

**From:** [Terri Walker](#) on behalf of [Terri Walker <twalker@hinsdale86.org>](#)  
**To:** [Christopher Covino](#); [Tammy Prentiss](#)  
**Subject:** Re: Questions - Goal 1  
**Date:** Wednesday, June 23, 2021 6:47:06 AM

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Thanks Chris. This is helpful. It would be nice to schedule time to discuss this with you further. Maybe we can find a time next week.

Terri

On Tue, Jun 22, 2021 at 3:51 PM Christopher Covino <[ccovino@hinsdale86.org](mailto:ccovino@hinsdale86.org)> wrote:

Hi Terri,

As I'm sure you know already, the Equity Goals you referenced are cut directly from the D86 Equity Statement and were a product of the work of CELT last year. With that in mind, here are the answers to your questions. It's worth noting that these answers are pretty universal - meaning they apply to all students, not specifically to a specific racial or economic subgroup.

1. Academic achievement is measured locally by class grades, and on a state national level by the SAT suite and MAP assessments. But the spirit of the statement also points to students accessing the most challenging class or coursework that they can be successful in. One size does NOT fit all, so academic success will look different for every student. We want to ensure that all students receive the kind of education to prepare them for whatever their goals are post high school - in most cases that means taking rigorous courses and earning high marks.
2. The baseline target is almost always college readiness. While there may be students for whom college is not their goal, we have to set the bar high so that we ensure that all students reach that minimum level of post secondary readiness.
3. The current reality is that we do not employ all growth and achievement measures that we can. This is the reason that we are launching the entire SAT suite of assessments next year AND why we are making such a concerted effort to align curriculum so that we can finally have aligned final assessments. As I plan to state tomorrow night - within three years we should have a much greater sense for individual student growth and how we can fill gaps for those that struggle:
  - By SY 23-24 we will be able to communicate individual academic growth for all students across their core high school experience (freshman - junior year). And we will have local common assessments and MAP scores (given during freshman and Sophomore year in English and math) to corroborate the nationally normed SAT suite.
4. While we are building an assessment system (local and national), we will continue to monitor student progress through course grades, teacher referrals to support teams (academic and SEL), a variety of intervention models (co teaching, SEL support, Academic interventionists, and we will continue to offer teacher training in transformative SEL, culturally responsive teaching (or UDL), and assessment literacy. Additionally, a key job duty for Dr. Payne will be to unify, align and provide direction for the entire MTSS (Multi Tiered System of Support)

organization. While many successful supports are in place now - and will remain in place - they need to stop functioning in silos in order to be most effective.

5. I assume that you are asking if we are looking at social economic status in addition to race as we think about achievement and SEL/academic support? If that is the question - absolutely, yes. There are several references to all groups of students in the equity statement. The goals on the slide you are referencing is only one part of the overall equity statement. The other four goal areas also include equity goals. In goal one, we have embedded them in the work of our Program, Development, Writing, and course teams.

I fear that I have answered your questions too generally. I would be happy to talk further if you have other questions, or want me to clarify anything here.

Chris

On Tue, Jun 22, 2021 at 2:22 PM Terri Walker <[twalker@hinsdale86.org](mailto:twalker@hinsdale86.org)> wrote:

Hi Chris,

I hope your week is going well.

In reviewing the documents for tomorrow's meeting I have a few questions related to Goal 1 - specifically related to Equity Goals.

- 1) What is the district using to measure academic achievement?
- 2) What is the baseline and what is the target we are trying to achieve?
- 3) What is the frequency that the district will measure achievement and assess improvement?
- 4) What specific supports for students are being established to aid in achieving this goal?
- 5) I noticed racial outcomes are pointed out on the slide and am wondering if the district considered adding socioeconomic outcomes as well in that bullet point?

Thanks,

Terri

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Thank you,  
Chris

**From:** [Tamara Prentiss](#) on behalf of [Tamara Prentiss <tprentis@hinsdale86.org>](#)  
**To:** [Chris Jasculca](#)  
**Subject:** Fwd: Community CELT - March 17  
**Date:** Friday, March 12, 2021 9:58:24 AM

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----- Forwarded message -----

**From:** christine saxman <[csaxman@saxmanconsulting.com](mailto:csaxman@saxmanconsulting.com)>  
**Date:** Wed, Mar 10, 2021 at 2:05 PM  
**Subject:** Community CELT - March 17  
**To:** Prentiss, Tamara <[tprentis@hinsdale86.org](mailto:tprentis@hinsdale86.org)>, Pokorny Lyp, Arwen <[apokorny@hinsdale86.org](mailto:apokorny@hinsdale86.org)>, Walsh, William <[wwalsh@hinsdale86.org](mailto:wwalsh@hinsdale86.org)>, Ismalis Nuñez <[ismalis@anewcollectiveconsulting.com](mailto:ismalis@anewcollectiveconsulting.com)>

Hello,

We were able to coordinate with Ayesha and Billson and came up with the plan for sharing and processing the Townhall Stories. You'll find the agenda below.

We have time slotted for you all at the beginning for an update all as well as time for the video update from Chris.

Ismalis also emailed you - the District Leadership CELT snuck up on us. It is Monday. When you get a chance, let us know your thoughts.

Be well,  
Christine & Ismalis

**Racial Equity Update (15-20 minutes)**

- On racial equity work and statement (how we are bringing enthusiasm and accountability to this work & what is happening) - Tammy, Arwen, Bill
- Video Update - Chris J

**Engaging Multiple Perspectives - Alumni Stories (One Hour 45ish)**

Frame

- Ayesha and Billson - Background and power of the experience from their perspectives. Importance of sharing with others. (5 min)
- Ismalis and Christine (5 min)

- Centering Tool - work to use all your strengths: emotional, intellectual, moral, acting. Tend to if you ONLY stay with one strength.

- Mindful Listening - what is mine to learn?

Experience (1.5 hours)

- Alumni Experience (20 minutes of listening + 35 processing = 55 min)

- Reminder/Frame: Listen through Sankofa (5 min)
- Small Group (by role admin/faculty/staff/parents/students/) 15 minutes

- Large Group 15 minutes
- Equity Statement (8 minutes of listening + 30 = 40 min) & Contribute to antiracism (5 minutes of listening)
  - Reminder/Frame: How to turn our equity statement into accountability action - what can you contribute? (be clear this is about individual and collective action. Not about what other people need to do)
  - Small Group (by role admin/faculty/staff/parents/students/) 15 minutes
  - Large Group 15 minutes
- Last Thoughts on Excellence (5 minutes of listening)
  - Take-Away Reflection/Homework: What are culturally relevant, racially conscious perspectives on excellence? What is my definition? How open am I to other definitions of excellence?

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***Tammy Prentiss Ed.S.***

Hinsdale Township High School District 86

630-655-6110

[tprentis@hinsdale86.org](mailto:tprentis@hinsdale86.org)

**From:** [Tamara Prentiss](#) on behalf of [Tamara Prentiss <tprentis@hinsdale86.org>](#)  
**To:** [Ismalis Nuñez](#)  
**Cc:** [William Walsh](#); [Pokorny Lyp,Arwen](#); [christine saxman](#)  
**Subject:** Re: District Leadership CELT  
**Date:** Wednesday, March 10, 2021 4:10:11 PM

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Tammy can.. anytime Thursday between 1-3.. send me an invite... Principals are out

On Tue, Mar 9, 2021 at 3:21 PM Ismalis Nuñez <[ismalis@anewcollectiveconsulting.com](mailto:ismalis@anewcollectiveconsulting.com)> wrote:

Good Afternoon-

We wanted to check-in regarding our meeting on Monday with the District Leadership Team. Is there a sense of what you would like to focus on?

Here are some things we've been thinking about:

- How has the response to YALE SEL been going?
- How are the goal champions doing in their support of the equity statement?
- Given some of the resistance in the community, would it be worth reviewing Heifitz and threats to adaptive leadership?

Let us know if want to jump on a call. We have some time on Thursday 1-3 CT and Friday 9-12 CT.

With Gratitude,  
Ismalis & Christine

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Ismalis Nuñez  
Anew Collective Consulting  
Racial Equity Strategist  
p. (224) 532-9209  
[Email](#) [Website](#)  
[Instagram](#) [LinkedIn](#) [Twitter](#)

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***Tammy Prentiss Ed.S.***  
Hinsdale Township High School District 86  
630-655-6110  
[tprentis@hinsdale86.org](mailto:tprentis@hinsdale86.org)

**From:** [Christopher Covino](#) on behalf of [Christopher Covino <ccovino@hinsdale86.org>](mailto:ccovino@hinsdale86.org)  
**To:** [Debra Kedrowski](#); [Tamara Prentiss](#)  
**Subject:** For Consolidated Plan Agenda Item  
**Date:** Friday, July 16, 2021 9:52:45 AM  
**Attachments:** [Consolidated District Plan - Grant Application 2021-22.pdf](#)

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Deb,

Here is the attachment for the Consolidated Plan agenda item. It should be posted on the public side.

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Dr. Chris Covino

Assistant Superintendent for Academics

Hinsdale Township High School District 86

630-655-6107

[ccovino@hinsdale86.org](mailto:ccovino@hinsdale86.org)

**eGrant Management System**

**Printed Copy of Application**

Applicant: HINSDALE TWP H S DIST 86

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: HINSDALE TWP H S DIST 86

Date Generated: 7/15/2021 3:00:05 PM

Generated By: ccovino217

**1. Contact Information for Person Completing This Form**

Last Name\*

Covino

Phone\*

630 655 6107

First Name\*

Christopher

Middle  
Initial

M

Email\*

ccovino@hinsdale86.org

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

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

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

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

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

([count] of 2500 maximum characters used)

We will consistently use data-driven decision making. Local Common Assessments, MAP scores, PSAT to SAT growth, 5Essentials, and SEL data are all examples of how we assess and measure the progress of all students in all areas related to social-emotional growth and academic achievement. We will use the data to determine specifically what particular students need to be successful and use our grant funds to provide those resources. Additionally, we will make sure that teachers receive the training that they need to be effective instructors able to differentiate instruction to meet the needs of students. Our goal is to provide all subgroups, including those specific to gender, race, national origin, color, disability, or age, with the resources that they need to successfully participate in all aspects of high school. Additionally, we will continue to reach out to parents to encourage participation and support in both high school academics and extracurricular activities.

**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**

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**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]

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\*Required field, applicable for all funding sources

**1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2021-2022.\* [1]**

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

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

**2. Describe how the LEA will align federal resources, including but not limited to the programs listed above, 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)

We use state and local resources to provide for the basic academic needs for all students. We will use Title I funds-Improving Basic Programs to provide academic supports and assistance to qualified students in the form of additional resources, tutoring, college and career readiness support, remote learning opportunities, summer enrichment, and making a stronger connection with their school community. We will use Title II funds to provide training in curriculum alignment between our two schools, diversity training, SEL training, and community outreach training.

Response from the approved prior year Consolidated District Plan.

We use state and local resources to provide for the basic academic needs for all students. We will use Title I funds-Improving Basic Programs to provide academic supports and assistance to qualified students in the form of additional resources, tutoring, and college and career readiness support. We will use Title II funds to provide training in curriculum alignment between our two schools, diversity training, and SEL training.

**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

**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.

IDEA Needs Assessment Survey

**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.

- Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- Include any additional information relevant to this planning document. Provide targeted responses where noted.
- 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**

We have identified achievement gaps in the performance of our subgroups and we use Title I funds to provide additional supports for students. For example, we utilize academic support programs including Achieve 3000, Math 180 and Edgenuity. Additionally, we have hired instructional aides to work with individual students as needed. We utilize a parent community liaison to increase communication with parents and families of students in need. We continually monitor student progress and through local common assessments, MAR, PSAT, SAT, student grades, discipline reports and SEL data. Funds will also be used to hire a Director of Instructional Equity to work with students and teachers.

**B. Title I, Part A - School Improvement Part 1003(a)****C. Title I, Part D - Delinquent****D. Title I, Part D - Neglected****E. Title I, Part D - State Neglected/Delinquent****F. Title II, Part A - Preparing, Training, and Recruiting**

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

Title funds are also used to train teachers to utilize the academic enrichment programs to ensure that they are being effectively used to maximize student growth and learning. We are also providing diversity training for all of our staff members with the assistance of ANEW Consulting who provides Intro to Race training as well as Beyond Diversity Training. Funds will also be used to hire a Director of Instructional Equity to train teachers throughout the curriculum alignment in order to ensure the equitable section of materials and coordinate MTSS programming. In addition to continued training in the curriculum alignment process, the instructional staff will continue to receive training in the districts four key instructional areas: instructional innovation, Transformative SEL, Culturally Responsive Teaching, and Assessment Literacy.

**G. Title III - LIEP**

Title III LIEP funds are used to assist students with academic need as well as to help them find the resources and information to move on to post-secondary school or work. We also hold events and conduct field trips that parents

attend with their children and we send our teachers to the local bilingual conferences.

**H. Title III - ISEP**

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

***Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget.***

We are awarded a small amount of Title IV funds which are used to purchase instructional materials to enhance the classroom learning experience.

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

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

In Hinsdale D86 there are approximately 4149 students of which 540 are in need of special education services. There is an overall need to provide a continuum of services to meet the identified needs of these students. We had a very successful year with our third HAVEN classroom program which has allowed us to reduce the number of out-placed students by 24. Our 18-21 year old Transition program continues to expand partnerships in our community and our BRIDGE program educated 51 students jointly at the Community College Campus- COD. We are thrilled that IEP teams have identified 100 young adults for this program this school year. The district will continue its partnerships with Infinetec (AT consideration process), Presence health, and Consortium for Educational Change. Educational programs at all levels require support from the special education staff and the administration for successful implementation. The District continues to serve students at the 18-21 in the Community Based Transition Center. The expansion of the Bridge program (additional staff were hired) and expanding to a second facility for our Transition Center are significant expenses. We are thrilled to partner with Hinsdale Community health to create a partnership that we believe will enhance the services and rate at which identified students can access mental health screenings and intervention. In our needs assessment this year, we found many positive results in many areas. An area of relative weakness is our parents' understanding of eligibility and options for transition services. In this past year, we created Transition Facilitator positions to help educate and talk with parents about transition services. We also saw needs related to our students with autism. Our students with autism represent a substantial portion of our students placed in therapeutic day schools. Our students with autism at the Transition Center have also struggled to maintain competitive employment. Therefore our solution is to move from a part-time Board Certified Behavior Analyst (BCBA) to a full-time district employed BCBA. While more costly, we believe we can solve two different needs. Lastly, we have general concerns about meeting the needs of all of our students regardless of race. As with much of the state of Illinois, we also want to ensure we do not over identify or under identify specific racial groups for special education. Consequently, we intend to use special education grant money to partially fund our new Director of Equity position.

**L. IDEA, Part B - Preschool**

**Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected

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

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

7 = Title III, including LIEP and ISEP

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

**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]**

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*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)

Every spring, D86 sends emails to all private schools on the Nonpublic School Enrollment database list provided by ISBE. The subject line is, "Title I Eligibility-Response Required." It explains how ESSA invites private, nonprofit schools to participate in the Title I and/or Title II-A grant program(s) D86 oversees. The letter further explains how Title I, Part A, program provides services to both public and private school children who need additional educational help and who live in Title I public school attendance areas. Additionally, the letter explains that Title II, Part A states that nonpublic school teachers, principals, and other educational personnel are eligible to participate in PD activities if the nonpublic school resides in the boundaries of the district. In the past, very few schools have replied who were eligible for Title II. The consultation meetings take place in the summer with a follow-up meeting set for September. Additionally, an instructional leadership committee meets on a monthly basis throughout the school year to discuss instructional needs. Teachers, administrators, parents, counselors, liaison, dean are all members of this committee. Also during the year, TI parents will provide feedback at the fall Open House and Parent Teacher Conferences. Additional staff input occurs during our Strategic Plan meetings.

Response from the prior year Consolidated District Plan.

Every spring, D86 sends emails to all 20 private schools on the Nonpublic School Enrollment database list provided by ISBE. The subject line is, "Title I Eligibility-Response Required." It explains how ESSA invites private, nonprofit schools to participate in the Title I and/or Title II-A grant program(s) D86 oversees. The letter further explains how Title I, Part A, program provides services to both public and private school children who need additional educational help and who live in Title I public school attendance areas. Additionally, the letter explains that Title II, Part A states that nonpublic school teachers, principals, and other educational personnel are eligible to participate in PD activities if the nonpublic school resides in the boundaries of the district. In the past, only Hinsdale Adventist Academy (HAA) has replied that they were eligible for Title II. The consultation meetings take place in the summer with a follow-up meeting set for September. Additionally, a Title Committee has been created that meets every spring and fall. Teachers, administrators, parents, counselors, liaison, dean are all members of this committee. Also during the year, TI parents will provide feedback at the fall Open House and Parent Teacher Conferences in the fall and spring. Additional staff input occurs during our Strategic Plan meetings. As a result of all of these conversations, we are making plans to add additional student college and career support during the summer through our Hornet Advisory Program.

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

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

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

([count] of 7500 maximum characters used)

District 86 has passed Board Policy 6:170 "Special Programs: Title I Programs" and it is published publicly on Board Docs, which can be accessed through the District website's Board of Education page, at this IRL - <https://www.boarddocs.com/il/hinsdale86/Board.nsf/goto?open&id=A78MEU5AE1C4#>. As required by Title I, Part A of the Elementary and Secondary Education Act (ESEA), each fall we hold a Title I parent meeting prior to Open House in September. Parents are invited via email, letter, and personal teacher outreach. The meeting has a formal agenda, a Parent Sign-In Sheet, and copies of the most current School Parent Compact. During the meeting, administrators and teachers review the School-Level Parental Involvement Compact that outlines school, parent and student responsibilities. They highlight new student supports and how parents can participate in monitoring student work and progress. The compact, which was created collaboratively with administrator, teacher, and paraprofessional input prior to being shared with parents, is revised during the meeting as a result of the discussion. Parents are free to provide suggestions related to the spending of Title I funds. Additionally, our community liaison regularly reaches out to parents to increase and maintain family engagement in our schools. Our ELL Director reaches out personally to our ELL parents to invite them to all activities including the two general meetings each year.

