

eGrant Management System
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Applicant: CRETE MONEE CUSD 201U

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: CRETE MONEE CUSD 201U

Date Generated: 4/17/2024 8:00:56 AM

Generated By: rgenardo201U

Genardo

Phone*

7083678347

Extension

Robert

Email*

genardor@cm201u.org

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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]

Though Crete-Monee School District 201U has not encountered barriers which have impeded access or participation in programs for any student found eligible for services -- or their families, the district will ensure that curriculum materials, services, and supports acquired are available in a variety of modes to meet student needs as necessary/indicated. Pursuant to Board Policies 7:10 and 8:70, equal educational and extracurricular opportunities shall be available for all students. No student shall, based on sex, sexual orientation, race, nationality, color, religion, or disability, be denied equal access to programs, activities, services, or benefits. Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities and will not be subject to illegal discrimination. If barriers to access/participation arise, the District may provide to persons with disabilities aides, benefits, or services that are separate or different from, but as effective as, those provided to others. The District will provide auxiliary aids and services when necessary to afford individuals equal access to learning. Any student may file an equity complaint by using Board policy 2:260 (Uniform Grievance Procedure).

3. Bilingual Program Director Assurance

Please take note of the following, which is determined by your district's English Learner (EL) count, shown below:

355

If the district has 1 or more EL students, the bilingual program director must participate in the completion of the Bilingual Service Plan (BSP). The bilingual program director must also participate in the completion of Title III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP).

4. 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 Needs Assessment and Programs tab.

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

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

How to Complete Pages with Pre-populated Fields

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

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

*Required field, applicable for all funding sources

Amendments

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

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

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

Plan Changes

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

[[count] of 5000 maximum characters used)

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded.Indicate below for which programs the LEA anticipates receiving funding for school year 2024-2025.* [1]

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

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

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. ([count] of 7500 maximum characters used)

The alignment of federal, state, and local resources is necessary because the combined funding allows us to provide a comprehensive academic and social-emotional learning program for all PreK-12 students. Our annual budgeting process is the mechanism through which we align our resources. Budget development is driven by our strategic plan, school improvement plans, and academic and social-emotion program priorities. Special education services and supports receive funding through the IDEA grant. These funds are used to provide specialized resources which include material goods, equipment, and staff to students who qualify for an Individualized Education Plan.

Response from the approved prior year Consolidated District Plan.

The alignment of federal, state, and local resources is necessary because the combined funding allows us to provide a comprehensive academic and social-emotional learning program for all PreK-12 students. Our annual budgeting process is the mechanism through which we align our resources. Budget development is driven by our strategic plan, school improvement plan, and academic and social-emotion program priorities. Special education services and supports receive funding through the IDEA grant. These funds are used to provide specialized resources which include material goods, equipment, and staff to students who qualify for an Individualized Education Plan.

3. Will the LEA braid funding?*

Indicate the funds that will be braided, and list the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, enter N/A in the text field.

If No Braiding is selected, additional fund sources will not be checked.

- ☐ No Braiding
- ☒ Title I, Part A - Improving Basic Programs
- ☐ Title I, Part A - School Improvement Part 1003
- ☐ Title I, Part D - Delinquent
- ☐ Title I, Part D - Neglected
- ☐ Title I, Part D - State Neglected/Delinquent
- ☒ Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- ☒ Title III - Language Instruction Educational Program (LIEP)
- ☐ Title III - Immigrant Student Education Program (ISEP)
- ☐ Title IV, Part A - Student Support and Academic Enrichment
- ☐ Title V, Part B - Rural and Low-Income Schools
- ☒ IDEA, Part B - Flow-Through

EL Support (Title I or Title II with Title III) -- Professional DevelopmentSpecial Education Support (Title I and IDEA)

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

Indicate all that apply, and list the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, enter N/A in the text field.

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

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

([count] of 7500 maximum characters used)

District Needs Assessment results indicate a need for a multi-faceted approach to improvement in the following areas: ELA student achievement and math student achievement. As a result of these findings, each CM201U school improvement plan has a goal area focusing on them. Embedded within these goals are additional needs in the areas of student engagement, Equity, and Culture and Climate. In addition, a district-wide Needs Assessment Survey is administered to all staff each year. The results of this survey indicate a need for professional development in the following areas: Differentiated Instruction, SEL, ELL practices (Working with Newcomers), and Tiered Systems of Support.

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.

N/A

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 Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

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

A. Title I, Part A - Improving Basic Programs

As a district at only 72% adequacy for funding, all of our schools experience resource/program inequities with other schools both statewide and locally. Furthermore, some staff and programming inequities exist between our five elementary schools. The needs assessment indicates that all student groups are performing below the ESSA targets. In addition, achievement gaps exist; however, these gaps are not as large as the statewide achievement gaps. EL students are not growing sufficiently or achieving English proficiency as indicated by ACCESS scores. According to our local growth model, student growth district-wide is at the expected level; however, to increase performance or close achievement gaps, students must achieve higher than expected growth. Program goals and activities are designed to accelerate growth and subsequently, achievement for all students. In addition, data derived from MAP Reading and Math assessments indicate specific achievement gaps between local results and national norms. Specifically, math data indicates a need for focus on skills related to measurement and data in the primary grades, which statistics and probability is an area of need at the middle school grades. Reading data indicates a needed focus on skills related to vocabulary development and structure and key details in literature. The set goal is for all students to meet or exceed national norms in specific areas of deficiency. In order to accomplish this goal, differentiated activities related to deficient math and reading skills will be implemented in all classrooms.

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

A Needs Assessment was conducted during the 2023-2024 school year as part of planning year activities. Follow-up staff surveys will be administered during the 2024-2025 school year as well.

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

The needs assessment information shows that our current ESL-bilingual teachers need to engage in more data analysis and instructional planning specific to their students. Along with this is the need for professional learning on instructional strategies for ESL and Spanish literacy. Current teachers need to prepare for additional English learners as our student population is growing. In preparation for more of our schools becoming TBE programs, hiring additional staff and providing the opportunity for current teachers to earn the needed bilingual endorsement are in progress.

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.

The 2023-2024 school year was the first year that the district has maintained our Title IV funds as a way to increase the development of student programming across the district. In prior years, all Title IV funds were transferred to Title I. Spanish Language acquisition and Fine Arts are two areas of focus that we are trying to develop across our elementary and middle schools. Utilizing Title IV funds will allow us to more effectively explore options as they relate to staffing, materials, and purchases necessary for these programs.

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

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

The needs assessment informs the on-going provision of services and supports of students, staff and teachers in both the elementary (K-8) and high school in the areas of transition, interventions, academic and behavior. Materials and supports for programs and practices such as social-emotional learning, co-teaching, differentiated instruction, transition practices, and programming were identified and thus will be supported with grant funding. A needs assessment survey is provided to the staff each Spring. The survey asks special education staff to describe the programs and the services that they provide. Additionally, the survey asks staff to identify resources they use or need to provide instruction in the upcoming year. Finally, the survey asks staff to identify their position so that needs could be evaluated specific to the area of student services.

L. IDEA, Part B - Preschool

The needs assessment information supports the necessity for qualified personnel to facilitate program registration and organization. A needs assessment survey is provided to the staff at the close of the year. The survey asks special education staff to describe the programs and the services that they provide. Additionally, the survey asks staff to identify resources they use or need to provide instruction in the upcoming year. Finally, the survey asks staff to identify their position so that needs could be evaluated specific to the area of student services. Materials and supports for programs and practices such as social-emotional learning, co-teaching, differentiated instruction, and programming were identified and thus will be supported with grant funds.

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.

Goal 4: Create sustainable partnerships with family and community stakeholders to build a unified network of support for our students.

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 (1,6,8)
- L. ☒ Title IV director (1)
- M. ☒ Special Education director
- N. ☐ Guidance staff
- O. ☒ Community members and community based organizations (7)
- P. ☒ Business representatives (2,3,4)
- Q. ☐ Researchers (7)
- R. ☐ Institutions of Higher Education (7)
- S. ☒ Other - specifyStudents
- T. ☐ 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

requested during monitoring; keep documentation on file. [1]

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

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

[[count] of 7500 maximum characters used)

Stakeholder involvement in all LEA plans is an ongoing process. Input is gathered at all levels of the organization throughout the year as various teams discuss, and make decisions regarding our students' educational experience. The Consolidated District Plan was developed using the work of teams that address school improvement, discipline, academics, and governance. The FY25 Consolidated District Plan was discussed at the following meetings: March 2024 (various dates) - Office of Teaching and Learning: Timely and Meaningful/Proportionate Share Meeting March 25, 2024 - Office of Teaching and Learning/Special Education/Business Office Meeting April 9, 2024 - Office of Teaching and Learning/Special Education Meeting April 22, 2024 - Special Education: Timely and Meaningful/Proportionate Share Meeting

Response from the prior year Consolidated District Plan.

Stakeholder involvement in all LEA plans is an ongoing process. Input is gathered at all levels of the organization throughout the year as various teams discuss, and make decisions regarding our students' educational experience. The Consolidated District Plan was developed using the work of teams that address school improvement, discipline, academics, and governance. The FY24 Consolidated District Plan was discussed at the following meetings: April 3, 2023 - Office of Teaching and Learning/Special Education/Business Office Meeting April 18, 2023 - Office of Teaching and Learning/Special Education Meeting April 19/20, 2023 - Office of Teaching and Learning: Timely and Meaningful/Proportionate Share Meeting April 27, 2023 - Special Education: Timely and Meaningful/Proportionate Share Meeting

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 and diverse 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)

Stakeholder involvement in all LEA plans is an ongoing process. Input is gathered at all levels of the organization throughout the year as teams discuss and make decisions regarding our students' educational experience. School leadership teams involve parents in their annual plan development. They seek input at Curriculum Nights, various parent events, and Parent-Teacher-Organization meetings. The District Strategic Planning Committee is comprised of parents, as well as district and community members. This team discusses strategies regarding student achievement and school/district improvement. Input from parents is encouraged at the presentation of our annual academic report. Our Board of Education holds public forums, committee meetings and regular board meetings to gather input, address questions and concerns, and conduct the business of the district. The district has a concern resolution process where parents, family members, and community members can express their concerns, questions, and comments. The Bilingual Parent Advisory Committee provides input into the Title III grants as well as activities for family events. In addition, the annual 5 Essentials survey is an opportunity for parents to provide input into how schools are functioning, how they can improve to meet the needs of families and students.

