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Applicant:	J S MORTON HSD 201
Application:	Consolidated District Plan - 00
Cycle:	Original Application
Sponsor/District:	J S MORTON HSD 201
Date Generated:	6/9/2025 1:11:30 PM
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Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name*		First Name*	Middle Initial
McMahon		Josh	
Phone*	**Extension**	**Email***	
708 780 4035		jmcmahon@jsmorton.org	

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

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

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

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

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

([count] of 2500 maximum characters used)

Board policy 1:30 School District Philosophy-J. Sterling Morton High School, District 201 educates all students to meet or exceed the standards of learning by providing educational experiences that challenge, engage, and empower them to be productive members of the global community, 5:10 Equal Employment Opportunity and Minority Recruitment, 5:30 Hiring Process and Criteria, 6:10 Educational Philosophy, 6:120 Education of Children with Disabilities, 6:140 Education of Homeless Children, 6:145 Migrant Students, 6:160 Limited English Proficient Students, 7:10 Equal Educational Opportunities, 8:70 Accommodating Individuals with Disabilities.

3. Bilingual Program Director Assurance

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

2986

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 ofTitle III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP).

4. District Migrant Education Program Liaison

Last Name	First Name	Middle Initial
Becker	Melody	
Phone	**Extension**	**Email**
708 780 2800	5777	mbecker@jsmorton.org

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant Program Liaison may notify ISBE at 312-814-3850 or Multilingual@isbe.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual if it has information that a migratory child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under the Every Student Succeeds Act of 2015) - Title I, Part C Education of Migratory Children.

5. 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.

*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

*Required field, applicable for all funding sources

Needs Assessment and Programs

Instructions

1. **Consolidated planning includes how anticipated programs will be funded.Indicate below for which programs the LEA anticipates receiving funding for school year 2025-2026.* [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.

   - [x] 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
   - [x] Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
   - [x] Title III - Language Instruction Educational Program (LIEP)
   - [ ] Title III - Immigrant Student Education Program (ISEP)
   - [x] Title IV, Part A - Student Support and Academic Enrichment
   - [ ] Title V, Part B - Rural and Low Income Schools
   - [x] 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)

   J. Sterling Morton HS District 201 uses Title I, Part A, Title II Part A, Title III L.I.E.P., Title IV Part A, and I.D.E.A. Part B supplemental funds to improve services for focus group students by providing additional supports to address challenges disproportionately affecting socioeconomically disadvantaged, English learners, foster youth, and students with disabilities. District 201 uses the consolidated planning process as an opportunity to develop a strategic road map of mission critical goals and goal related metrics. These goals become the road map by which District 201 allocates supplemental dollars. For example, one of the goals is to provide a guaranteed and viable curriculum delivered by highly qualified teachers for every student in all settings.To achieve this goal, District 201 is investing supplemental funds to provide professional development support to all staff to further implement Understanding by Design principles. These principles in the curriculum are further developed using lenses for English Learner, Special Education, and Social-Emotional Learning (S.E.L.) for all students to provide a safe, inclusive learning environment where all students feel a sense of belonging and are supported with both academic and socio-emotional needs.District 201 seeks to fund evidence-based practices to accelerate student learning to close the achievement gap, while supporting the development of a nurturing school community. In this way, District 201 allocates supplemental funds by drawing on research and craft knowledge to determine promising services that support the social emotional and academic growth of focus group students. District 201 uses federal funds to provide additional services for focus group students to help the District realize its goals. Once supplemental funds have been exhausted school and district administrators reflect on the strategic road map provided by the District plan goals. The school and district administrators identify additional funding opportunities to provide additional services to focus targeted students including socioeconomically disadvantaged, English learners, foster youth, and students with disabilities to realize growth on plan goals.

   Response from the approved prior year Consolidated District Plan.

   J. Sterling Morton HS District 201 uses Title I, Part A, Title II Part A, Title III L.E.I.P., Title IV Part A, and I.D.E.A. Part B supplemental funds to improve services for focus group students by providing additional supports to address challenges disproportionately affecting socioeconomically disadvantaged, English learners, foster youth, and students with disabilities. District 201 uses the consolidated planning process as an opportunity to develop a strategic road map of mission critical goals and goal related metrics. These goals become the road map by which District 201 allocates supplemental dollars. For example, one of the goals is to provide a guaranteed and viable curriculum delivered by highly qualified teachers for every student in all settings.To achieve this goal, District 201 is investing supplemental funds to provide professional development support to all staff to further implement Understanding by Design principles. These principles in the curriculum are further developed using lenses for English Learner, Special Education, and Social-Emotional Learning (S.E.L.) for all students to provide a safe, inclusive learning environment where all students feel a sense of belonging and are supported with both academic and socio-emotional needs.District 201 seeks to fund evidence-based practices to accelerate student learning to close the achievement gap, while supporting the development of a nurturing school community. In this way, District 201 allocates supplemental funds by drawing on research and craft knowledge to determine promising services that support the social emotional and academic growth of focus group students. District 201 uses federal funds to provide additional services for focus group students to help the District realize its goals. Once supplemental funds have been exhausted school and district administrators reflect on the strategic road map provided by the District plan goals. The school and district administrators identify additional funding opportunities to provide additional services to focus targeted students including socioeconomically disadvantaged, English learners, foster youth, and students with disabilities to realize growth on plan goals.

3. **Will the LEA braid funding?***Indicate the funds that will be braided, and select the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, select no.

   Braiding of Funds

   (•) Yes ( ) No

   If Yes Braiding is selected, you will need to indicate which fund sources will be used in the box below.

   - [x] 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
   - [x] Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
   - [x] Title III - Language Instruction Educational Program (LIEP)
   - [x] Title III - Immigrant Student Education Program (ISEP)
   - [x] Title IV, Part A - Student Support and Academic Enrichment
   - [ ] Title V, Part B - Rural and Low-Income Schools
   - [x] IDEA, Part B - Flow-Through

4. **Will the LEA hybrid-blend Title II and/or Title IV funding?***Indicate all that apply, and select the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, select no.

   Transfer of Funds

   (•) Yes ( ) No

If Yes Transfer of Funds is selected, you will need to indicate which fund sources are being transferred and if it will be partial or all in the box below.

☐	Title II to Title I	☐	Transfer Partial Funds	☐	Transfer All Funds
☑	Title IV to Title I	☐	Transfer Partial Funds	☑	Transfer All Funds
☐	Title II to Title IV	☐	Transfer Partial Funds	☐	Transfer All Funds
☐	Title IV to Title II	☐	Transfer Partial Funds	☐	Transfer All Funds

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

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)

District 201 uses multiple resources to address the Needs Assessment for funding. The district uses input from multiple stakeholder groups as well as research and best practice in making decisions around funding for student success. Surveys are sent to all staff, students, and families in their native languages in order to gather feedback and needs for the district through their lens. These survey results are then analyzed and reviewed by building leadership teams as well as district leadership teams to provide a plan for student success.

Legislative References:

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

[2] Title I, Part A, Reference Section 1112(a) (1)

*Required field, applicable for all funding sources

Needs Assessment Impact

Instructions

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.

National Clearinghouse Data, College Board Data (SAT Suite, Advanced Placement), ACT, ACCESS Testing Data, DLM testing Data, Read 180 data, Achieve 3000 Data, MAP Assessment Data for 9th graders.