Response from the prior year Consolidated District Plan.

District 86 has passed Board Policy 6:170 "Special Programs: Title I Programs" and it is published publicly on Board Docs, which can be accessed through the District website's Board of Education page, at this IRL - <https://www.boarddocs.com/il/hinsdale86/Board.nsf/goto?open&id=A78MEU5AE1C4#>. As required by Title I, Part A of the Elementary and Secondary Education Act (ESEA), each fall we hold a Title I parent meeting at Hinsdale South at 6:00 p.m. prior to Open House in September. Parents are invited via email, letter, and personal teacher outreach. The meeting has a formal agenda, a Parent Sign-In Sheet, and copies of the most current School Parent Compact 2018-2019. During the meeting, administrators and teachers review the School-Level Parental Involvement Compact that outlines school, parent and student responsibilities. They highlight new student supports and how parents can participate in monitoring student work and progress. The compact, which was created collaboratively with administrator, teacher, and paraprofessional input prior to being shared with parents, is revised during the meeting as a result of the discussion. Parents are free to provide suggestions related to the spending of Title I funds. The final compact is later signed by the students and parents and returned to the school. During these meetings, guest speakers are invited to teach parents about the online tools being used at South to support their learners. For example, we provided a tutoring session on Achieve3000 training for parents. This fall, a Khan Academy training will also be offered. In summary, we are proud of the efforts we take to develop and communicate our commitment to provide high-quality curriculum and instruction as it relates to the individual child's needs, to provide parents with frequent reports on their children's progress, to allow parents easy, consistent access to staff, and to provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities. Additionally, our community liaison regularly reaches out to parents to increase and maintain family engagement in our schools. Our ELL Director reaches out personally to our ELL parents to invite them to all activities including the two general meetings each

year.

**4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. \*\* [3]**

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

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

[[count] of 7500 maximum characters used)

At Hinsdale South High School we host our annual Curriculum Night/Open House for all parents to attend in September. We promote this event via social media channels, our weekly Hornet Happenings, and a special email invitation to all parents. Teachers also encourage students to invite their parents to attend. Our parents who have children enrolled in academic support classes receive a special invitation to attend a presentation on how our Title I money is spent and also learn more about instructional programming and resource support, our reading intervention program designed for Science and Social Studies academic progress monitoring. We also host parent-teacher conferences twice a year and promote this event via social media, Hornet Happenings, and a special email invitation. Teachers also encourage students to invite their parents to attend.

Response from the prior year Consolidated District Plan.

At Hinsdale South High School we host our annual Curriculum Night/Open House for all parents to attend in August. We promote this event via social media channels, our weekly Hornet Happenings, and a special email invitation to all parents. Teachers also encourage students to invite their parents to attend. Our parents who have children enrolled in academic support classes receive a special invitation to attend a presentation on how our Title I money is spent and also learn more about Achieve 3000, our reading intervention program designed for Science and Social Studies academic progress monitoring. We also host parent-teacher conferences twice a year and promote this event via social media, Hornet Happenings, and a special email invitation. Teachers also encourage students to invite their parents to attend.

**Title I Requirement:**

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

[ESEA section 1112\(a\)\(1\)\(A\)](#)

**Title III Requirement:**

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

**Legislative References:**

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

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

[3] Title I, Part A, Section 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	Consultation Date	School Closing
	Titles I, II, IV	
<a href="#">Hinsdale Adventist Academy</a>	6/01/2021	<input type="checkbox"/>

**Title Programming Nonpublic Consultation**

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

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

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

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

Choose File No file chosen



**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.

**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]

No Preschool Programs

Response from the approved prior year Consolidated District Plan.

No Preschool Programs

**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

**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 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 D86 Strategic plan, passed and implemented by the Board of Education in 2019 calls for all departments and programs to do an internal audit of instructional programs intended to determine the extent to which every department is offering a guaranteed and viable curriculum curriculum to all students, culturally responsive materials and pedagogy, and a quality assessment system that both provides accurate and timely feedback as well as resource support when student achievement is not maximized. The strategic plan also moves all departments and programs toward a goal of district wide curriculum alignment, meaning common outcomes, expectations, assessments and materials. Common, rigorous, and college Career aligned standards are at the foundation of the D86 instructional program, as are aligned local assessments used to both measure progress and identify areas for improvement and academic support. A great deal of the T1 expenditures are used for structured academic supports and the human resources needed to make sure they serve students needs. In additional local common assessments, D86 purchases and uses external measures to corroborate student achievement, assessments such as NWEA-Map and the SAT suite of assessments. D86 knows that even with the best plans internally, we have to work closely with our feeder districts to ensure readiness for a rigorous high school experience. To this end, Instructional program goals include collaboration with our feeder school districts. This includes the sharing of student data, collaboration on curriculum teams, and summer enrichment programs - notably with students struggling with math. Knowing that academic achievement is closely linked to SEL, the D86 instructional program continues to offer regular and targeted SEL lessons and support for all learners. At Hinsdale South, a growing number of homeless and low income students are victims of adverse childhood experiences that have traumatized them. This plays out in behaviors that are volatile, hostile, or erratic. Students arrive severely credit deficient and often self-sabotage. Many are apathetic and see no role of education in their lives. Truancy and poor attendance are causes for concern. District 86 has identified student anxiety, school refusal, and a lack of social- emotional skills, such as resiliency, self-management, and goal setting, are areas we need to respond to in order for our at-risk students to be successful. We use our SEL Coaches who were trained with Grant funds on the RULER method, to train all of our teachers to conduct 20 lessons in Freshmen PE classes to learn SEL strategies to help them cope with stress and interpersonal challenges. Additionally, we have partnered with the Yale Center for Emotional Intelligence to conduct a survey of our students to assess progress being made in improving student's social-emotional well-being. Research tells us that when teachers work in instructional teams to review student data and to create curriculum, they have the greatest impact on student achievement. Additionally, D86 has increased student opportunity for resource and classroom instruction with EL support. Those students who qualify (through Access testing) have access to individual resource classes as well as targeted after school tutoring programs to meet their specific language needs.

Response from the prior year Consolidated District Plan.

Our Strategic Plan, aimed at improving student outcomes, was designed after reviewing data over the past several years related to student performance, including ACT, PSAT, MAP, ACCESS, DLM, AP, Illinois Science Assessment, grades, attendance, discipline infractions, graduation rates, matriculation rates, and the number of social work interventions. The issues that surfaced helped us create a comprehensive two-pronged approach to respond to concerns regarding the academic and emotional wellness of our students. On the academic side of the coin, subgroups of students, such as Black, IEP, low income, homeless, and Hispanic were underperforming on state standards and local assessments due to transience or a week feeder school program. The instructional program hadn't been fully updated to the Common Core, diagnostic assessments and quality resources for interventions were lacking, and courses weren't aligned with guaranteed learning targets that were clear to the students. Analysis of student performance data indicated that Title I identified students are struggling to make gains in math and English. An independent audit by the Consortium for Educ. Change was conducted to identify curriculum and instruction needs. Title II funds were used in FY18 to conduct a similar audit in Social Studies after evidence revealed a lack of rigor in regular courses and work began in FY 2019 to remediate the lack of rigor. In addition, there was no unified, district-wide structure to progress monitor students in Tiers 2 and 3, to modify interventions, and to adjust learning plans for individuals. The District had fallen behind in teaching and measuring the 21st Century Learning and digital learning skills needed by current students. Curriculum was being delivered with little to no differentiation that was based on specific learning needs. Teachers remained passionate about helping their students, but they lacked the research-based and evidence-based tools and strategies to renovate their classrooms according to Danielson's Professional Practice Framework. Recently, the BOE for Hinsdale 86 has authorized a curriculum equity project to assure that all students are receiving equal access to courses and other academic opportunities. This project commenced in the Spring 2019 and will extend through the 22-23 school year. On the social-emotional side of the coin, data and experience revealed an alarming increase in the number of students suffering from depression, anxiety, self-harming behaviors, and school refusal, resulting in a spike in hospitalizations among our most gifted students. At Hinsdale South, a growing number of homeless and low income students are victims of adverse childhood experiences that have traumatized them. This plays out in behaviors that are volatile, hostile, or erratic. Students arrive severely credit deficient and often self-sabotage. Many are apathetic and see no role of education in their lives. Truancy and poor attendance are causes for concern. District 86 has identified student anxiety, school refusal, and a lack of social- emotional skills, such as resiliency, self-management, and goal setting, are areas we need to respond to in order for our at-risk students to be successful. The Administration has created a wellness goal: we want students to DO well academically and to BE well emotionally and socially. These two conditions must exist if a student is to achieve to their potential and to attain their ideal future. Our multi-year plan, which relies on Title I and II funds as well as local dollars, includes purchasing and administering quality assessments like MAP, followed by training educators on how to interpret the resulting scores, modify their instructional strategies, and tailor lessons to individual student needs. We are releasing content area teachers to provide interventions to Title I identified students. Chromebooks were purchased for Title I identified classrooms to utilize online supplementary materials that can be customized for each student according to their RIT band, such as Achieve3000, MAP learning continuum. We use our SEL Coaches who were trained with Grant funds on the RULER method, to train all of our teachers to conduct 20 lessons in Freshmen PE classes to learn SEL strategies to help them cope with stress and interpersonal challenges. Additionally, we have partnered with the Yale Center for Emotional Intelligence to conduct a survey of our students to assess progress being made in improving student's social-emotional well-being. Research tells us that when teachers work in instructional teams to review student data and to create curriculum, they have the greatest impact on student achievement. Thus, we have structured our PLC time to work on creating quality assessments and SLOs, to review classroom data and to work on embedding SEL strategies for the classroom. Professional development and parent involvement activities will be clarified later in this District Plan. In summary, ESSA funds will be used to provide instructional and SEL professional development, staff, and student programs to address the needs of students at risk of failure and to close the achievement gap.

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

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*([count] of 7500 maximum characters used)*

Evaluation of data collected is important in order to create appropriate opportunities needed by every student. In terms of academics, counselors, deans, and administrators start the year by identifying which students lack the requisite credits to be classified at the grade level they should be at. Sophomores, Juniors, and Seniors who are "Off Track" are monitored closely by counselors and administrators. Incoming Freshmen who struggled in middle school are also on the watch list. Interventions are tracked for these students and a report is given to the academic leadership teams on a monthly basis. The PSAT 8 and MAP Reading and Math scores are used to place incoming students in courses and to identify those who will be scheduled for additional support, such as being put in a guided study hall staffed by TI grant funded aides, or taking an "in addition to" 50 minute period for skills reinforcement. Math and Reading Interventionists

push into classes or pull students out. Incoming freshmen with lower MAP scores are placed into summer school Academic Reading programs to build literacy strategies required in high school courses. During the freshmen year, students have access to Academic Reading classes that pair with their core content classes designed to build literacy skills. Sophomores who haven't closed their reading gap has access to a second year of literacy intervention as a paired Academic reading class. D86 has added two new positions to the administrative team in order to monitor, communicate, and provide support for intervention and data analysis. The first is a Director of Instructional Equity who works closely with the MTSS teams to coordinate academic interventionists, and provide a greater structure to the student services teams in both the SPED and GenEd areas. These student teams review teacher referrals and academic/behavior data for identified students on a weekly basis. The second position is a District data and analytics coordinator. This position reports to the Academic Leadership team and works closely with all department leaders to identify Key Performance Indicators for student achievement and provide feedback at the individual teacher level when academic goals are not being met.

Response from the prior year Consolidated District Plan.

Evaluation of data collected is important in order to create appropriate opportunities needed by every student. In terms of academics, counselors, deans, and administrators start the year by identifying which students lack the requisite credits to be classified at the grade level they should be at. Sophomores, Juniors, and Seniors who are "Off Track" are monitored closely by counselors and administrators. Incoming Freshmen who struggled in middle school are also on the watch list. Interventions are tracked for these students and a report is given to the Board of Education three times a year to chart the progress of these students. MAP Reading and Math scores are used to place incoming students in courses and to identify those who will be scheduled for additional support, such as being put in a guided study hall staffed by TI grant funded aides, or taking an "in addition to" 50 minute period for skills reinforcement. Math and Reading Interventionists push into classes or pull students out. Incoming freshmen with a MAP cut score of 213 and below are placed into a summer school Academic Reading program to build literacy strategies required in high school courses. During the freshmen year, they are placed into English, Science, and Social Studies classes that use grant-funded Achieve3000 Literacy program to improve their Lexile score to prepare for the CCSS-aligned, 1300 Lexile-level SAT their junior year. These classes are called English Academic Reading (AR), Physics AR, and World Cultures AR. Sophomores who haven't closed their reading gap are scheduled into English 2AR based on teacher recommendation, slow Lexile growth, poor grades and performance. Sophomores lacking strong Algebra MAP growth are placed in the Concepts in Chemistry course to receive further reading and literacy supports. Using TII grant funds over the past several years, teachers have been trained on how to interpret MAP scores and use them to group students and tailor assignments per student need. During their sophomore year, English instructors teach students how to set up a Khan Academy account to create their personalized study program to improve in the precise areas that they need, according to their PSAT and MAP scores. In addition, all students who performed below standards on the EXPLORE, PSAT 8/9, or PSAT 10 are provided targeted interventions by their teachers and interventionists in their English and Math classes or in a pull-out structure. In addition, we have created a "dream sheet" that includes every student's grades, attendance, courses, standardized test scores, program identification (homeless, IEP, 504, EL, low income), discipline referrals, etc. Each week the School Improvement Program (SIP) Team, composed of the Principal, Assistant Principal of Curriculum and Instruction, Directors of Counseling and Special Education, and the Department Chairs of English, Math, Science, and Social Studies, looks at students demonstrating choices that put them at risk in the academic or SEL domain. New attendance monitoring procedures have been established to ensure each student's full participation in school. Beginning in 2017-2018, both Central and South will be using common reports: Weekly Attendance Trend Report (Weekly), Six Day Consecutive (Daily), Quarterly Report (Quarterly), and Unexcused Report (Daily). Both buildings will be using the same system for coding for these reports so RTI data can be studied on a district level: Excused (EXC), Excused Athletics/Activities (EXA), Excused Vacation (EXV), Excused No Paperwork (ENP), Excused Flu (ILS), and Unexcused Parent Contact (UPC). Communication protocols will also be standardized: 7 Day Notification Letter, Parent email for excessive absences per period/class, Student Conference for excessive absences per period (Documentation for absences required), and Health Services Notification. Additionally, Response to Intervention protocols have been established and will be followed in this order in the FY18 year. First, the student will be discussed at the General Education Student Support Team meeting attended by the Director of Counseling, relevant Interventionists (Excel, Credit Recovery, Excuse-erate), Student Success Center Coordinator, Counselors, Deans, Psychologists, Social Worker. The team will review the interventions attempted so far and propose action steps. If unsuccessful in getting the student to improve the attendance pattern, the student will undergo the Kearney School Refusal Assessment. The next steps in the protocol are a Student Conference, a Parent Conference, SB100 Student Support Center placement upon return, Home Visit, School Resource Officer Conference, Truancy Ticket, Referral to Special Education Student Support Team as part of Child Find, and finally, a Truancy Referral to DuPage ROE. We are hopeful that this structured approach will be more successful than our more random, less strategic approach of the past. After administering Resiliency Survey for freshmen and sophomores, we utilized assistance by consultants, also grant funded, to understand how to identify students at risk for future problems as well as to identify school-wide programming needs. Students in need of individual or group social work get help sooner than before now that we have this grant-funded assessment tool. The data analysis helped confirm the work of our District SEL Team that had been strained. District has created a structured RTI process with Reading, Math and Behavior Teams that analyze data at the building level, review it at the District level and present it to the Board. We examine if the tools and strategies are working. TI funds were used to send a group of teachers to RULER training at Yale's Center for Emotional Intelligence. They piloted the research-based tools in their classrooms and found them more effective.

**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.

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([count] of 7500 maximum characters used)

Once the data has helped us identify our TI eligible students, we will use our ESSA grant funds to provide supplemental instructional support staff and programs to address their needs and to close the achievement gap. For example, District 86 Title I funds pay for Instructional Aides in a supported study hall for TI identified, at-risk learners as well as an aide in the ELL program. They provide tutoring in subject areas students struggle with as well as executive functioning strategies and study skills. A dropout prevention program is offered during the school year in a nurturing environment supported by a teacher and a dedicated social worker. Credit Recovery classes can be taken during the school year and in summer school. Our Student Success Coordinators provide individualized assistance to homebound and hospitalized students, and our SB100-inspired Support Centers provide a safe space where students returning from hospitalization, suspension or extended absence can get caught up on their work and learn SEL skills that will help them integrate into the school environment. The District leaders coordinate the use of the Title I and II grants with IDEA grant to capitalize on as many of the same products, strategies, consultants, and professional development opportunities. Literacy Interventionists are English teachers with Reading endorsements, who provide prescriptive reading support to TI identified students in the classroom or on a pull-out basis. They also coach teachers on how to best support these at-risk learners within the classroom. Teachers have been trained on how to utilize the MAP Learning Continuum in English, ELL, and Math classes. Achieve3000 licenses are purchased with TI funds to improve reading skills. The cloud-based product that delivers daily content-based, differentiated nonfiction reading and writing instruction precisely tailored to each student's Lexile reading level. Offered in English, Science, and Social Studies classes during the school year and in Reading Reinforcement Workshop during Summer School. Students set goals, monitor their growth, and receive t-shirts, ice-cream and recognition at large group celebrations at the Title I targeted school. FY18 funds purchased Actively Learn, a digital reading tool that provides scaffolding of text that is rich enough to challenge their students' thinking and reading abilities. Adopting Actively Learn allowed teachers to embed their own questions to allow them to communicate with and provide feedback to their students. During Summer School, an Academic Reading Course and Algebra for incoming 9th graders to narrow their gaps prior to the start of high school. Math Reinforcement Workshop is also offered for other grades during Summer School. During the year, Math Interventionists will give individualized assistance to TI eligible students, and the following TI-supported programs help narrow the gap: IXL, ALEKS and Khan Academy. Further supports will be discussed in response to question 3. Furthermore, students experience a variety of assessments throughout their high school careers, from aligned common local assessments to national standardized tests, such as the PSAT, and Advanced Placement (AP) tests. Preparing students for all types of testing material, formats and environments is a major goal in District 86. Our mission is for all students to be able to showcase their skills and knowledge. We do not want the assessment to block the student from demonstrating mastery of the material. Teachers and support personnel, such as counselors and administrators, review student performance indicators on major testing events in order to provide academic support for students struggling to meet standards. ELL: Students in need of remediation as a result of classroom assessments or statewide assessments are provided with one-to-one tutoring as appropriate and available through the TPI tutorial, resource periods and after school. And we added to our ESL classes Achieve3000 Literacy/Writing program. The cloud-based product delivers daily content-based, differentiated nonfiction reading and writing instruction precisely tailored to each student's Lexile reading level to prepare students for both the CCSS-aligned ACCESS 2.0 and the SAT. Also, the district uses Actively Learn, a digital reading tool that provides scaffolding of text rich enough to challenge their students' thinking and reading abilities. It allows teachers to embed their own questions to allow them to communicate with and provide timely, personalized feedback to their students.