Response from the prior year Consolidated District Plan.

Stakeholder involvement in all LEA plans is an ongoing process. Input is gathered at all levels of the organization throughout the year as teams discuss and make decisions regarding our students' educational experience. School leadership teams involve parents in their annual plan development. They seek input at Curriculum Nights, various parent events, and Parent-Teacher-Organization meetings. The District Discipline Committee is comprised of district and community members. This team discusses strategies regarding student discipline. Input from parents is encouraged at the presentation of our annual academic report. Our Board of Education holds public forums, committee meetings and regular board meetings to gather input, address questions and concerns, and conduct the business of the district. The district has a concern resolution process where parents, family members, and community members can express their concerns, questions, and comments. The Bilingual Parent Advisory Committee provides input into the Title III grants as well as activities for family events. The annual 5 Essentials survey is an opportunity for parents to provide input into how schools are functioning, how they can improve to meet the needs of families and students. This year we solicited input from parents on our E-Learning and Remote Learning plans using ThoughtExchange. This is an online tool that allows parents to provide input on key questions the district poses.

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)

Enhancing Communication - We will use podcasts, videos, community forums, newsletters, social media, and ThoughtExchange to increase our communication with families and the communities we serve. Bilingual Parent Advisory Committee is a parent-led organization. The committee has selected officers and assumed responsibility for planning parent and family engagement activities. Student-Led Conferences - The development and implementation of personalized learner profiles for grades 6-12 are used to facilitate these conferences where students will lead discussions with their parents/guardians about their school progress and

Enhancing Communication - We will use podcasts, videos, community forums, newsletters, social media, and ThoughtExchange to increase our communication with families and the communities we serve. Bilingual Parent Advisory Committee is now parent-led. The committee has selected officers and assumed responsibility for planning parent and family engagement activities. Student-Led Conferences - The development and implementation of personalized learner profiles for grades 6-12 are used to facilitate these conferences where students will lead discussions with their parents/guardians about their school progress and achievements.Strategic Plan and District Leadership Team- In our development process one-third of those participating were community members. Since the plan was adopted by the Board of Education, we have developed a district dashboard. The dashboard includes the mission, vision, and core values, indicators, and actions for each strategic plan goal. The dashboard is located on the district website and it is accessible to all stakeholders. Beginning in FY21, the administration regularly provides periodic updates at board meetings.Unity Kitchen, on-site medical services, and community support days are services that we will provide to our families.Parents of Special Education students are provided guidance in each IEP meeting/eligibility meeting on their student's strengths and weaknesses as well as on strategies that can be used in the home setting that align and support the learning in the academic setting.

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 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 ins

NOTE: This page may remain blank if no private schools are listed or participating in the programs
NOTE: This page is not applicable to state schools or state-authorized charter schools.

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

Will Private Schools participate in the Program?
☒ Yes ☐ No

Private School Name		School Closing	Title I	Title II	Title IV	Nonpublic School Consultation Form
Mother Teresa Catholic Acad		<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): 12	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): 135	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): 135	<div>Choose File No file chosen</div> <div>MTCA Title Consultation FY25 56099122X100000</div>
Faith Movers Academy		<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 	<div>Choose File No file chosen</div> <div>Faith Movers Title Consultation FY25 NOT ON LIS7</div>
Illinois Lutheran High Schoo		<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): 132	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 132	<div>Choose File No file chosen</div> <div>ILHS Title Consultation FY25 56099036Y060000</div>
Ill Lutheran Elem Sch		<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): 	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): 155	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): 155	<div>Choose File No file chosen</div> <div>IL Luth Elem Title Consultation FY25 56099029X060000.pdf</div>

Comments:

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.

Goal 1: Provide the challenging and equitable education for all student to promote a pathway for life success.Goal 2: Nurture a safe, respectful, and inclusive learning environment to instill learner confidence, growth, and success.

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, numberedor 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]

Pre-K students and Early Childhood special education students are housed in the Crete-Monee School District Early Learning Center. Each spring, personnel from our elementary schools articulate and collaborate with pre-kindergarten personnel (public and private) to provide for a smooth transition for students entering regular education kindergarten. An evening parent event is held where kindergarten teachers present information about their program to parents of students who will be attending kindergarten in the fall. Parents have the opportunity to meet staff members from the school their child will attend in the fall.Each spring, students who attend the Early Childhood Special Education Program have an annual review meeting to ensure student progress toward IEP goals and provide for a smooth transition into regular and special education kindergarten programs at the elementary school. Key staff members from the elementary school are in attendance.In addition, the EC staff is currently studying the implementation of more inclusive practices.

Response from the approved prior year Consolidated District Plan.

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Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 1112(b)(8)

*Required field for Title I and/or IDEA Preschool

Student Achievement and Timely Graduation

Instructions

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.

Goal 1: Provide the challenging and equitable education for all student to promote a pathway for life success.Goal 2: Nurture a safe, repsectful, and inclusive learning environment to instill learner confidence, growth, and success.Goal 3: Cultivate a high quality, diverse staff who will foster an inclusive work environment of innovation, collaboration, high expectations, and accountability.

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]

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Crete-Monee School District 201U offers a well-rounded instructional program designed to meet the needs of all students. Our PreK-12 program is designed to provide vertical alignment while simultaneously, raising the rigor of students' educational experience.Pre-K and special education students ages 3-5 who attend our Early Learning Center receive instruction in Literacy, Math, Science, Social Studies, Physical Education/Health, Music, and Art. Integrated into the program are play-based experiences, social-emotional learning, and opportunities to engage with technology. Our K-8 students receive instruction in English/Language Arts, Math, Science, Social Studies, Physical Education/Health, Music, Art, Digital Literacy, and Social-Emotional Learning. We provide Response to Intervention programs, Special Education services, ESL/Bilingual programs. These programs are supported by instructional specialists. Our accelerated learner program is supported by teachers who have completed the ISBE Gifted Education Seminar. Our schools utilize grade-based acceleration, content-based acceleration strategies to meet the needs of these students. ESL students are served through both pull-out and push-in instructional models. The district has two authorized International Baccalaureate World Schools. One of our five elementary schools, Coretta Scott King Magnet School, implements the Primary Years Programme. Teachers participate in the required IB professional development. Implementation feedback is provided by consultants from the International Baccalaureate Organization. Every five years the school completes an IB evaluation that includes completing a self-study the year before the evaluation visit. Crete-Monee Middle School is also an authorized IB World School with a Middle Years Programme. In addition to core content areas, the school provides instruction in the areas of Design Technology, Spanish, Communication Arts, and Integrated Studies. All students participate in a community project as part of their 8th-grade coursework. Crete-Monee Middle School is staffed to meet the IB program requirements. Teachers participate in the required IB professional development. Implementation feedback is provided by consultants from the International Baccalaureate Organization. CMMS was authorized in August 2019. For grades 9-12, our district offers coursework in the areas of English, Math, Science, Social Studies, Physical Education/Health/Drivers Education, Music, Art, Career and Technical Education, and Foreign Language. The Crete-Monee High School plan addresses three areas for students to focus on as they prepare for post-high school opportunities - college enrollment, military enlistment, and employment. The school offers opportunities for students to earn dual credit, industry certifications, and college credits through partnerships with the Kankakee Area Career Center, Prairie State College, and local businesses. We have an Advanced Placement Program that is supported by an equity plan through Equal Opportunity Schools for expanding access to advanced coursework. In 2018-2019 we implemented a locally-funded program called the Naval National Defense Cadet Corps (NNDCC) and established a manufacturing program. In 2019-2020, the NNDCC program received federal authorization as an NJROTC program. Our manufacturing program now includes welding and carpentry courses. These programs add leadership skill development and industry certifications to our academic programming. All schools have a school leadership team. Teams meet throughout the year to develop and monitor improvement plans. Each spring/summer, teams report out progress to district administration at an annual retreat. Course and grade-level teams meet throughout the year to develop and revise curriculum using Understanding by Design as the curriculum model. Units of instruction are placed on our curriculum mapping software. This allows the curriculum to be shared and monitored. The district utilizes a job-embedded approach to professional learning to support the academic program. All schools have teacher leaders in positions specifically designated to deliver professional development, coach, and facilitate. The school calendar provides institute days, early dismissal days for professional learning. In addition, all schools have time built into the school day for collaborative work. This work includes curriculum work, instructional planning, assessment development, and data analysis.

Response from the prior year Consolidated District Plan.