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

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

As shown in our needs assessment we are continuing to need improvement in reading comprehension and skills as evidenced in our school report card and local assessment results. We will continue to use Achieve3000 and NoRedInk as a resource to improve our basic programs in all grade levels.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

The district is working closely with all new staff and tenured staff in our district wide mentoring program to provide help and support to all first and second year teaching staff. All staff are currently working through professional development cycles to understand and develop strategies to bring CASEL standards for SEL into all aspects of District 201 curriculum to provide tier 1 Social Emotional Support for all students. District wide staff are also working in professional development cycles to understand and develop curriculum through a comprehensive UDL and UBD model.

G. Title III - LIEP

The district employs 2 Biliteracy Coordinators and 4 Biliteracy Coaches that have the expressed role of supporting and preparing all teachers to use appropriate culturally responsive pedagogy to create a welcoming learning environment that is inclusive and scaffolded so that all students, especially English Learners, have the supports that they need to be successful with grade-level expectations. These supports are directed at our EL/Bilingual Certified Staff and also the entire faculty. Additionally, the instructional coaching team has identified Language, Culture, and Social Emotional Learning as action steps in meeting their instructional goals. The instructional coaches (8 employees) role (and Biliteracy Coaches) is to work collaboratively with teachers and teams of teachers to develop skills related to the district's goals. Furthermore, the district has committed to developing curriculum for our community using our lenses for language, culture and social emotional learning to meet the specific needs and interests of our students. This work is being done using the Understanding by Design Framework, with the inclusion of Universal Design principles. The district believes that an attitude of continuous improvement is important to continue to refine best practices so that all students can succeed and thrive.The district has increased the number of teaches who are focused on proactively serving English Learners annually. We continue to recruit and hire teachers who are EL and/or Bilingual certified in all content areas. The district continues to offer cohort options to improve accessibility of continued education for teachers to earn the EL and/or Bilingual Certifications. The district leveraged Elevating Educators grant monies to increase the number of EL and bilingual certified staff members. Title III funds support summer school enrichment courses for our EL students to develop in English and in Spanish. Supplemental instructional materials are purchased to support the ELs in their EL and content classes. EL students are supplied with consumable materials like novels, workbooks, notebooks, and art supplies to enhance learning opportunities.

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.

Funds will be transferred to Title I Grant.

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

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

JS Morton HS District 201 services approximately 1000 students identified as needing special education supports and/or services.Funds from the IDEA grant are used to supplement district local funds to ensure that the district meets the individual needs of our students with disabilities in the provision of special education, related services, and supplementary aides. District 201 is committed to ensuring that all students achieve their fullest potential in the least restrictive environment. Funding is used to support the various needs of our students. This includes the salaries of staff who support and provide services to students with special education, trainings, and to purchase instructional supplies, materials, and equipment to meet the unique needs of our students.

L. IDEA, Part B - Preschool

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

*Required field, applicable for all funding sources selected

Stakeholder Involvement

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):

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

Accountability, Enhanced Learning Opportunities, Ensuring Parents and Community Members are active partners in the process.

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. [x] Teachers (1,7,8)
- B. [x] Principals (1,7,8)
- C. [x] 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. [x] Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
- H. [x] Parent liaisons
- I. [x] Title I director (1)
- J. [x] Title II director (1)
- K. [x] Bilingual director (Administrator overseeing EL Services) (1,6,8)
- L. [ ] Title IV director (1)
- M. [x] 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. [x] Homeless Liaison
- T. [ ] Other - specify
- U. [ ] Additional Other - specify

Program Footnotes:

1 = Title I, Part A - Improving Basic Programs
2 = Title I, Part D - Neglected
3 = Title I, Part D - Delinquent
4 = Title I, Part D - State Neglected/Delinquent
5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
6 = Title III, including LIEP and ISEP
7 = Title IV, Part A - Student Support and Academic Enrichment
8 = EL - BSP

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

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

District Plan needs.

DO NOT use special characters, 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)

J S Morton District 201 consulted representative stakeholders through focused meetings with Lead Teachers, Homeless Liaison, Parent Liaisons, Parent groups, Title I Parent/Family Engagement Policy/Plan Committee and the Bilingual Parent Advisory Committee (BPAC) to the review the initial and updated drafts of the district plan and gather input and feedback.District and School Administrators reviewed the draft plan for input prior to final draft release to the Board of Education for review and input. The plan was reviewed in its entirety and input from the administrative groups (principals, assistant principals, curriculum directors, district administration) was incorporated.After input and revision from the teacher, administrator, and parent groups, the district plan was submitted for Board of Education approval.Documentation of stakeholder engagement through sign-in sheets, agendas and other documentation is on file at the District office if requested at a later date. The annual meeting for FY25 took place on September 27, 2024. The meeting included parents as well as other necessary stakeholders. The FY26 annual meeting is tentatively scheduled for September, 2025.

Response from the prior year Consolidated District Plan.

J S Morton District 201 consulted representative stakeholders through focused meetings with Lead Teachers, Parent Liaisons, PTO groups, Title I Parent/Family Engagement Policy/Plan Committee and the Bilingual Parent Advisory Committee (BPAC) to the review the initial and updated drafts of the district plan and gather input and feedback.District and School Administrators reviewed the draft plan for input prior to final draft release to the Board of Education for review and input. The plan was reviewed in its entirety and input from the administrative groups (principals, assistant principals, curriculum directors, district administration) was incorporated.After input and revision from the teacher, administrator, and parent groups, the district plan was submitted for Board of Education approval.Documentation of stakeholder engagement through sign-in sheets, agendas and other documentation is on file at the District office if requested at a later date. The annual meeting for FY24 took place on September 28, 2023. The meeting included parents as well as other necessary stakeholders. The FY25 annual meeting is tentatively scheduled for September, 2024.

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.

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([count] of 7500 maximum characters used)

District 201 utilized the Bilingual Parent Advisory Committee (BPAC), which consists of parent representatives that support our bilingual and EL students and program to share and provide input on the draft plan. The district also shared and collected feedback from Parent Liaisons on the draft plan. Feedback from these groups was incorporated into the final plan submitted to the Board for approval. In these listening sessions parents were asked to share thoughts and ideas on the plan as drafted and how the plan could be even stronger in supporting student learning.West campus has an active Parent-Teacher Organization. The District has increased the number of parent involvement opportunities through instituting full-time parent liaisons at each school and a community outreach coordinator for the district. These are parents of current Morton students. The liaisons are employed and paid through Title I (80%) and EL EBF (20%) funds. The three liaisons facilitate workshops for parents. For example, they facilitate Skyward training, computer literacy, parent book club, and coffee with the principal. In addition, the liaisons collaborate with the principal and community to engage in large events. For example, they assist with parent conferences, open house, Future Freshman Rally, Academic Festival, Dia de los Muertos, Festival Invernal, las Posadas and Dia del Nino. The liaisons act as advocates for parents, including those whose first language is not English, to help them connect with the appropriate staff members and bridge communication. In addition, liaisons use technology to inform parents of important events and critical information, both schoolwide and individually. The Parent Liaisons have been involved in review of the LEA plan with input incorporated into the approved and submitted plan. J. Sterling Morton High School District 201 maintains school-wide programs, activities, and procedures for the involvement of parents/guardians of students. These programs, activities and procedures are described in the parent-teacher student compact provided to parents of all students. Opportunities for parental involvement include the following: Each building holds various meetings throughout the year for parents to learn about Improvement progress and the Title I program. These meetings cover various topics including but not limited to program descriptions, student progress, career information and family reading nights. Parent/Teacher Conferences are held in the fall. Parents are given a survey each year in which they evaluate our program and offer suggestions for improvement. Information on those surveys has helped us improve our program. The survey is provided in both English and Spanish. Parents may attend workshops to learn how to access the District student information system for accessing information about their child. Parent advisory council meets annually to review and revise as necessary the school parent involvement policy and the school/parent/student compact. The district currently employs parent liaisons in all schools. They facilitate the Parent Advisory Council meetings and parent involvement activities.

Response from the prior year Consolidated District Plan.

District 201 utilized the Bilingual Parent Advisory Committee (BPAC), which consists of parent representatives that support our bilingual and EL students and program to share and provide input on the draft plan. The district also shared and collected feedback from Parent Liaisons on the draft plan. Feedback from these groups was incorporated into the final plan submitted to the Board for approval. In these listening sessions parents were asked to share thoughts and ideas on the plan as drafted and how the plan could be even stronger in supporting student learning.West campus has an active Parent-Teacher Organization. The District has increased the number of parent involvement opportunities through instituting full-time parent liaisons at each school and a community outreach coordinator for the district. These are parents of current Morton students. The liaisons are employed and paid through Title I (80%) and EL EBF (20%) funds. The three liaisons facilitate workshops for parents. For example, they facilitate Skyward training, computer literacy, parent book club, and coffee with the principal. In addition, the liaisons collaborate with the principal and community to engage in large events. For example, they assist with parent conferences, open house, Future Freshman Rally, Academic Festival, Dia de los Muertos, Festival Invernal, las Posadas and Dia del Nino. The liaisons act as advocates for parents, including those whose first language is not English, to help them connect with the appropriate staff members and bridge communication. In addition, liaisons use technology to inform parents of important events and critical information, both schoolwide and individually. The Parent Liaisons have been involved in review of the LEA plan with input incorporated into the approved and submitted plan. J. Sterling Morton High School District 201 maintains school-wide programs, activities, and procedures for the involvement of parents/guardians of students. These programs, activities and procedures are described in the parent-teacher student compact provided to parents of all students. Opportunities for parental involvement include the following: Each building holds various meetings throughout the year for parents to learn about Improvement progress and the Title I program. These meetings cover various topics including but not limited to program descriptions, student progress, career information and family reading nights. Parent/Teacher Conferences are held in the fall. Parents are given a survey each year in which they evaluate our program and offer suggestions for improvement. Information on those surveys has helped us improve our program. The survey is provided in both English and Spanish. Parents may attend workshops to learn how to access the District student information system for accessing information about their child. Parent advisory council meets annually to review and revise as necessary the school parent involvement policy and the school/parent/student compact. The district currently employs parent liaisons in all schools. They facilitate the Parent Advisory Council meetings and parent involvement activities.

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, 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)

J. Sterling Morton HS District 201 continuously strives to engage families from diverse backgrounds by (1) focusing on building trusting relationships among teachers, families and community members through a variety of events and platforms. (2) Recognizing, respecting, and addressing families' needs, as well as class and cultural

difference through a variety of events and platforms. And, (3) embrace a philosophy of partnership where power and responsibility are shared. The District: -Provides materials and training resources to help parents support their child's academic achievement.-Enhances awareness and skills among student service personnel, principals, and staff related to work with parents as equal partners.-Communicates with parents to ensure, to the extent possible, that information is provided in a language and format parents can understand.-Builds innovative schedules for parent participation in school activities and widen time available for working parents to be present.-Disseminates annually surveys to collect parent input and feedback on engagement and execution of funded programs.Parent workshops offered periodically invite families to learn with and from staff on subjects such as: supporting high school learning at home, managing adolescent's behavior and supporting their social-emotional development, and navigating the college application process. Community BPAC/Title I meetings, offered at various times to allow people to participate, allow families to provide feedback on services and goals. Families are invited to attend these meetings through e-mail, website and phone calls in English and Spanish. At these meetings, families learn about the progress that was made to achieve program goals. Parents are invited to share their reactions to data and identify needs to best support students for the school year. In addition, family and students surveys provide further opportunities for families to give input on the school's strengths and opportunities for growth.Additional opportunities for family involvement include: Coffee with the Principal events with school principals several time throughout the year. Parents can access student information through the Parent Portal on Skyward Student Information System, to stay up with school record on their child.

Response from the prior year Consolidated District Plan.

J. Sterling Morton HS District 201 continuously strives to engage families from diverse backgrounds by (1) focusing on building trusting relationships among teachers, families and community members through a variety of events and platforms. (2) Recognizing, respecting, and addressing families' needs, as well as class and cultural difference through a variety of events and platforms. And, (3) embrace a philosophy of partnership where power and responsibility are shared. The District: -Provides materials and training resources to help parents support their child's academic achievement.-Enhances awareness and skills among student service personnel, principals, and staff related to work with parents as equal partners.-Communicates with parents to ensure, to the extent possible, that information is provided in a language and format parents can understand.-Builds innovative schedules for parent participation in school activities and widen time available for working parents to be present.-Disseminates annually surveys to collect parent input and feedback on engagement and execution of funded programs.Parent workshops offered periodically invite families to learn with and from staff on subjects such as: supporting high school learning at home, managing adolescent's behavior and supporting their social-emotional development, and navigating the college application process. Community BPAC/Title I meetings, offered at various times to allow people to participate, allow families to provide feedback on services and goals. Families are invited to attend these meetings through e-mail, website and phone calls in English and Spanish. At these meetings, families learn about the progress that was made to achieve program goals. Parents are invited to share their reactions to data and identify needs to best support students for the school year. In addition, family and students surveys provide further opportunities for families to give input on the school's strengths and opportunities for growth.Additional opportunities for family involvement include: Coffee with the Principal events with school principals several time throughout the year. Parents can access student information through the Parent Portal on Skyward Student Information System, to stay up with school record on their child.

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 instructions.

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

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

Will Private Schools participate in the Program?
Yes No

Nonpublic School Consultation Form

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
		Yes No Number of Low-Income Student(s):	Yes No Total Enrollment Number Student(s):	Yes No Total Enrollment Number Student(s):	Choose File No file chosen

Comments:

Preschool Coordination

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):

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

Accountability

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)

No Preschool Programs-). Sterling Morton is a high school district.

Response from the approved prior year Consolidated District Plan.

No Preschool Programs-). Sterling Morton is a high school district.

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.

Accountability and Enhanced Learning Opportunities.

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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The district's curriculum is that of a comprehensive high school and allows students the opportunity to explore Career-Technical Education alongside more traditional academic areas of social science, English, science, mathematics, physical education/health, and fine arts. The instructional program is vertically aligned to continuously challenge students as they master increasingly complex knowledge and skills. The district utilizes an 'open' enrollment process that allows students access to rigorous learning of their choosing through participation in up to 28 Advanced Placement courses, 22 dual credit, 20 dual enrollment courses, and 3 dual degree programs. Students are also invited to participate in the dual language program, with the goal of earning the Seal of Biliteracy. Students are supported in not only accessing, but attaining standards through instructional learning supports for students with an individual education plan and an array of support services are available through the Guidance department for other students.High School District 201 has partnered with its four sender districts to offer dual enrollment credit to identified eighth grade students to earn high school credit in mathematics and science and access an AP test as 8th graders. District 201 has also partnered with Morton College to offer a variety of dual credit/enrollment opportunities for high school students to have an early college and/or career training experience.The district is able to monitor curriculum implementation through the use of common course assessments that measure student mastery, through classroom walkthroughs to collect evidence of instructional practice, through the evaluation process, which includes a pre- and post-observation form that indicates the teachers' planning for instruction and fidelity to curriculum. The PLC process, facilitated by lead teachers, and support by team leaders, is followed to analyze student data and student work helps teachers to monitor their fidelity to the curriculum. Content coaching and lesson study provide further opportunities for teachers to address their fidelity to the curriculum.

Response from the prior year Consolidated District Plan.

The district's curriculum is that of a comprehensive high school and allows students the opportunity to explore Career-Technical Education alongside more traditional academic areas of social science, English, science, mathematics, physical education/health, and fine arts. The instructional program is vertically aligned to continuously challenge students as they master increasingly complex knowledge and skills. The district utilizes an 'open' enrollment process that allows students access to rigorous learning of their choosing through participation in up to 26 Advanced Placement courses, 25 dual credit, and 20 dual enrollment courses. Students are supported in not only accessing, but attaining standards through instructional learning supports for students with an individual education plan and an array of support services are available through the Guidance department for other students.High School District 201 has partnered with its four sender districts to offer dual enrollment credit to identified eighth grade students to earn high school credit in mathematics and science and access an AP test as 8th graders. District 201 has also partnered with Morton College to offer a variety of dual credit/enrollment opportunities for high school students to have an early college and/or career training experience.The district is able to monitor curriculum implementation through the use of common course assessments that measure student mastery, through classroom walkthroughs to collect evidence of instructional practice, through the evaluation process ,which includes a pre- and post-observation form that indicates the teachers' planning for instruction and fidelity to curriculum. The PLC process, facilitated by lead teachers, and support by team leaders, is followed to analyze student data and student work helps teachers to monitor their fidelity to the curriculum. Content coaching and lesson study provide further opportunities for teachers to address their fidelity to the curriculum.

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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Multiple measures are utilized to identify students as 'at-risk' in the district. Criteria include:Course grades; as District 201 students can access up to 7 classes in a day. A student who is not perfect in mastering five courses in a day is considered "off-track" for graduation if mastery is not shown by the end of the semester.Attendance: student attendance is critical to participate in the learning process and students who miss more than 10 days are at greater risk to not earn passing grades than students who are in regular attendance. Graduation rate: student credit attainment is monitored in conjunction with course grades. This allows for identification of students "on" and "off" track for graduation.Behavioral referrals: behavioral referrals could be the result of classroom rules infractions or school rules violations and focused efforts are made to ensure the student's continued access to learning and instruction while addressing the behavior infraction. This approach is recognized as the district utilizes standards-based grading practices which better separate what the student can know and demonstrate, from ineffective behaviors.Students with indicator threshold attainment in the Early Warning System (EWS) are brought before the Student Services Team for review and direct support services. This support may be individually based with the student meeting with their counselor to problem-solve and plan or a team approach with multiple professionals, the student, and the student's family participating in support for academic success.In addition, when students are identified as at-risk based on standardized and local test scores staff teams meet to discuss whether the data are different from our expectations based on the above data sources, as well as classroom performance and teacher observations. The district utilizes the ACT suite of assessments (PREACT 8/9, PREACT, ACT) annually to collect evidence of student academic progress and provide supports for students to meet their post-secondary goals. Students who are identified based on these sources of data, are scheduled for progress monitoring in the area of need. Progress monitoring data is evaluated at least every four weeks(STAR Assessments), to ensure that students are demonstrating sufficient growth.

Response from the prior year Consolidated District Plan.

Multiple measures are utilized to identify students as 'at-risk' in the district. Criteria include:Course grades; as District 201 students can only access 5 classes in a day, they must pass each course to earn the requisite Illinois credits for graduation. A student who is not perfect in mastering any course is "off-track" for graduation.Attendance: student attendance is critical to participate in the learning process and students who miss more than 10 days are at greater risk to not earn passing grades than students who are in regular attendance. Graduation rate: student credit attainment is monitored in conjunction with course grades. This allows for identification of students "on" and "off" track for graduation.Behavioral referrals: behavioral referrals could be the result of classroom rules infractions or school rules violations and focused efforts are made to ensure the student's continued access to learning and instruction while addressing the behavior infraction. This approach is recognized as the district utilizes standards-based grading practices which better separate what the student can know and demonstrate, from ineffective behaviors.Students with indicator threshold attainment in the Early Warning System (EWS) are brought before the Student Services Team for review and direct support services. This support may be individually based with the student meeting with their counselor to problem-solve and plan or a team approach with multiple professionals, the student, and the student's family participating in support for academic success.In addition, when students are identified as at-risk based on standardized and local test scores staff teams meet to discuss whether the data are different from our expectations based on the above data sources, as well as, classroom performance and teacher observations. The district utilizes the SAT suite of assessments (8/9 PSAT, 10 PSAT/NMSQT, SAT) annually to collect evidence of student academic progress and provide supports for students to meet their post-secondary goals. Students who are identified based on these sources of data, are scheduled for progress monitoring in the area of need. Progress monitoring data is evaluated at least every six weeks, to ensure that students are demonstrating sufficient growth.

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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([count] of 7500 maximum characters used)

District 201 uses a Multi-tiered System of Supports and the District continues the revision of curriculum aligned standards, best-practice instruction, and valid and reliable common assessment as our first tier. On the behavior side we are developing matrices for our PBIS model. Students identified as "at-risk" have a multi-tiered system of supports that include academic planning, developmental counseling, attendance contracts, executive functioning instruction and support, community support from Youth Crossroads to provide clinical curriculum based group instruction for anxiety, coping skills, anger management, trauma, etc. Students identified as needing additional help meeting the State academic standards receive supplemental support and may qualify for differentiated core instruction. This supplemental support is provided with increasing intensity based on the student's level of need and their response to scientifically research-based intervention. The district provides a continuum of services for students identified as needing additional support. Students who qualify under 504 Rehabilitation are provided 504 plan highlighting accommodations for the specific student in order for them to be successful within the Core curriculum. Students found eligible for special education services, receive an individual educational plan (IEP). This includes goals and objectives intended to provide measurement of student progress academically. Placement of the student is also addressed and decided on with the consensus from the IEP team. Related services are also discussed and agreed to which may include speech and language, Occupational/Physical Therapy, Psych/Social Work/Counseling, nursing, Resource assistance, Assistive Technology, transportation, etc.The district utilizes the ACT suite of assessments (PREACT 8/9, PREACT, ACT) annually to collect evidence of student academic progress and provide supports for students to meet their post-secondary goals. Common assessment results help determine which students need additional support to meet standards. One such intervention is the creation of success centers that students are referred to during the supervisory period. During students' supervisory periods, NEIU tutors work specifically with ELs on targeted areas for improvement. Math Lab/Reading Lab provide differentiated instruction to increase student achievement. Instructional

Coaches model lessons and team teach with classroom teachers. In addition, students use Achieve3000 to improve their reading skills. A process is in place in which students are identified by teachers, who refer students to meaningful interventions using a multi-tiered system of supports.Additional information about language and academic supports for English Learners:The District employs 12.0 FTE EL Support Teachers. The role of these teachers is to be the language acquisition specialist in core content classes with a core content teacher. The students who are enrolled in these classes are students who have been identified as English Learners. The students' English language acquisition is at a stronger, but attention to language acquisition is needed. The EL Support teachers also monitor student success. Students with lower levels of English language proficiency are required to take an English course that develops understanding of grammar and writing and a Reading course to develop reading skills. Both classes are using discourse strategies that are supporting students' development of active listening and oral discourse. In addition to extensive opportunities to participate in professional development opportunities to support the development of a pro-biliteracy mindset, the district employs 4.0 FTE Biliteracy Instructional Coaches. The coaches' role is to provide job-embedded professional development so that teachers can implement strategies that support students' development of academic language. The coaches' work with teachers to increase student discourse and engagement so that they are able to meet their potential and enjoy success in their classes. Additionally, the district has moved to a dual language approach that invites both EL students and general education students to take graduation requirements in Spanish. The purpose of this model is to invite students who are Spanish dominant and English dominant to improve their Spanish language proficiency. Students develop their academic language skills in their native language while learning the content. These courses allow students who are Spanish dominant (English Learners) to excel and model their strong language skills to their peers. This builds a positive academic identity for the English Learners while strengthening their native language skills. This strong development of native language skills will also transfer to English Language development. Our district supports Achieve 3000 to improve Reading Lexile scores. The English department drives the professional development and monitoring of implementation of instruction that will improve students reading proficiency. Each English teacher has their classes loaded in to Achieve. Additionally, the teacher has a dual language option where students are able to access the Achieve articles in Spanish. This program monitors student Lexile growth in both English and in Spanish.During the summer, the district offers Academia Bilingue to continue to develop EL students skills in Spanish. The district uses Title III funds to purchase additional supplies and experiences to provide more opportunities to our English

Response from the prior year Consolidated District Plan.

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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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([count] of 7500 maximum characters used)

All teachers are required to be available after school for thirty minutes to work with students on Mondays, Tuesday, Wednesdays, and Thursdays. Instructional Coaches are responsible for job-embedded professional development for all academic areas and administrators. The district has implemented academic support and Freshmen Edge that reinforces Executive Functioning Skills into all students learning styles. Eighty percent of an Instructional Coaches time is dedicated to professional development while 20 percent is set aside for direct instruction. Some of professional development activities include the coaching cycle to improve instruction by increasing proficiency using the frameworks for teaching and learning, depth of knowledge training to increase rigor, and collaborate with teachers to provide model lessons and evidence analysis. Some examples of direct instruction include: tutoring during the academic day during supervisory periods and differentiate instruction with students in the classroom. Title 1 funds provide supplemental materials and activities for all students. For example, the district hosted multiple author visits during the instructional day. The purpose of the visits are to learn the author's craft and gain insight into the writing process. Before these visits, students are provided with their own copy of the author's work to provide background knowledge on the author's potential discussion topics. Students are able to keep the copies to build their home libraries. In addition, students are afforded the opportunity to expand their horizons by participating in after-school enrichment activities. For example, students travel to a local bookstore to listen to book talks and use vouchers to select appropriate high-interest reading materials for their personal use. Additionally, students attend live dramatic performances. Students interact with the actors before and after each event. These experiences enrich the students' world-view. J. Sterling Morton District 201 does not have institutions for neglected and delinquent children within its attendance boundaries.Morton District 201 has woven the focus of professional learning communities into the fabric of who we are as a district. For this reason, the district has committed to on-going investment in a multi-year professional development series to build capacity for leading and supporting highly effective teams. We have implemented a system-wide PLC action agenda to better sync to the PLC cycle. The district focuses on supporting teams to fully understand how the SMART goal and the four critical questions are integrated into the PLC cycle (i.e., before instruction planning, during instruction formative assessment and re-teaching/enrichment, and the after instruction or the summative assessment). Both building and district administration provide regular, targeted feedback on a team's work to guide the actions for continuous improved student learning and a guaranteed and viable curriculum.Additional information about language and academic supports for English Learners:The district has been dedicated to the development of the Seal of Biliteracy with the intention to increase the status of bilingualism. In 2024, more than 50% of the graduating seniors were honored with the Seal of Biliteracy or the Commendation toward Biliteracy. The promotion of this State established criteria not only identifies students with high levels of proficiency in their home language, but also provides criteria for students to set goals for in their English language development. We have seen an increase of students who are meeting the exit criteria on the ACCESS test. Anecdotally, we have observed the students are more motivated to show their skills on the ACCESS test. The Biliteracy Instructional Coaches and the Instructional Coaches have identified discourse as the district-wide focus for instructional coaching. The coaches have developed their coaching model to support a wide variety of teachers to develop their instructional strategies to support the academic language development that is discipline specific. Through providing job embedded professional development, the coaches are able to build the teachers' pedagogical content knowledge so that they can eventually implement the strategies independently. Title III funds support summer school enrichment courses for our EL students to develop in English and in Spanish. Supplemental instructional materials are purchased to support the ELs in their EL and content classes.

Response from the prior year Consolidated District Plan.

All teachers are required to be available after school 3:00 to 3:30 to work with students on Mondays, Tuesday, Wednesdays, and Thursdays. Instructional Coaches are responsible for job-embedded professional development for all academic areas and administrators. The district has implemented academic support and Freshmen Edge that reinforces Executive Functioning Skills into all students learning styles. Eighty percent of an Instructional Coaches time is dedicated to professional development while 20 percent is set aside for direct instruction. Some of professional development activities include the coaching cycle to improve instruction by increasing proficiency using the frameworks for teaching and learning, depth of knowledge training to increase rigor, and collaborate with teachers to provide model lessons and evidence analysis. Some examples of direct instruction include: tutoring during the academic day during supervisory periods and differentiate instruction with students in the classroom. Title 1 funds provide supplemental materials and activities for all students. For example, the district hosted multiple author visits during the instructional day in school year 2023-24. The purpose of the visits are to learn the author's craft and gain insight into the writing process. Before these visits, students are provided with their own copy of the author's work to provide background knowledge on the author's potential discussion topics. Students are able to keep the copies to build their home libraries. In addition, students are afforded the opportunity to expand their horizons by participating in after-school enrichment activities. For example, students travel to a local bookstore to listen to book talks and use vouchers to select appropriate high-interest reading materials for their personal use. 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Both building and district administration provide regular, targeted feedback on a team's work to guide the actions for continuous improved student learning and a guaranteed and viable curriculum.Additional information about language and academic supports for English Learners:The district has been dedicated to the development of the Seal of Biliteracy with the intention to increase the status of bilingualism. In 2023, more than 40% of the graduating seniors were honored with the Seal of Bi-literacy or the Commendation toward Bi-literacy. The promotion of this State established criteria not only identifies students with high levels of proficiency in their home language, but also provides criteria for students to set goals for in their English language development. We have seen an increase of students who are meeting the exit criteria on the ACCESS test. Anecdotally, we have observed the students are more motivated to show their skills on the ACCESS test. 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They are determined by student interest and have been an excellent outlet for students to develop and celebrate their identities as multilingual learners in Cicero and Berwyn.Title III funds support summer school enrichment courses for our EL students to develop in English and in Spanish. Supplemental instructional materials are purchased to support the ELs in their EL and content classes.