Response from the prior year Consolidated District Plan.

Once the data has helped us identify our TI eligible students, we will use our ESSA grant funds to provide supplemental instructional support staff and programs to address their needs and to close the achievement gap. For example, District 86 Title I funds pay for four Instructional Aides in a supported study hall for TI identified, at-risk learners. They provide tutoring in subject areas students struggle with as well as executive functioning strategies and study skills. A dropout prevention program is offered during the school year in a nurturing environment supported by a teacher and a dedicated social worker. Credit Recovery classes can be taken during the school year and in summer school. Our Student Support Coordinators provide individualized assistance to homebound and hospitalized students, and our SB100-inspired Support Centers provide a safe space where students returning from hospitalization, suspension or extended absence can get caught up on their work and learn SEL skills that will help them integrate into the school environment. The District leaders coordinate the use of the Title I and II grants with IDEA grant to capitalize on as many of the same products, strategies, consultants, and professional development opportunities. Literacy Interventionists are English teachers with Reading endorsements, who provide prescriptive reading support to TI identified students in the classroom or on a pull-out basis. They also coach teachers on how to best support these at-risk learners within the classroom. Teacher have been trained on how to utilize the MAP Learning Continuum in English, ELL, and Math classes. Achieve3000 licenses are purchased with TI funds to improve reading skills. The cloud-based product that delivers daily content-based, differentiated nonfiction reading and writing instruction precisely tailored to each student's Lexile reading level. Offered in English, Science, and Social Studies classes during the school year and in Reading Reinforcement Workshop during Summer School. Students set goals, monitor their growth, and receive t-shirts, ice-cream and recognition at large group celebrations at the Title I targeted school. FY18 funds purchased Actively Learn, a digital reading tool that provides scaffolding of text that is rich enough to challenge their students' thinking and reading abilities.

Adopting Actively Learn allowed teachers to embed their own questions to allow them to communicate with and provide feedback to their students. During Summer School, an Academic Reading Course and Algebra for incoming 9th graders to narrow their gaps prior to the start of high school. Math Reinforcement Workshop is also offered for other grades during Summer School. During the year, Math Interventionists will give individualized assistance to TI eligible students, and the following TI-supported programs help narrow the gap: iXL, KnowRe, ALEKS and Khan Academy. Further supports will be discussed in response to question 3. Furthermore, students experience a variety of assessments throughout their high school careers, from a casual pop quiz to national standardized tests, such as the ACT, PSAT, and Advanced Placement (AP) tests. Preparing students for all types of testing material, formats and environments is a major goal in District 86. Our mission is for all students to be able to showcase their skills and knowledge. We do not want the assessment to block the student from demonstrating mastery of the material. With the movement to computer-based assessments and with the increased rigor of course content, District 86 teachers are continually working to revise their lessons so that students will be prepared for these new tests. Site-based tests, those created by a teacher or a team of teachers, are developed to measure a student's progress toward mastering the content and skill objectives of their courses. These assessments are designed to help students identify where they should go next in their learning. In addition, teachers and support personnel, such as counselors and administrators, review student performance indicators in order to provide academic supports for students struggling to meet standards. ELL: Students in need of remediation as a result of classroom assessments or statewide assessments are provided with one-to-one tutoring as appropriate and available through the TPI tutorial, resource periods and after school. And we added to our ESL classes Achieve3000 Literacy/Writing program. The cloud-based product delivers daily content-based, differentiated nonfiction reading and writing instruction precisely tailored to each student's Lexile reading level to prepare students for both the CCSS-aligned ACCESS 2.0 and the SAT. Also, the district uses Actively Learn, a digital reading tool that provides scaffolding of text rich enough to challenge their students' thinking and reading abilities. It allows teachers to embed their own questions to allow them to communicate with and provide timely, personalized feedback to their 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)

In order to strengthen academic programs and improve school conditions for student learning, D86 has long-term goals related to Transformative SEL, Culturally Responsive Teaching, Assessment Literacy, and innovative use of instructional technology. We are using TI and TII funds to support these research-based areas. We recognize our staff's need for PD in how to write quality assessments that test for mastery of objectives, help students self-assess their learning targets and demonstrate student growth. These key areas are the focus on a four-year, new educator induction program, as well as the focus during six all district PD days throughout the year. Teachers will learn how to use analytic tools to effectively drive instruction in real time and be trained on how to review data in their instructional teams as they focus on how to improve performance outcomes. Such work provides a "sense of collective efficacy," according to Hattie, and is Visible Learnings' top factor influencing student achievement. In 2019 we used grant dollars to administer ScholarCentric's research-based Resiliency Survey. The grant also paid for a ScholarCentric trainer to facilitate a full-day data analysis of results that identified the need to improve our SEL skill development activities with the use of a research and evidence-based SEL platform because students lacking in these resiliency skills are predicted to have negative academic outcomes. D86 continues to incorporate the Yale University RULER program developed by Dr. Mark Brackett and the InspiEd curriculum as its research-based SEL program. Our District 86 SEL Vision states that "Each member of the District 86 community will exhibit the motivation and social-emotional skills to achieve academic and professional goals." As such, we want to be cognizant of our staff's SEL capacities and needs, as well. The grant funded Transformative SEL Coaching team continues to develop and implement lessons in all PE classes across all grade levels as well as train new educators. ELL: There is a case roster of these students that the building Assistant Principals and District ELL Coordinator review quarterly after grades are printed. Students are offered TPI resource period help if warranted. These students are also monitored by the school's problem-solving team, which meets weekly to monitor all students on the counselors' caseloads whose grades are below expectations. Weekly D/F lists are run to monitor EL students. Interventions are discussed with the building-based and District RTI teams, who consult with the District ELL Coordinator when exited students struggle. In addition, we spend a lot of time disaggregating our data to monitor the performance of exited and non-exited ELs. The Assistant Superintendent for Academics presents comprehensive "Student Academic Performance Indicators" and "School Report Card" reports to the Board of Education each fall. The reports disaggregated data to look at how our EL students are performing compared to their peers in the district. Every year, the performance gaps for ELs will be studied to see if our goal of narrowing the gaps in core content areas was achieved. Our goals for this year will be set as a result of that report and the new data from the school report card that will come out in October 2021.

Response from the prior year Consolidated District Plan.

In order to strengthen academic programs and improve school conditions for student learning, D86 has long-term goals related to Visible Learning, Assessment Literacy, Digital Learning/21st Century Skills, Social-Emotional Learning, and Embedded Coaching. We are using TI and TII funds to support these research-based areas. We recognize our staff's need for PD in how to write quality assessments that test for mastery of objectives, help students self-assess their learning targets and demonstrate student growth. During FY16 we trained department chairs and curriculum leaders to work with teachers. In FY17 these strategies were used in SLO assessments. Beginning in FY18, we began providing Assessment Literacy Training for all teachers utilizing 1:1 Chromebooks and grant-funded online tool Actively Learn. Teaching assessment skills via a digital format helps us prepare for going fully 1:1 in FY19. It also identifies our 3rd area of focus, Digital Learning/21st Century Skills, which will improve our academic programs, making them relevant to learning and working in the modern age. Thus, our evidence-based assessment literacy training is embedded into a platform that simultaneously builds teacher digital skills needed in a 1:1 classroom. It is designed to transform their courses into "Flexible Classrooms" that provide rigorous, engaging, interactive, differentiated, and accessible content to support learning anytime, anywhere. Teachers will learn how to use analytic tools to effectively drive instruction in real time and be trained on how to review data in their instructional team PLCs as they focus on how to improve performance outcomes. Such work provides a "sense of collective efficacy," according to Hattie, and is Visible Learnings' top factor influencing student achievement. In the summer and fall of 2019, we worked with the Consortium for Educational Change (CEC) to provide teachers with professional development surrounding creative effective formative and summative assessments. The fourth area of focus is Social-Emotional Learning/Wellness for all. We used grant dollars to administer ScholarCentric's research-based Resiliency Survey. Our school culture survey results combined with our Resiliency Survey results revealed to us that we need to expand the of all staff regarding resiliency skill deficits and SEL issues facing our students. The grant also paid for a ScholarCentric trainer to facilitate a full-day data analysis of results that identified the need to improve our SEL skill development activities with the use of a research and evidence-based SEL platform because students lacking in these resiliency skills are predicted to have negative academic outcomes. D86 has chosen Yale University's RULER program developed by Dr. Mark Brackett and the InspiEd curriculum as its research-based SEL program. Our District 86 SEL Vision states that "Each member of the District 86 community will exhibit the motivation and social-emotional skills to achieve academic and professional goals." As such, we want to be cognizant of our staff's SEL capacities and needs, as well. Thus, our teachers took a Yale Educator Wellness Survey last spring to measure their stress levels and personal SEL capacity. Dr. Brackett states, "You can't give away what you don't have." Dr. Mark Greenberg says, In FY18, RULER strategies will be shared with families as freshmen have twenty RULER/InspiEd lessons in PE. Grant funds will be used to bring Dr. Brackett to D86 to address all staff on the research behind RULER and articulate a well-rounded vision of student success that is dependent on strong SEL skills. He will also provide a session for our parents and sender school leaders. Lastly, he will collaborate with the District SEL Team to strengthening our program and supports. We passionately believe that these assessment, instructional practices, expert presentations, and SEL trainings will improve the quality of instruction and services, thereby, narrowing the achievement gaps of our at-risk learners while giving them skills for success in life and work. CASEL's meta-research verifies this assertion. ELL: There is a case roster of these students that the building Assistant Principals and District ELL Coordinator review quarterly after grades are printed. Students are offered TPI resource period help if warranted. These students are also monitored by the school's problem-solving team, which meets weekly to monitor all students on the counselors' caseloads whose grades are below expectations. Weekly D/F lists are run to monitor EL students. Interventions are discussed with the building-based and District RTI teams, who consult with the District ELL Coordinator when exited students struggle. In addition, we spend a lot of time disaggregating our data to monitor the performance of exited and non-exited ELs. The Assistant Superintendent for Academics presents comprehensive "Student Academic Performance Indicators" and "School Report Card" reports to the Board of Education each fall. The reports dis-aggregated data to look at how our EL students are performing compared to their peers in the district. Every year, the performance gaps for ELs will be studied to see if our goal of narrowing the gaps in core content areas was achieved. Our goals for this year will be set as a result of that report and the new data from the school report card that will come out in October 2020.

**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]**

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([count] of 7500 maximum characters used)

As stated earlier in this plan, assessment data, registration process, and articulation with the sender middle schools, help us identify our low income and minority students in need. Our District goals concentrate on meeting the educational needs and narrow the achievement gap of the following students: low-achieving, minority, limited English proficient, migratory, disabled, neglected or delinquent, in need of reading assistance, or otherwise disadvantaged children. Hinsdale South, our Title I school, has an economically disadvantaged rate of 24%. The majority of these students are also African American. Research indicates that they are at risk for achieving below the rate of their non-economically disadvantaged peers as well as having a higher likelihood of dropping out. We review credentials for all of our teachers to ensure that they are highly qualified and have the skill set to positively impact change for these vulnerable students. In the past few years, South created the College Knowledge program for Black males. In addition to their annual college field trip, the TI grant supported training, practice and supplies to aid the college application and interview process. This idea fulfilled the goal of instilling a sense of pride and hope in these typically disenfranchised young men. This was so successful with our male students that it was expanded to disenfranchised Black females as well. Hinsdale District

86 has a hires only highly qualified teachers to teach all students in all subject areas. In addition to hiring a grant funded Director of Instructional Equity to monitor and provide Professional Development around culturally responsive teaching and pedagogy, D86 is also expanding the summer enrichment program know as Hornet Advisory to include more disadvantaged students. D86 is also partnering with local feeder schools to create summer enrichment programming for black and Latinex students who demonstrated academic need in math.

Response from the prior year Consolidated District Plan.

As stated earlier in this plan, assessment data, registration process, and articulation with the sender middle schools, help us identify our low income and minority students in need. Our District goals concentrate on meeting the educational needs and narrow the achievement gap of the following students: low-achieving, minority, limited English proficient, migratory, disabled, neglected or delinquent, in need of reading assistance, or otherwise disadvantaged children. Hinsdale South, our Title I school, has an economically disadvantaged rate of 32%. The majority of these students are also African American. As such, they are at risk for achieving below the rate of their non-economically disadvantaged peers as well as having a higher likelihood of dropping out. We review credentials for all of our teachers to ensure that they are highly qualified and have the skill set to positively impact change for these vulnerable students. Our observation and evaluation process was used this year to remove an ineffective teacher in our dropout prevention program. He took the spot after an effective, motivational teacher who ran the program for years moved out of state. The outcomes for the students didn't show the growth of the past teacher, so the program was re-staffed with a highly successful English teacher with a proven track record of working with this at-risk population. A social worker was also hired to work in this program exclusively for the upcoming year. In the past few years, South created the College Knowledge program for Black males. In addition to their annual will college field trip, the TI grant purchased sport coats, ties, collared shirts and slacks for these students to be used for job and college interviews. This idea fulfilled the goal of instilling a sense of pride and hope in these typically disenfranchised young men. This was so successful with our male students that it was expanded to disenfranchised Black females in the FY18 school year. Hinsdale District 86 has a hires only highly qualified teachers to teach all students in all subject areas.

**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]**

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District 86 is well aware of the correlation between a strong, effective library program and student achievement that has been verified through repeated research. "Student test scores were higher the more time librarians worked cooperatively with classroom teachers, the more they taught information literacy independently, and the more they provided in-service training to teachers." That is according to the research reported in "Strong School Libraries Build Strong Students." In fact, 21 state studies confirm that school librarians support student achievement and test scores tend to be significantly higher for schools that have full-time certified school librarians. That is why our libraries are vital learning hubs in our schools, and our librarians teach our students about information literacy. They go into English classrooms to instruct students on how to thoughtfully inquire about the world around them, efficiently seek information which addresses those inquiries, critically evaluate the quality of that information, capably apply the knowledge acquired to new problems, questions, or ideas, and objectively assess the work they produce as a result of the research process. They also collaborate with other teachers to design and implement lessons and assessments which challenge our students to become effective users of ideas and information, perhaps the single most important 21st century skill. They provide leadership, instruction, and expertise in the use of information and technology that encourages creative problem solving and ethical, socially responsible sharing of information. Finally, they promote life-long learning through programming which encourages reading, inquiry, and the use of technology to meet learning goals. D86 Librarians developed and deliver a skills-based 21st Century information literacy assessment aligned to the American Library Association Standards for the 21st-Century Learner, ISTE Standards for Students, and the Common Core State Standards. The results of this assessment are used to modify the freshman literacy curriculum. Some of the curriculum will be repeated in the sophomore year and then expanded upon with the addition of Internet Safety curriculum. The post test will be given again to see if the percentage of students meeting or achieving the learning targets will increase even further. Our libraries are incredibly active places. Clearly, our students need access to a variety of quality resources which support the curriculum and meet the diverse needs and interests of our school community in a vibrant learning environment equipped for the demands of 21st Century teaching and learning. Our libraries are providing that support and the District earned the National School Library Program of the Year in 2012 from the American Association of School Librarians.

Response from the prior year Consolidated District Plan.

District 86 is well aware of the correlation between a strong, effective library program and student achievement that has been verified through repeated research. "Student test scores were higher the more time librarians worked cooperatively with classroom teachers, the more they taught information literacy independently, and the more they provided in-service training to teachers." That is according to the research reported in "Strong School Libraries Build Strong Students." In fact, 21 state studies confirm that school librarians support student achievement and test scores tend to be significantly higher for schools that have full-time certified school librarians. That is why our libraries are vital learning hubs in our schools, and our librarians teach our students about information literacy. They go into English classrooms to instruct students on how to thoughtfully inquire about the world around them, efficiently seek information which addresses those inquiries, critically evaluate the quality of that information, capably apply the knowledge acquired to new problems, questions, or ideas, and objectively assess the work they produce as a result of the research process. They also collaborate with other teachers to design and implement lessons and assessments which challenge our students to become effective users of ideas and information, perhaps the single most important 21st century skill. They provide leadership, instruction, and expertise in the use of information and technology that encourages creative problem solving and ethical, socially responsible sharing of information. Finally, they promote life-long learning through programming which encourages reading, inquiry, and the use of technology to meet learning goals. As teachers, the librarians participate in the Student Learning Objective (SLO) process to demonstrate Student Growth, which counts as 15% of their evaluation rating. They developed a skills-based 21st Century information literacy assessment aligned to the American Library Association Standards for the 21st-Century Learner, ISTE Standards for Students, and the Common Core State Standards. They give all freshmen pre-test in the fall. At that point in time, 20% met or exceeded achievement targets. After teaching the 21st Century curriculum lessons in the English 1 classes, the baseline data was compared to a post-test at the end of the first semester. The met or exceeded achievement targets category grew to 58%. As a district, 72% of students advanced a performance level as a result of this direct librarian instruction. Some of the curriculum will be repeated in the sophomore year and then expanded upon with the addition of Internet Safety curriculum. The post test will be given again to see if the percentage of students meeting or achieving the learning targets will increase even further. Our libraries are incredibly active places. Clearly, our students need access to a variety of quality resources which support the curriculum and meet the diverse needs and interests of our school community in a vibrant learning environment equipped for the demands of 21st Century teaching and learning. Our libraries are providing that support and the District earned the National School Library Program of the Year in 2012 from the American Association of School Librarians.