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Our accelerated learner program is supported by teachers who have completed the ISBE Gifted Education Seminar. Our schools utilize grade-based acceleration, content-based acceleration strategies to meet the needs of these students. ESL students are served through both pull-out and push-in instructional models. The district has two authorized International Baccalaureate World Schools. One of our five elementary schools, Coretta Scott King Magnet School, implements the Primary Years Programme. Teachers participate in the required IB professional development. Implementation feedback is provided by consultants from the International Baccalaureate Organization. Every five years the school completes an IB evaluation that includes completing a self-study the year before the evaluation visit. FY21 is the self-study year for CSK. Crete-Monee Middle School is also an authorized IB World School with a Middle Years Programme. In addition to core content areas, the school provides instruction in the areas of Design Technology, Spanish, Communication Arts, and Integrated Studies. All students participate in a community project as part of their 8th-grade coursework. Crete-Monee Middle School is staffed to meet the IB program requirements. Teachers participate in the required IB professional development. Implementation feedback is provided by consultants from the International Baccalaureate Organization. CMMS was authorized in August 2019.For grades 9-12, our district offers coursework in the areas of English, Math, Science, Social Studies, Physical Education/Health/Drivers Education, Music, Art, Career and Technical Education, and Foreign Language. The Crete-Monee High School plan addresses three areas for students to focus on as they prepare for post-high school opportunities - college enrollment, military enlistment, and employment. 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The school now has an entrepreneurship pathway that provides coursework combined with applied learning through a school business - Arrowhead Studio.The district develops and implements this instructional program through structures and processes that are in place for school improvement, curriculum writing, professional development, professional collaborative time, formative and summative assessment development, and data analysis. All schools have a school leadership team. Teams meet throughout the year to develop and monitor improvement plans. Each spring/summer, teams report out progress to district administration at an annual retreat. Course and grade-level teams meet throughout the year to develop and revise curriculum using Understanding by Design as the curriculum model. Units of instruction are placed on our curriculum mapping software. This allows the curriculum to be shared and monitored. The district utilizes a job-embedded approach to professional learning to support the academic program. All schools have teacher leaders in positions specifically designated to deliver professional development, coach, and facilitate. The school calendar provides institute days, early dismissal days for professional learning. In addition, all schools have time built into the school day for collaborative work. This work includes curriculum work, instructional planning, assessment development, and data analysis.

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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also factors that are considered in the Identification process.Attendance and SWIS discipline data are used to determine behavioral interventions through our PBIS programs. Recently, we identified the need for truancy support to reduce our truancy and chronic absenteeism rates.

3. Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional help meeting the challenging State academic and language standards.This includes a description of any additional and supplemental instructional assistance designed to assist English learners and immigrant students to access academic content and develop language proficiency, as applicable.* [3]

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Our MTSS program has a structure for every level of our system. Our PreK and Early Childhood programs at our Early Learning Center are specifically designed for educational assistance for at-risk and special education students ages 3-5. All classrooms are staffed with certified teachers and paraprofessionals. Social workers, occupational therapists, physical therapists, and speech-language therapists support students academically, socially, and emotionally in order to prepare them for entry into kindergarten. K-5 students participate daily in an extra 30 minutes of reading and math instruction during a designated intervention block for each subject (Tier 2). Students are assigned to groups based on their needs. Classroom teachers, specialist teachers, special education teachers, and teacher assistants are matched to the student groups. Instruction is planned using data from local assessments. Students in need of more intensive instruction (Tier 3, Special Education, ELL) received additional time outside of the classroom with a reading or math specialist, special education teacher, or ELL instructor. District EL staff provide hands-on activities, programming such as Imagine Learning Language and Literacy, alternative materials that allow pictorial support as well as native language content, as determined by the student's proficiency level. Activities such as "4-Corners Vocabulary" and "Backwards Book Walk" for non-fiction are employed to support student vocabulary. In addition, specialists are trained to us Language Level questioning, Go Graphics for expository texts, and comprehension and vocabulary activities as outlined by Smekens Education Solutions to practice summarizing, questioning, predicting, and vocabulary skills.Grades 6-8 students needing additional help receive an additional period of reading or math instruction three times per week during our intervention time called RAMP. In addition, students reading more than a year below grade level attend reading classes taught by reading specialists as part of their daily schedule. Instructional classes in reading, math, and design technology are provided for students in need of intensive intervention. For high school, students receive intervention programming during a 25-minute period during the school day called HERO period. During this time, students who need additional support will be placed in reading and math intervention classes. Students may receive special education services during this period. For those students in need of more intensive interventions, a full class period of reading or math support may be placed on the student's schedule. The reading curriculum focuses on student choice in reading materials, reading strategy and vocabulary instruction. Student reading levels are assessed using NWEA and growth is monitored. Math intervention is supported by a math program called ALEKS. Once students are placed in an ALEKS course, they take a pretest which determines mastery of learning objectives for the course. An instructional program is designed for each student so they can demonstrate proficiency on the remaining learning objectives that need to be addressed. The program is supported by teacher instruction in a small group setting and grading that focuses on the mastery of learning objectives. Students in need of credit recovery are provided opportunities to retrieve those credits after school, during the HERO period, or through placement in our PASS program.Monee Education Center is designed for at-risk high school and middle school students. The school provides special education services, as well as, general education programming for students with demonstrated at-risk behaviors that cannot be supported at Crete-Monee High School and Crete-Monee Middle School. All K-12 schools offer after-school and summer programming for students in need of extra support in reading and math including credit recovery for high school students.Our Early Learning Center provides summer programming.Our English learners receive support for language acquisition in all schools. Using appropriately licensed teachers, EL students receive instruction through co-teaching and pull-out instructional delivery models. Students receive support at a minimum of 5 times per week.

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Our MTSS program has a structure for every level of our system. Our PreK and Early Childhood programs at our Early Learning Center are specifically designed for educational assistance for at-risk and special education students ages 3-5. All classrooms are staffed with certified teachers and paraprofessionals. Social workers, occupational therapists, physical therapists, and speech-language therapists support students academically, socially, and emotionally in order to prepare them for entry into kindergarten. K-5 students participate daily in an extra 30 minutes of reading and math instruction during a designated intervention block for each subject (Tier 2). Students are assigned to groups based on their needs. Classroom teachers, specialist teachers, special education teachers, and teacher assistants are matched to the student groups. Instruction is planned using data from local assessments. Students in need of more intensive instruction (Tier 3, Special Education, ELL) received additional time outside of the classroom with a reading or math specialist, special education teacher, or ELL instructor. District EL staff provide hands-on activities, programming such as Imagine Learning Language and Literacy, alternative materials that allow pictorial support as well as native language content, as determined by the student's proficiency level. Activities such as "4-Corners Vocabulary" and "Backwards Book Walk" for non-fiction are employed to support student vocabulary. In addition, specialists are trained to us Language Level questioning, Go Graphics for expository texts, and comprehension and vocabulary activities as outlined by Smekens Education Solutions to practice summarizing, questioning, predicting, and vocabulary skills.Grades 6-8 students needing additional help receive an additional period of reading or math instruction three times per week during our intervention time called RAMP. In addition, students reading more than a year below grade level attend reading classes taught by reading specialists as part of their daily schedule. Instructional classes in reading, math, and design technology are provided for students in need of intensive intervention. For high school, students receive intervention programming during a 25-minute period during the school day called HERO period. During this time, students who need additional support will be placed in reading and math intervention classes. Students may receive special education services during this period. For those students in need of more intensive interventions, a full class period of reading or math support may be placed on the student's schedule. The reading curriculum focuses on student choice in reading materials, reading strategy and vocabulary instruction. Student reading levels are assessed using NWEA and growth is monitored. Math intervention is supported by a math program called ALEKS. Once students are placed in an ALEKS course, they take a pretest which determines mastery of learning objectives for the course. An instructional program is designed for each student so they can demonstrate proficiency on the remaining learning objectives that need to be addressed. The program is supported by teacher instruction in a small group setting and grading that focuses on the mastery of learning objectives. Students in need of credit recovery are provided opportunities to retrieve those credits after school, during the HERO period, or through placement in our PASS program.Monee Education Center is designed for at-risk high school and middle school students. The school provides special education services, as well as, general education programming for students with demonstrated at-risk behaviors that cannot be supported at Crete-Monee High School and Crete-Monee Middle School. All K-12 schools offer after-school and summer programming for students in need of extra support in reading and math including credit recovery for high school students.Our Early Learning Center provides summer programming.Our English learners receive support for language acquisition in all schools. Using appropriately licensed teachers, EL students receive instruction through co-teaching and pull-out instructional delivery models. Students receive support at a minimum of 5 times per week.

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]

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Student EngagementOur schools have a school improvement focus on student engagement in higher-order thinking skills. Using the Instructional Practices Inventory (IPI), school leadership teams develop an annual goal to increase higher-order thinking in instruction and strategies to accomplish the goal. The goal is in the form of a ratio of higher order to lower-order thinking. Four times per year, trained teacher teams conduct classroom walkthroughs where they collect data on student engagement. Data is categorized into levels of engagement and processed through an excel file that calculates the ratio. At the end of the year, schools can evaluate their progress toward achieving their goal ratio.Instructional Shifts in ELA and MathThrough job-embedded professional learning and curriculum development, the instructional shifts for ELA and Math continue to be incorporated into the academic program. For ELA there is a focus on close reading using complex text, evidence-based questioning, and writing in response to reading. Increased use of non-fiction text is also part of strengthening reading performance. Implementation of the Socratic Seminar is another strategy that is intended to strengthen our reading instruction by encouraging conversations among students.In Math, the implementation of the 8 mathematical practices is key to an effective math program. Teaching for conceptual understanding, developing procedural fluency, and providing opportunities for real-world application of mathematical learning is a focus. Incorporating number talks into daily instruction is part of the improvement plan. The recent selection of a new math series for K-5, 6-8, and core high school math courses coupled with a professional development plan is designed to strengthen our math instruction. Technology IntegrationResearch shows that effective use of technology accelerates student learning. 1:1 Chromebooks coupled with teacher training on how to effectively integrate technology into instruction using the SAMR model is a major initiative to strengthen our academic program. The use of instructional technology teacher leaders in schools and district technology integration coaches help facilitate implementation. The use of Google Classroom as a learning management system is designed to increase student engagement in learning. Increasing blended learning opportunities in K-8 and specific blended learning courses in high school is the goal of instructional design for technology integration. Supporting these opportunities with adequate learning spaces that feature comfortable and adaptable seating for collaborative or independent learning is being designed. In our Pre-K classrooms, I-pads and Smart technologies support student learning. With the implementation of remote learning this spring, the regular use of virtual learning will also become a focus of technology integration.STEM-STEAM/Performance Tasks/Problem-Based LearningImplementation of STEM-STEAM education is another strategy intended to strengthen our academic program. STEM-STEAM learning is conducted in centers for Pre-K students. Defined STEM software provides all district teachers with access to high-quality performance tasks and problem-based learning projects for ELA, Math, Science, and Social Studies. K-12 teachers are expected to implement 2-3 tasks per year. For grades 6-8, students participate in Project Lead the Way's Gateway Program. This pre-engineering program meets the design requirements for the IB Middle Years Program. Project Lead the Way is also offered at Crete-Monee High School as elective coursework. STEM enrichment opportunities are also provided after school and during the summer. Coding is another focus of STEM-STEAM learning. Inquiry-Based LearningInternational Baccalaureate Programmes are designed upon an inquiry-based learning model. Crete-Monee Middle School is currently a candidate school for the Middle Years Programme (MYP). The school faculty regularly participate in IB training and develop inquiry-based units of instruction using the IB instructional planner. A consultant provided by IB guides the staff in program development. Authorization is expected in 2019. Coretta Scott King Magnet school is an authorized IB school that continually works to address feedback and recommendations from 5-year IB evaluation visits. K-5 schools and Crete-Monee Middle School utilize an inquiry-based science series. The Illinois Standards for Social Sciences also contain inquiry skills. Curriculum teams develop units of instruction using the key shifts contained in the standards.1. Craft questions for

