted, based on student need, and implemented with coherence as a means to support a culture of learning for all.

We continue to work on the need for all departments and grade level plans to work as

one. By bringing the administrators from the district and building together, all voices can be heard and the team will be better able to support a district vision focused on meeting the needs of the whole child. This clear mission can then be relayed to individual schools. Staff needs to see that all departments; elementary, junior high, high school, English learners, special education, gifted, school improvement/data, professional development, student services and early childhood share a common goal of supporting the academic, behavioral and social emotional needs of **all** of our students. We also recognize the importance of connecting our families and school community to our goals and will continue to expand our services based on parent needs. Parent and community outreach efforts including access to mental health resources, services for our English learner parents, parent workshops and family math and literacy engagement events.

Needs Assessment:

A survey was provided to staff to indicate the needs they saw in professional development. Over 300 staff completed the survey. The results of this survey as well as the review of student data and committee work will drive professional development for the upcoming school year.

Inclusion of Stakeholders in Process:

Throughout the year, meetings were held with the Title I administrators and District directors to examine the implementation of the improvement plans and how they needed to change to meet the needs during the pandemic.

Alignment of District Goals to State

STATE GOALS:

1. 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.
2. 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.
3. 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.

SD308 plans are aligned to the above three goals.

ASSURANCES:

1. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. Coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. Collaborate with the State or local child welfare agency to—
 - A. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - B. By not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. the local educational agency agrees to pay for the cost of such transportation; or
 - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and

7. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. The eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. In the case of a school district offering 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.

Coordination with Foster Care:

Oswego Community Unit School District 308 will consult with child welfare agencies and other relevant parties, such as the child, depending on age, foster parents, biological parents when appropriate, education decision maker(s), and other relatives for their perspectives on which school the child should attend during his or her time in foster care, consistent with the child's case plan. If a child has an IEP or a Section 504 plan, then the relevant school staff members would also need to participate in the best interest decision process. If the child is an EL, this may also affect the relevant school staff members who would need to participate in the best interest decision process.

The LEA point-of-contact (POC) will identify children in foster care, who are in need of transportation assistance, and contact the LEA's Transportation Director. The LEA POC in SD308 is identified as the Executive Director for Student Services.

Transportation for children in foster care will be provided by the foster family, DCFS, or CUSD 308 utilizing the most cost effective means to do so (475(4)(A) of the Social Security Act)).

If the child's school of origin has been identified as a CUSD 308 school and the child is placed in a foster home outside of CUSD 308 boundaries, the district POC will work with DHS and/or the foster family to determine if the school of origin remains the school of best interest for the child.

The following factors will be considered in determining whether remaining in the school of origin is in the best interest of the child:

Preferences of the child;

Preferences of the child's parent(s) or education decision maker(s)*;

The child's attachment to the school, including meaningful relationships with staff and peers;

Placement of the child's sibling(s);

Influence of the school climate on the child, including safety;

The availability and quality of the services in the school to meet the child's educational and socioemotional needs;

History of school transfers and how they have impacted the child;

How the length of the commute would impact the child, based on the child's developmental stage;

Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and

Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin.