

FY23 Consolidated District Plan

Danville District 118
District Instructional Leadership Team
May 4, 2022

Describe how the LEA will align federal resources, including but not limited to the programs listed above, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.

Danville District #118 will align other federal, state, and local resources to implement the activities planned for increased student achievement and social emotional support in all schools. Professional development will include but is not limited to, English Learners, literacy, writing, math and science curriculum materials training, culturally relevant teaching, equity, social emotional learning, and assistive technology in the classroom. Professional development will also focus heavily on learning acceleration to focus on gaps identified through assessments, due to inconsistent instruction and student attendance during remote teaching. Staff stipends will be paid and substitute teachers hired for professional development should the classroom teacher need to attend a conference or webinar during the school day. Professional development specific to paraprofessionals will be offered. The district instructional coaches will participate in PLCs at designated buildings. All buildings are AVID sites and will utilize AVID professional development to increase student engagement, achievement, and academic collaboration. Building principals will monitor plans through observations, lesson plan audits, student samples, and feedback notes from students and teachers weekly. Family involvement activities are in all buildings.

Will the Local Educational Agency braid funding?

Yes. The following programs will be supported using braided funds: Home Program Interventionists positions; reading, math and social emotional learning materials; professional development opportunities for virtual and in person learning and programs; additional nurses for COVID; Preschool For All and Preschool for All Expansion; technology; English Learners supplemental materials, McKinney Vento supplies; Juvenile Delinquent supplies; social emotional learning assessment, college and career readiness activities, fine arts supplies and online programs, and partnership with community agencies for tutoring.

Provide a summary of the LEA's Needs Assessment

Reducing the barriers of digital divide and increasing student and parent engagement was indicated. We have a need for more consistent use of data for our leadership teams as well as more inclusive groups of members. Evidence suggests district and school level teams infrequently use all available data, including comparison and trend data, to analyze student learning, instruction, program evaluation, organizational conditions and fiscal resources. In addition, our MTSS process needs revisited. Our communication among all stakeholders needs improvement. Evidence suggests that school culture inconsistently supports instruction to meet multicultural learning, linguistic needs and equity. PLCs need to refine analyzing and articulating data so it leads to improved student outcomes. District mission is articulated but the vision and district goals are unclear. Teachers do not consistently challenge students to high expectations or foster student goal setting. Students need the opportunities available to take leadership roles. Evidence suggests that personnel evaluation systems are inconsistently reviewed to monitor their effectiveness and drive professional development. District leadership need to consistently collaborate in planning and reviewing relevant aspects of the instructional environment. The district needs to provide professional development that includes best strategies in writing, inquiry, collaboration, organization, reading, math and social emotional learning. Evidence and data suggests a math consultant is necessary to assist in aligning math standards with curriculum resources and meet with PLCs to determine best practices to meet math deficits. Building needs based on school data includes but is not limited to, compassion fatigue, wellness opportunities for both students and staff, STEM activities, culturally relevant teaching, equity, MTSS process, how to increase family engagement, trauma informed teaching, culturally relevant teaching, leadership team training, literacy and math strategies, and data analysis. A staff shortage requires recruitment and retention activities including teacher mentor training and development.

Needs Assessment Impact for Title I - Improving Basic Programs.

Surveys to parents and staff were given to assess the needs for transitioning back to school. Reducing the barriers of digital divide and increasing student and parent engagement was indicated. We have a need for more consistent use of data for our leadership teams as well as more inclusive groups of members. Evidence suggests district and school level teams infrequently use all available data, including comparison and trend data, to analyze student learning, instruction, program evaluation, organizational conditions and fiscal resources. In addition, our MTSS process needs revisited. Our communication among all stakeholders needs improvement. Evidence suggests that school culture inconsistently supports instruction to meet multicultural learning and linguistic needs. PLCs need to be adjusted so that data is analyzed and articulated so they lead to improved student outcomes. Elementary buildings continue to struggle with PLC scheduled time in the school day. Increased family engagement continues to be a need along with connecting with community agencies. District goals need to be articulated. In addition, teachers do not consistently challenge students to high expectations or foster student goal setting. Students also need the opportunities available to take leadership roles. Evidence suggest that personnel evaluation systems are inconsistently reviewed to monitor their effectiveness and drive professional development. District leadership sometimes collaborate in planning and reviewing relevant aspects of the instructional environment. District mission is articulated but the vision is unclear. The district SMART goals are now added to all meeting agendas. Buildings have also added their SMART goals to all agendas for better communication. All identified needs will be addressed through but not limited to professional development, district instructional leadership team meetings, school leadership team meetings, scheduling audits, staffing audit, and budget review. A program walk-through form was created to collect data on program fidelity. Data from that walk-through form is reviewed and discussed in the district instructional leadership team meetings. Action steps are taken based on the data.

Needs Assessment Impact for Title I - Improving Basic Programs.

The district will continue to provide AVID training for K - 12 administrators and teachers to learn best practices and align systems and lessons for students that include writing, inquiry, collaboration, organization, and reading. Smekens Literacy training will be offered for improving writing. A math consultant has been hired to assist in aligning math standards with curriculum resources and meeting with PLCs to determine the best practices to meet students' math deficits. The software program, Frontline, will improve the evaluative process and increase achievement. This program allows administrators to assign professional development plans to teachers for differentiated needs. The IARSS will provide differentiated professional development to meet building needs based on school data including but not limited to, compassion fatigue, STEM activities, culturally relevant teaching, poverty simulation, MTSS process, how to increase family engagement, trauma informed teaching, leadership team training, literacy and math strategies, and data analysis. Social emotional support has been provided to administrators through our local regional office of education. Designated schools have ensured that their identified student needs will be met through their professional development plans. Recruitment will include attending job and career fairs, surveying new teachers for suggestions on how to improve recruitment and retention, implementing their suggestions, providing tuition reimbursement for hard to fill positions, advertising on social media and district website current job openings, providing stipends for mentors to new teachers, providing a new teaching mentoring group that meets monthly, tuition incentives for developing a new pool of teacher candidates, and hiring incentives. Conferences and professional memberships will be provided to administrators and certified staff. Professional development opportunities that are secular, neutral, and non-ideological in nature and will be from nongovernmental agencies for teachers of targeted and identified students including but not limited to best practices and strategies for math, reading, and writing, standards implementation and differentiation. All identified needs will be addressed through but not limited to professional development, district instructional leadership team meetings, school leadership team meetings, scheduling audits, staffing audit, and budget monitoring of plans.

Needs Assessment Impact for Title I – School Improvement 1003(a).

Designated targeted and comprehensive schools utilized building surveys, school improvement plan monitoring, and student data to determine areas of need when returning from COVID. Evidence suggests district and school level teams infrequently use all available data, including comparison and trend data, to analyze student learning, instruction, program evaluation, organizational conditions and fiscal resources. The MTSS process needs revisited and revised. Our communication among all stakeholders needs improvement. The district vision has been added to the district improvement plan and will be communicated to all stakeholders. District SMART goals have been added to all district agendas and are read at each meeting. Evidence suggests that school culture inconsistently supports instruction to meet multicultural learning and linguistic needs. PLCs need to be adjusted so that data is analyzed and articulated so they lead to improved student outcomes. A PLC time was included in the elementary building schedules daily. Increased family engagement continues to be a need along with connecting with community agencies. An additional home program interventionist was hired to serve two comprehensive schools. Teachers do not consistently challenge students to high expectations or foster student goal setting. Students also need the opportunities available to take leadership roles. Evidence suggests that personnel evaluation systems are inconsistently reviewed to monitor their effectiveness and drive professional development. District leadership sometimes collaborate in planning and reviewing relevant aspects of the instructional environment. The District Instructional Leadership team has increased meeting times to twice a month alternating a school improvement meeting and instructional focused meeting. District mission is articulated but the communication and understanding of the district vision is still in process. Designated schools will implement after school tutoring programs, increase technology resources, hire learning partners to provide professional development and data analysis, provide leadership team training, and ensure that interventions are provided to those subgroups identified in targeted schools. Two comprehensive schools implemented their own summer school with building staff specific to their students.

Needs Assessment Impact for Title I Delinquent.

Student achievement data and assessment of needs identified that at-risk students' average reading level is approximately three or more grade levels behind. The Juvenile Delinquent Center collaborates with local agencies to provide counseling services. Students will need materials differentiated to meet their academic levels. Students will receive necessary classroom supplies. Teachers will receive the appropriate materials to close achievement gaps. Technology resources will be increased and new software materials will be purchased for appropriate interventions and interventions. Staff will continue to receive professional development opportunities to help them grow as educators to provide the best instructional support to close achievement gaps. Professional development will include AVID training, LETRS literacy training, Handle With Care training, ESL interventions, and Rtl training.

Needs Assessment Impact for Title II – Preparing, Training, and Recruiting.

The staff and parent surveys indicate the need for professional development for teachers to provide rigorous remote and in person learning, how to address learning loss, implement an acceleration plan, and address the social emotional learning needs of staff and students. Professional Development opportunities for increasing student and family engagement for remote and in person learning are necessary. Evidence indicates we have a need for more consistent use of data for our leadership teams as well as more inclusive groups of members. Evidence suggests district and school level teams infrequently use all available data, including comparison and trend data, to analyze student learning, instruction, program evaluation, organizational conditions and fiscal resources. A district walk-through form for program evaluation has been created and is being implemented and reviewed at district instructional leadership meetings. Actions are being taken according to the data. In addition, our MTSS process has been revised and will be put into place. Our communication among all stakeholders needs improvement. District and Building SMART goals, them mission and vision have been added to meeting agendas. Evidence suggests that school culture inconsistently supports instruction to meet multicultural learning and linguistic needs. PLCs need to be adjusted so that data is analyzed and articulated so they lead to improved student outcomes. Elementary buildings continue to struggle with PLC scheduled time in the school day. Increased family engagement continues to be a need along with connecting with community agencies. Teachers do not consistently challenge students to high expectations or foster student goal setting. Students also need the opportunities available to take leadership roles. To improve instruction of technology, teachers will attend professional development in the area of technology. Evidence suggests that personnel evaluation systems are inconsistently reviewed to monitor their effectiveness and drive professional development. Frontline evaluation system will improve the evaluative process and increase achievement. This program allows administrators to assign professional development plans to teachers for differentiated needs. District leadership meets monthly in planning and reviewing relevant aspects of the instructional environment.

Needs Assessment Impact for Title II – Preparing, Training, and Recruiting.

The district will provide AVID training for K - 12 administrators and teachers to learn best practices and align systems and lessons for students that include writing, inquiry, collaboration, organization, and reading. Smekens Literacy training will be offered for improving writing. A Math consultant is hired to assist in aligning math standards with curriculum resources and meeting with PLCs to determine the best practices to meet students' math deficits. The IARSS will provide differentiated professional development to meet building needs based on school data including but not limited to, compassion fatigue, STEM activities, culturally relevant teaching, poverty simulation, MTSS process, how to increase family engagement, trauma informed teaching, leadership team training, literacy and math strategies, and data analysis. Underperforming schools have ensured that their identified student needs will be met through their professional development plans. Recruitment will include attending job and career fairs, surveying new teachers for suggestions on how to improve recruitment and retention, implementing their suggestions, providing tuition reimbursement for hard to fill positions, advertising on social media and district website current job openings, providing stipends for mentors to new teachers, providing a new teaching mentoring group that meets monthly, tuition incentives for developing a new pool of teacher candidates, and hiring incentives. Conferences and professional memberships will be provided to administrators and certified staff. Professional development opportunities that are secular, neutral, and non-ideological in nature and will be from nongovernmental agencies for teachers of targeted and identified students including but not limited to best practices and strategies for math, reading, and writing, standards implementation and differentiation. All identified needs will be addressed through but not limited to professional development, district instructional leadership team meetings, school leadership team meetings, scheduling audits, staffing audit, and budget monitoring of plans.

Needs Assessment Impact for Title III – LIEP.

The needs assessment instruments indicate the need for increased and continual support of students with culturally and linguistically diverse backgrounds. Additional professional development geared toward academic vocabulary, increasing language proficiency, and improving students' academic proficiency especially in the areas of reading and writing is needed. Instruction will continue to include pre-teaching and re-teaching of the CORE curriculum. ESL services will continue to be provided in each building through either pull-out or co-teaching model of services. Additional EL supports may be provided at the middle school and high school levels as needed based on student data as well as teacher input. After school tutoring will be offered for EL students in need. The need for increased parental involvement is also evident. EL family literacy is offered for families to improve their English language and to help them gain confidence with school interactions and involvement. Our bilingual district family liaison is also available to provide support to our bilingual families including translations.

Needs Assessment Impact for Title III – Immigrant Education.

Did not receive Immigrant Education funds in FY 22.

If Immigrant Education funds are received in FY 23, the needs assessment instruments indicate the need for increased and continual support of students with culturally and linguistically diverse backgrounds, newcomers included. Additional professional development geared toward academic vocabulary, increasing language proficiency, and improving students' academic proficiency especially in the areas of reading and writing is needed. Instruction will continue to include pre-teaching and re-teaching of the CORE curriculum. ESL services will continue to be provided in each building through either pull-out or co-teaching model of services. Additional EL supports may be provided at the middle school and high school levels as needed based on student data as well as teacher input. After school tutoring will be offered for EL students in need. The need for increased parental involvement is also evident. EL family literacy is offered for families to improve their English language and to help them gain confidence with school interactions and involvement. Our bilingual district family liaison is also available to provide support to our bilingual families including translations.

Needs Assessment Impact for Title IV – Student Support and Academic Enrichment.

A behavioral consultant is hired to address social emotional needs. The needs assessment instruments indicate that we need to provide students with a well-rounded education that includes STEM, fine arts, career tech education, and improve college and career counseling services. Career and tech education courses have been expanded. AP tests and certifications for students in career education courses will continue to expand. Additional technology will be purchased. College and career readiness opportunities will be offered to students and include various summer programming activities including but not limited to drama, art, music, and STEM.

Needs Assessment Impact for IDEA - Flow-Through.

The return to in-person instruction has proved to be more than just a return to normal. The 2021-2022 needs assessment presented to staff highlighted that staff is in search of assistance with student behaviors and mental health needs. Nearly sixty-two percent of staff from both general and special education classrooms identify a need for additional support of a behavior interventionist. Professional development in the area of trauma informed practices was identified by thirty-eight percent of staff as an area of need. Though the district has addressed this topic in the past, additional discussion and training is needed. The needs assessment affirmed the direction the office was headed with initiative and professional development. We must support teachers with student behaviors district-wide, student and staff mental health if we are to be successful. Social emotional and mental health supports continue to be at the forefront of needs for District 118. Fifty-seven percent of staff surveyed see a need for additional social workers and forty-six percent additional psychological services. Sixty-four percent of staff recognize that students need additional mental health support. The district plans to continue partnership with the University of Illinois to provide social-emotional learning and resources. We hope to use this partnership to examine Tier 1 SEL curricular materials for the upcoming school year. Half of the staff taking the survey ask for additional support for staff mental health. The needs assessment results were split for in-person and virtual options for professional development. The office will continue various modalities for presenting information to staff throughout the year. The intense needs presented this school year limited summer professional development opportunities will be presented from the special education office. A mere seventeen percent of staff seek summer options.

Needs Assessment Impact for IDEA – Preschool.

Due to the schedule of the preschool sessions, most professional development is delivered to preschool staff during the work day. Needs assessment results indicate that they would prefer we continue these delivery models. Many staff members are looking for professional development in AAC and how to best utilize these for students. Social emotional skills, trauma informed practices, and general student wellbeing appear to be at the forefront of staff's thinking. Several responses on the need assessment center around these general areas. A majority of the staff that completed the 2022 Needs Assessment had no basis of opinion as to if more services were needed for Early Childhood Special Education. But, nearly all of the preschool staff taking the survey recognize the need for additional services.

Elementary and Secondary School Emergency Relief Grant II (ESSER II)

Surveys to parents, students, and staff indicated a need for the following programs and materials: barriers to digital divide; professional development for teachers to support remote learning; providing a safe learning environment; improving air quality in multiple buildings; increased family engagement; increased social emotional supports; replacement of lost materials or additional materials needed due to COVID mitigations; Phonics instruction and materials; a new Math curriculum; additional technology; after school programs and partnerships with community agencies for tutoring; recruitment and retention of staff.

ARP-LEA Elementary and Secondary Emergency Relief Grant II (ESSER III)

A parent, teacher, and student survey was conducted and public forums were held to have stakeholder input for areas of need. The P-20 Resource document was utilized as a guide to create a three year plan for prioritizing current needs. The results included the following: A partnership with higher education institutions to improve the teacher shortage; equitable opportunities for all students; summer programming and tutoring opportunities; improved air quality for two buildings; expansion of the alternative and magnet programs and facilities to provide adequate spacing due to COVID mitigations and provide a safe environment; and various reading and math interventions for differentiated instruction to close the learning gap due to COVID.

Articulate how the LEA consulted with stakeholders in the development of plan.

Danville District 118 works continuously on school and district improvement plan efforts. Through District Instructional Leadership, the tasks are to write, monitor, edit, and review the Consolidated District Plan, accordingly. All buildings hold Family Council meetings to review district and building data and inform of practices that are funded with Title grants. Family Council meetings will continue to be offered both in person and virtually due to higher attendance while virtual. The 5 Essentials Survey is given annually to parents, students, and staff. Our district Director of Educational Support holds meetings with the district instructional leadership team to review the consolidated district plan and ensure the building plans support district goals. The involvement of staff, administration, board members, community members, and families at both the district and building levels support a differentiated approach. We monitor progress of academics, safety, health and wellness, and social-emotional needs of all students. The Consolidated District plan is shared across the district, available on the district website and reviewed by the district instructional leadership team.

Submitted for Board Approval: 05/4/2022

Describe the approaches the district will use to include parents and families in the development of LEA plans to represent the needs of varied populations.

Danville District 118 has parents and family members involved at all levels in the district through many different avenues including but not limited to Facebook, Twitter, Instagram, written notice, Skylert phone messages, Dojo classroom, google classrooms, and building and district websites. Each building has a Family Council consisting of staff and parents to make decisions at the building level. Family Council meetings are held quarterly. Family council meetings will be held both in person and virtually due to an increase in attendance through virtual meetings. The Home Program Intervention Coordinator Program has increased to 15 liaisons, available to all buildings in the district. Their purpose is to increase family engagement and provide another avenue for the home - school connection. In addition, some schools have PTO's, Music Boosters, Sports Boosters and other family member clubs. These clubs provide support for building activities. District level committees that include parent involvement are the Bilingual Parent Advisory Council (BPAC) and Ownership in Education (OIE) committee. BPAC consists of parents, administrators and teachers supporting bilingual students and their program. The OIE committee is made up of staff, parents, administration, community members, board members and students. They review and revise expectations and responsibilities of staff, students and parents. This committee also reviews and revises the discipline policy for board approval. The parent compact is reviewed yearly and edited if needed. A district Community Engagement Specialist was hired to connect students and families to community agencies offering differentiated support and opportunities to our students.