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

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For incoming 9th graders, students eligible for honors level coursework are identified through a combination of data points. Along with past course performance and middle school recommendations, MAP scores and PSAT8 scores in Math and Reading are used to predict student success. For example, a Reading RIT of 231 and above will land a student in the honors program in English and Social Studies at South without any other corroborating data. For Geometry Honors or Algebra 2/Trig Honors it is a math score of 248 or above. These are fluid cut scores, however. Any student who expressed the desire to challenge into a higher level course is likely to be admitted. They may be required to take a summer enrichment workshop to strengthen skills identified through MAP's learning continuum. An online support program will be created for them to help ensure their success in the higher level course. Any student moving up to a higher level course is invited to participate in these Math, Reading and Writing Reinforcement Summer Workshops. Through the ESSA grant, we are also serving our low income gifted students by providing financial assistance for AP tests and dual credit coursework. In addition, grant funds allow us to provide SAT test prep for low income students who are preparing for college.

Response from the prior year Consolidated District Plan.

For incoming 9th graders, students eligible for honors level coursework are identified through a combination of data points. Along with past course performance and middle school recommendations, MAP scores in Math and Reading are used to predict student success. For example, a Reading RIT of 231 and above will land a student in the honors program in English and Social Studies at South without any other corroborating data. For Geometry Honors or Algebra 2/Trig Honors it is a math score of 248 or above. These are fluid cut scores, however. Any student who expressed the desire to challenge into a higher level course is likely to be admitted. They may be required to take a summer enrichment workshop to strengthen skills identified through MAP's learning continuum. An online support program will be created for them to help ensure their success in the higher level course. Any students moving up to a higher level course is invited to participate in these Math, Reading and Writing Reinforcement Summer Workshops. Through the ESSA grant, we are also serving our low income gifted students by paying for their AP tests. In addition, grant funds allow us to provide SAT test prep for low income students who are preparing for college.

**Title I Requirements:**

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

**Legislative References:**

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

[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646

[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646

[5] Title I, Part A, Section 1112(b)(2)

[6] Title I, Part A, Section 1112(b)(13)(B)

[7] Title I, Part A, Section 1112(b)(13)(A)

\* Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

\*\*Required field for only Title I, Part A

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

**ISBE Goals:**

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

**District Goal(s):**

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

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

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

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

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Preparing students for high-stakes college entrance examinations is a major way in which District 86 facilitates the effective transition for students from high school to postsecondary education. As a result of ISBE shifting to the SAT for all juniors, Hinsdale Township High School District 86 launched a new comprehensive assessment system in 2017-18 to prepare our students for this shift in state practice. Prior to 2015, District 86 used ACT's suite of assessments of Explore (fall grade 8), Plan (fall grade 10) and ACT (spring grade 11). We shifted to SAT's suite of assessments of PSAT 8/9 (fall grade 8), PSAT National Merit Scholarship Qualifying Test (fall grade 11) and SAT (spring grade 11). These assessments will best prepare students to earn the highest SAT scores possible and also better assess student readiness for Advanced Placement courses via the College Board's AP Potential Report. District 86 will use a combination of junior high school MAP scores and the PSAT 8/9 as our high school placement tests along with 8th grade teacher feedback. Our assessment system provides every student with the opportunity to qualify for National Merit Scholarship status. We will be using MAP test scores to monitor student progress in 9th and 10th grade to ensure we are monitoring both individual and holistic areas of strength and challenge for District 86 students. In addition, student who desire additional practice can register for the PSAT 10 which takes place on a Saturday in the spring of grade 10. District 86 will also continue to comply with the state-testing mandate of the Illinois Science Assessment for juniors. In order to position our students so that they can do their best on the SAT and the community college entrance tests (ALEKS for Math and ACCUPLACER for Reading), we focus on creating what Dr. Hattie calls "assessment capable" learners. Students experience a variety of assessments throughout their high school careers, from local common assessments to national standardized tests, such as the PSAT/SAT, and Advanced Placement (AP) tests. Preparing students for all types of testing material, formats and environments is a major goal in District 86. Prior to test dates, programming is offered in grade-level English classes prepared students for PSAT and SAT by showing them how to use Khan Academy to create personalized practice activities designed to fill their learning gaps. Local assessments are often modeled on state and national assessments, to prepare students for such assessment types as well as monitor progress toward their eventual mastery of course content. These assessments are designed with clear learning targets that are visible to students so they can track their progress and identify where they should go next in their learning. In addition, teachers and support personnel, such as counselors and administrators, review student performance indicators on major testing events in order to provide academic support for students struggling to meet standards. In order to increase the number of students entering into credit-bearing math at COD, we have redesigned our senior math course and are in the process of redesigning a senior English course with this same objective. D86 continues to offer robust and expanding AP course offerings. In addition, each department is reaching out to our local community colleges and universities with the hope of expanding our current dual credit offerings. D86 currently assists our students in transitioning to postsecondary education by offering the option of dual credit enrollment at COD, Moraine Valley and Loyola University.

Response from the approved prior year Consolidated District Plan.

Preparing students for high-stakes college entrance examinations is a major way in which District 86 facilitates the effective transition for students from high school to postsecondary education. As a result of ISBE shifting to the SAT for all juniors, Hinsdale Township High School District 86 launched a new comprehensive assessment system in 2017-18 to prepare our students for this shift in state practice. Prior to 2015, District 86 used ACT's suite of assessments of Explore (fall grade 8), Plan (fall grade 10) and ACT (spring grade 11). We shifted to SAT's suite of assessments of PSAT 8/9 (fall grade 8), PSAT National Merit Scholarship Qualifying Test (fall grade 11) and SAT (spring grade 11). These assessments will best prepare students to earn the highest SAT scores possible and also better assess student readiness for Advanced Placement courses via the College Board's AP Potential Report. For the high school graduating Class of 2022 (8th graders in 2017-2018), District 86 will use a combination of junior high school MAP scores and the PSAT 8/9 as our high school placement tests along with 8th grade teacher feedback. Our new assessment system provides every student with the opportunity to qualify for National Merit Scholarship status. We will be using MAP test scores to monitor student progress in 9th and 10th grade to ensure we are monitoring both individual and holistic areas of strength and challenge for District 86 students. In addition, student who desire additional practice can register for the PSAT 10 which takes place on a Saturday in the spring of grade 10. District 86 will also continue to comply with the state-testing mandate of the Illinois Science Assessment for students enrolled in a first-year Biology course. In order to position our students so that they can do their best on the SAT and the community college entrance tests (ALEKS for Math and ACCUPLACER for Reading), we focus on creating what Dr. Hattie calls "assessment capable" learners. Students experience a variety of assessments throughout their high school careers, from a casual pop quiz to national standardized tests, such as the ACT, PSAT, and Advanced Placement (AP) tests. Preparing students for all types of testing material, formats and environments is a major goal in District 86. Our mission is for all students to be able to showcase their skills and knowledge. We do not want the assessment to block the student from demonstrating mastery of the material. With the movement to computer-based assessments and with the increased rigor of course content, District 86 teachers are continually working to revise their lessons so that students will be prepared for these new tests. Prior to test dates, programming is offered in grade-level English classes prepared students for PSAT and SAT by showing them how to use Khan Academy to create personalized practice activities designed to fill their learning gaps. Site-based tests, those created by a teacher or a team of teachers, are developed to measure a student's progress toward mastering the content and skill objectives of their courses. These assessments are designed with clear learning targets that are visible to students so they can track their progress and identify where they should go next in their learning. Additionally, course assessments use the language and question prompts that are in the SAT test to get students comfortable with the academic language of those standardized assessments. In addition, teachers and support personnel, such as counselors and administrators, review student performance indicators on major testing events in order to provide academic supports for students struggling to meet standards. To improve the transition of our students into credit earning courses at the community colleges, District 86 Math Department Chairs and the Assistant Superintendent for Academics are participating in a collaborative group of high school math leaders and College of DuPage math instructors to pilot the new course in FY19. In order to increase the number of students entering into credit-bearing math at COD, we have redesigned our senior math course as described earlier in this plan. We also assist our students in transitioning to postsecondary education by offering the option of dual credit enrollment at COD, Moraine Valley and Loyola University.

**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.**

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

*[[count] of 7500 maximum characters used)*

D86 prides itself on providing a comprehensive educational program that exposes students to interesting career-related courses. All CTE instructors participate in district wide literacy initiatives, and design curriculum to align with literacy and numeracy standards in English and math courses. The CTE program continues to seek external partnerships with local, State, and national companies in order to create internships, offer hands-on experience, and create

mentorship opportunities for students hoping to enter specific career fields. D86 continues to offer a robust selection of courses for all students. The Business Department offers courses that provide skill attainment in these areas: Accounting, Marketing, Management, Finance, Entrepreneurship, and Information Processing. Innovative courses include Multimedia Innovations, App Design, Business Law, Entrepreneurial Studies, and Sports Marketing. Special Education courses include Prevocational Job and Cooperative Work Training. Internships and Work Experience offered through both the Business and Special Ed departments for Juniors and Seniors are completed outside of the regular school day according to student availability and can be repeated. This program provides students with an opportunity for career exploration in a field of their choice. Students work with a mentor outside of the school day for 50-75 hours in their career field and are expected to keep a detailed journal, write a reflection paper and discuss their experiences with a related class. The Technology Support Internship (TSI) course (established in 2018), continues to be a thriving, hands-on study of technology integration in the school. Students are trained to oversee daily technology issues in order to assess which problems surface throughout the day. Students define the best approach to addressing or solving the problems for students and teachers; troubleshoot hardware, software, and network problems; and process service tickets and inventory stock. They are also expected to provide training sessions on Chromebook use and digital citizenship to incoming freshmen and transfer students in FY19 and beyond. The course provides students with the opportunity to pursue an independent learning pathway and potential professional certifications in one of four areas: Application, Innovation, Design, and Entrepreneurship. The Family and Consumer Sciences Department offers courses that strive to improve the lives of families, individuals and communities through advanced level learning opportunities while fostering academic achievement, career exploration, creativity, and problem-solving skills. Courses are offered in these areas: Culinary, Interior Design, Fashion, Teaching, Family Living, and Consumer Econ. Innovative courses include Interior Design and Housing, Nutrition, Wellness and Cooking, Baking and Pastry Arts, Chef and Restaurant, Fashion Merchandising, Child Care and Development, Invitation to Teaching, and Single Survival. We used past Perkins grant funds to purchase an espresso machine, which was used when our "Bakery and Pastry" and our "Chef and Restaurant" classes that serve food and beverages at community events. Such events include our Hall of Fame luncheon, our authentic performance assessment luncheons offered to students, staff, and family members. Students are aware of the sophisticated beverage preferences offered at real upscale restaurants and desire the opportunity to practice on first-rate equipment that allows them to provide these drinks for their "customers" whom they prepare meals for as a part of their class. Likewise, the "Virtual Business - Restaurant Management" software provides our students with virtual reality opportunities to undertake leadership roles related to running a food service business. We hope to see an increase in the number of students pursuing post-secondary careers or training in the food service industry now that they have a real taste of leadership in the field. District 86 Technology Education classes include the areas of Engineering, Graphics Communications, Photography, Video, and Woods. Popular courses include Engineering, Architecture and Design, Web Design, Game Design, Desktop Publishing, and darkroom photograph, and Digital Video Production courses. Recently, we upgraded Mac computers to match the industry standards and prepare our students for college and careers. For instance, a rotary indexing head for our ShopBot machine was purchased to enhance what our students can engrave on. The ShopBot has improved student interest and pride in creating high quality projects in their Woods class. Adding laptop computers for use in career tech courses, including the Woods and Advanced Woods courses has also been beneficial to our students at South. One laptop was dedicated for the ShopBot machine and one was dedicated for the laser engraver, both purchased from the Perkins grant. Additional computers have allowed increased student access when creating detailed designs. The expected outcome has been an increased quality of products produced by students in the course and increased enrollment in the advanced level of the Woods class. For even more CTE course offerings, our students can leave campus to take extended time, immersion courses at the Technology Center of DuPage (TCD), which prepare juniors and seniors for college and a career. Through 19 advanced career and technical education electives. Opportunities through TCD include: dual credit (both high school and free, transferable college credit at the same time), available industry certifications or licenses and career exploration and development before making important college decisions. Popular courses with our students are Computer Information Systems & Game Design, Multimedia & Television Production, Cosmetology, Criminal Justice, Early Childhood Education & Care, Fire Science / Emergency Medical Technician (seniors only), Healthcare Foundations, Nursing Assistant Training Program, and Professional Cooking, Baking & Service, Construction Trades, HVAC & Refrigeration, Residential Wiring, Welding Technology, Auto Body Repair and Refinishing, and Automotive Technology. It is our goal to increase enrollment in our CTE courses by having fewer students needing to retake failed courses during the school year. We have a plan to work with our counselors and social workers to help us achieve this goal. Over the next few years, CTE enrollment patterns should grow even further.

Response from the approved prior year Consolidated District Plan.

In our 2015-16 District's summary report of students taking enough CTE classes to be labeled as concentrators, 83.3% met or exceeded the Academic Attainment-Reading/Language Arts standards set by the state. This was a 10 point gain from the prior year. We attribute this to our District 86 practice of teaching literacy strategies in all classrooms. Vocabulary instruction is embedded in all courses, especially at South where student reading scores are below standards for half of incoming freshmen. In addition, teaching common core strategies for comprehending complex non-fiction text in all content areas has been a concentration in D86. In math, 73.3% met/exceeded the Math standards set by the state. Our CTE courses did the following to get this percentage, which surpasses the state target by 23.3 points: teaching common core strategies in math courses in the areas mathematical modeling and real life application; providing tablet computers in our Family and Consumer Sciences courses, allowing teachers to integrate real world math applications into the curriculum to increase student engagement, and purchasing SAM 2010 business and industry software that advance math concepts by providing career experiences and technical skills in the high interest engineering areas of robotics, injection molding, and laser engraving. Additionally, D86 prides itself on providing a comprehensive educational program that exposes students to interesting career-related courses. For example, the Business Department offers courses that provide skill attainment in these areas: Accounting, Marketing, Management, Finance, Entrepreneurship, and Information Processing. Innovative courses include Multimedia Innovations, App Design, Business Law, Entrepreneurial Studies, and Sports Marketing. Special Education courses include Prevocational Job and Cooperative Work Training. Internships and Work Experience offered through both the Business and Special Ed departments for Juniors and Seniors are completed outside of the regular school day according to student availability and can be repeated. This program provides students with an opportunity for career exploration in a field of their choice. Students work with a mentor outside of the school day for 50-75 hours in their career field and are expected to keep a detailed journal, write a reflection paper and discuss their experiences with a related class. New in D86 in FY19 was the Technology Support Internship (TSI) course, a hands-on study of technology integration in the school. Students are trained to oversee daily technology issues in order to assess which problems surface throughout the day. Students define the best approach to addressing or solving the problems for students and teachers; troubleshoot hardware, software, and network problems; and process service tickets and inventory stock. They are also expected to provide training sessions on Chromebook use and digital citizenship to incoming freshmen and transfer students in FY19 and beyond. The course provides students with the opportunity to pursue an independent learning pathway and potential professional certifications in one of four areas: Application, Innovation, Design, and Entrepreneurship. The Family and Consumer Sciences Department offers courses that strive to improve the lives of families, individuals and communities through advanced level learning opportunities while fostering academic achievement, career exploration, creativity, and problem-solving skills. Courses are offered in these areas: Culinary, Interior Design, Fashion, Teaching, Family Living, and Consumer Econ. Innovative courses include Interior Design and Housing, Nutrition, Wellness and Cooking, Baking and Pastry Arts, Chef and Restaurant, Fashion Merchandising, Child Care and Development, Invitation to Teaching, and Single Survival. We used past Perkins grant funds to purchase an espresso machine, which was used when our "Bakery and Pastry" and our "Chef and Restaurant" classes that serve food and beverages at community events. Such events include our Hall of Fame luncheon, our authentic performance assessment luncheons offered to students, staff, and family members. Students are aware of the sophisticated beverage preferences offered at real upscale restaurants and desire the opportunity to practice on first-rate equipment that allows them to provide these drinks for their "customers" whom they prepare meals for as a part of their class. Likewise, the "Virtual Business - Restaurant Management" software provides our students with virtual reality opportunities to undertake leadership roles related to running a food service business. We hope to see an increase in the number of students pursuing post-secondary careers or training in the food service industry now that they have a real taste of leadership in the field. District 86 Technology Education classes include the areas of Engineering, Graphics Communications, Photography, Video, and Woods. Popular courses include Engineering, Architecture and Design, Web Design, Game Design, Desktop Publishing, and darkroom photograph, and Digital Video Production courses. Recently, we upgraded Mac computers to match the industry standards and prepare our students for college and careers. For instance, a rotary indexing head for our ShopBot machine was purchased to enhance what our students can engrave on. The ShopBot has improved student interest and pride in creating high quality projects in their Woods class. Adding laptop computers for use in career tech courses, including the Woods and Advanced Woods courses has also been beneficial to our students at South. One laptop was dedicated for the ShopBot machine and one was dedicated for the laser engraver, both purchased from the Perkins grant. Additional computers have allowed increased student access when creating detailed designs. The expected outcome has been an increased quality of products produced by students in the course and increased enrollment in the advanced level of the Woods class. For even more CTE course offerings, our students can leave campus to take extended time, immersion courses at the Technology Center of DuPage (TCD), which prepare juniors and seniors for college and a career. Through 19 advanced career and technical education electives. Opportunities through TCD include: dual credit (both high school and free, transferable college credit at the same time), available industry certifications or licenses and career exploration and development before making important college decisions. Popular courses with our students are Computer Information Systems & Game Design, Multimedia & Television Production, Cosmetology, Criminal Justice, Early Childhood Education & Care, Fire Science / Emergency Medical Technician (seniors only), Healthcare Foundations, Nursing Assistant Training Program, and Professional Cooking, Baking & Service, Construction Trades, HVAC & Refrigeration, Residential Wiring, Welding Technology, Auto Body Repair and Refinishing, and Automotive Technology. It is our goal to increase enrollment in our CTE courses by having fewer students needing to retake failed courses during the school year. We have a plan to work with our counselors and social workers to help us achieve this goal. Over the next few years, CTE enrollment patterns should grow even further.