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

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([count] of 7500 maximum characters used)

All students are being taught by effective, experienced, and in-field teachers. All teachers in the district are certified and endorsed in the subject area(s) in which they are teaching. Furthermore, all teachers are evaluated, in accordance with the state law, and are deemed as effective and experienced based on district and state evaluations.The following professional development opportunities have been supported by the district through local, state, and federal funding:READING District Instructional Coaches to provide job embedded professional development across disciplines.Articulation with elementary sender districts and Morton College.Professional Learning Communities to address best practices in reading instruction.New Teacher Mentor Program to provide content-area support.MATHEMATICSDistrict Instructional Coaches to provide job embedded professional development across discipline.TI Nspire Training.Articulation with elementary sender districts and Morton College.Professional Learning Communities to address best practices in math instruction.The EL program benefits from a cohort of teachers who are completing a program for ESL or bilingual endorsement. In addition, the district has hired higher quality staff for its bilingual content courses, especially in math. All prospective teachers complete applications on Applitrack. This tool requires teachers to provide documentation of their qualifications and evidence of ISBE certified licensure and endorsements. In the screening and interview process, candidates' certifications, content-area endorsements and appropriate licensure are verified by the Human Resources department prior to a teacher being selected. In the EL program, staff completing the cohort for ESL/bilingual endorsement this spring will be placed as needed, in teaching assignments to support ELs.J. Sterling Morton High School District 201 has developed and implemented the following for Comparability: 1. The district has a system-wide salary schedule. 2. The number of teachers, administrators and other staff is equivalent among schools. 3. Curriculum materials and supplies are equivalent among the schools. The Title I Director shall, by October 10th of each fiscal year, collect the following data for use in calculating comparability. -The number of pupils enrolled in buildings in need of comparison as reflected in the fall housing report. -Free and Reduced lunch count for buildings in need of comparison. This count shall reflect numbers as of September 30th of the fiscal year. A percentage shall be calculated based on fall housing enrollment numbers for each building in need of comparison. -Full-time equivalent staff employed in buildings in need of comparison. This count will include only instructional staff paid with state and local funds that are regularly assigned to each school listed. -The pupil/staff ratio process will be used per the ISBE comparability calculation form. -The calculations will be completed and submitted to ISBE by November 30th of each fiscal year. J. Sterling Morton High School District 201 established the state required criteria for poverty. According to the Title I application the following are the Free/Reduced lunch rates at each attendance center in J. Sterling Morton High School District 201 J.S. Morton East High School 86% of school population J.S. Morton West High School 76% of school population J.S. Morton Freshman Center 83% of school population J.S. Morton Alternative School 83% of school population. The district total is 83%. In the registration packet sent to all families the District includes applications for the Free/Reduced lunch program. This ensures that every family is able to complete and submit an application for Free/Reduced lunches according to federal guidelines. Those families who have submitted an application and proper documentation are notified of the designation by the Director of Food Services. All new families who register after the regular registration dates are provided with applications for Free/Reduced lunch programs. Any family that is deemed eligible for Free or Reduced lunch programs are also eligible for waived or reduced registration, activity and other program fees that may be incurred during the school year.

Response from the prior year Consolidated District Plan.

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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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([count] of 7500 maximum characters used)

Studies show there is a direct correlation with reading scores and the strength of the school library. Each District 201 school has a Library Media Center staffed with a licensed Library Media Specialist and an educational support personnel. At the high schools, the library is an integral curricular support for teachers and students. Materials are thoughtfully selected and vetted to promote literacy and provide adequate research resources for students.District 201 LMCs provide equitable print and digital access to a variety of resources for all students. The resources promote the value of literacy and model a love of reading and support reading development. Librarians collaborate to be leaders in innovative technology use and assist students and staff to develop the necessary research skills to develop problem-solving and creative thinking. District libraries also serve as collaborative spaces students gather to work on creative projects and share ideas (makerspaces). These makerspaces provide technology resources like 3D printers, software, and hardware supplies for students to learn in new and constructivist ways, as well as provide an innovative environment for students to be able to demonstrate what they know and can do.District 201 library staff model that print, multimedia, and electronic materials are core ingredients in building a foundation for literacy and research skills. Collections are regularly inventoried, culled, and added to in order to provide a strong collection that (1) includes professionally selected resources that are easily accessible, align to curriculum, foster independent reading needs, and reflect diverse points of view and (2) results in an aesthetically pleasing environment that facilitates and encourages users to select relevant materials.The district supports school libraries through Title I funding for technology equipment. In addition funding is provided for author visits and workshops for students on various literary genres to meet the needs of the cultural diversity of our students. The purpose of the visits is to supplement district literacy efforts, where students are able to interact with published authors and poets and experience literature they would not be exposed to during the school curriculum. Student have the opportunity to listen to authors and ask questions about a particular book or genre. Also, the purchase of novels/CDs and other student reading materials to support literacy events, such as author site visits, performances, schoolwide reads, and community literacy events. The purchase of novels for summer required reading programs for freshman. This purchase of high interest novels and/or classroom sets of periodicals for science, math, social science to promote reading in the content areas. Lastly, the purchase of printer cartridges used for student projects for large format printers in the Media Centers.

Response from the prior year Consolidated District Plan.

Studies show there is a direct correlation with reading scores and the strength of the school library. Each District 201 school has a Library Media Center staffed with a licensed Library Media Specialist and an educational support personnel. At the high schools, the library is an integral curricular support for teachers and students. Materials are thoughtfully selected and vetted to promote literacy and provide adequate research resources for students.District 201 LMCs provide equitable print and digital access to a variety of resources for all students. The resources promote the value of literacy and model a love of reading and support reading development. Librarians collaborate to be leaders in innovative technology use and assist students and staff to develop the necessary research skills to develop problem-solving and creative thinking. District libraries also serve as collaborative spaces students gather to work on creative projects and share ideas (makerspaces). These makerspaces provide technology resources like 3D printers, software, and hardware supplies for students to learn in new and constructivist ways, as well as provide an innovative environment for students to be able to demonstrate what they know and can do.District 201 library staff model that print, multimedia, and electronic materials are core ingredients in building a foundation for literacy and research skills. Collections are regularly inventoried, culled, and added to in order to provide a strong collection that (1) includes professionally selected resources that are easily accessible, align to curriculum, foster independent reading needs, and reflect diverse points of view and (2) results in an aesthetically pleasing environment that facilitates and encourages users to select relevant materials.The district supports school libraries through Title I funding for technology equipment. In addition funding is provided for author visits and workshops for students on various literary genres to meet the needs of the cultural diversity of our students. The purpose of the visits is to supplement district literacy efforts, where students are able to interact with published authors and poets and experience literature they would not be exposed to during the school curriculum. Student have the opportunity to listen to authors and ask questions about a particular book or genre. Also, the purchase of novels/CDs and other student reading materials to support literacy events, such as author site visits, performances, schoolwide reads, and community literacy events. The purchase of novels for summer required reading programs for freshman. This purchase of high interest novels and/or classroom sets of periodicals for science, math, social science to promote reading in the content areas. Lastly, the purchase of printer cartridges used for student projects for large format printers in the Media Centers.

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

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

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([count] of 7500 maximum characters used)

District 201 offers advanced placement and capstone industry certification classes at the high school and these are in an "open" enrollment student request process. There are limited perquisite requirements and standards for students to participate in the Advanced Placement program, with the exception of Calculus AB/BC. The current program design includes an accelerated math and science course for sender district 8th graders to earn two high school credits while in middle school. In addition, these same 8th grade students have access to the AP Physics 1 test and college credit in the science course. At the high school level there are no gifted classes. Students who were previously identified as gifted may be recommended for Honors or AP classes as available.The Illinois School Code definitions of giftedness (14A-02) states:"Gifted children shall be defined as those children who consistently excel or show the potential to consistently excel above the average in one or more of the defined areas of giftedness to the extent that they need and can profit from specially planned educational services."

Response from the prior year Consolidated District Plan.