Describe the activities/strategies the LEA will implement for effective parent and family engagement including English learners as applicable.

Danville District 118 has parents and family members involved at all levels in the district through many different avenues including but not limited to Facebook, Instagram, Twitter, written notice, Skylert phone messages, Dojo classroom, google classrooms, and building and district websites. Danville District 118 employs fifteen home program interventionists to increase family engagement in grades K-12. Home Interventionists will host quarterly events district wide, make home visits, assist with registration, promote the 5 Essentials Survey to parents, provide transportation when needed, and provide daily support in the schools. Each building has a Family Council consisting of staff and parents to make decisions at the building level. Family Council meetings are held quarterly. They will continue to be offered in person and virtually due to increase attendance at virtual meetings. In addition, some schools have PTO's, Music Boosters, Sports Boosters and other family member clubs. These clubs provide support for building activities.

District level committees that include parent involvement are the Bilingual Parent Advisory Council (BPAC) and Ownership in Education (OIE) committee. BPAC consists of parents, administrators and teachers supporting bilingual students and their program. EL Family Literacy will be offered to all families to assist in adult acquisition of English. EL families are invited to fall and spring events to increase parent involvement and make community resources available. The OIE committee is made up of staff, parents, administration, community members, board members and students. They review and revise expectations and responsibilities of staff, students and parents. This committee also reviews and revises the discipline policy for board approval. The parent compact is reviewed and communicated yearly. Summer programming is offered to all students and includes high interest activities for students. The district has partnered with various community agencies including but not limited to Boys and Girls Club, Laura Lee Fellowship House, Project Success, Community Action Tutoring, College for Kids at the local Community College and the University of Illinois. All schools are AVID schools and host AVID events, STEM nights, Reading and Math nights, and provide home/school connection through projects. Danville High School invites families for informational events related to scholarships, dual credit, degree and diploma nights. A district Community Engagement Specialist was hired to connect students and families to community agencies offering differentiated support and opportunities to our students.

Private Schools Participation

Danville District 118 manages the Non Public funds allocated in all three Title grants. The following non public schools choose to participate in Title I, Title II, and Title IV.

- Danville Christian Academy
- Schlarman Academy
- Trinity Lutheran School

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.

Danville District 118 manages the PSFA grant for Vermilion County. As part of our early childhood education program, we have a strong collaboration with the IGROW network working with our Birth to three programs and our Pre K program. There are seven igrow Birth to Three staff who help to recruit and serve families of our youngest families. Children whose families have been participating in igrow or Early Intervention programs are automatically transitioned from birth to three into Pre-K. There are six Pre-K Family Liaisons who work with families for parent education, support in challenging times, and help families to get everything together for registration. Helping families connect with organizations and resources in the community encourages smooth transitions. Two Pre-K instructional Coaches support classroom staff. A transition plan has been developed to support students as they move from preschool to kindergarten. Meetings are held with families, teachers, social worker and team. Data is reviewed to show student progress in early learning standards. Portfolios are reviewed to demonstrate authentic artifacts and narrative summaries identifying students' strengths and weaknesses. The narrative summaries, portfolios and transition forms assist elementary staff as they prepare targeted lessons appropriate to the skill levels of the students. The district schedules additional staffing days for meetings, trainings and professional development to support transitions for students at each grade level. The district offers summer learning opportunities to strengthen skill deficits and provide enrichment as students move through grade levels. Early registration is conducted for Kindergarten students with tours of the buildings through Head Start and PSFA. Books are provided to children who register early to share with their families (Off to Kindergarten, On the Way to Kindergarten, Countdown to Kindergarten and so on). Transition Annual Review IEP meetings are held with parents for all preschool students transitioning to Kindergarten to discuss services and placement.

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.

The weekly grade level/content conversations revolved around tailoring scope and sequence documents to account for COVID-19. Additionally, we collaborated to prioritize standards, skills and content for the upcoming school year. Curriculum committees meet regularly to determine priority standards, create curriculum maps, choose materials that support and supplement the curriculum, and create or choose common assessments. Curricular documents and materials utilize the Illinois Learning Standards, are approved by the Board of Education and regularly updated by certified staff. Once curricular materials and programs are adopted, professional development is delivered and revisited continuously to ensure fidelity. Peer to peer coaching is evident in some schools. Administrative teams conduct program walkthroughs, evaluate the data collected and develop professional development and coaching plans based on the data collected.

List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.

District 118 has attendance procedures in place that include communication with students, families, and truancy officer if needed. District MTSS and building grade level teams are utilized to create and implement identification criteria for at-risk students. There is an MTSS plan that is utilized district-wide. It includes required steps to be done in core classes to ensure BOE approved curriculum and materials are taught with fidelity and differentiation is in place to address student needs. Additionally, we have identified mastery criteria (skills critical to success) that teachers monitor throughout the year. As we move out of the pandemic, a learning acceleration model has been adopted to focus on priority standards and prerequisite skill acquisition in order to help all students master grade level standards. As soon as a student begins to falter, the parents are notified and staff and parents meet to discuss an intervention plan for the child.

Describe the additional educational assistance to be provided to individual students needing additional help meeting the challenging state academic and language standards .

District 118 has attendance procedures in place that include communication with students, families, and truancy officer if needed. District MTSS and building grade level teams are utilized to create and implement identification criteria for at-risk students. There is an MTSS plan that is utilized district-wide. It includes required steps to be done in core classes to ensure BOE approved curriculum and materials are taught with fidelity and differentiation is in place to address student needs. Additionally, we have identified mastery criteria (skills critical to success) that teachers monitor throughout the year. As we move out of the pandemic, a learning acceleration model has been adopted to focus on priority standards and prerequisite skill acquisition in order to help all students master grade level standards. As soon as a student begins to falter, the parents are notified and staff and parents meet to discuss an intervention plan for the child.

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.

Danville District 118 utilizes differentiation, MTSS, interventions, AVID, after school support, ESL support, summer tutoring and summer school to strengthen academic and language programs. Instructional aides, ESL teachers, and home program interventionists are in all buildings. The data instructional facilitators have been moved to central office but support all buildings. We will be adopting new math materials for K-6 and working with the math consultant to implement with fidelity. LETRS phonics program training is open to all to improve reading instruction. To improve school conditions, we utilize Second Step, have increased support through social workers, outside agencies and providing services to families via a visiting psychiatrist. The district will be working with Dr. Tan from the University of Illinois and Midwest PBIS to provide professional development and planning to strengthen PBIS district wide. We also have trained a great number of staff on AVID strategies, specifically Culturally Relevant Teaching. PBIS is also implemented K-12.