#### Legislative References:

- [1] Title I, Part A, Section 1112(b)(10)(A and B)
- [2] Title I, Part A, Section 1112(b)(12)(A and B)

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



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

**ISBE Goals:**

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

**District Goal(s):**

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

**For each program for which funding is anticipated for the 2021-2022 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

Professional Development in curriculum alignment, development and assessment creation will be a main focus during course team meetings, flex learning days, and summer training opportunities. Additionally the four main PD areas of focus for the District, notably new educator induction meetings will be Transformative SEL, Innovative teaching practices (including blended and remote learning), culturally responsive teaching, and assessment literacy. The grant funded Director of Instructional Equity will plan a significant role in the planning and delivery of these PD opportunities.

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

## C. Title I, Part D - Delinquent

## D. Title I, Part D - Neglected

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

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

Professional Development in curriculum alignment, development and assessment creation will be a main focus during course team meetings, flex learning days, and summer training opportunities. Additionally the four main PD areas of focus for the District, notably new educator induction meetings will be Transformative SEL, Innovative teaching practices (including blended and remote learning), culturally responsive teaching, and assessment literacy. The grant funded Director of Instructional Equity will plan a significant role in the planning and delivery of these PD opportunities.

## G. Title III - LIEP

District ELL coordinator will attend DEL Director's Conference to learn about Illinois Law, Seal of Biliteracy, ACCESS, SIS and IWAS and shared with teams during course team meetings. There will be additional continued learning experiences for both instructors and paraprofessionals at local, State, and national conferences focused on ELL/Bilingual instruction.

## H. Title III - ISEP

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

No professional development plans for title 4 funding

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

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

Child find legal requirements and defensible IEPs in collaboration with District legal. Continue work regarding the co-teaching model; effectiveness and partnership with general education teacher DCDT-transition level professional development to meet identified needs of young adults with autism Edgenuity training for staff members to support student achievement Math 180 training for staff members to support student achievement CARD - supporting young adults in school environment with autism or significant behaviors

## L. IDEA, Part B - Preschool

**Legislative Requirement:**

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

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

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

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

**ISBE Goals:**

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

**District Goal(s):**

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

**1. Describe the process through which the districts will:\***

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

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*([count] of 7500 maximum characters used)*

Since the 2018-2019 school year, D86 committed to using the 5Essentials Survey to identify areas for improvement related to both academics and maintaining a safe and healthy learning environment. In the fall of 2019, Hinsdale adopted the data modules through 5Labs to give real time access to all school data. This allows administration to monitor and evaluate all behavioral infractions and interventions. In 2019, as a result of the adoption of a D86 Strategic Plan, a student health and wellbeing committee was created to study the effects of the school environment on student success. This committee is charged with analyzing data on student discipline, the school day, resource opportunities, and strengthening the sense of student community. There work is ongoing and is reported to the BOE on an annual basis each spring. Our MTSS Behavior Team studies infraction data and the district administration monitors the Civil Rights Data that is collected each year to look for areas of concern. In addition, we opened a Senate Bill 100 Student Support Center in each school where students who bully others can be removed from a class to protect a victim and to receive counseling and support services without having to issue a suspension. We have found this to be an effective intervention in our first year of having this extra resource available to us. Finally, the Board policy 7:20 "Equity: Harassment of Students" and policy 7:180 "Prohibited Rights and Responsibilities: Prevention of and Response to Bullying, Intimidation, and Harassment" are complaint with Section 27-23.7 of the School Code (105 ILCS 5/27-23.7), posted publicly on the District website, and clearly identify the District's Complaint Managers.

Response from the prior year Consolidated District Plan.

In the 2017-2018 school year, The Comprehensive School Climate Inventory (CSCI), which is the approved replacement for the 5Essentials Learning Conditions Survey in District 86, assessed four major areas of school climate: Safety, Relationships, Teaching and Learning, and the External Environment. Each area has additional subcategories called dimension. It is an area of celebration that none of the median school climate ratings for the twelve School Climate Dimensions were rated as negative by Hinsdale South's students, staff and parents. Ten dimensions were rated positive with only two rated neutral. Of the ten positively rated dimensions, the top for the students were "Respect for Diversity" and "Safety Rules and Norms." When diving deeper into the score distribution of the median ratings, a more detailed picture emerges. For example, seventy percent of South's students reported positive impressions regarding the social support they receive from adults and students with only three to four percent of the students reporting negative perceptions of adult and student support, respectively. In addition, ninety-two percent of school personnel reported positive feelings about their professional relationships. These data indicate that a caring, personalized environment exists for the students who attend Hinsdale South and that school staff experience an enriching, collaborative working environment. That said, one of the two neutral median ratings was in the dimensions of "Sense of Social-Emotional Security". Students and staff responded to questions that probed their experiences and witnessing of verbal abuse, harassment and exclusion among the student body. 61% of students at Hinsdale South felt neutral when asked about these issues. Clearly, that is better than the 19% who felt a negative sense of SEL security. We hope to move beyond only 20% of students at South feeling positive about their SEL wellbeing and closer to Hinsdale Central students who express a 41% positive sense of wellbeing, with 12% feeling negative. Central has an established anti-bullying program that the new principal at South is interested in examining for her students. Both schools advertise the anonymous tip line, and Social workers and Deans intervene to problem solve when bullying occurs. "Social and Civic Learning" was the other area that students felt neutral about. Students, parents, and staff responded to questions that probed the extent to which social and civic knowledge and skills are actively incorporated into school learning and how ethical dispositions are recognized and valued by school personnel. The descriptor of this dimension includes the SEL skills of self-awareness, self-management, social awareness, interpersonal skills, and decision-making and goal setting in academic, civic and social contexts. School personnel strive to intentionally teach these SEL skills; however, students don't report that the skills of conflict resolution, empathy, reflecting on their learning, and examining ethical implications for their decisions being taught as directly or with as much impact as teachers think they are. As noted several times in this plan, this data was used in conjunction with the resiliency survey data from freshmen to confirm the need to implement RULER and SEL lessons in FY18. Disaggregated by race/ethnicity, the black students had a higher sense of SEL security than their peers of other races, 3.17 compared to 3.0. Freshmen reported a more positive view of wellness than their older peers with males and females reporting perceptions identically. ELL students reported a lower sense of wellbeing than non-ELL students; however, IEP status had no effect on student feelings. In the 2018-2019 school year, Hinsdale Township District 86 decided to again use the 5Essentials Survey moving forward. In the fall of 2019, Hinsdale adopted the data modules through 5Labs to give real time access to all school data. This allows administration to monitor and evaluate all behavioral infractions and interventions. Our RTI Behavior Team studies infraction data and the district administration monitors the Civil Rights Data that is collected each year to look for areas of concern. In addition, we opened a Senate Bill 100 Student Support Center in each school where students who bully others can be removed from a class to protect a victim and to receive counseling and support services without having to issue a suspension. We have found this to be an effective intervention in our first year of having this extra resource available to us. Finally, the Board policy 7:20 "Equity: Harassment of Students" and policy 7:180 "Prohibited Rights and Responsibilities: Prevention of and Response to Bullying, Intimidation, and Harassment" are complaint with Section 27-23.7 of the School Code (105 ILCS 5/27-23.7), posted publicly on the District website, and clearly identify the District's Complaint Managers.

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

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

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[[count] of 7500 maximum characters used)

All homeless students and parents/guardians hold a before school meeting with the Assistant Superintendent of Student Services, who serves as our District Homeless Liaison, to create a relationship and to identify school supply and clothing needs, which are purchased and delivered by the student's counselor once school begins. Throughout the school year, the counselor will do monthly check-ins and continue to provide materials, academic, SEL support. Supplies provided by the grant include items such as backpacks, folders, pens, and calculators. In addition, the grant provides a Chromebook to each homeless student to ensure that they are able to complete any homework requiring a computer. Since students need to go online to complete school-related tasks, all homeless youth are given an activated Kajeet Mobile Hot Spot, with both the device and its monthly service fee paid for by the TI grant. During the school year, the Assistant Superintendents, the Principals, and social workers join the homeless students, who are transported by grant funds, at our local Kohl's and provide each student with donated funds to pick out winter coats, gloves, hats and other necessities they will be proud to wear. Male homeless students who are black are encouraged at Hinsdale South to join the College Knowledge program to be mentored on how to apply for college and jobs, as well as to get grant-funded sport coats, pants, collared shirts and ties. These students will meet with their counselors and mentors regarding the progress they are making on their personal goal plans. In addition, the district provides all homeless students with taxi or bus service that is gladly modified if the child gets involved in co-curricular sports or activities. South's SHAPE club supports our homeless students trying more rigorous courses for the first time. In addition, we will be using the ScholarCentric Resiliency Survey results to identify students who are at-risk for not graduating. The survey results will identify the supports lacking in a student's life so we can respond to their needs with relevant, timely interventions specific to their deficits. Additionally, the district has partnered with Presence Health to provide services to our homeless students. Referrals to other outside agencies are also made, as needed. Our fundamental goal remains to increase the graduation rate and engagement level for high poverty, minority, and homeless students. We will accomplish this by providing school-based summer services to youth and families. For example, identifying students at-risk due to academic achievement below standards performance and a lack of resiliency strategies will help us offer motivational experiences for these students. These are students who need motivational help believing they can be successful and who will benefit from the opportunity to visit college campuses, talk with students who transcended their challenges in the past, and set personal performance goals.

Response from the prior year Consolidated District Plan.

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**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

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - HINSDALE CENTRAL HIGH SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0002 - HINSDALE SOUTH HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
3001 - HSD 86 ADULT OPPORTUNITIES PGM	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations:

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

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

**ISBE Goals:**

- 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 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\(d\)](#)

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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)

Hinsdale South is the targeted assistance school for District 86. As a result, we are responsible according to section 1111(d), paragraphs (1) and (2), to provide support to improve the school comprehensively. At South on the SAT test there was a gap in scores and the school-level performance review indicates that our math program was not providing curriculum and support at the level required for students to close this learning gap. Thus, we are continuing to utilize ESSA grant dollars to provide additional supports and tutoring to Title I students. An additional resource funded by ESSA will be the Community Liaison, who will go to the homes of these students to help the parents/guardians learn how to best support these students whose traumatic lives are interfering with their ability to make academic progress. Title I funds are used to support after school tutoring and test prep tutoring as well as summer school enrichment and credit recovery opportunities. Our Hornet Advisory program is an in-depth experience for Title I students to meet SEL needs and foster participation and a feeling of belonging in the school community which leads to academic success. Title II funds were used to provide professional learning opportunities to staff members in the areas of curriculum development, Transformative SEL, Culturally Responsive teaching, assessment literacy, co teaching best practices, and innovative instruction (including blended and remote learning). T2 also helps to fund the PD work of our Director of Instructional Equity and the SEL coaching team. In summary, the aforementioned major initiatives of District 86 will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d). Assessment Literacy, data-driven strategies where the teachers will learn how to see learning through the eyes of the students, to help students see themselves as their own teachers and to enhance their skills in creating student-centered, constructivist classrooms. Assessment literacy training will continue to enhance instructors' ability to create valid and reliable formative assessments. As the District continues to improve its 1:1 computing environment, considerable teacher training on curriculum enhancements via technology occurred this summer and the previous one. Social-emotional training to ensure that students are taught the skills of self-awareness, self-management, social awareness, interpersonal competencies, goal setting and responsible decision making. All these District initiatives will augment the school-specific plans for Hinsdale South, resulting in improved student performance outcomes.

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

Hinsdale South is the targeted assistance school for District 86. As a result, we are responsible according to section 1111(d), paragraphs (1) and (2), to provide support to improve the school comprehensively. At South on the SAT test there was a gap in scores and the school-level performance review indicates that our math program was not providing curriculum and supports at the level required for students to close this learning gap. Thus, we are continuing to utilize ESSA grant dollars to provide additional supports and tutoring to Title I students. As mentioned earlier, the districtwide use of Dr. John Hattie's Visible Learning, Dr. Charlotte Danielson's Framework for Teaching, and Dr. Marc Brackett's RULER program are all based in extensive scientific research. Another research-based program that will be implemented next year at Hinsdale South only is the use of trauma-informed practices. Hinsdale South participated in Loyola's needs assessment and surveys during the FY17 and 18 years. In depth training by Loyola University Trauma Informed School specialists will be supported through the IDEA grant during the FY19 year for counselors, social workers, psychologists and teachers of Title I identified students who have endured adverse childhood experiences. An additional resource funded by ESSA will be the Community Liaison, who will go to the homes of these students to help the parents/guardians learn how to best support these students whose traumatic lives are interfering with their ability to make academic progress. Title I funds are used to support after school tutoring and test prep tutoring as well as summer school enrichment and credit recovery opportunities. Our new program Hornet Advisory, is an in-depth experience for Title I students to meet SEL needs and foster participation and a feeling of belonging in the school community which leads to academic success. Title II funds were used in FY19 to continue the CEC work with our imbedded instructional coaches in order to improve student outcomes in reading, literacy, math, digital technology, assessments, and SEL skill development. Coaches at South will meet with teachers individually and in PLC instructional teams to reinforce the strategies that produce the largest effect size in student learning, according to Hattie's research. In summary, the aforementioned major initiatives of District 86 will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d). Visible Learning data-driven strategies where the teachers will learn how to see learning through the eyes of the students, to help students see themselves as their own teachers and to enhance their skills in creating student-centered, constructivist classrooms. Assessment literacy training will continue to enhance instructors' ability to create valid and reliable formative assessments. As the District transitions into a 1:1 computing environment in FY19, considerable teacher training on curriculum enhancements via technology occurred this summer and the previous one. Social-emotional training to ensure that students are taught the skills of self-awareness, self-management, social awareness, interpersonal competencies, goal setting and responsible decision making. All these District initiatives will augment the school-specific plans for Hinsdale South, resulting in improved student performance outcomes.

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

- Yes
- No

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

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

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

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

**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.

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[[count] of 7500 maximum characters used]

One objective of the targeted assistance program to support Title I eligible students is to narrow the reading and math achievement gap at Hinsdale South. Title I funds will continue to be used to provide individualized programs in the classroom for the students who are in the lowest section Title I students in need of Tier 2 and 3 interventions will be identified via 8th grade PSAT8/9 and MAP scores. MAP Learning Path, and Actively Learn programs will be accessed via the web on each student's Chromebook. Math 180 will be installed on the computers in the classrooms of at-risk learners. These resources will tailor a personalized, age-appropriate, data-driven, differentiated online instruction program for that child's diagnosed skill deficits. Additional Title I students are identified by their grades, behavior, attendance, and teacher recommendations for academic supports, including group support for students stepping into Honors and AP courses for the first time. Title I teachers and paraprofessionals will work with students to help them set personal growth goals related to Visible Learning research that shows how students must be engaged in knowing their learning targets and in tracking their growth. Also, articulation efforts with the feeder schools will concentrate on how to use these MAP interpretation skills and intervention strategies with our future students in hopes of narrowing the achievement gap prior to the students entering our district. Diagnostic screening tools, targeted interventions, and progress monitoring will demonstrate progress. A second objective of the targeted assistance program centers on our identified Title I students who are performing below grade level in Math at Hinsdale South and the professional development and support needed to improve teacher professional practice. Title I funds will continue to be used to provide individualized online programs in the classroom for the students who are in the lowest section of Algebra. For students without the basic Algebra fundamentals, IXL will be used to differentiate and scaffold lessons. In the senior Math Transitions class, ALEKS will be used. It is the assessment used at our local community college. Getting students familiar with the assessment prior to taking it for college placement will benefit our TI identified students. ALEKS is a web-based assessment and learning system that uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn, expanding on high level of mastery skills. Math 180, IXL and ALEKS will be purchased with Title I funds. Title I funds will also support MAP testing three times a year for our academically at-risk and IEP students. The third objective of the targeted assistance program to support Title I eligible students is to support their social-emotional needs by utilizing the resiliency survey data to identify which of the five resiliency sub-scales each student needs assistance with: Importance of College, Meaningful Motivation, Classroom Confidence, Physical Symptoms, and Academic Stress. Social workers, teachers and aides in the drop out prevention program, the Senate Bill 100 Support Center, and the guided study hall will utilize time to work with each student on strengthening those attributes. As explained earlier in this plan, students will be trained in the RULER method through their health classes by members of our SEL coaching team. A teacher will serve as the Community Liaison, supported through Title I funds to reach these students in the community to ensure they attend school, to collaborate with parents/guardians on how to support their academic and SEL needs.