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With the implementation of remote learning this spring, the regular use of virtual learning will also become a focus of technology integration.Stem-Steam/Performance Tasks/Problem-Based LearningImplementation of STEM-STEAM education is another strategy intended to strengthen our academic program. STEM-STEAM learning is conducted in centers for Pre-K students. Defined STEM software provides all district teachers with access to high-quality performance tasks and problem-based learning projects for ELA, Math, Science, and Social Studies. K-12 teachers are expected to implement 2-3 tasks per year. For grades 6-8, students participate in Project Lead the Way's Gateway Program. This pre-engineering program meets the design requirements for the IB Middle Years Program. Project Lead the Way is also offered at Crete-Monee High School as elective coursework. STEM enrichment opportunities are also provided after school and during the summer. Coding is another focus of STEM-STEAM learning. 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Curriculum teams develop units of instruction using the key shifts contained in the standards;1.Craft questions for inquiry2.Cultivate collaboration3.Integrate content and skills4.Promote literacy practices5.Provide opportunities to take informed actionDifferentiated InstructionA strategy that is intended to improve student learning is differentiated instruction. Teachers will receive training intended to assist teachers in differentiating content, process, and product in their instruction. Teachers in grades 6-12 will differentiate novels and other materials in classroom instruction. Teachers will be expected to differentiate performance tasks through Defined STEM.Equity, Diversity, Cultural Responsiveness, and Restorative PracticesPractices that support a positive school climate and culture are key to successful learning conditions. The district will provide professional development to all schools on equity, racial literacy, diversity, culturally responsive teaching, and restorative practices. Schools will implement practices that build relationships with our diverse student populations. Using the results of an equity audit, the District Equity Team developed an equity statement that was adopted by our Board of Education. The District Equity Team continues to participate in equity and racial literacy training. The focus of the team is to develop and implement a District Equity Plan. Language AcquisitionPractices that support English learners include instruction in the native language for bilingual programs. Instruction in co-taught and pull-out settings is implemented using the SIOP model. All IB schools provide instruction in Spanish. Our high school offers Spanish and ASL. The goal of both our ESL/Bilingual program and language acquisition courses is to develop students' multilingual proficiency. Tiered vocabulary instructional activities are implemented for English Learners at all levels. Specialists and general education teachers have been trained in SIOP strategies and provide targeted vocabulary instruction that focus on content words, process/function words, and words that explore English language structure. Frayer graphic organizers are often employed at all grade levels to provide structured vocabulary development. Activities for student interaction, student conversation, and application are employed regularly to develop opportunities for performance based assessments.

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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Crete-Monee School District only hires properly certified teachers. Our hiring process utilizes an interview protocol to ensure that teacher candidates are student-centered educators. Our evaluation system for ensuring effective teachers utilizes the Danielson Framework for Teaching and includes a student growth component that is based on our local growth model developed by the ECRA Group. It is based on student growth on standardized measures over time. All teachers upon entering the district receive training on the Danielson Framework. They are also required to participate in twelve hours of professional development during their first year of employment. Teachers who are in their first or second year in the profession must participate in our two-year New Teacher Mentoring and Induction Program. Here new teachers are paired with effective veteran teachers for 60 hours of professional learning in each year of the program. Novice teachers develop an annual action plan aligned with the Danielson domains and components. With the support of their mentor, they complete their annual action plan which includes classroom observations, professional development sessions, assignments, and reflection. We are currently discussing the development of a four-year Probationary Teacher Program that will provide a program of professional learning to support all teachers new to the district, regardless of experience. These actions are designed to ensure that there are no disparities for students and that our teaching staff is effective in teaching all students. Opportunities are provided for staff who need coursework to obtain appropriate endorsements due to increased.At the district level, central office administrators complete an annual process for staffing to ensure comparability and that low income and minority students are being taught by qualified, effective teachers. With a majority-minority district approaching 70% as well as a low-income rate of about 70%, the need for highly qualified effective teachers is needed for all students and at all schools. The process is as follows:January - April Engage in district-level budget discussions for the upcoming school year to ensure compliance with Title I requirements. May-AugustFinalize district staff at all schools with particular attention given to Title I schools.Finalize program implementation plans Ensure receipt of all material and equipment purchases September-October Finalize any last-minute staffing changes and material/equipment purchasesComplete Fall Housing Report for enrollmentComplete report on the number of FTE and salaries by building Evaluate the number of special education and bilingual staff per building November Determine calculations using fall housing report and district staffingCalculate comparability status for Title I schools using the pupil/staff ratios Complete and submit NCLB Comparability Report to ISBE December For any Title I school demonstrating non-compliance, additional staff will be added. District 201U will notify ISBE when the correction is completed. The corrected comparability will be calculated and documented.Crete-Monee School District is actively engaging in partnerships with higher education teacher preparation programs to support teacher candidate development and endorsement coursework in critical content areas for current district teachers to ensure that all students are taught by effective teachers.

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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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The library staff, school administration, and teacher literacy leaders work together to coordinate purchases that address the academic program. Media centers are key facilities for providing digital learning environments as well as offering STEAM learning opportunities. Crete-Monee High School is redesigning its media center to accommodate students enrolled in blended learning courses. K-8 schools and the district media center staff will engage in planning to upgrade their media centers to accommodate STEAM activities, and career exploration.

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

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Currently, students who score in the top 5% on district standardized measures for reading and math are considered gifted and talented. In addition, Crete-Monee School District 201U assesses students on cognitive ability test (CogAT) as part of the identification process. Annually, students take this test in the spring of second grade. Gifted and Talented students are served through several methods in our district. These delivery models are in place and are chosen based on the needs of the students*Cluster grouping class lists in elementary grades*Differentiated instruction*Flexible groups for instruction*Accelerated curriculum/enrichment using Response to Intervention *Accelerated courses in reading and math beginning in 6th grade *After school programming in Math and Science (IMSA) - Grades 4-8*Problem-based learning*Grade skipping*Dual enrollment - middle school/high school or high school/college*Advanced Placement coursesThe district also has a process in place for accelerated placement as required by the Accelerated Placement Act.

Response from the prior year Consolidated District Plan.

Currently, students who score in the top 5% on district standardized measures for reading and math are considered gifted and talented. In addition, Crete-Monee School District 201U assesses students on cognitive ability test (CogAT) as part of the identification process. Annually, students take this test in the spring of second grade. Gifted and Talented students are served through several methods in our district. These delivery models are in place and are chosen based on the needs of the students*Cluster grouping class lists in elementary grades*Differentiated instruction*Flexible groups for instruction*Accelerated curriculum/enrichment using Response to Intervention *Accelerated courses in reading and math beginning in 6th grade *After school programming in Math and Science (IMSA) - Grades 4-8*Problem-based learning*Grade skipping*Dual enrollment - middle school/high school or high school/college*Advanced Placement coursesThe district also has a process in place for accelerated placement as required by the Accelerated Placement Act.

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.

Goal 1: Provide the challenging and equitable education for all student to promote a pathway for life success.

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

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

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

For your convenience, the 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)

Transition activities between Crete-Monee Middle School and Crete-Monee High School begin in the fall of the 8th-grade year and continue into the 9th-grade year. Middle school and high school guidance counselors conduct quarterly articulation meetings where they discuss topics that help the schools work together effectively. Articulation on student interventions and course placement are two examples. In January, current high school students go to the middle school to speak with 8th-grade students about their high school experience and expectations. High school counselors also attend and present information about high school. In early February, the high school holds an 8th Grade Open House. This is an evening event where incoming students and their parents attend different workshops of their choice related to the high school experience. This event gives students and parents the opportunity to tour the high school and meet the staff. Parents are also provided with guidance brochures and CMHS guidance services are presented. At the end of February, high school guidance counselors complete 9th-grade-course registration with incoming students. Students meet 1:1 with their counselor to select courses for their freshmen year. The completed course list is sent home for parent review and signature.In the spring, 8th-grade students may attend a shadow day at Crete-Monee high school.One week before school begins in August, incoming 9th graders attend New Student Night. At this event, students can pick up their schedules. High school mentor students provide tours of the building and help students find their classrooms and lockers.Freshmen Orientation is held the day before the first day of school. It is a freshmen-only day that is hosted by our freshmen mentors as part of our Ignition program. On this day, freshmen meet their mentor for the year, participate in team-building activities, tour the school, review schedules, practice opening their lockers, and learn school-wide expectations.All freshmen participate in the Crete-Monee High School Ignition Program. Here student mentors conduct monthly workshops covering relevant topics for ninth-grade students such as making healthy choices and succeeding in high school.While not just a freshmen activity, Curriculum Night is an opportunity for all students and parents to meet teachers and discuss what their students will be learning throughout the school year. This is typically held during the first two weeks of school.In mid-October, guidance counselors conduct individual freshmen interviews. Throughout the year, 6-12 staff has time for vertical curriculum articulation. This includes classroom observations to see how instruction is conducted in both middle school and high school classrooms. This strengthens the transition from middle school to high school. All 6-12 students use Naviance, a comprehensive K-12 college and career readiness program that helps align student strengths and interests to post-secondary goals. In addition, students identify career areas of interest for their Personal Learner Profile.