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.

Danville District 118 utilizes a strong recruiting and hiring practice to retain the highest qualified personnel for all students. Funding is provided to meet recruitment and retention efforts including but not limited to, job and career fairs, end of the year surveys for new teachers to provide recruitment and retention suggestions, and marketing through social media and district website. Instructional coaches are employed to work with identified teachers to guide teacher effectiveness. As new teachers are hired they are entered into a new teacher mentoring program which meets each month. They are assigned a building mentor for support. Professional development will be offered to new staff and long term subs in the summer prior to the start of the school year. Principals conduct daily walkthroughs to monitor instruction, formal observations, and summative evaluations. These observations and evaluations provide documentation of the implementation of the district curriculum including AVID, adult practices, student engagement and record the effective practices of the classroom. As the evaluation tool is used in the follow-up conversations with staff, it is an opportunity for staff to discuss their practices, reflections and steps to continue to increase student achievement. Professional development plans are created by the principal and teacher to improve instruction.

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.

The district provides a full-time certified librarian at the high school level and a full-time Library Resource Clerk at each of our elementary, upper-elementary, and middle school buildings (ten employees in all). The librarians meet on a regular basis to discuss innovative trends and updated programs. The librarians are trained periodically on programs they utilize. The district purchases Destiny Follet automated library inventory program to track materials. The district also purchases the Accelerated Reader motivational program for all students in K-4 buildings and the tangible incentives that students receive. At the high school, students have access to OverDrive's Sora app, which gives students in grades 9-12 on-demand access to high quality ebooks and audiobooks. The district also provides funds to replenish and supply each library with new materials on an annual basis.

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

Each year, students in first and fourth grades are given the CoGAT and evaluated for entrance into the MATS program. A district committee triangulates and evaluates student data against a defined criterion. Students in alternate grades are evaluated upon request. MATS is a self-contained gifted program for students in grades 2-6. Honors programming begins at the middle school and continues through high school. High school students have the opportunity to enroll in dual credit and AP classes. Students in 8th grade have the opportunity to take algebra and biology for high school credit. We also have Board of Education approved Acceleration policy and procedures.

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

Danville District 118 facilitates effective transitions for students from middle school to high school with the orientation of the freshman house at DHS. This house focuses on what freshman students need. Incoming freshmen are partnered with a positive upperclassman mentor. Transition meetings are held to provide students with information on available programs and what to expect in their four years at DHS. Students are presented with several different options of learning styles, areas of interest and ability level course work. Freshman students take tours of the facility, have their own registration day and attend the first school day dedicated for them. In staff PLCs conversations about student needs, curriculum needs, strategies and student goal setting are discussed. Adjustments for students are made as needed. Danville District 118 provides students with opportunities to explore careers through career cruising, speakers, career interest surveys and job shadowing, and AVID. Students have opportunities to explore careers by conducting a business within a school with DHS printing. Evidence suggests that students should be exposed to a financial literacy unit before leaving 8th grade or graduating high school. DHS Life Skills students organize and work a coffee cafe for district staff. In addition, the STEP program for special education students allows students to experience the workforce through daily jobs. Senior annual reviews are held with all outgoing seniors who qualify for special education. A representative from the community is invited to share opportunities and assist students in their transition to post-secondary or a work environment. High school students experience AP classes, college express, dual enrollment opportunities and additional courses when available through grant funding. Students visit colleges, work places and work with Vermilion Advantage to secure internships when available. Danville District 118 partners with the University of Illinois by sending 2022-23 sophomores, juniors, and seniors to virtual and/or residential academic summer sessions held on the college campus.

Describe how the district's support for programs that coordinate and integrate the following: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential 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 professional and, if appropriate, academic credit.

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential 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. Danville District 118 works closely with Vermilion Advantage and Danville Area Community College to allow students to be college and career ready. The district has partnered with Laura Lee Fellowship House to provide summer programs that include the Entrepreneurship Experience, the Student Athlete Experience, the College Student Experience, and the Performing Arts Experience. Throughout the educational journey, students are provided opportunities to experience field trips to local colleges and companies. Various presentations are scheduled for student audiences including asking businesses and colleges to come to schools to share opportunities for students. The high school will survey students as to how many have visited a college or attended a college fair. Many of the companies partner with Vermilion Advantage to provide information on skill sets needed for future employees. This information is provided to our students through curriculum, workshop presentations, speakers, field trip opportunities, internships and one to one conversations with counselors. Along with academics, students are learning the value of being a team player, having good attendance, being a problem solver, being organized, and displaying a good appearance as characteristics of a valued employee. Student involvement options are College Express where they can earn college credit and the STEP program where they have on the job training. Some DHS Life Skills students organize and work a coffee cafe for district staff while others participate in real-life job training at Worksource Enterprises.

Provide a brief description of PD activities to be funded by Title 1 – Improving Basic Programs.

Stipends and benefits for teachers and support staff will be paid for attending professional development including but not limited to, book studies, conferences, peer to peer coaching, AVID (Advancement Via Individual Determination) path training and summer institute, AVID building contracts, and after contractual hours training. One FTE Grants Teacher's salary and benefits are funded to provide professional development to staff and families in all district buildings. Professional development presentation supplies are budgeted from Title 1. Professional development opportunities will be offered to the Home Program Interventionists in K-12 buildings to increase family engagement.

Provide a brief description of PD activities to be funded by Title 1 – School Improvement 1003(a).

Comprehensive and targeted schools have partnered with the IARSS to provide professional development including but not limited to, compassion fatigue, STEM activities, culturally relevant teaching, poverty simulation, MTSS process, how to increase family engagement, trauma informed teaching, leadership team training, literacy and math strategies, and data analysis. Comprehensive schools have ensured that their identified student needs will be met through their professional development plans. In addition to the work mentioned previously, the district has partnered with IARSS to develop learning acceleration plans that are building and subject area specific. In addition, we are working with IARSS to develop SEL support materials to implement in all classrooms across the district.

Provide a brief description of PD activities to be funded by Title I - Delinquent.

The Juvenile Delinquent Center teacher will attend Smekens CompCon that is a comprehension instructional strategy workshop.

Provide a brief description of PD activities to be funded by Title II - Preparing, Training, and Recruiting.