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

One objective of the targeted assistance program to support Title I eligible students is to narrow the reading and math achievement gap at Hinsdale South. Title I funds will continue to be used to provide individualized programs in the classroom for the students who are in the lowest section Title I students in need of Tier 2 and 3 interventions will be identified via 8th grade PSAT8/9 and MAP scores. MAP Learning Path, Achieve3000, and Actively Learn programs will be accessed via the web on each student's Chromebook. Math 180 will be installed on the computers in the classrooms of at-risk learners. These resources will tailor a personalized, age-appropriate, data-driven, differentiated online instruction program for that child's diagnosed skill deficits. Parents will be supported with A3000 sessions during Open House and with Khan Academy information that will be sent home. Additional Title I students are identified by their grades, behavior, attendance, and teacher recommendations for academic supports, including group support for students stepping into Honors and AP courses for the first time, supported by another grant-funded program, "Study Island". Title I teachers and paraprofessionals will work with students to help them set personal growth goals related to Visible Learning research that shows how students must be engaged in knowing their learning targets and in tracking their growth. Also, articulation efforts with the feeder schools will concentrate on how to use these MAP interpretation skills and intervention strategies with our future students in hopes of narrowing the achievement gap prior to the students entering our district. Joint training sessions are set for August to increase collaboration of our shared students. As teachers gain an understanding of the literacy strategies and practices related to MAP, Achieve3000, and Actively Learn, they will begin applying this knowledge and using these skills. Diagnostic screening tools, targeted interventions, and progress monitoring will demonstrate progress. Year end data will show 8% improvement in reading scores and grades for 75% of at-risk students between our first testing session in August, and our final session in the Spring. As we work on the literacy skills of our at-risk readers, we will gather data on the growth of students' Lexile scores. We have set a goal of 35 points of average growth for all students using the Achieve3000 program. For student scoring within their instructional zone (75% or greater accuracy), we have set a goal of 41 points of growth from Fall to Spring. We also hope to increase by 5% the number of ELL, IEP, Hispanic, and Black students who meet/exceed MAP reading standards. A second objective of the targeted assistance program centers on our identified Title I students who are performing below grade level in Math at Hinsdale South and the professional development and support needed to improve teacher professional practice. Students were identified through MAP testing and scheduled in supported math courses. Using FY19 TII funds, we will continue with our CEC math coach expanding common core work to Geometry and Algebra 2/Trig and providing coaching in the math classrooms to introduce and reinforce effective instructional math strategies. Additionally, Math 180, Title I funds will continue to be used to provide individualized programs in the classroom for the students who are in the lowest section of Algebra, such as KnowRe, a motivational video game-based, online tool. KnowRe's feedback is specific and helpful to students, and it sends students back three levels down to learn the fundamental skills and knowledge they never mastered. With TI funds we will keep using KnowRe as an intervention tool to remediate pre-algebra-based deficit areas and also to supplement to the work being done in the Algebra 1 classrooms. For students without the basic Algebra fundamentals, IXL will be used to differentiate and scaffold lessons. In the senior College Transitions Math class, ALEKS will be used. It is the assessment used at our local community college. Getting students familiar with the assessment prior to taking it for college placement will benefit our TI identified students. ALEKS is a web-based assessment and learning system that uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn, expanding on high level of mastery skills. Math 180, IXL and ALEKS will be purchased with Title I funds. In addition, our CEC math consultant, paid for with Title II funds, will return to continue working with South's math teachers on their curriculum and instruction. Title I funds will also support MAP testing three times a year for our academically at-risk and IEP students. The outcomes of our below standards students will be compared to the growth of students who started the 2015-16 year with identical MAP math scores. We anticipate that 75% of the Algebra students in the coming year outperform their similar peers with identical MAP math scores due to the differentiated instructional strategies aligned with curriculum that has been aligned to the common core Illinois Math Standards. We will measure this growth from the Fall to Winter to Spring. We set the goal that 50% will close their learning gaps and meet/exceed MAP math standards by the Spring. The third objective of the targeted assistance program to support Title I eligible students is to support their social-emotional needs by utilizing the resiliency survey data to identify which of the five resiliency sub-scales each student needs assistance with: Importance of College, Meaningful Motivation, Classroom Confidence, Physical Symptoms, and Academic Stress. Social workers, teachers and aides in the drop out prevention program, the Senate Bill 100 Support Center, and the guided study hall will utilize time to work with each student on strengthening those attributes. As explained earlier in this plan, students will be trained in the RULER method. South has also partnered with Loyola University's Trauma Informed Schools to train all staff to the adverse effects of childhood trauma and how that might surface in a student. Psychologists, counselors and social workers will work with the most highly impacted students in Tier 1 and 2 settings. A teacher will serve as the Community Liaison, supported through Title I funds to reach these students in the community to ensure they attend school, to collaborate with parents/guardians on how to support their academic and SEL needs. One measurable outcome of our new SEL supports at South will be an improved graduation rate of the economically disadvantaged, homeless, and academically at-risk students. The goal is 95% will graduate within 5 years. Also, there will be 5% increase in the number of low income students who will be involved in a sport or an activity during FY19. And a 5% increase in the number of these students who are in our summer programs. With the homeless student supports and weekly monitoring of their grades with a minimum of monthly meetings, we want 80% of them earning passing grades by the end of FY18 to earn credits necessary for promotion to the next grade level by end of the year.

**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.

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*If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only***

[[count] of 7500 maximum characters used]

In addition to using MAP, PSAT 8/9, and middle school grades, IEP transition meetings, and articulation meetings with sender school counselors to identify behavior and SEL concerns, District 86 has established additional criteria to identify

the target populations. In terms of staff participation in the process, educators and paraprofessionals are trained on Child Find. As mentioned earlier, the District Student Services Director and Director of Instructional Equity have oversight of the MTSS process with the building-level teams that report to the District administration. They also provide training to Literacy and Math Interventionists and classroom teachers on how to interpret data gleaned from assessments to determine who may be falling behind in academic standards. Interventionists and coaches push into classes to observe students and identify those who may have been missed. All teachers can identify students they are concerned about behavior or academics by contacting their counselor, who will bring the concerns to the weekly General Education or Special Education Support Teams. Support personnel are encouraged to identify at-risk behaviors as they encounter them in the halls, cafeteria, and on the buses. In addition, the personnel in the Deans' Office attendance system was redesigned this year to create a more effective early warning system to catch truancy or school avoidance before the situation escalates. Parents and guardians participate in the early identification process through our online registration form which they complete in June-August. Survey questions on regarding the status of being homeless, a ward of the state, a child of military parents, living in a court ordered residential placement, speaking another language in the home, and having an IEP or a 504 plan help us identify students who are or who may be in an at-risk subgroup, such as Special Ed, homeless, or ELL. Once the adult registering the child selects responses that indicate a potential TI category, the process has been designed with our input to stop the registration until the family meets with an administrator and/or an email is sent to the Homeless Liaison, the ELL Coordinator, or others who need to assess the students' needs, as indicated on the form. Personalized meetings are set up during the summer to process these registrations with families and to establish support systems for the child during the school year. We also ask the school which the student attended previously. If the child doesn't select a public or private feeder school, we know that child is from out of the area, state or country. Data has shown that our transfer students usually end up being Title I eligible. Now we have a report that can be printed out and given to the counselors, so they perform an early checkin with these vulnerable learners. Another warning sign that a child might fall behind in studies is the lack of digital connectivity. Thus, during registration, we explain, "During the upcoming school year, your student will be required to complete some homework online after school hours. Please answer the question below so District 86 personnel will be aware if your student may experience challenges related to computer and/or internet access, which could interfere with the successful completion of online homework. When not at school, does your student have consistent Internet access on a device other than a cell phone (such as a personal computer)?" This question must be answered prior to advancing in the online registration process. Again, the District administrator overseeing digital learning will be able to print out a report and reach out to these families over the summer to offer them a mobile hot spot.

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

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**Title I Requirement:**

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

\*Required Field

If IDEA funding was selected on the 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)

In Hinsdale D86 there are approximately 4149 students of which 13% are in need of special education services. There is an overall need to provide a continuum of services to meet the identified needs of these students. Our HAVEN classroom program has grown to include about 25 students. These students attend Hinsdale South and most take classes with their general education peers, but without this program, they would likely be out-placed in a therapeutic day school. Mental health continues to pose the largest need to our population. Our 18-21 year old Transition program continues to expand partnerships in our community and our BRIDGE program educated 54 students jointly at the Community College Campus- COD. This is more than double the number of students from just 2 years ago. We will continue our work on the co-teaching model to ensure rigor and equity is occurring for all learners in the general education setting. The district will continue its partnerships with Infinitac, Presence health, and Consortium for Educational Change, while adding partnerships with the YWCA, the Community House and two local special recreation agencies. Based on our needs assessment, we determined that we need Transition Specialists to help students and families understand transition services, a Director of Equity to help our district serve all students including those in special education, increasing the amount of support from a full-time Board Certified Behavior Analyst and our continued expansion of our Bridge Program to help students begin their path to college classes and degrees. Our needs assessment brought to our attention possible over identification of racial groups for specific categories of special education eligibility. While our analysis revealed no concerns with our evaluation process, we want to provide support to staff to ensure we are providing best practices in instruction, early intervention and special education support regardless of race and cultural background. We will be using IDEA funds for a new Director of Instructional Equity who will additionally provide professional development and systems to ensure students with disabilities are receiving equitable instruction and services. We have based much of our planning on student performance data and feedback from parents, including feedback gathered at our Parent Network meetings. As part of our cycle of continuous improvement we will be surveying families for feedback on our performance. After reviewing the results we will review and revise our priorities for next year in time for planning and budgeting over the summer.

Response from the approved prior year Consolidated District Plan.

In Hinsdale D86 there are approximately 4188 students of which 13% are in need of special education services. There is an overall need to provide a continuum of services to meet the identified needs of these students. Our HAVEN classroom program has grown to include over 30 students. These students attend Hinsdale South and most take classes with their general education peers, but without this program, they would likely be out-placed in a therapeutic day school. Mental health continues to pose the largest need to our population. Our 18-21 year old Transition program continues to expand partnerships in our community and our BRIDGE program educated 54 students jointly at the Community College Campus- COD. This is more than double the number of students from just 2 years ago. We will continue our work on the co-teaching model to ensure rigor and equity is occurring for all learners in the general education setting. The district will continue its partnerships with Infinitac, Presence health, and Consortium for Educational Change, while adding partnerships with the YWCA, the Community House and two local special recreation agencies. We have based much of our planning on student performance data and feedback from parents, including feedback gathered at our Parent Network meetings. As part of our cycle of continuous improvement we will be surveying families for feedback on our performance in May. After reviewing the results we will review and revise our priorities for next year in time for planning and budgeting over the summer.

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

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[[count] of 7500 maximum characters used)

Our use of IDEA funds is diverse and intended to address a wide range of needs; however, we do have many common themes to support our students. For instance, much of our IDEA funds will be used on a myriad of assistive technology devices and software. These are meant to give students gain equal access to learning opportunities despite their disabilities. Mental and behavioral health is another area of focus for IDEA funds. We will continue to use IDEA funds to support our expanded HAVEN program, which allows more students to receive services similar to a therapeutic-days school while providing increased opportunities to participate in classes and other activities with non-disabled peers. We continue to support a wide range of professional development focused on mental health, but especially de-escalation training from the Crisis Prevention Institute. We will renew our agreement with the Community House to provide expanded mental health education and counseling to our students with IEPs. Presence Health will also continue their substance use evaluations and referral process for students we refer for support. We will be using IDEA funding in order to switch from a part-time, contracted Board Certified Behavior Analyst to a full-time role with our district. This staffing change along with the addition of a sensory room at Hinsdale Central (Hinsdale South and the Transition Center already have a sensory room installed) will provide important improvements for students with autism. Lastly, we are leasing a new building due to the previously mentioned expansion of our Transition Center student population. This is a significant increase in financial support for a program that has been highly successful in meeting student needs.

Response from the approved prior year Consolidated District Plan.

Educational programs at all levels require support from the special education staff and the administration for successful implementation. The District continues to serve students at the 18-21 in the Community Based Transition Center. Additionally, we are expanding the students we will be serving in year 5 of our BRIDGE program. This is a partnership with our community college campus. Professional Development activities are in year five of our coteaching model; the focus will be on differentiation in math and science curricula and moving to reduce the number of tracking courses at the high school. We will continue professional development for identified staff in the areas of transitional services and programming as well as assistive technology. Audits of IEPs paired with PD will be occurring- focusing on the transition portion of the IEP. We will be implementing a transition/life skills intervention through all of our resource classes. CEIS funds will be accessed again - the area of student wellness- social and emotional continues to be identified as an of concern. Relatedly, we will be working with a consultant to strengthen our data collection and interventions for students with chronic absenteeism. We will be adding sensory rooms at both high schools for students with autism and sensory processing disorders.

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

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[[count] of 7500 maximum characters used)

The significant changes in funding have already been described above including funding the Director of Instructional Equity, a full-time BCBA and rental of our new Transition Center building.



Response from the approved prior year Consolidated District Plan.

We are hiring an Adult Opportunities Transition Facilitator partly to help with our expanding transition program but also to expand our vocational placement program to include more students at our high schools.

\*Required Field

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## Overview

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

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

### **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 medi-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the drivers side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

[https://www.isbe.net/Documents/school\\_vehicle\\_guidance.pdf](https://www.isbe.net/Documents/school_vehicle_guidance.pdf)

[https://www.isbe.net/Documents/vehicle\\_use\\_summary.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 ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds

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**Contact Information**

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**\*\*\*\*\*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*	First Name*	Position/Title*	Email*
Brad	Verthein	Assistant Superintendent for Student Services	bverthein@hinsdale86.org

2. LEA Transportation Director - required\*

Last Name*	First Name*	Position/Title*	Email*
Brad	Verthein	Assistant Superintendent for Student Services	bverthein@hinsdale86.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 if the child is placed into foster care or changes residences while in foster care. Include the positions of all district personnel involved.\***

*Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is 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.*

1.The goal will always be to keep the student in the current high school that they were attending prior to needing foster care. If distance (more than an hour) is determined a significant barrier, the District would work with the receiving school to ensure a smooth transition for the student. This process would be guided by Brad Verthein who currently serves as the District Homeless Liaison between both of our high schools.Feedback from Mike Stier: #1- The assistant superintendent meets with the guardian and high school age student. Using the McKinney Vento Common form a discussion is held around specific barriers to the family's situation. In District 86, data would show that in 99.9% of the time, the student has remained a District 86 student. If the commute was longer than an hour or if the student was to articulate that they would like to attend the high school where they are currently doubled up at, then I would serve as an advocate for that student's wish and ensure the transfer happened under the guidelines of McKinney Vento. This process also includes students placed in foster care. In the last 5 years there have been at least 6 students that fell into this category. Keeping the school assignment stable is always our priority.#4 again, 5 years of data will show that all decisions are student centered. DCFS has always been a partner and supportive. There has yet to be a case where District and student were not on the same page. Our students want to remain at their school. . We do everything possible to do that. It would truly require DCFS stating that the student could be harmed is some way if they remained our District and did not transfer to the school of residence. If for some reason the District and DCFS were not on the same page, I would reach out to my ROE contact for McKinney Vento and ask the county to assist on the student's behalf.

Response from the approved prior year Consolidated District Plan.

1.The goal will always be to keep the student in the current high school that they were attending prior to needing foster care. If distance (more than an hour) is determined a significant barrier, the District would work with the receiving school to ensure a smooth transition for the student. This process would be guided by Brad Verthein who currently serves as the District Homeless Liaison between both of our high schools.Feedback from Mike Stier: #1- The assistant superintendent meets with the guardian and high school age student. Using the McKinney Vento Common form a discussion is held around specific barriers to the family's situation. In District 86, data would show that in 99.9% of the time, the student has remained a District 86 student. If the commute was longer than an hour or if the student was to articulate that they would like to attend the high school where they are currently doubled up at, then I would serve as an advocate for that student's wish and ensure the transfer happened under the guidelines of McKinney Vento. This process also includes students placed in foster care. In the last 5 years there have been at least 6 students that fell into this category. Keeping the school assignment stable is always our priority.#4 again, 5 years of data will show that all decisions are student centered. DCFS has always been a partner and supportive. There has yet to be a case where District and student were not on the same page. Our students want to remain at their school. . We do everything possible to do that. It would truly require DCFS stating that the student could be harmed is some way if they remained our District and did not transfer to the school of residence. If for some reason the District and DCFS were not on the same page, I would reach out to my ROE contact for McKinney Vento and ask the county to assist on the student's behalf.

**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.*

2.The goal from item number 1 would remain. An IEP meeting would be held to review the impact to the student (being moved to a foster placement) and the IEP team may determine that the student requires specialized transportation (if they were not previously) in order to meet FAPE.

Response from the approved prior year Consolidated District Plan.

2.The goal from item number 1 would remain. An IEP meeting would be held to review the impact to the student (being moved to a foster placement) and the IEP team may determine that the student requires specialized transportation (if they were not previously) in order to meet FAPE.

**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.*

3.The District has a process that identifies students for EL services when the family goes through our registration process. Based on assessment data with our EL coordinator, a student may receive services at our District site (Hinsdale Central) or their home school (South). There is currently transportation provided through our regular education bus company for this program. If a student was placed in a foster home outside our district during the school year, the student would be transported by cab.

Response from the approved prior year Consolidated District Plan.

3.The District has a process that identifies students for EL services when the family goes through our registration process. Based on assessment data with our EL coordinator, a student may receive services at our District site (Hinsdale Central) or their home school (South). There is currently transportation provided through our regular education bus company for this program. If a student was placed in a foster home outside our district during the school year, the student would be transported by cab.

**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.*

4.The family would be have their situation reviewed by the Assistant Superintendent and if a disagreement continued, the Superintendent would review their perspective and determine if the family's request could be honored or not. DCFS has the final say if a resolution cannot be determined.

Response from the approved prior year Consolidated District Plan.

4.The family would be have their situation reviewed by the Assistant Superintendent and if a disagreement continued, the Superintendent would review their perspective and determine if the family's request could be honored or not. DCFS 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.

1. When the Director of Guidance or school registrar are made aware that a student has been placed in foster care they will contact the Assistant Superintendent. Each case will be handled case by case as the pertinent details will vary. The desire will always be for the student to complete their school year at the current high school. The options for transportation will include guardian, current transportation route, or cab.

Response from the approved prior year Consolidated District Plan.

1. When the Director of Guidance or school registrar are made aware that a student has been placed in foster care they will contact the Assistant Superintendent. Each case will be handled case by case as the pertinent details will vary. The desire will always be for the student to complete their school year at the current high school. The options for transportation will include guardian, current transportation route, or cab.

2. Indicate which options will be considered when developing the transportation plan. Check all that apply.\*

- a. Pre-existing transportation route
- b. New transportation route
- c. Route-to-route hand-offs
- d. District-to-district boundary hand-offs
- e. Other services for which student is eligible, such as IDEA transportation options
- f. Options presented by DCFS worker
- g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

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

- h. Other - describe \_\_\_\_\_
- i. Other - describe \_\_\_\_\_
- j. Other - describe \_\_\_\_\_

3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.\*

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

Options A- D already budgeted expense and no new funds needed Option E- IEP meeting needed to determine, funding through special ed transportation reimbursement model Option F- dependent on DCFS plan proposal Option G- cab; cost share with residing district, Title 1 funds, local funds

Response from the approved prior year Consolidated District Plan.