Response from the approved prior year Consolidated District Plan.

Transition activities between Crete-Monee Middle School and Crete-Monee High School begin in the fall of the 8th-grade year and continue into the 9th-grade year. Middle school and high school guidance counselors conduct quarterly articulation meetings where they discuss topics that help the schools work together effectively. Articulation on student interventions and course placement are two examples. In January, current high school students go to the middle school to speak with 8th-grade students about their high school experience and expectations. High school counselors also attend and present information about high school. In early February, the high school holds an 8th Grade Open House. This is an evening event where incoming students and their parents attend different workshops of their choice related to the high school experience. This event gives students and parents the opportunity to tour the high school and meet the staff. Parents are also provided with guidance brochures and CMHS guidance services are presented. At the end of February, high school guidance counselors complete 9th-grade-course registration with incoming students. Students meet 1:1 with their counselor to select courses for their freshmen year. The completed course list is sent home for parent review and signature.In the spring, 8th-grade students may attend a shadow day at Crete-Monee high school.One week before school begins in August, incoming 9th graders attend New Student Night. At this event, students can pick up their schedules. High school mentor students provide tours of the building and help students find their classrooms and lockers.Freshmen Orientation is held the day before the first day of school. It is a freshmen-only day that is hosted by our freshmen mentors as part of our Ignition program. On this day, freshmen meet their mentor for the year, participate in team-building activities, tour the school, review schedules, practice opening their lockers, and learn school-wide expectations.All freshmen participate in the Crete-Monee High School Ignition Program. Here student mentors conduct monthly workshops covering relevant topics for ninth-grade students such as making healthy choices and succeeding in high school.While not just a freshmen activity, Curriculum Night is an opportunity for all students and parents to meet teachers and discuss what their students will be learning throughout the school year. This is typically held during the first two weeks of school.In mid-October, guidance counselors conduct individual freshmen interviews. Throughout the year, 6-12 staff has time for vertical curriculum articulation. This includes classroom observations to see how instruction is conducted in both middle school and high school classrooms. This strengthens the transition from middle school to high school. All 6-12 students use Naviance, a comprehensive K-12 college and career readiness program that helps align student strengths and interests to post-secondary goals. In addition, students identify career areas of interest for their Personal Learner Profile.

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)

SchoolLinks has been added for all schools as a career exploration resource. Crete-Monee Middle School partners with Junior Achievement to provide a program that fosters work-readiness, entrepreneurship, and financial literacy skills and uses experiential learning. Students in grades 9-12 have the opportunity to enroll in a technology pathway program that leads to industry certifications as well as experiential learning. Students, in partnership with our technology department, function as technology problem-solving personnel within the school, summer interns, and summer employees with the school district. In addition, Crete-Monee High School has partnered with Calumet Manufacturing Industrial Sector to develop a systematic approach to solving the skills gap that exists between schools and the manufacturing industry. The plan connects students with industry professionals, internships, and job opportunities. Crete-Monee High school offers Project Lead the Way, business, and dual enrollment coursework as well as an early college program with Prairie State College. Through this partnership, additional opportunities are under development to expand dual credit offerings. Grade 11 and 12 students also attend Kankakee Area Career Center where they take coursework leading to several industry certifications.

Response from the approved previous Consolidated District Plan

[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.

Goal 3: Cultivate a high quality, diverse staff who will foster an inclusive work environment of innovation, collaboration, high expectations, and accountability

For each program for which funding is anticipated for the 2024-2025 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 Needs Assessment and Programs 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

Title I funds may be used for professional development activities related to content area knowledge, instructional practices, technology integration, equity/diversity/culturally responsive teaching, assessment practices, Project Lead the Way, special education, restorative practices, trauma-based instruction, and International Baccalaureate training, Advanced Placement training.

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

TBD based upon completion of planning year work for our three schools in designated status.

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

Administrator Academy credit for administrators, Advanced Placement training, Project Lead the Way training, International Baccalaureate training, mentor training and stipends, gifted education seminar, technology integration training, coursework for teacher endorsements in hard to fill areas, content area training, instructional strategies including differentiated instruction, problem-based learning, STEAM. Our in-district Professional Learning Program is under development. Teachers will design and implement 1-2 hour training sessions for teachers that are aligned to key areas of Instructional Practice, Equity, Learning Environment, Assessment, Special Programs. Teachers will receive training stipends.

G. Title III - LIEP

Coursework for bilingual certification for current teachers, State Bilingual Conference, Bilingual Parent Summit, other professional development activities related to ESL/bilingual instruction. This includes ISBE-IRC workshops and consultants who may work with the team on program development.

H. Title III - ISEP

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

Professional Development opportunities will be supported as they relate to the special programs supported with Title IV funds (e.g. Fine Arts, Technology, STEM, etc.).

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

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

IDEA funds may be used for activities related to behavioral interventions and strategies, therapeutic interventions and alternatives, instructional strategies, curriculum development, accommodations and modifications, and goal development. The professional development funds were utilized to provide specific needs-based learning opportunities to special education staff. Many of the SLPs attend the ASHA sponsored seminars. Other SLPs utilized on-line learning sites, also ASHA recognized, for programs related to lisps, children who are mute, children who have oral physical disabilities and other topics. The SWs also attended programs that included their professional organization, including the national conference. They attended seminars for example on mental health, trauma and behavioral interventions. Psychologists also attended seminars offered by their professional organizations, including their national conference, which covered topics like trauma and legal updates. Teaching staff attended seminars on co-teaching, behavioral interventions and reading/math strategies.

L. IDEA, Part B - Preschool

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District Goal(s):

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

Goal 2: Nurture a safe, respectful, and inclusive learning environment to instill learner confidence, growth, and success.

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]

Bullying is prohibited at CM201-U. We have school assemblies for all students to address bullying. We also have a process for parents and students to report bullying. The policy and process are located on our district's website. If bullying is reported, it is investigated and handled accordingly. All administrators have been trained on PA 99-0456 formerly SB100. Administrators utilize interventions with the goal of keeping students in school. We provide training on restorative justice practices with the expectation that those strategies are incorporated into each school's PBIS program and discipline practices. This is done to reduce the overuse of discipline which excludes students from school and/or may compromise student health and safety. We have two administrators who oversee student discipline and school safety. Collecting and analyzing behavior data by student subgroups is part of the responsibilities of these positions. Administrators meet with building teams and security personnel at key points in the school year to review data that is housed in SWIS. Annually, data is reported to our Board of Education. Our Director for School Safety conducts roundtable discussions with community and law enforcement officials about student safety. These partnerships support discipline and behavioral interventions put in place in our schools. We have a partnership with local law enforcement that allows for the placement of school resource officers. In our district, all students are treated equitably. Students are met where they are at any given time. District and school personnel engage in constant dialogue and implementation of practices for academic success. Our Truancy Coordinator supports students who have attendance issues. Attendance issues impact student learning and often result in disciplinary actions that negatively impact certain groups of students.

Response from the prior year Consolidated District Plan.

Bullying is prohibited at CM201-U. We have school assemblies for all students to address bullying. We also have a process for parents and students to report bullying. The policy and process are located on our district's website. If bullying is reported, it is investigated and handled accordingly. All administrators have been trained on PA 99-0456 formerly SB100. Administrators utilize interventions with the goal of keeping students in school. We provide training on restorative justice practices with the expectation that those strategies are incorporated into each school's PBIS program and discipline practices. This is done to reduce the overuse of discipline which excludes students from school and/or may compromise student health and safety. We have two administrators who oversee student discipline and school safety. Collecting and analyzing behavior data by student subgroups is part of the responsibilities of these positions. Administrators meet with building teams and security personnel at key points in the school year to review data that is housed in SWIS. Annually, data is reported to our Board of Education. Our Director for School Safety conducts roundtable discussions with community and law enforcement officials about student safety. These partnerships support discipline and behavioral interventions put in place in our schools. We have a partnership with local law enforcement that allows for the placement of school resource officers. In our district, all students are treated equitably. Students are met where they are at any given time. District and school personnel engage in constant dialogue and implementation of practices for academic success. Our Truancy Coordinator supports students who have attendance issues. Attendance issues impact student learning and often result in disciplinary actions that negatively impact certain groups of students.

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]

Homeless children are given assistance to remove any barriers preventing them from attending school. Currently, we provide transportation to and from school, and resources to assist with food, shelter, and clothing. Students receive book bags filled with supplies needed for the classroom. Students also receive free lunch.

Response from the prior year Consolidated District Plan.

Homeless children are given assistance to remove any barriers preventing them from attending school. Currently, we provide transportation to and from school, and resources to assist with food, shelter, and clothing. Students receive book bags filled with supplies needed for the classroom. Students also receive free lunch.

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,

Attendance Center Designation

In

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - CRETE-MONEE HIGH SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11/19/2019
1002 - CRETE-MONEE MIDDLE SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11/19/2019
2003 - BALMORAL ELEM SCH	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11/19/2019
2004 - CRETE ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11/19/2019
2006 - MONEE ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11/19/2019
2007 - TALALA ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11/19/2019
2008 - CORETTA SCOTT KING MAGNET SCH	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11/19/2019
3001 - CRETE-MONEE EARLY CHILDHOOD CNTR	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11/19/2019
3002 - MONEE EDUCATION CENTER	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	11/19/2019

Describe anticipated Reorganizations:

Monree Education Center was closed during the 2023-2024 school year. The alternative program has been moved to a wing of Crete Monree High School, under the auspices of the high school.