The district will provide AVID training for K - 12 administrators and teachers to learn best practices and align systems and lessons for students that include writing, inquiry, collaboration, organization, and reading. Smekens Literacy training will be offered for improving writing. A math consultant is hired to assist in aligning math standards with curriculum resources and meeting with PLCs to determine the best practices to meet students' math deficits. LETRS Phonics Program training will be offered to all teachers and teaching assistants who provide reading instruction or intervention. The evaluation software program, Frontline, will improve the evaluative process and increase achievement. This program allows administrators to assign professional development plans to teachers for differentiated needs. Training for Fastbridge, a universal assessment, will be continued for K-12 teachers. The IARSS will provide differentiated professional development to meet building needs based on school data including but not limited to, remote teaching and learning, compassion fatigue, STEM activities, culturally relevant teaching, poverty simulation, MTSS process, how to increase family engagement, trauma informed teaching, leadership team training, literacy and math strategies, technology training, and data analysis. Underperforming schools have ensured that their identified student needs will be met through their professional development plans. Recruitment will include attending job and career fairs, surveying new teachers for suggestions on how to improve recruitment and retention, implementing their suggestions, providing tuition reimbursement for hard to fill positions, advertising on social media and district website current job openings, providing stipends for mentors to new teachers, providing a new teaching mentoring group that meets monthly, tuition incentives for developing a new pool of teacher candidates, and hiring incentives. Conferences and professional memberships will be provided to administrators and certified staff. Professional development opportunities that are secular, neutral, and non-ideological in nature and will be from nongovernmental agencies for teachers of targeted and identified students including but not limited to best practices and strategies for math, reading, and writing, standards implementation and differentiation.

Provide a brief description of PD activities to be funded by Title III- LIEP.

All EL staff, new and returning, will have training to utilize the WIDA MODEL Online progress monitoring assessment. Bilingual Director and EL Coordinator will attend the FY 2023 conference for current procedures and updates. Bilingual Director, EL Coordinator and up to 5 EL teachers or teaching assistants will attend the annual Bilingual conference in February. EL Coordinator and/or EL teacher will lead a district-wide book study related to best practices for ELs. EL teachers and teaching assistants will attend professional development activities involving best teaching practices and strategies for English Learners. Professional development will be geared toward students' academic vocabulary, increasing language proficiency, and improving students' academic proficiency especially in the areas of reading and writing. EL PD opportunities provided through ISBE, IRC, ect. will be shared and offered to all district wide staff working with ELs interested in attending.

Provide a brief description of PD activities to be funded by Title III- Immigrant Education.

Did not receive Immigrant Education funds in FY 22. If Immigrant Education funds are received in FY 23, EL teachers utilizing Rosetta Stone for newcomers will participate in the training and use of reports provided by the Rosetta Stone program.

Provide a brief description of PD activities to be funded by Title IV – Student Support and Academic Enrichment.

Title IV funds will be used including but not limited to Midwest Classic Music Conference and School Administrative Manager training for our district SAMs.

Provide a brief description of PD activities to be funded by IDEA – Flow-Through.

The return to in-person instruction has proved to be more than just a return to normal. The 2021-2022 needs assessment presented to staff highlighted that staff is in search of assistance with student behaviors and mental health needs. Nearly sixty-two percent of staff from both general and special education classrooms identify a need for additional support of a behavior interventionist Professional development in the area of trauma informed practices was identified by thirty-eight percent of staff as an area of need. Though the district has addressed this topic in the past, additional discussion and training is needed.

The needs assessment affirmed the direction the office was headed with initiative and professional development. We must support teachers with student behaviors district-wide, student and staff mental health if we are to be successful. Social emotional and mental health supports continue to be at the forefront of needs for District 118. To support the district, professional development in trauma informed practices and the systems that support this approach should be continued, i.e. PBIS training or mindfulness. In partnership with the University of Illinois and Midwest PBIS, the district will support professional development to strengthen PBIS.

Provide a brief description of PD activities to be funded by IDEA - Preschool.

Based on the needs assessment completed, professional development should be considered in the following areas: any social emotional learning, trauma informed practices, behavior management, and accommodating students in the general education environment would be welcomed. The paraprofessionals would like to see professional development specific to them and their duties. AAC comes to the forefront in the needs assessment as well.

Provide a brief description of PD activities to be funded by the Elementary and Secondary School Emergency Relief Grant II (ESSER II)

ESSER II will include stipends for staff for PD outside of contractual hours. Professional development will include but not limited to collaborative problem solving skills, trauma informed teaching, LETRS for phonics for teacher and administrators, mental health screener PD, technology for instructional coaches, AV media upgrades, PBIS training, and document cameras for teachers all PreK-12.

Provide a brief description of PD activities to be funded by the ARP-LEA Elementary and Secondary School Emergency Relief Grant III (ESSER III)

ESSER III will include but is not limited to for all PreK-12 AVID instructional coaches, LETRS phonics facilitator instructional coaches, stipends for SWIS data system managers, Eureka math series coaches for K-4, and zones of regulation materials for special education staff.

Describe the process through which the districts will reduce incidences of bullying and harassment, the overuse of discipline practices that remove students from the classroom, reduce the use of aversive behavioral interventions that compromise student health and safety disaggregated by each student group.

Danville District 118 mission is to ensure that all students reach their fullest potential regardless of race, economic status, disability, language or gender. Our focus is on the whole child with a purpose of supporting each individual student need for positive outcomes.

After reviewing behavior, suspension and expulsion data, the district has developed a comprehensive plan for meeting social and emotional learning standards, which aims to reduce bullying incidents and other identified behaviors. Included in the plan is professional development for teachers designed to provide them with the skills necessary to address students with behavioral difficulties. District 118 is a Positive Behaviors, Interventions, and Supports (PBIS) district. All schools will implement PBIS strategies building-wide. The Stop, Walk and Talk, bully prevention portion of PBIS will be implemented, including appropriate posters and materials distributed amongst buildings. In addition, classroom incentives and Second Step implementation are required at elementary and middle school buildings. Individualized positive interventions are planned for students on a case-by-case basis utilizing data collected by the team. Building problem solving teams utilize behavior contracting, Check-in, Check-out (CICO), and creative schedules with students. Students with identified disabilities will be evaluated using a Functional Behavior Analysis and a Behavior Intervention Plan is written, including positive supports and interventions, developed based on student interest. Self-contained special education classrooms implement Zones of Regulation and various buildings offer sensory rooms for students who need additional calming down techniques. Students may be referred to Individual Problem Solving Teams. These teams may recommend additional, more specific Tier 2 or Tier 3 interventions for individual students.