Options A- D already budgeted expense and no new funds needed Option E- IEP meeting needed to determine, funding through special ed transportation reimbursement model Option F- dependent on DCFS plan proposal Option G- cab; cost share with residing district, Title 1 funds, local funds

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.

Resolution meeting held if parties cannot agree on which option. Parties come to consensus on what placement is best for student. Review transportation funding options and determine outcome. District may elevate concerns to DCFS supervisor if lower level case manager is not in a position to approve or disapprove funding source. District will also reach out to the ROE at the county level and have the McKinney Vento person involved in the dispute resolution process.

Response from the approved prior year Consolidated District Plan.

Resolution meeting held if parties cannot agree on which option. Parties come to consensus on what placement is best for student. Review transportation funding options and determine outcome. District may elevate concerns to DCFS supervisor if lower level case manager is not in a position to approve or disapprove funding source. District will also reach out to the ROE at the county level and have the McKinney Vento person involved in the dispute resolution process.

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.

That depends on location of foster home. In-District; most likely a bus stop can be added. Out of District would be a cab. The District is responsible for transporting student to current school while the resolution is being worked out. There would be no interruption to the education of the student. The School of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

That depends on location of foster home. In-District; most likely a bus stop can be added. Out of District would be a cab. The District is responsible for transporting student to current school while the resolution is being worked out.

There would be no interruption to the education of the student. The School of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

**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.*

There is already a communication plan for the Director of Guidance/Registrar to contact the District when a student may be experiencing homelessness or placement into a foster home that is not in our district. The assistant superintendent meets with every student that qualifies for this, therefore there is no variation to the process and the student does not experience an interruption to their attendance of school.

Response from the approved prior year Consolidated District Plan.

There is already a communication plan for the Director of Guidance/Registrar to contact the District when a student may be experiencing homelessness or placement into a foster home that is not in our district. The assistant superintendent meets with every student that qualifies for this, therefore there is no variation to the process and the student does not experience an interruption to their attendance of school.

\*Required field

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.

07/22/2021

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

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

v01.2021

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

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly



authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

*The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.*

#### **DEFINITIONS**

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

Grant means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms grant, award, program, and project may be used interchangeably.

Grantee means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms grantee and award recipient may be used interchangeably.

Project means the activities to be performed for which grant funds are being sought by the applicant. The terms project and program may be used interchangeably.

The capitalized word Term means the period of time from the project beginning date through the project ending date.

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

#### **LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS**

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

[http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl)

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

<http://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/icar/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 funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/ grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Educations 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 expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/ grantees on actual expenditures/obligations that occur within project beginning and ending dates;
  - 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 procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, applicant, grantee, or contractor means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state

The applicant certifies and agrees that it will provide a drug-free workplace by:

- 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 grantees or contractors 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**

Instructions

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.

**CERTIFICATION**

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

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

**Instructions for Certification**

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

v1.2019

**Certification Regarding Lobbying**

Instructions

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. 1352. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-37](#) "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

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.

"AWARD RECIPIENT" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant", "award" and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

**PROJECT**

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

v1.2021

**Assurances**

Instructions

**GRANT AGREEMENT:** The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the Budget Detail tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq), and the Illinois False Claims Act (740 ILCS 175/). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

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

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

[Not calling IWAS Web Service](#)

TAMARA PRENTISS

Signature of School District Superintendent / Agency Administrator

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

Agreed to on this Date: 07/14/2021  
 RCDT when agreed to: 19-022-0860-17

**The Consistency Check must be successfully processed before you can submit your application.**

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Application was created on:

6/22/2021

Assurances were agreed to on:

7/14/2021

District Data Entry

Business Manager

District Administrator

ISBE Program Admin 1

ISBE Program Admin 2

ISBE Program Admin 3

ISBE Program Admin 4

**This Application has not been submitted**

Page Review Status Instructions

Expand All

**Consolidated District Plan**

Page Status

Open Page for editing

[Consolidated District Plan](#)

Contact Information			OPEN	<input type="checkbox"/>
Coordinated Funding			OPEN	<input type="checkbox"/>
<a href="#">Plan Specifics</a>				
Needs Assessment Impact		OPEN		<input type="checkbox"/>
Stakeholders		OPEN		<input type="checkbox"/>
Private Schools Participation		OPEN		<input type="checkbox"/>
Preschool Coordination		OPEN		<input type="checkbox"/>
Student Achievement		OPEN		<input type="checkbox"/>
College and Career		OPEN		<input type="checkbox"/>
Professional Development		OPEN		<input type="checkbox"/>
Safe Learning Environment		OPEN		<input type="checkbox"/>
<a href="#">Title I Specific Pages</a>				
Title I Specific - Part One	OPEN			<input type="checkbox"/>
Title I Specific - Part Two	OPEN			<input type="checkbox"/>
IDEA Specific Requirements		OPEN		<input type="checkbox"/>
<a href="#">Foster Care Transportation</a>				
Foster Care Plan Contacts	OPEN			<input type="checkbox"/>
BID - School Stability	OPEN			<input type="checkbox"/>
Foster Care Transportation Plan	OPEN			<input type="checkbox"/>
<a href="#">Assurance Pages</a>				
Plan Assurances		OPEN		<input type="checkbox"/>
State Assurances		OPEN		<input type="checkbox"/>
Debarment		OPEN		<input type="checkbox"/>
Lobbying		OPEN		<input type="checkbox"/>
GEPA 442		OPEN		<input type="checkbox"/>
AssurancesText		OPEN		<input type="checkbox"/>
Assurances		OPEN		<input type="checkbox"/>

Save



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**Selectable Application Print**

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**Request Print Job**

[Consolidated District Plan](#)

**Requested Print Jobs**

[Requested by ccovino217 on 7/15/2021](#)

**Completed Print Jobs**

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**From:** [Tamara Prentiss](#) on behalf of [Tamara Prentiss <tprentis@hinsdale86.org>](#)  
**To:** [d86-info@hinsdale86.org](mailto:d86-info@hinsdale86.org)  
**Subject:** Re: Board Briefs: 1-28-2021 Regular Action Meeting  
**Date:** Friday, January 29, 2021 9:24:39 AM

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Good to go!

Sent from my iPhone

On Jan 29, 2021, at 9:12 AM, Hinsdale Township High School District 86 <d86-info@hinsdale86.org> wrote:

Here is a draft of Board Briefs for last night's meeting. Let me know if you have any changes.



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**Jan. 28, 2021**  
**Regular Action Meeting**

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**Good News**

Principal Bill Walsh introduced student liaison Heather Raslan, who provided the board with the following information from her report.

- A number of clubs participated in the Club Craze event that took place Jan. 19-21.
- The Christian Student Association is sponsoring a coat drive that will benefit LifeBuilders United.
- The LEAP into Africa club raised money for LEAP schools in South Africa that serve students from impoverished areas.
- The Muslim Student Association held a virtual trivia event on Jan. 22.
- The speech and debate teams amassed a number of accomplishments at recent events.
- The National Honor Society held a second "Stuff the Truck" fundraiser on Jan. 28.
- Students have begun to select courses for the 2021-22 school year.
- The Senior Activities Committee, Prom Committee and Graduation Committee are organizing events for seniors that will be held during their final semester at Central.

- Students provided feedback about the changes to the hybrid schedule for second semester (e.g., longer class periods, in-person lunch and more time on campus).

You can access Raslan's report by visiting <https://bit.ly/39pPr4a>.

Principal Arwen Pokorny Lyp from Hinsdale South shared that the Illinois Department of Natural Resources' Division of Education and the Illinois Conservation Foundation awarded the school's Environmental Concerns Organization one of 43 Illinois Schoolyard Habitat Action Grants for 2021. The \$972.25 that South will receive via the grant will be used to purchase native plants, mulch and topsoil. You can access additional information about this accomplishment by visiting <http://bit.ly/3cfamZl>.

Principal Pokorny Lyp talked about some of the positive reactions she has received from students about the district's equity statement.

Principal Pokorny Lyp also introduced student liaison Carson Kotecki, who provided the board with the following information from his report.

- The speech team earned a number of accolades in individual events during tournaments in December and January.
- More than \$6,000 was raised in conjunction with the annual Hornets Helping Hornets Holiday Fundraiser to assist local families in need.
- A dozen students from South qualified for the Business Professionals of America state competition based on their performances during the regional tournament.
- The administrators from South organized a "Remote Learners Forum" for all of the students from the school who are learning from home on a full-time basis. The primary goal of the event was to make sure these students still feel like they are part of the South community.
- South collected donations of new bras, vanity items and female hygiene products for those in need during the "Her Drive" event it hosted on Jan. 16 and 17 .

You can access Kotecki's report by visiting <https://bit.ly/3putaYL>.

### **Return to School Update**

The administration provided the board with an update on the district's return to school plan. This update included:

- A reminder about the steps involved in the district's responsive approach to in-person instruction.
- COVID-19 data for the district and communities we serve. As of Jan. 22, there were 10 confirmed positive cases in the district, 60 people in isolation and 46 people in quarantine. There have also been a total of 269 positive cases in the district since the start of the 2020-21 school year.
- A reminder about the hybrid and lunch schedules for second semester.
- A reminder about the process that the families of students who are currently remote can use one time per month to switch to the hybrid model during second semester. The next opportunity for these students to resume in-person instruction will be Feb. 8 (email notifications were sent the week of Jan. 25; responses are due by Feb. 1).
- An update on the number and percentage of students who are taking part in the district's hybrid and remote instructional models second semester.
  1. Hybrid - 2,251 students across the district; 57% of the total enrollment.
  2. Currently remote with the option of switching to hybrid - 1,331 students across the district; 32.5% of the total enrollment.
  3. Staying remote for the rest of the school year - 280 students across the district; 7% of the total enrollment.
  4. Everyday - This cohort is composed of students from our Foundations, DHH and HAVEN programs, as well as individuals that our student support teams recommended based on IEP/504, academic and SEL needs.
- Information about the vaccination plan for the district.
  1. Hinsdale Central and Hinsdale South will serve as vaccination sites.
  2. We are partnering with Osco to vaccinate 1B employees from our district, our

seven feeder districts and LADSE.

3. There will be 1,800 doses of the vaccine administered Feb. 4-6. Second doses will be administered March 4-6.
  4. We anticipate that we will be serving as a vaccination site for 1B employees from the villages of Hinsdale, Clarendon Hills, Oak Brook, Darien, Willowbrook and Burr Ridge. We also anticipate that we will be serving as a vaccination site for individuals who are 65 and older who live in our attendance boundaries.
- The instructional calendars for the months of [February](#) and [March](#), including changes being made to accommodate the vaccination process, Presidents Day and a countywide institute day.
  - Information from the Illinois High School Association about the [status of](#) and [schedule for](#) sports during the months of February, March and April.
  - A reminder about the need to continue adhering to the county and state health guidelines (e.g., wearing masks, practicing social distancing, avoiding mass gatherings and engaging in good hand hygiene) even after employees get vaccinated.
  - Next steps.
    1. The district will be monitoring ISBE and IDPH for updates.
    2. Principals and activities directors are working with student groups on preliminary plans for Class of 2021 celebrations, including prom and graduation.
    3. The district will continue planning for school in the fall of 2021.

You can access the update by visiting <https://bit.ly/36iHdJe>.

#### **Approve a Lease for the New Transition Center Location**

The board approved a lease on the property located at 16W361 South Frontage Road in Burr Ridge, which will provide the Transition Center with additional space to accommodate increased interest in its services and expected growth in the enrollment for its programs. The board discussed this issue during its meeting on Dec. 17, 2020.

You can access additional information about this agenda item by visiting <https://bit.ly/2YrCX5X>.

#### **Committee Reports**

Members of the Finance Committee provided the board with a report from their meeting on Jan. 20. During the meeting, the committee discussed:

- The final draft of the lease for the new Transition Center location that was referenced above.
- The extension of contracts for services provided by companies such as MBS, GSF-USA, Quest Food Management Service, First Student and Wipfli.
- COVID-19 expenses and additional federal funding. The district anticipates that we will receive an additional \$900,000 in federal funding from the most recent relief bill.
- The possible reallocation of unused department budgets to fund the replacement of capital equipment. The administration will present potential options to the committee in the spring.

You can access the Finance Committee report by visiting <http://bit.ly/3j0WZxt>.

In addition to receiving the report mentioned above, the board voted to release the draft minutes from this meeting as part of the consent agenda.

#### **Consent Agenda**

The board approved the consent agenda as amended. The consent agenda includes personnel, stipends, board bills and meeting minutes. Please visit <http://bit.ly/2YmixeD> to access the consent agenda items beginning under number seven.

#### **Ratify New Contracts with the HHSTA and SEIU**

The board ratified a new two-year contract with the Hinsdale High School Teachers Association (HHSTA) and a new five-year contract with the Service Employees International Union (SEIU).

You can access an executive summary and statement about the new teacher contract by visiting <https://conta.cc/3iXbUZt>.

#### **Approve Amendment to Student Settlement Agreement**

The board approved an amendment to a student settlement agreement that it originally approved

in May of 2020.

#### **Board President's Report**

Board President Kevin Camden talked about the hard work and collaborative spirit that were exhibited throughout the negotiation of the new HHSTA and SEIU contracts. He also expressed his appreciation to everyone who was involved in the process.

In addition, President Camden shared how proud he is that District 86 is serving as a COVID-19 vaccination site for community.

#### **Superintendent's Report**

Superintendent Tammy Prentiss thanked Osco, Kevin Simpson, who is the district's director of security, Karen Ayala, who is the executive director for the DuPage County Health Department, and her counterparts from our feeder districts for their help with the creation and organization of the COVID-19 vaccination plan that will be implemented starting the week of Feb. 1.

#### **Financial and Treasury Reports**

Per its regular cadence of reporting, the administration provided the board with the treasury and financial reports for December 2020. You can access the treasury report by visiting <http://bit.ly/2YCpWXr> and the financial reports by visiting <http://bit.ly/2M60HKt>.

#### **FOIA Requests**

The board received information about the FOIA requests that have been processed since its last regular action meeting. This information included the names or titles of the individuals and departments who helped respond to the requests, a summary of the records that were requested and who asked for them, and trend data about the number of requests that have been processed and the legal fees the district has incurred in responding to them.

You can access additional information about this agenda item by visiting <https://bit.ly/3a8hOml>.

#### **Operational Calendar and Future Agenda Items**

The board reviewed and discussed its operational calendar for the year and possible agenda items for future meetings. You can access additional information about this agenda item by visiting <https://bit.ly/2YrjClu>.

The meeting adjourned at 7:50 p.m. You can access the video of the meeting by visiting <https://vimeo.com/506118402>.

---

## **Future Board Meetings**

**Thursday, Feb. 11, 2021 at 6 p.m.**

Committee of the Whole Meeting  
Hinsdale South Library

**Tuesday, Feb. 23, 2021 at 6 p.m.**

Regular Action Meeting  
Hinsdale South Library

**Thursday, March 11, 2021 at 6 p.m.**

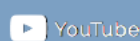
Committee of the Whole Meeting  
Hinsdale South Library



Facebook



Twitter



YouTube



Vimeo

Hinsdale Township High School District 86  
5500 South Grant Street • Hinsdale, IL 60521  
Phone: (630) 655-6100 • Fax: (630) 325-9153

Hinsdale Township High School District 86 | 5500 S. Grant St., Hinsdale, IL 60521

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Sent by d86-info@hinsdale86.org

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**From:** [christine saxman](#) on behalf of [christine saxman <csaxman@saxmanconsulting.com>](#)  
**To:** [Arwen Pokorny Lyp](#)  
**Cc:** [Ismalis Nuñez](#); [Tamara Prentiss](#); [William Walsh](#)  
**Subject:** Re: District Leadership CELT  
**Date:** Friday, January 29, 2021 7:28:04 AM

---

Talk to you at 10.

On Thu, Jan 28, 2021 at 6:00 PM Arwen Pokorny Lyp <[apokorny@hinsdale86.org](mailto:apokorny@hinsdale86.org)> wrote:  
Hello again,

In talking with Bill, let's keep it at 10:00. I will be driving and can call in. I have from 10 - 10:30 and am looking forward to touching base.

Can you please change the calendar again?

Arwen

*Arwen B. Pokorny Lyp*  
*Principal, Hinsdale South High School*

On Thu, Jan 28, 2021 at 5:47 PM christine saxman <[csaxman@saxmanconsulting.com](mailto:csaxman@saxmanconsulting.com)> wrote:

We're so sorry, Arwen.

Yes. We'll see you and Bill at 8:15 am CT.

Tammy, sending positive racial equity energy for your HR interviews tomorrow.

On Thu, Jan 28, 2021 at 3:54 PM Arwen Pokorny Lyp <[apokorny@hinsdale86.org](mailto:apokorny@hinsdale86.org)> wrote:

Good morning,

. Is it possible to meet at 8:15 instead?

Thanks so much,  
Arwen

*Arwen B. Pokorny Lyp*  
*Principal, Hinsdale South High School*

On Wed, Jan 27, 2021 at 7:46 AM William Walsh <[wwalsh@hinsdale86.org](mailto:wwalsh@hinsdale86.org)> wrote:  
Equity Team

I can be available. Just send me a calendar invite and I will ACCEPT.

Thank you

William C. Walsh, Principal  
Hinsdale Central High School

630.570.8210

[wwalsh@hinsdale86.org](mailto:wwalsh@hinsdale86.org)

he / him / his

---

On Tue, Jan 26, 2021 at 5:46 PM Tamara Prentiss <[tprentis@hinsdale86.org](mailto:tprentis@hinsdale86.org)> wrote:  
Super happy to share we have found [REDACTED] and they  
actually agreed to apply!!!

Sent from my iPhone

On Jan 26, 2021, at 5:30 PM, christine saxman  
<[csaxman@saxmanconsulting.com](mailto:csaxman@saxmanconsulting.com)> wrote:

Tammy,

Yes! I know you'll be asking about racial consciousness and  
racial equity.

Arwen, what works for you?

Bill, are you available Friday?

In solidarity,  
Christine & Ismalis

On Tue, Jan 26, 2021 at 3:00 PM Tamara Prentiss  
<[tprentis@hinsdale86.org](mailto:tprentis@hinsdale86.org)> wrote:

I am screening HR candidates all day.. but go ahead and catch me up!