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

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- ☒ 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.

- ☒ Goal 1: Provide a challenging and equitable education for all students to promote life success.Goal 2: Nurture a safe, respectful, and inclusive learning environment to instill learning confidence, growth, and success.Goal 3: Cultivate a high quality, diverse staff who will foster an inclusive work environment of innovation, collaboration, high expectations, and accountability.

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)

Under the first round of ESSA school designations, Crete-Monee had three schools that received underperforming designations in Fall 2018. As a result, schools worked with the Consortium for Educational Change as their IL-Empower Partner (now Catalyst for Educational Change). The work focused on systems in each school to ensure that they are functioning effectively and connecting with each other. In Cohort 2023, three Crete-Monee schools were designated as follows: Balmoral Elementary (Comprehensive), Crete Monee Middle School (Comprehensive), and Monee Elementary (Targeted). The District began its planning year by completing the IQFSR. In addition, as all three schools were designated due to underperforming students with disabilities, a comprehensive review of current curriculum and instructional practices is taking place for the corresponding courses. We are working to evaluate and improve special education curriculum and instruction, and ensure effective alignment with the goals of the general education program. Each of these goals is discussed through the lense of school improvement.

Response from the approved prior year Consolidated District Plan.

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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, and/or
- ☐ 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

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[[count] of 7500 maximum characters used)

School Wide programs are designed to raise the overall quality of the academic program within each school and the district as a whole. All schools are focused on student interventions, but also on raising the floor of the core curriculum. If a school is well developed

in reading and math. Performance towards meeting benchmarks will be evaluated each year. 3.By 2025, 75% of K-3 students will attain grade-level exit reading levels as measured by our STEP and F&P reading assessment.4.By 2025, 75% of K-5 students achieve grade-level math fluency proficiencies as measured by local assessments.5.By 2025, all school-wide programs will achieve higher than expected growth in reading and math as measured by our Local Growth Model developed by ECRA.6. By 2025, 95% of Freshmen will be on track to graduate from high school. 7. By 2025, the district will have a graduation rate of 93%.

Response from the approved prior year Consolidated District Plan.

School-Wide programs are designed to raise the overall quality of the academic program within each school and the district as a whole. All schools are focused on student interventions, but also on raising the rigor of the core curriculum. K-5 has a well-developed MTSS process in place. Now the focus is shifting to core curriculum and instruction. At Crete-Monee Middle School, the IB programme is designed to raise the rigor of our academic program not only at the 6-8 level, but also at the grade levels above (9-12), and at the grade levels below (K-5). Crete-Monee High School is focused on creating engaging learning opportunities and learning spaces that will assist in developing a rigorous curriculum that will increase student achievement. AP participation and evaluating the curriculum for equity and culturally responsive pedagogy is also part of the work the school is undertaking.Our Early Learning Center provides Pre-K, special education, and blended learning classrooms with the goal of preparing students for kindergarten. Programming is individualized to address identified at-risk areas or special education needs. The program focuses on the whole child providing academic as well as social-emotional programming. There is also a strong parent education component. Our K-5 school-wide programs are designed to adjust upward to prepare our elementary students for the rigors of an IB education. The IB program at Coretta Scott King Magnet School is designed to provide a foundation for the IB academic program at the middle school. School-wide programs for grades 9-12 are designed to build on the rigor of the middle school IB program with a focus on college and career readiness. An expanded AP program, through work with Equal Opportunity Schools, as well as other advanced coursework opportunities are intended to increase rigorous learning experiences for all high school students. Expanded opportunities for career training and leadership skills will complement efforts to increase college enrollment. All school-wide programs are designed to increase student engagement, use inquiry and differentiation, provide STEM education, and integrate technology to accelerate learning. The programs also include intervention programs for students in need as well as opportunities for acceleration for higher achieving students. The success of the programs is determined by implementing a balanced assessment system that uses a variety of formative and summative assessments as well as structures for data analysis and collaborative work. Data is analyzed after each assessment period to ensure student growth. This is performed at the school and district levels.Goals for our school-wide programs are as follows:1.All schools will meet interim performance benchmarks defined by ISBE for all students and subgroups in reading and math. Performance towards meeting benchmarks will be evaluated each year. 3.By 2024, 75% of K-3 students will attain grade-level exit reading levels as measured by our STEP and F&P reading assessment.4.By 2024, 75% of K-5 students achieve grade-level math fluency proficiencies as measured by local assessments.5.By 2024, all school-wide programs will achieve higher than expected growth in reading and math as measured by our Local Growth Model developed by ECRA.6. By 2024, 95% of Freshmen will be on track to graduate from high school. 7. By 2024, the district will have a graduation rate of 93%.

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 11.12(b)(9))

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

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

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

([count] of 7500 maximum characters used)

Schoolwide Programs Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Programs Only

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 Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funds, return to the Needs Assessment and Programs 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.

- ☒ Goal 2: Nurture a safe, respectful, and inclusive learning environment to instill learner confidence, growth, and success.

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)

The needs assessment informs the on-going provision of services and supports of students, staff and teachers in both the high school and elementary level in the areas of transition, interventions, academic and behavior. Materials and supports for programs and practices such as social emotional learning, co-teaching, differentiated instruction, transition practices and programming were identified and thus will be supported with grant funding.

Response from the approved prior year Consolidated District Plan.

The needs assessment informs the on-going provision of services and supports of students, staff and teachers in both the high school and elementary level in the areas of transition, interventions, academic and behavior. Materials and supports for programs and practices such as social emotional learning, co-teaching, differentiated instruction, transition practices and programming were identified and thus will be supported with grant funding.

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

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

([count] of 7500 maximum characters used)

Personnel and materials to support instructional and behavioral practices and strategies will be supported by these funds. The programs such as co-teaching, differentiated instruction, transition practices, social-emotional learning and programming are funded by this grant. Staff will utilize curricular and intervention materials specific to special education students in the areas of math, language arts and reading. Materials will be purchased to support students in the social-emotional areas of grief, loss, trauma, self-esteem and decision-making.

Response from the approved prior year Consolidated District Plan.

Personnel and materials to support instructional and behavioral practices and strategies will be supported by these funds. The programs such as co-teaching, differentiated instruction, transition practices, social-emotional learning and programming are funded by this grant. Staff will utilize curricular and intervention materials specific to special education students in the areas of math, language arts and reading. Materials will be purchased to support students in the social-emotional areas of grief, loss, trauma, self-esteem and decision-making.

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

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

([count] of 7500 maximum characters used)

We will continue professional development (for all special education staff including paraprofessionals) and services in both academic and behavior in the upcoming year, as well as social-emotional learning for all.

Response from the approved prior year Consolidated District Plan.

We will continue professional development (for all special education staff including paraprofessionals) and services in both academic and behavior in the upcoming year, as well as social-emotional learning for all.

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each Indicator that's applicable. For a listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.

<https://www.isbe.net/Pages/SPPAPR-Indicators.aspx>

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 part of our funds to employ a vocational specialist who supports students, staff, and families with transition services to enable students to experience postsecondary success. We also use part of our funds to provide resources and professional development to our staff to ensure students with IEPs are serviced inside the general education environment to the maximum extent that is appropriate.

*Required field

Overview

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

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

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 students who are Youth in Care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time as Youth in Care.

DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or med-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the drivers side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

REQUIREMENTS

A. The following factors should be considered when developing the transportation procedures for a student that is Youth in Care/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

- 3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
- 4. State special education transportation funds, if the student has an IEP
- 5. Local funds

Contact Information

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

As part of the Youth in Care Stability 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 Youth in Care/Foster Care 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. Youth In Care/Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Van Kulken	Janice	Special Education Director	vankulkenj@cm201u.org

☐ Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Cooper	Katie	Transportation Specialist	cooperk@cm201u.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 student's placement if the student becomes a Youth in Care or changes residences while they are a Youth in Care.Include the positions of all district personnel and other stakeholders involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in their 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 Youth in Care Stability Plan needs.

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

The Director of Special Education and school personnel who have knowledge of the child such as their principal, social worker, teacher or case manager will engage in collaboration with the foster parent, and DCFS/Foster caseworker to determine where the child's educational needs can best be met whether in the school of origin or another school placement so that the student is ensured school stability during foster care and possible care transitions. The following factors must be considered:1. Preferences of the child2. Preferences of the child's parent(s) or education decision-maker(s)3. The child's attachment to the school, including meaningful relationships with staff and peers4. Placement of the child's sibling(s)5. Influence of the school climate on the child, including safety6. The availability and quality of the services in the school to meet the child's educational and socioemotional needs7. History of school transfers and how they have impacted the child8. How the length of the commute would impact the child, based on the child's developmental stage9. Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin10. Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.It is important to note that transportation costs should not be considered when determining the child's best interest.

Response from the approved prior year Consolidated District Plan.

The Director of Special Education and school personnel who have knowledge of the child such as their principal, social worker, teacher or case manager will engage in collaboration with the foster parent, and DCFS/Foster caseworker to determine where the child's educational needs can best be met whether in the school of origin or another school placement so that the student is ensured school stability during foster care and possible care transitions. The following factors must be considered:1. Preferences of the child2. Preferences of the child's parent(s) or education decision-maker(s)3. The child's attachment to the school, including meaningful relationships with staff and peers4. Placement of the child's sibling(s)5. Influence of the school climate on the child, including safety6. The availability and quality of the services in the school to meet the child's educational and socioemotional needs7. History of school transfers and how they have impacted the child8. How the length of the commute would impact the child, based on the child's developmental stage9. Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin10. Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.It is important to note that transportation costs should not be considered when determining the child's best interest.

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 Youth in Care Stability 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.