District 201 offers advanced placement and capstone industry certification classes at the high school and these are in an "open" enrollment student request process. There are limited perquisite requirements and standards for students to participate in the Advanced Placement program, with the exception of Calculus AB/BC. The current program design includes an accelerated math and science course for sender district 8th graders to earn two high school credits while in middle school. In addition, these same 8th grade students have access to the AP Physics 1 test and college credit in the science course. At the high school level there are no gifted classes. Students who were previously identified as gifted may be recommended for Honors or AP classes as available.The Illinois School Code definitions of giftedness (14A-02) states:"Gifted children shall be defined as those children who consistently excel or show the potential to consistently excel above the average in one or more of the defined areas of giftedness to the extent that they need and can profit from specially planned educational services."

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

[1] Title I, Part A, Section 1112(b)(1)(A)
[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646
[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646
[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646
[5] Title I, Part A, Section 1112(b)(2)
[6] Title I, Part A, Section 1112(b)(13)(B)
[7] Title I, Part A, Section 1112(b)(13)(A)

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

College and Career Readiness Instructions

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):

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

Accountability and Enhanced Learning Opportunities.

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

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

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

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([count] of 7500 maximum characters used)

(A) Ninth grade marks a critical juncture in schooling. Students who manage the academic demands of the transition to high school have a high probability of graduating four years later. But those who do not-who fail to earn as many credits as they should during ninth grade-face a substantially elevated risk of dropping out of high school. There are, essentially, four theories about why ninth grade poses difficulties for some students. The first is that ninth grade coincides with life-course changes, such as reduced parental supervision and increased peer influence. The second is that in moving to a new school, students must break the bonds they have formed with their middle-school teachers and peers. The third is that some students are inadequately prepared for high school. The final theory is that the organization of some high schools is itself a major source of students' difficulty.Each theory suggests a particular type of response. The strongest research evidence points to inadequate preparation for high school and the organization of high schools. District 201 has responded to this research with efforts to address high school organization by forming Freshman Academies, and a collaborative articulation relationship with its 4 sender districts to review academic resources and curricular scope and sequence that focuses on instructional quality and helping students to proactively develop academic skills. In addition to supporting comprehensive school reform with a focus on ninth graders, District 201 has created accountability indicators of how well its schools are keeping ninth graders on track. This has been accomplished through developing the capacity to maintain and analyze data on ninth-grade progress, including "early warning indicator systems" that identify students who are falling off track to graduation. The district has also adopted the BARR (Building Assets and Reducing Risks) Model for all ninth grade teams. Morton HS District 201 offers a free summer bridge math/English program for identified at-risk students to support them in their transition to high school. This program provides both executive functioning direct instruction, along with academic skills practice and support in the areas of mathematics and literacy. In addition to the academic material these students access, they also have social-emotional support through a counselor. Students also have opportunities to participate in a variety of cross-curricular activities in fine arts and career and technical education.(B) The adaptation to college can be more challenging for nontraditional, primarily first-generation, college students which is the vast majority of District 201 students. For District 201 students, going to college can often constitute a major disjunction in their life trajectory. For these students, college may not be part of their family's tradition or expectations. Often students who are the first in their family to attend college are breaking, not continuing, family tradition. College attendance, in these cases, involves multiple transitions: academic, social, and cultural. To begin to address this multi-faceted transition, District 201 has partnered with Morton College to expand dual credit/enrollment opportunities to high school students to assist in academic and social preparation for post-secondary success. In addition, high school senior math and English courses are being designed to provide targeted knowledge and skill support to allow a student direct access into credit bearing courses upon successful completion of the senior year. Alongside, traditional academic early college opportunities District 201 partners with Morton College and other local colleges so that high school students progress toward industry Certification attainment in the Career and Technical education fields. And, in all cases, when applicable, District 201 and Morton College strive to have students engaged on the college campus to support the social and cultural transition aspects, as well.

Response from the approved prior year Consolidated District Plan.

(A) Ninth grade marks a critical juncture in schooling. Students who manage the academic demands of the transition to high school have a high probability of graduating four years later. But those who do not-who fail to earn as many credits as they should during ninth grade-face a substantially elevated risk of dropping out of high school. There are, essentially, four theories about why ninth grade poses difficulties for some students. The first is that ninth grade coincides with life-course changes, such as reduced parental supervision and increased peer influence. The second is that in moving to a new school, students must break the bonds they have formed with their middle-school teachers and peers. The third is that some students are inadequately prepared for high school. The final theory is that the organization of some high schools is itself a major source of students' difficulty.Each theory suggests a particular type of response. The strongest research evidence points to inadequate preparation for high school and the organization of high schools. District 201 has responded to this research with efforts to address high school organization by forming Freshman Academies, and a collaborative articulation relationship with its 4 sender districts to review academic resources and curricular scope and sequence that focuses on instructional quality and helping students to proactively develop academic skills. In addition to supporting comprehensive school reform with a focus on ninth graders, District 201 has created accountability indicators of how well its schools are keeping ninth graders on track. This has been accomplished through developing the capacity to maintain and analyze data on ninth-grade progress, including "early warning indicator systems" that identify students who are falling off track to graduation. The district has also adopted the BARR (Building Assets and Reducing Risks) Model for all ninth grade teams. Morton HS District 201 offers a free summer bridge math/English program for identified at-risk students to support them in their transition to high school. This program provides both executive functioning direct instruction, along with academic skills practice and support in the areas of mathematics and literacy. In addition to the academic material these students access, they also have social-emotional support through a counselor. Students also have opportunities to participate in a variety of cross-curricular activities in fine arts and career and technical education.(B) The adaptation to college can be more challenging for nontraditional, primarily first-generation, college students which is the vast majority of District 201 students. For District 201 students, going to college can often constitute a major disjunction in their life trajectory. For these students, college may not be part of their family's tradition or expectations. Often students who are the first in their family to attend college are breaking, not continuing, family tradition. College attendance, in these cases, involves multiple transitions: academic, social, and cultural. To begin to address this multi-faceted transition, District 201 has partnered with Morton College to expand dual credit/enrollment opportunities to high school students to assist in academic and social preparation for post-secondary success. In addition, high school senior math and English courses are being designed to provide targeted knowledge and skill support to allow a student direct access into credit bearing courses upon successful completion of the senior year. Alongside, traditional academic early college opportunities District 201 partners with Morton College and other local colleges so that high school students progress toward industry Certification attainment in the Career and Technical education fields. And, in all cases, when applicable, District 201 and Morton College strive to have students engaged on the college campus to support the social and cultural transition aspects, as well.

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)

(A) J Sterling Morton District 201 is committed to preparing students for their post-secondary future. The Career and Technical Education Director supports the students and staff and connects stakeholders to community organizations and work opportunities for our students. The CTE program has developed course pathways within Automotive Technology, Business, Marketing, Computer Education, Family and Consumer Sciences, and Technology and Engineering. Strategies for instruction within each pathway is driven by the Illinois Common Core Standards, industry skills outlined through professional business partners, industry level certifications, and state and national technical standards. Experimental learning opportunities are directly related to meeting the needs of on-site training so that students meet requirements to begin a professional career within an industry of their choosing after high school. The Occupational Outlook via the US Bureau of Labor Statistics is one of the indicators that help determine which industry and in-demand occupations need to be communicated to students, business partners, and other stakeholders.(B) J Sterling Morton District 201 has created multiple partnerships with organizations that integrate work based learning and provide experiences within a professional network. Partnerships exist within the Health and Nutrition sector, Industrial Technology Sector (specifically manufacturing), Entrepreneurial Sector, Post Secondary sector through attainment of college credits, and opportunities within industry recognized certifications. Students are exposed to industry professionals via job shadowing, field trips, internships, mentoring, and career days throughout the year. J Sterling Morton District 201 offers 20 Dual Credit courses as well as 2 Dual Enrollment Courses through a partnership with Morton College. J Sterling Morton District 201 offers 222 Dual Credit Courses through partnerships with Morton College, College of DuPage, and Triton College; as well as, 10 Dual Enrollment course offerings.The district is focused on continuing to modernize and improve CTE programs with new industry professional equipment, student supplies, and appropriate teacher professional development to provide students with skills needed for today's and tomorrow's industry.