Describe the process through which the districts will reduce incidences of bullying and harassment, the overuse of discipline practices that remove students from the classroom, reduce the use of aversive behavioral interventions that compromise student health and safety disaggregated by each student group.

Danville High School, North Ridge Middle School, and South View Upper Elementary have Refocus or Reflection rooms. They can be utilized for students who need a reset or an alternative to suspension for special education students and some schools offer The Ripple Effects during this time. Social probation is also offered in lieu of a suspension. In order to best serve students who are experiencing trauma, the social workers and psychologists have been trained in Cognitive Behavior Intervention for Trauma in Schools (CBITS). Social workers in some buildings are utilizing Social Thinking as classroom lessons. Social workers and administration in some buildings have attended PBIS training that focuses on the changing role of the clinician in order to better support and lead building-wide SEL initiative. With the ever increasing needs of students, the district has partnered with the University of Illinois to provide additional SEL and counseling supports in the school setting. Social work interns will provide SEL lessons and community agencies will provide counselors throughout the school day for individual counseling to students in need of general counseling or substance abuse counsel. Students requiring additional support may see a child and adolescent psychiatrist provided by the district.

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 Act.

Danville District 118 supports homeless children and youth through the coordination of the homeless liaison in the Educational Support Office with the district buildings. The liaison helps staff to understand how to identify students who are homeless and what steps to take once they are identified. A form is completed and sent to the office so students are able to receive what services they need. Educational services are started upon enrollment and transportation is provided as needed. Family Liaisons, Social Workers and Home Intervention Program Coordinators work to help support making connections with any local community agencies they may need as a family. These individuals provide support in areas such as registration, obtaining documents needed, communication between families and schools as well as assistance with items of need. The district liaison works closely with the regional home liaison for homeless. Needs for the family are communicated to help the family find the support it needs to help improve their situation. Connections are made with community resources and agencies such as community based counseling, funding supports, housing resource, mobile food pantry, weekend backpack programs, and other family needs. A district homeless supply closet is maintained to keep necessities in place for immediate support for families. Funds provide: school supplies, toiletries, clothing items in a variety of sizes, undergarments, socks, some coats, shoes, book bags, bus passes, medical support, and additional supports for student engagement in school activities.

Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted.

Danville District 118 will utilize their district instructional leadership team, Curriculum Department, Educational Support Department, and approved learning partners to support and improve comprehensive and targeted schools based on the needs reflected in an analysis of data and Illinois Quality Framework Needs Assessment. The district has become one-to-one with technology devices for students to enhance instruction, support student engagement and provide innovation to secure college and career readiness at all levels. In addition, a focus on social emotional learning and trauma based practices will be provided. Classroom management strategies for trauma informed students need to be identified and implemented. Home Program Interventionists will increase the family/school partnership. Partnerships with local community agencies, colleges and universities provide enriched opportunities for students. Building principals meet with Directors and Superintendents to develop schoolwide plans and budgets. These plans and budgets will meet needs of all students in comprehensive designated schools, and the identified students in targeted schools. The school wide plan provides opportunities for college and career exploration, incorporates technology into daily instruction, works to improve overall school attendance and encourages positive family/community partnerships. Two comprehensive schools provide their own building summer school utilizing building staff for a seamless transition. Professional development is provided to improve differentiated instruction, culturally relevant teaching, leadership team training, and data analysis for MTSS supports.

Describe, in general, the targeted assistance and/or schoolwide programs the district will operate, as well as the goal of those programs. Explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.

Danville District 118 schools are all schoolwide Title 1 schools focused on the whole child. Each school has created a schoolwide plan with a comprehensive approach to address all district goals. District goals are aligned to academic improvements for all students, address social emotional needs, implement programs to ensure safety and improve daily attendance for staff and students, utilize strategies to reduce behavior incidents resulting in school exclusion, increase parent engagement and an overall increase of college and career readiness for higher graduation rates. Schools are focusing on increasing the integration of technology in the classrooms, learning and using best practices with incorporating AVID activities in the whole school approach. Staff receives training to provide a differentiated approach and increase levels of rigor within the classrooms.

Danville District 118 provides educational services to the students housed at the Juvenile Detention Center with the support of the Title I Delinquent grant and local district funds. The district provides 2 FTE staff members along with other staff members to support a program with district approved curriculum 5th through 12th grade. Materials, resources, and training are made available to the staff. Special Education students have the ability to take classes at their instructional level by the certified special education teacher on staff. Full support for GED instruction is also offered to students who are in need.

The Juvenile Detention Center is a court ordered placement and the courts determine the length of the stay. The school, probation officer, and family work with the student to provide services that strengthen skills and remove barriers to academic success. When released from the Juvenile Detention Center, social workers or home program interventionists check in with the student. Curriculum resources are available for differentiated instruction to assist with MTSS. The curriculum follows the same pacing as home schools using the tutorial model and direct instruction. Each student is extensively tested and assigned work based on data. Teachers work with students individually to meet their needs and goals. The school runs on a block schedule providing 60 minutes of instruction per core subject (Math, Language Arts, Science and Social Studies).

How was the comprehensive needs assessment information used for planning IDEA grant activities?

The return to in-person instruction has proved to be more than just a return to normal. The 2021-2022 needs assessment presented to staff highlighted that staff is in search of assistance with student behaviors and mental health needs. Nearly sixty-two percent of staff from both general and special education classrooms identify a need for additional support of a behavior interventionist. Professional development in the area of trauma informed practices was identified by thirty-eight percent of staff as an area of need. Though the district has addressed this topic in the past, additional discussion and training is needed. Training with Midwest PBIS is planned to assist teachers in creating a more trauma responsible school environment.

The needs assessment affirmed the direction the office was headed with initiative and professional development. We must support teachers with student behaviors district-wide, student and staff mental health if we are to be successful. Social emotional and mental health supports continue to be at the forefront of needs for District 118. Fifty-seven percent of staff surveyed see a need for additional social workers and forty-six percent additional psychological services. Sixty-four percent of staff recognize that students need additional mental health support. The district plans to continue partnership with the University of Illinois to provide social-emotional learning and resources. We hope to use this partnership to examine Tier 1 SEL curricular materials for the upcoming school year. Half of the staff taking the survey ask for additional support for staff mental health.