Foster students with disabilities under IDEA or Section 504 who have an IEP or a 504 Plan are ensured of an Annual Review meeting. As part of the Annual Review services, supports and placement are reviewed and considered so that the student attends the school that meets their academic and social-emotional needs. The IEP will be reviewed annually unless the parent/legal guardian/case manager requests an IEP meeting earlier - the request can be made for a team to convene by either the school team or the student's foster parent/guardian/case worker.

Response from the approved prior year Consolidated District Plan.

Foster students with disabilities under IDEA or Section 504 who have an IEP or a 504 Plan are ensured of an Annual Review meeting. As part of the Annual Review services, supports and placement are reviewed and considered so that the student attends the school that meets their academic and social-emotional needs. The IEP will be reviewed annually unless the parent/legal guardian/case manager requests an IEP meeting earlier - the request can be made for a team to convene by either the school team or the student's foster parent/guardian/case worker.

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 Youth in Care Stability 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.

In arranging educational services for students who are English Learners, the information will be provided to their foster parent/legal guardian and/or DCFS worker in a manner that the student can be informed of the arrangements in their first language or in a manner that the student is able to understand. An interpreter or a document written in the first language can be used to communicate any educational information.

Response from the approved prior year Consolidated District Plan.

In arranging educational services for students who are English Learners, the information will be provided to their foster parent/legal guardian and/or DCFS worker in a manner that the student can be informed of the arrangements in their first language or in a manner that the student is able to understand. An interpreter or a document written in the first language can be used to communicate any educational information.

4. Describe the dispute resolution process should there be disagreement among 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 about the Best Interest Determination decision.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 Youth in Care Stability 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.

Dispute Resolution Process.Written communication will be provided to the person(s) stating the factors disputed.Stakeholders involved in the dispute will make every effort to discuss the issue via an in-person meeting, phone or written communication.If a resolution is not reached, stakeholders will defer to the decision of the DCFS case manager or supervisor.

Response from the approved prior year Consolidated District Plan.

Dispute Resolution Process.Written communication will be provided to the person(s) stating the factors disputed.Stakeholders involved in the dispute will make every effort to discuss the issue via an in-person meeting, phone or written communication.If a resolution is not reached, stakeholders will defer to the decision of the DCFS case manager or supervisor.

5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who are identified as Youth in Care.

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.

New Question for FY25 -- Please add text.

*Required field

Youth in Care Stability 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 who is Youth in Care.

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

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

The Assistant Superintendent (or designee) and/or the Director of Special Education (or designee) will consider each student as an individual in arranging transportation services and school placement in collaboration with the Foster parent and the DCFS caseworker. The process to determine transportation is to include:1.Safety - the student needs to be transported in a vehicle that protects the student - car seats and harnesses may be required, smaller modes of transportation (van, school bus), students must feel safe in the school environment 2.Duration of the need for services - School-based personnel will provide observations to the DCFS case manager regarding academic, social-emotional and transportation time. Transportation should not be longer than one hour and some students require transportation time to be no more than 20-30 minutes3.The time/length of travel time for the student each day - travel time should exceed one hour and some students require transportation must not exceed 30 minutes.4.Time of placement change- if the student has been attending a specific school for a significant length of time - consideration should be given to arranging student's transportation to remain in the specific school for the remainder of the academic year5.Type of transportation available (yellow school bus, taxi cab, van, etc.) - the type of transportation is determined by the age and maturity level of the students6.Traffic patterns- a student cannot cross a traffic area that is considered dangerous without the assistance of a crossing guard7.Flexibility in school schedule - arrival and dismissal times can be altered if necessary to allow a student to remain in a school where they have attended for an extended period of time8.Impact of extracurricular activities on transportation options- students are allowed to participate in extracurricular activities and have transportation readily available9.Maturity and behavioral capacity of students - Students whose cognitive and behavioral functioning puts them at risk will not be put into a type of transportation without adult support and/or requires independent decision-making and self-reliance.

Response from the approved prior year Consolidated District Plan.

The Assistant Superintendent (or designee) and/or the Director of Special Education (or designee) will consider each student as an individual in arranging transportation services and school placement in collaboration with the Foster parent and the DCFS caseworker. The process to determine transportation is to include:1.Safety - the student needs to be transported in a vehicle that protects the student - car seats and harnesses may be required, smaller modes of transportation (van, school bus), students must feel safe in the school environment 2.Duration of the need for services - School-based personnel will provide observations to the DCFS case manager regarding academic, social-emotional and transportation time. Transportation should not be longer than one hour and some students require transportation time to be no more than 20-30 minutes3.The time/length of travel time for the student each day - travel time should exceed one hour and some students require transportation must not exceed 30 minutes.4.Time of placement change- if the student has been attending a specific school for a significant length of time - consideration should be given to arranging student's transportation to remain in the specific school for the remainder of the academic year5.Type of transportation available (yellow school bus, taxi cab, van, etc.) - the type of transportation is determined by the age and maturity level of the students6.Traffic patterns- a student cannot cross a traffic area that is considered dangerous without the assistance of a crossing guard7.Flexibility in school schedule - arrival and dismissal times can be altered if necessary to allow a student to remain in a school where they have attended for an extended period of time8.Impact of extracurricular activities on transportation options- students are allowed to participate in extracurricular activities and have transportation readily available9.Maturity and behavioral capacity of students - Students whose cognitive and behavioral functioning puts them at risk will not be put into a type of transportation without adult support and/or requires independent decision-making and self-reliance.

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 who is Youth in Care.

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability 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. IDEA funds if the student has an IEP and requires specialized transportation2. Local funds3. Title IV-E of the Social Security Act if the student is eligible4. 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)

Response from the approved prior year Consolidated District Plan.

1. IDEA funds if the student has an IEP and requires specialized transportation2. Local funds3. Title IV-E of the Social Security Act if the student is eligible4. 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)

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 Youth in Care Stability Plan needs.

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

The school district will maintain transportation until a resolution can be determined. The School of Origin is responsible for transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

The school district will maintain transportation until a resolution can be determined. The School of Origin is responsible for 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 Youth In Care Stability 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.

In the student information system is the transportation plan, which is accessible to school staff. School staff, which includes administration, certified staff, paraprofessionals, food service, maintenance and bus company personnel, will be informed during the opening of school Institute days that it is their responsibility to inform the office of the Director of Special Education or her designee of any changes in a foster child's home address/location. This information will be provided by the school principal to the staff in her building and the bus company administrators will inform the bus drivers and bus attendants.

Response from the approved prior year Consolidated District Plan.

In the student information system is the transportation plan, which is accessible to school staff. School staff, which includes administration, certified staff, paraprofessionals, food service, maintenance and bus company personnel, will be informed during the opening of school Institute days that it is their responsibility to inform the office of the Director of Special Education or her designee of any changes in a foster child's home address/location. This information will be provided by the school principal to the staff in her building and the bus company administrators will inform the bus drivers and bus attendants.

*Required field

BSP Overview

Program Name:	EL - Bilingual Service Plan
Purpose:	The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education.In ad this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.
Rules:	<u>23 Ill. Admin. Code, Part 228.50</u>
Contact:	Multilingual Department at 312-814-3850 <u>multilingual@isbe.net</u>

BSP Contact Information

355 English Learners (ELs) are in the district

Provide information below for the Program Director/individual who completed this application:

Last Name*

Soto

Phone*

708 367 8317

First Name*

Rita

Middle Initial

Email*

sotor@cm201u.org

EL Program Director Requirements:

Does the Program Director meet the requirements to administer an English Learner program?*

Yes



No



Administrator Requirements

If not, provide an action plan describing how the district will meet the requirements in the space below:

Program Director meets requirements.

Comments:

Use this text area for any needed explanations to ISBE in regard to this program.

([count] of 3000 maximum characters used)

None

*Required field

BSP District Program Information

Instructions

355 English Learners (ELs) are in the district

Complete the requested information below.

Key: Types of Instructional Design

- 1. Dual Language - Two Way (Self-contained)
- 2. Dual Language - One Way (Self-contained)
- 3. Transitional Bilingual Program (Self-contained)
- 4. Transitional Bilingual Program (Collaboration)
- 5. Transitional Program in English (Self-contained)
- 6. Transitional Program in English (Collaboration)

	Attendance Center Name		Program Type (check all that apply)		Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement - Enter zero if no teachers in a category.			ELs-TBE and ELS-VIT - Enter zero if no teachers in a category.	Language Codes
	In addition to district attendance centers that have ELs, special education co-ops and non-public special education program attendance centers that have out placed dually identified (ELs with IEPs) students must be listed.*	Grade Span	TBE	TPI	1	2	3	4	5	6	Number of PEL Teachers with ESL Endorsement Only	Number of PEL Teachers with Bilingual Endorsement Only	Number of PEL Teachers with ESL and Bilingual Endorsement	Number of Teachers with ELS-TBE or ELS-VIT Endorsements	If a number greater than zero is reported for PEL Teachers Bilingual Endorsement, ESL and Bilingual Endorsement, and/or TBE/ELS-VIT Endorsements, provide the endorsed language codes represented using the reference document below. Language Codes Alphabetical
1.	Early Learning Center	PreK	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	1	0	001
2.	Balmoral Elementary	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	2	0	001
3.	Crete Elementary	K-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	1	0	001
4.	Coretta Scott King Magnet School	K-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0	
5.	Monee Elementary	K-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0	
6.	Talala Elementary	K-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	1	0	0	001
7.	Crete Monee Middle School	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	2	0	001
8.	Crete Monee High School	9-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	1	0	001
9.	Speed Co-op 802	PreK-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	1	0	001
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
21.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

If one or more attendance centers has EL enrollment but no ESL/Bilingual endorsed teachers above, then describe how the district will ensure that EL students receive appropriate language support for their education from properly endorsed teachers.