On Tue, Jan 26, 2021 at 2:55 PM Arwen Pokorny Lyp  
<[apokorny@hinsdale86.org](mailto:apokorny@hinsdale86.org)> wrote:



Hello!!! :)

I am available to meet on Friday to touch base.

Arwen

*Arwen B. Pokorny Lyp  
Principal, Hinsdale South High School*

On Tue, Jan 26, 2021 at 2:12 PM Ismalis Nuñez  
<[ismalis@anewcollectiveconsulting.com](mailto:ismalis@anewcollectiveconsulting.com)> wrote:

Hi Tammy, Arwen & Bill-

We are looking forward to our time together next Monday, February 1,  
from 10-12 CT.

[REDACTED]

As we plan, our first instinct is to have each leader share lessons learned from the Community CELT and the launch of the equity statement. We are curious what other area of focus you would like to have for the meeting on Monday? We're thinking about Heifitz/Adaptive Leadership and detours from racial equity as a possibility.

We would also like to check in with you this week if possible. Let us know if you have some time on Friday.

With Gratitude,  
Ismalis & Christine

--

Ismalis Nuñez  
Anew Collective Consulting  
Racial Equity Strategist  
p. (224) 532-9209  
[Email](#) [Website](#)  
[Instagram](#) [LinkedIn](#) [Twitter](#)

--

**Tammy Prentiss Ed.S.**  
Hinsdale Township High School District 86



630-655-6110  
[tprentis@hinsdale86.org](mailto:tprentis@hinsdale86.org)

**From:** [William Walsh](#) on behalf of [William Walsh <wwalsh@hinsdale86.org>](#)  
**To:** [Tamara Prentiss](#)  
**Cc:** [christine saxman](#); [Arwen Pokorny Lyp](#); [Ismalis Nuñez](#)  
**Subject:** Re: District Leadership CELT  
**Date:** Wednesday, January 27, 2021 7:46:30 AM

---

Equity Team

I can be available. Just send me a calendar invite and I will ACCEPT.

Thank you

William C. Walsh, Principal  
Hinsdale Central High School

630.570.8210

[wwalsh@hinsdale86.org](mailto:wwalsh@hinsdale86.org)

he / him / his

---

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I am available to meet on Friday to touch base.

Arwen

*Arwen B. Pokorny Lyp  
Principal, Hinsdale South High School*

On Tue, Jan 26, 2021 at 2:12 PM Ismalis Nuñez <[ismalis@anewcollectiveconsulting.com](mailto:ismalis@anewcollectiveconsulting.com)> wrote:

Hi Tammy, Arwen & Bill-

We are looking forward to our time together next Monday, February 1, from 10-12 CT.

Here is the ZOOM link that we will use:

[REDACTED]

As we plan, our first instinct is to have each leader share lessons learned from the Community CELT and the launch of the equity statement. We are curious what other area of focus you would like to have for the meeting on Monday? We're thinking about Heifetz/Adaptive Leadership and detours from racial equity as a possibility.

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With Gratitude,  
Ismalis & Christine

--

Ismalis Nuñez  
Anew Collective Consulting  
Racial Equity Strategist  
p. (224) 532-9209  
[Email](#) [Website](#)  
[Instagram](#) [LinkedIn](#) [Twitter](#)

--

***Tammy Prentiss Ed.S.***

Hinsdale Township High School District 86

630-655-6110

[tprentis@hinsdale86.org](mailto:tprentis@hinsdale86.org)

**From:** [Stacie Creighton](#) on behalf of [Stacie Creighton <screight@hinsdale86.org>](#)  
**To:** [Tammy Prentiss](#)  
**Cc:** [Debra Kedrowski](#); [Christopher Covino](#)  
**Subject:** Re: Director of Equity Job Description  
**Date:** Wednesday, May 12, 2021 2:18:43 PM  
**Attachments:** [Director of Instructional Equity Job Description \(March 2021\).docx.pdf](#)

---

Deb-  
Here you go.  
Stacie

On Wed, May 12, 2021 at 2:14 PM Tammy Prentiss <[tprentis@hinsdale86.org](mailto:tprentis@hinsdale86.org)> wrote:

Stacie-  
can you send to Deb as a PDF. Deb per BOE request.. please upload to admin content of the action item.

Thanks,  
TP

--

***Tammy Prentiss Ed.S.***  
Hinsdale Township High School District 86  
630-655-6110  
[tprentis@hinsdale86.org](mailto:tprentis@hinsdale86.org)

--

*Stacie Creighton, PHR*

HR Generalist

Hinsdale Township High School District 86

5500 S. Grant St.

Hinsdale, IL 60521

630.655.6181 / [screight@hinsdale86.org](mailto:screight@hinsdale86.org)



**Director of Instructional Equity  
Job Description  
Hinsdale Township High School District 86**

**Title:** Director of Instructional Equity

**Category:** Administrative Position

**Reports to:** Assistant Superintendent for Academics

**Qualifications:**

- Administrative or Principal Leadership Endorsement/Type 75 preferred
- Experience as a classroom teacher required (high school teaching experience preferred)
- Experience as an instructional coach preferred
- Successful prior experience as a teacher, school leader preferred
- Knowledge and experience with culturally responsive teaching strategies
- Strong interpersonal and communication skills
- Ability to interact with employees with empathy and compassion
- Certified in IL to evaluate teachers

**Roles and Responsibilities:**

1. Serves on Academic Cabinet
2. Supervises and evaluates designated licensed teachers and support personnel
3. Assists with the recruitment, recommendation, retention, and discipline of licensed staff
4. Lead the work on a district-wide level of bringing the [D86 Equity Statement](#) to fruition, specifically surrounding these two actionable items;
  - *Goal 1/Student Growth and Achievement: Designing and implementing a culturally responsive curriculum and pedagogy that interrupts racism and other systems of oppression and allows all students to see themselves in their schooling.*
  - *Goal 2/Learning Environment: Cultivating transformative social and emotional skills that empower students to have critically conscious discourse on diverse political and social topics in order to become engaged, active global citizens.*
5. Coordinate with Director of Instructional Innovation to provide ongoing systemic professional development training for staff at Hinsdale Central, Hinsdale South and the Transition Center
6. Coordinate with Director of Student Services on SEL Team leadership to ensure that transformation culturally relating teaching practice are fully embedded into our SEL standards and Goal 2 work
7. Coordinate new teacher induction programming with building APIs
8. Serve as new teacher mentor coordinator and create and lead a program specific to the mentorship and retainment of BIPOC staff members.

9. Lead and collaborate with building instructional coaches, content specific interventionists, SEL coaches and GESST, to ensure that both restorative practices and CRT are embedded in all instructional spaces.
10. Consult with all Goal 1 Curriculum Program Teams to ensure CRT is embedded into the fabric of the work.
11. Provide guidance to the district in terms of these components of the D86 Equity Statement:
  - *Goal 3/Work Environment:* Recruiting, hiring, and retaining a diverse staff that more closely reflects the school community in terms of race, cultural background, linguistic skill, physical abilities and disabilities, sex, and sexual and gender identity. These recruitment goals seek a distribution of opportunities across all employee groups.
  - *Goal 4/Family and Community Connections:* Regularly seeking and amplifying the voices of students, staff, families, and community members, especially from historically marginalized groups, to help make decisions that support the academic, physical, social and emotional growth of all learners.
  - *Goal 5/Resources:* Utilizing an equity lens to distribute our resources based on the specific needs of our students, staff, and families instead of seeking to distribute them equally across the district.

*More information surrounding the research behind CRT can be found here:*

<https://www.edutopia.org/blog/making-connections-culturally-responsive-teaching-and-brain-elena-aguilar>  
[Culturally Responsive Teaching Standards through ISBE](#)

**Physical and Intellectual Contest of the Job:** This position requires the use of computers for word processing, communication and the compilation of data and reports and the use of software and district management systems. Some lifting (no more than 30 lbs.) may occasionally be required. This position requires a high level of intellectual skill and ability and the ability to maintain emotional composure. This position requires work outside of regular business hours at times, including evenings and weekends.

The job requires frequent standing and walking and traveling to and from other district facilities. Other physical demands of the job may include: bending, squatting, kneeling, twisting, turning, walking, balancing, occasionally reaching above shoulder, occasionally driving to and from other district facilities and extensive typing and keyboarding.

In the work environment, the employee is regularly exposed to video/computer terminal display and regularly works in an interior/office environment.

**General Comments:** The nature of this position requires dependability, an ability to maintain confidential information, and the demonstration of ethical, professional conduct at all times. This position may have access to information relating to the effectuation, review and implementation of the District's collective bargaining policies. A working knowledge of community (people and resources) is necessary in this position. This position requires decision making without direction and the ability to operate and manage without direction and guidance from the supervisor on a regular basis. The position requires a great deal of initiative and flexibility and the ability to manage both time in and out of the office.

The position requires frequent and ongoing work at a fast pace with unscheduled interruptions, frequent communication, written and verbal. The position requires frequent contact with employees, service providers and frequent interaction and contact with community and parents, requiring appropriate demeanor and professional appearance and apparel.

**Terms of Employment:**

Salary Position

205 days

Administrative Benefits

Non-Union / Overtime Exempt Position

**Job Description Updated:** March 2021



**From:** [Tamara Prentiss](#) on behalf of [Tamara Prentiss <tprentis@hinsdale86.org>](#)  
**To:** [Christopher Covino](#)  
**Subject:** Fwd: Employment Opportunity  
**Date:** Saturday, April 10, 2021 6:58:00 PM  
**Attachments:** [Resume 2021.doc](#)  
[ATT00002.bin](#)  
[Letter of Introduction 2021.docx](#)  
[ATT00004.bin](#)

---

Sent from my iPhone

Begin forwarded message:

**From:** [REDACTED]  
**Date:** April 10, 2021 at 6:15:00 PM CDT  
**To:** [mdudek@hinsdale86.org](mailto:mdudek@hinsdale86.org), [tprentis@hinsdale86.org](mailto:tprentis@hinsdale86.org)  
**Subject:** **Employment Opportunity**

Good afternoon,

I hope this email finds you well. It is with great pleasure that I submit to you my resume and letter of introduction for the Director of Instructional Equity position. This is the first time I have seen this position explicitly combine the components of culture and climate with instruction. Needless to say I was elated to apply and to read about the work that is happening within your organization. I thank you for your time and consideration and I wish you luck on your equity journey.

Respectfully,

[REDACTED]

**From:** [Tamara Prentiss](#) on behalf of [Tamara Prentiss <tprentis@hinsdale86.org>](#)  
**To:** [Ismalis Nuñez](#); [Christine Saxman](#)  
**Subject:** D86 Equity Statement / D86 Equity Statement  
**Date:** Thursday, January 14, 2021 9:19:03 PM

---

It's official!!! We presented at the BOE meeting tonight . Thank you for your guidance to help us launch this !!!!

<https://d86.hinsdale86.org/domain/552>

Gratitude,  
Tammy

Sent from my iPhone

**From:** [Tamara Prentiss](#) on behalf of [Tamara Prentiss <tprentis@hinsdale86.org>](mailto:tprentis@hinsdale86.org)  
**To:** [Robin Vannoy](#); [Stephen Moore](#); [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED]; [Kathrynne Saunders](#); [Billson Rasavongxay](#); [Kevin Camden](#); [Cynthia Hanson](#); [Tamakia Edwards](#); [Keith Bockwoldt](#); [Arwen Lyp. Lyp](#); [Bill Walsh](#); [Debra Kedrowski](#); [Christopher Covino](#); [Brad Verthein](#); [Chris Jasculca](#); [Josh Stephenson](#)  
**Subject:** D86 Equity Statement Reading at tonight's BOE meeting  
**Date:** Thursday, January 14, 2021 1:26:41 PM

---

Good afternoon

Thank you for representing the CELT committee at tonight's meeting. The 4 student and 4 staff volunteers will also receive an email for the BOE WebEx meeting tonight. You are a "panelist" so that you may speak. Please log in by 6pm. The group read is a part of the Strategic Plan presentation. I will introduce the "read" on slide two. I ask that each reader introduce yourself prior to the start of the read. Our BOE meetings are recorded and community members may not know the school/role that you serve. The link with the reading assignments is below.

Thank you!

Tammy

--

***Tammy Prentiss Ed.S.***  
Superintendent D86  
630-655-6110

**From:** [Tamara Prentiss](#) on behalf of [Tamara Prentiss <tprentis@hinsdale86.org>](#)  
**To:** [Chris Jasculca](#)  
**Subject:** Re: CELT and BOE meeting  
**Date:** Thursday, January 14, 2021 12:47:13 PM

---

Come to my office when you can- just printed it out

Sent from my iPhone

On Jan 14, 2021, at 12:34 PM, Chris Jasculca <[cjasculc@hinsdale86.org](mailto:cjasculc@hinsdale86.org)> wrote:

Let me know if you want to chat about assigning passages from the statement for people to read.

----- Forwarded message -----

**From:** **Arwen Pokorny Lyp** <[apokorny@hinsdale86.org](mailto:apokorny@hinsdale86.org)>  
**Date:** Thu, Jan 14, 2021 at 11:12 AM  
**Subject:** Re: CELT and BOE meeting  
**To:** Tamara Prentiss <[tprentis@hinsdale86.org](mailto:tprentis@hinsdale86.org)>, Chris Jasculca <[cjasculc@hinsdale86.org](mailto:cjasculc@hinsdale86.org)>  
**Cc:** William Walsh <[wwalsh@hinsdale86.org](mailto:wwalsh@hinsdale86.org)>

Hi team,

Here are the folks from South that will read tonight:

*Staff:*

- Robin Vannoy
- Steve Moore

*Students:*

- [REDACTED]
- [REDACTED]

Thank you!  
Arwen

*Arwen B. Pokorny Lyp  
Principal, Hinsdale South High School*

On Thu, Jan 14, 2021 at 7:35 AM William Walsh <[wwalsh@hinsdale86.org](mailto:wwalsh@hinsdale86.org)>

wrote:

Tammy

Here are the names of our student and staff CELT Equity Statement readers. They are waiting to know which paragraph they will read and for a BOE WebEx meeting invitation as a panelist.

[REDACTED]

[REDACTED] as not agreed, but I expect she will this morning.

Kathryn Saunders, [ksaunders@hinsdale86.org](mailto:ksaunders@hinsdale86.org)

Billson Rasavongxay, [brasavon@hinsdsdale6.org](mailto:brasavon@hinsdsdale6.org)

Thank you

William C. Walsh, Principal  
Hinsdale Central High School

630.570.8210

[wwalsh@hinsdale86.org](mailto:wwalsh@hinsdale86.org)

he / him / his

---

On Wed, Jan 13, 2021 at 12:43 PM Arwen Pokorny Lyp  
<[apokorny@hinsdale86.org](mailto:apokorny@hinsdale86.org)> wrote:

Okay, on it!

*Arwen B. Pokorny Lyp*  
*Principal, Hinsdale South High School*

On Wed, Jan 13, 2021 at 12:42 PM Tamara Prentiss  
<[tprentis@hinsdale86.org](mailto:tprentis@hinsdale86.org)> wrote:

Yes, it is.

On Wed, Jan 13, 2021 at 12:38 PM Arwen Pokorny Lyp  
<[apokorny@hinsdale86.org](mailto:apokorny@hinsdale86.org)> wrote:

Just confirming this is for tomorrow?

*Arwen B. Pokorny Lyp*  
*Principal, Hinsdale South High School*

On Wed, Jan 13, 2021 at 12:35 PM Tamara Prentiss

<[tprentis@hinsdale86.org](mailto:tprentis@hinsdale86.org)> wrote:

I am introducing Mission statement from CELT as a slide in SP presentation.... I want to repeat the group read... can you each get me 2 students from CELT and 2 staff members from CELT that are willing to log into the board meeting for this agenda item (Camden is moving audience communication up from end so I have no idea what time.. so they have to commit to 6pm- 7:30??? I would pre-assign reading parts and we would all read....

Ok? Send me names!

TP

--

Chris Jasculca

Director of Communications

Hinsdale Township High School District 86

[cjasculc@hinsdale86.org](mailto:cjasculc@hinsdale86.org)

630-570-8086

**From:** [Chris Jasculca](#) on behalf of [Chris Jasculca <cjasculc@hinsdale86.org>](#)  
**To:** [Tamara Prentiss](#)  
**Cc:** [Christopher Koutavas](#)  
**Subject:** Re: FINAL D86 Equity Statement 1-14-21 BOE - Invitation to edit  
**Date:** Wednesday, January 13, 2021 1:56:54 PM

---

We'll have something to review from the designer as early as Monday.

On Wed, Jan 13, 2021 at 1:07 PM Tamara Prentiss <[tprentis@hinsdale86.org](mailto:tprentis@hinsdale86.org)> wrote:  
Yes, that would be great.

On Wed, Jan 13, 2021 at 12:59 PM Chris Jasculca <[cjasculc@hinsdale86.org](mailto:cjasculc@hinsdale86.org)> wrote:  
Do you want me to reach out to the graphic designer who helps us with the newsletters to see if she can create a nice print and electronic version of the statement?

On Wed, Jan 13, 2021 at 12:57 PM Tamara Prentiss (via Google Docs) <[drive-shares-noreply@google.com](mailto:drive-shares-noreply@google.com)> wrote:

[tprentis@hinsdale86.org](mailto:tprentis@hinsdale86.org) has invited you to edit the following document:

 FINAL D86 Equity Statement 1-14-21 BOE



discuss to place on website after 1/14 BOE meeting; needs to be beautified for website

Open in Docs

Google Docs: Create and edit documents online.

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

You have received this email because [tprentis@hinsdale86.org](mailto:tprentis@hinsdale86.org) shared a document with you from Google Docs.

Google™

--

Chris Jasculca  
Director of Communications  
Hinsdale Township High School District 86  
[cjasculc@hinsdale86.org](mailto:cjasculc@hinsdale86.org)  
630-570-8086

--

Chris Jasculca  
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Hinsdale Township High School District 86  
[cjasculc@hinsdale86.org](mailto:cjasculc@hinsdale86.org)  
630-570-8086