The needs assessment results were split for in-person and virtual options for professional development. The office will continue various modalities for presenting information to staff throughout the year. The intense needs presented this school year limited summer professional development opportunities will be presented from the special education office. A mere seventeen percent of staff seek summer options.

Continued recruitment and retainment of qualified mental health staff and all special education staff is at the forefront of the 2022-2023 school year.

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

The COVID-19 Pandemic has prompted the special education department to re-evaluate the manner in which professional development is presented to staff for the 2022-2023 school year. Questions regarding professional development within the 2021-2022 Needs Assessment indicate that staff prefers the virtual and self-paced options we have implemented. The needs assessment also indicated the need for professional development specific to paraprofessionals. Staff seek professional development in regard to Functional Behavior Assessments. Many staff are interested in behavioral, social, emotional and mental health support for students. Monies will be utilized for stipends and outside professional development and travel opportunities.

The needs assessment affirmed the direction the office was headed with initiative and professional development. We must support teachers with student behaviors district-wide, student and staff mental health if we are to be successful. Social emotional and mental health supports continue to be at the forefront of needs for District 118. Supply money allocated will be used to purchase specific, research-based social emotional intervention materials. The district will partner with Midwest PBIS to strengthen PBIS throughout the district and provide additional dollars to help implement these Tier 1 activities with fidelity. Outside ABA therapy options would benefit most severe special education classrooms.

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

The focus for 2022-2023 will shift from re-engagement to establishing more prevalent SEL Supports, assessment and closing learning gaps. Additional support and assessment in SEL will also be required. Tier 1 supports in SEL, including PBIS and classroom curriculums, i.e. Second Step and Social Thinking will be a focus. Re-creating and strengthening these systems in buildings is crucial for a successful re-entry. Continued partnership with the University of Illinois to address staffing barriers and barriers to students seeing outside counselors will be expanded. In order to ensure all students are in their most appropriate educational setting, some money will be spent on additional assessments. Teams can consider additional academic data when determining what educational services a student may need.

Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care.

A student who is a foster child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A foster child living in any District school's attendance area may attend that school and be provided transportation. The following factors are considered when determining placement: information on the appropriateness of the current educational setting and the distance from the potential placements to the child's current school as concluded through the CWA, foster care POC and other essential members of the Best Interest Determination (BID). The positions of all district personnel involved in the BID will include the building administrators and social workers of the school buildings in consideration, the foster care POC which is the Director of Educational Supports, and the Assistant Superintendent as needed. Transportation shall be provided in accordance with ESSA and the Non-Regulatory Guidance: Ensuring Educational Stability for Children in foster care. The school team in collaboration with the foster parent and child welfare agency would meet to develop an individualized transportation plan that would be in the best interest of the child for educational stability.

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

A student, who is a foster child and has a disability under IDEA and / or Section 504, would get the same considerations as other students with or without a disability. The school team in collaboration with the foster parent and child welfare agency would meet to discuss any services and / or accommodations that are required for transportation to and from school. If the team determines the student requires special transportation, it would be provided. In addition, the student might need specialized equipment on the school bus, door to door or face to face transportation, a bus aide, etc. These transportation accommodations would be considered by the team in collaboration with the foster parent. It is a priority that the foster student with a disability is kept with their general education peers and at their homeschool to the greatest extent possible. If short term, alternative transportation is needed to meet this goal, it is implemented.

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

A student, who is a foster child and is an English Language learner under the Title VI and the Equal Educational Opportunities Act of 1974 would get the same considerations as all other students. The school team in collaboration with the foster parent and child welfare agency would meet to discuss any services and/or accommodations that are required for transportation to and from school. If the team determines the student requires special transportation or additional English language support, it would be provided. These transportation accommodations would be considered by the team in collaboration with the foster parent and child welfare agency. It is a priority that the English Language Learner who is a foster child is kept with their general education peers and at their homeschool to the greatest extent possible. If short term, alternative transportation is needed to meet this goal, it is implemented.

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

The school team in collaboration with the foster parent and child welfare agency should make every effort to reach agreement regarding the appropriate school transportation for the child in foster care. Should any party dispute the decision, they may file a complaint with the transportation point of contact for the district. The school district must respond and attempt to resolve it quickly by reviewing the process for determining placement including each of the factors considered for the student placement in question. During the dispute, the student will continue to be enrolled and transportation provided until the matter is resolved. The child welfare agency should be considered the final decision maker (unless State law or policy dictates otherwise).

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

A student, who is a foster child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A foster child living in any District school's attendance area may attend that school and be provided transportation. The following factors are considered when determining placement: cost, safety, duration, time of placement change, type of transportation available, traffic patterns, flexibility in school schedule, impact of extracurricular activities on transportation options and maturity and behavioral capacity. The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the transportation of foster children. Transportation shall be provided in accordance with ESSA and the Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care. The school team in collaboration with the foster parent and child welfare agency would meet to develop an individualized transportation plan that would be in the best interest of the child for educational stability. The positions of all district personnel involved in the transportation plan will include the building administrators and social workers of the school buildings in consideration, the foster care POC which is the Director of Educational Supports, and the Assistant Superintendent as needed.

Describe how all funding will be considered and coordinated when developing the transportation plan.

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.

Once a student is determined a foster student and the school team works in collaboration with the foster parent and child welfare agency to determine the transportation necessary, the most cost-effective route that also meets the best interest of the child will be selected. Foster students will be routed in accordance with current busing and routes when possible at no additional cost. In the case of specialized transportation in which bus routes cannot be utilized, the district and child welfare agency will provide funding. Funding options that should be considered are: Title IV-E (if eligible or applicable), Title I, or if the student has an IEP that includes provision for specialized transportation, Free Appropriate Public Education (FAPE).

The school team in collaboration with the foster parent and child welfare agency should make every effort to reach agreement regarding the appropriate school transportation for the child in foster care. Should any party dispute the decision, the child welfare agency should be considered the final decision maker (unless State law or policy dictates otherwise).

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.

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.

To the extent feasible and appropriate, an LEA must ensure that a child remains in his or her school or origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools in accordance with ESSA and the Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care. The school district of origin (SOO) will be responsible for transportation while disputes are being resolved.

The district Point of Contact or designee will inform and review the Foster Care Transportation Plan during the opening leadership meeting. School leaders will in turn share the plan with staff members. The contact information for the district Point of Contact or designee will be shared with all involved parties to initiate the process if they become aware of a student who is eligible for such services.