([count] of 2500 maximum characters used)

***If district has more than 25 attendance centers, please contact Multilingual/Language Development Department at multilingual@isbe.net or (312) 814-3850.**

355 English Learners (ELs) are in the district

BSP Short Form Page - Use only for Districts with 1 to 19 ELs.

BSP Program Enrollment		Instructions			
355	English Learners (ELs) are in the district				
PROGRAM ENROLLMENT					
Check the type(s) of Program Enrollment offered		TBE	<input checked="" type="checkbox"/>	TPI	<input checked="" type="checkbox"/>
SPANISH LANGUAGE ARTS CURRICULUM					
Indicate whether or not the district is offering Spanish language arts.All districts with a full-time TBE Spanish program must offer Spanish language arts.					
Does the district offer Spanish language arts to TBE/TPI students?*		Yes	<input checked="" type="radio"/>	No	<input type="radio"/>
Describe the instructional and evaluation methods used to measure student progress with respect to the Illinois <u>Spanish Language Arts Standards</u> .					
<div>The district will use assessments associated with the Spanish Language Arts materials being used. In addition, for K-12, the district will use Sistema de Evaluacion de la Lectura (Fountas and Pinnell Benchmark Assessment System) for grades K-5. Studentsin grades K-12 may be assessed on Spanish proficiency using the Ballard and Tighe's Individual Proficiency Test (IPT). High school students may be assessed on Spanish proficiency using the ACTFL assessment of Performance toward Proficiency inLanguage. (AAPL).</div>					
REMINDER:Districts that offer Spanish language arts instruction to TBE or TPI students must provide at least one training session annually related to the implementation of the Illinois Spanish Language Arts Standards to staff who provide instruction in Spanish language arts.					
Indicate whether the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3) and has the part-time TBE rational template in the students' records.		Yes	<input checked="" type="radio"/>	No	<input type="radio"/>
<u>Part-Time Transitional Bilingual Education (TBE) Placement</u>					
*Required field					

TBE Parent Advisory Committee

Instructions

355 English Learners (ELs) are in the district

Parent Advisory Committee Page- Complete this pageONLYif the district has a TBE program. A district is required to have a Bilingual Parent Advisory Committee if an attendance center has 20 or more EL students with the same language group (Preschool counted separately).

Verification of Plan Review by Bilingual Parent Advisory Committee for TBE Programs

Parent and Community Participation - Each district or cooperative with a TBE program shall establish a parent advisory committee consisting of the following:parents, legal guardians, transitional bilingual teachers, counselors, and community leaders.A majority of its members must be parents of students enrolled in the TBE program.This committee shall:

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review district's annual Bilingual Service Plan and EBF spending plan submitted to the State Board of Education.

Identify all members of the Bilingual Parent Advisory Committee.Indicate under Role whether they are a parent (P), legal guardian (G), teacher (T), counselor (C), or community member (CM). Indicate the language(s) spoken by the member. Indicate the members home address and phone number where they can be reached.

Name	Maria Vitela	Role	President/Paren	Language(s)	Spanish-English	Telephone	773 890 9874
Street	9 Berk Lane	City	Crete	State	IL	Zip+4	60417 1001

Name	Ana Gonzalez	Role	Secretary/Paren	Language(s)	Spanish-English	Telephone	773 372 2156
Street	2643 E Ridgefield Drive	City	Crete	State	IL	Zip+4	60417 4619

Name	Alex Gallegos	Role	Parent	Language(s)	Spanish-English	Telephone	847 715 6135
Street	1551 Benton Street	City	Crete	State	IL	Zip+4	60417 3132

Name	Amanda Yarborough	Role	teacher	Language(s)	Spanish-English	Telephone	708 367 2451
Street	857 Honey Lane	City	Crete	State	IL	Zip+4	60417 1313

Name	Paloma Rodriguez	Role	teacher	Language(s)	Spanish-English	Telephone	708 367 2531
Street	1549 Condor Drive	City	Manteno	State	IL	Zip+4	60950 3599

Name	Marina Fanelli	Role	Teacher	Language(s)	Spanish-English	Telephone	708 367 8447
Street	1822 Idlewild Lane	City	Homewood	State	IL	Zip+4	60430 3910

Name	Jennifer Kozinski	Role	teacher	Language(s)	Spanish-English	Telephone	708 367 2644
Street	26137 S Plum Tree Ln	City	Monee	State	IL	Zip+4	60449 8038

Name	Leticia Perez	Role	teacher	Language(s)	Spanish-English	Telephone	708 367 2644
Street	8424 Spruce Drive	City	Orland Park	State	IL	Zip+4	60462 1633

Name	Guadalupe Martinez	Role	teacher	Language(s)	Spanish-English	Telephone	708 367 2546
Street	2914 Willow Road	City	Homewood	State	IL	Zip+4	60430 2823

Name	Megan Costa	Role	teacher	Language(s)	English	Telephone	708 367 2585
Street	7862 W Kingston	City	Frankfort	State	IL	Zip+4	60423 8356

Meeting (7/1/2024 - 6/30/2025)

- 1.
- 2.
- 3.
- 4.

09/25/2024
11/06/2024
01/15/2025
05/07/2025

Bilingual Advisory Committee Training (required activity).
BPAC Family Night
Planning Meeting for upcoming BPAC family night
Review of the BSP and EBF Spending Plan for FY26

Activity

355 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such training activities should be directly related to helping staff attain the qualifications, knowledge, and needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set forth in the laws and regulations governing the TBE/TPI program.

TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities

Inservice activities must be provided to all TBE/TPI staff at least twice yearly. Specify the areas to be addressed, which must include, but need not be limited to, one of the following: Current Research in the Teaching of EL Students; Methods for Teaching in the Native Language and Methods of Teaching ESL; Content Area and Language Proficiency Assessment of EL Students; Issues Related to the Native Culture and the Culture of the United States; and Issues Related to EL Students with Disabilities. Additionally, for new certificated and noncertificated program staff, the following must be addressed: Minimum Program Standards; District Identification and Assessment Procedures; Program Design; and Basic Instructional Techniques for Teachers of EL Students.

Districts that offer Spanish language arts must offer at least one session related to the implementation of Spanish language arts for staff members who provide the instruction in that course subject.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	12/06/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	14
<input checked="" type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL	12/06/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	14
<input type="checkbox"/> Language Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Issues Related to EL Students with Disabilities	12/06/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	14
<input checked="" type="checkbox"/> Program Standards	04/14/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	20
<input checked="" type="checkbox"/> District Identification Assessment	04/14/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	20
<input checked="" type="checkbox"/> Program Design	04/14/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	20
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	04/14/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	400
<input checked="" type="checkbox"/> Spanish Language Arts	08/15/2025	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	12
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

*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.

04/23/2024

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

- ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
- provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
- participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
- coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- collaborate with the State or local child welfare agency to
 - designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
 - ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
 - The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - the local educational agency agrees to pay for the cost of such transportation; or
 - the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
- ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
- In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
- Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
- the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
- the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
- the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
- Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
- in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
- In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
- 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.

☒ 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:

- 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 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

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/jcar/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 235.2 and 235.4 of the Criminal Code of 1961 (720 ILCS 5/235.2, 235.4). Sections 235.2 and 235.4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging.

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; and
 - 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, they:
 - 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

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.

v.04.26.2021
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 submit 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 comply accordingly.

v.04.23.2021
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.

- 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.

v.01.31.2024

Assurances	Instructions
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.</p> <div><div><div><div><div></div><div>Assurances for all covered programs</div></div><div><div></div><div>Grant Application Certifications and Assurances (State Assurances)</div></div><div><div></div><div>Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions</div></div><div><div></div><div>Certification Regarding Lobbying</div></div><div><div></div><div>GEPA 442 Assurances</div></div></div><div><div><div>Not calling IWAS Web Service</div><div>KARA COGLIANESE</div></div><div><div>Signature of School District Superintendent / Agency Administrator</div><div>Signature of Board-Certified Delegated Authority for the School District Superintendent</div></div><div><div>Agreed to on this Date: 04/01/2024</div><div>RCDDT when agreed to: 56-099-2</div></div></div></div></div>	

Submit

In

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

Consistency Check Lock Application Unlock Application

Application was created on:

2/16/2024

Assurances were agreed to on:

4/9/2024

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3




























ISBE Program Administrator #4

ISBE Program Administrator #5

This Application has not been submitted

Page Review Status Instructions

 Expand All

Consolidated District Plan				Page Status	Open Page for editing
<u>Consolidated District Plan</u>					
Contact Information				OPEN	
Needs Assessment and Programs				OPEN	
<u>Plan Specifics</u>					
Needs Assessment Impact				OPEN	
Stakeholders				OPEN	
Private Schools Participation				OPEN	
Preschool Coordination				OPEN	
Student Achievement				OPEN	
College and Career				OPEN	
Professional Development				OPEN	
Safe Learning Environment				OPEN	
<u>Title I Specific Pages</u>					
Title I Specific - Part One				OPEN	
Title I Specific - Part Two				OPEN	
IDEA Specific Requirements				OPEN	
<u>Youth in Care Stability Plan</u>					
Youth in Care Stability Plan Contacts				OPEN	
Best Interest Determination Plan				OPEN	
Youth In Care Transportation Plan				OPEN	
<u>Bilingual Service Plan</u>					
<u>BSP Plan Specifics</u>					
BSP Program Contact				OPEN	
BSP Program Info				OPEN	
BSP Short Form				OPEN	
BSP Program Enrollment				OPEN	
BSP Parent Advisory Committee				OPEN	
BSP Professional Development				OPEN	
<u>Assurance Pages</u>					
Plan Assurances				OPEN	
State Assurances				OPEN	
Debarment				OPEN	
Lobbying				OPEN	
GEPA 442				OPEN	
AssurancesText				OPEN	

Save

Selectable Application Print

Request Print Job

 Consolidated District Plan

Requested Print Jobs

Requested by rgenardo201U on 4/17/2024

Completed Print Jobs