Response from the approved prior year Consolidated District Plan.

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are exposed to industry professionals via job shadowing, field trips, internships, mentoring, and career days throughout the year. J Sterling Morton District 201 offers 20 Dual Credit courses as well as 2 Dual Enrollment Courses through a partnership with Morton College. J Sterling Morton District 201 offers 25 Dual Credit Courses through partnerships with Morton College, College of DuPage, and Triton College; as well as, 10 Dual Enrollment course offerings.The district is focused on continuing to modernize and improve CTE programs with new industry professional equipment, student supplies, and appropriate teacher professional development to provide students with skills needed for today's and tomorrow's industry.

Legislative References:

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

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

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

Professional Development - Highly Prepared and Effective Teachers and School Leaders

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):

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

Accountability and Enhanced learning opportunities.

For each program for which funding is anticipated for the 2025-2026 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

Morton District 201 believes that professional development is essential to improving student learning and promoting high achievement across all learning levels. As a means to enhancing staff skills and competencies, professional development should provide opportunities to attain pedagogical content knowledge as well as build instructional and leadership skills. We believe that, through a vision of continuous improvement, we will focus on the items below; Professional Learning Communities, Curriculum for our Community, Social Emotional Learning, Framework for Teaching, and Skills Based Grading.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Morton District 201 staff will work collaboratively with their departments, PLTs, and administration to improve teaching practice through the Danielson Framework. Staff will build upon their prior knowledge and look to expand their pedagogy within the four domains of the Danielson Framework. Domain 1 Planning and Preparation The components in Domain 1 outline how a teacher organizes the content of what students are expected to learn and how the teacher designs instruction. These include demonstrate knowledge of content and pedagogy, demonstrating knowledge of the students, selecting instructional goals, demonstrating knowledge of resources, designing coherent instruction, and assessing student learning.Domain 2 The Classroom Environment The components in Domain 2 consist of the interactions that occur in a classroom that are focused on the learning environment. These consist of creating an environment of respect and rapport among the students and with the teacher, establishing a culture for learning, managing classroom procedures, managing student behavior, and organizing the physical space.Domain 3 Instruction The components in Domain 3 are what constitute the core of teaching - the engagement of students in learning. These include communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students, and demonstrating flexibility and responsiveness. Domain 4 Professional Responsibilities The components in Domain 4 represent the wide range of a teacher's professional responsibilities. These include reflecting on teaching, maintaining accurate records, communicating with families, contributing to the school and district, growing and developing professionally, and showing professionalism.

G. Title III - LIEP

The district has hired 2 Biliteracy Coordinators and 4 Biliteracy Coaches that have the expressed role of supporting and preparing all teachers to use appropriate culturally responsive pedagogy to create a welcoming learning environment that is inclusive and scaffolded so that all students, especially English Learners, have the scaffolds that they need to be successful with grade-level expectations. These supports are directed at our EL/Bilingual Certified Staff and also the entire faculty. Additionally, the instructional coaching team has identified Language, Culture, and Social Emotional Learning as action steps in meeting their instructional goals. The instructional coaches role (and Biliteracy Coaches) is to work collaboratively with teachers and teams of teachers to develop skills related to the district's goals. Furthermore, the district has committed to developing curriculum for our community using our lenses for language, culture and social emotional learning to meet the specific needs and interests of our students. This work is being done using the Understanding by Design Framework, with the inclusion of Universal Design principles. The district believes that an attitude of continuous improvement is important to continue to refine best practices so that all students can succeed and thrive. Additionally, the district provides professional development on English learner specific topics through the Illinois Resource Center and WIDA, some topics include collaboration, WIDA Standards, etc. Additionally, the district leveraged the Elevating Educators grant to increase teacher capacity and certifications.

H. Title III - ISEP

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

Funds are being transferred to Tile 1.

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

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

IDEA funds are used for staff development in the following areas: Increasing Inclusion: Collaboration and LRE supports Increasing Data Literacy (staff)IEP Writing: Present Levels of Functioning, Goals, and Positive Behavior Intervention PlansEnsuring students successfully attend their Least Restrictive Environment in their home schools as much as possible Curriculum Evaluation and Writing (to align with skills) Transition PlanningAnnual Epilepsy/CPR/Diabetes/Best Practices training for teachers and teaching assistantsMTSS InterventionsAddressing students social/emotional, mental health, and academic areas of functioning.De-escalation Training Assistive Technology Special Education Legal Updates Disability Impact and Classroom Considerations

L. IDEA, Part B - Preschool

Legislative Requirement:

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

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

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

Safe and Healthy Learning Environment 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.

Accountability and Provide Safe and Well-Maintained Schools to Enhance Learning.

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.

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)

) Sterling Morton District 201 has several Board approved policies and procedures to ensure that schools actively work to reduce incidences of bullying and harassment, minimize the use of discipline practices that remove students from classrooms, or contribute to aversive behavioral interventions. Our practices ensure that we do not discriminate against students according to racial / ethnic groups, economic disadvantage, students with disabilities or language status. Further, we work to ensure that neither gender nor migrant status interfere with students having equal opportunities without discrimination in school. The board policies in place to ensure these practices include:Board Policy 7:10 Equal Educational OpportunitiesBoard Policy 7:20 Harassment of Students ProhibitedBoard Policy 7:180 Prevention of and Response to Bullying, Intimidation, and HarassmentBoard Policy 7:190 Student DisciplineBoard Policy 7:230 Misconduct by Students with DisabilitiesBoard Policy 7:240 Conduct Code for Participants in Extracurricular ActivitiesBoard Policy 7:290 Adolescent Suicide Awareness and Prevention Programs ActivitiesBoard Policy 6:65 Student Social and Emotional DevelopmentBoard Policy 6:160 Limited English Proficient StudentsDistrict 201 conducts regular assessments in the schools to determine the frequency of bullying and harassment, as well as measures that have been effective as interventions and prevention. Evidence is collected and reviewed regarding locations, including, 'hot spots', to ensure adequate adult supervision and presence. Parents and students are engaged in conversations around school safety and bringing the school community together to prevent harassment. This is accomplished through PTOs, Parent Liaisons, extra-curricular activities, and school improvement events.The district code of conduct describes the positive behaviors expected of the school community and applies to all students and adults. The Code of conduct sets standards for behavior and staff have been trained on responding to harassment annually. This training provides staff with the tools to respond to harassment consistently and appropriately.Schools continuously work to maintain a culture of inclusion and respect that welcomes all students and rewards students through Positive Behavior Interventions and Supports (PBIS). This process begins with setting a tone of respect in the classroom and managing behavior empathetically and providing modeling of acceptable behaviors. Response to behavior mistakes is founded on a relational approach to building school climate that fosters belonging, engagement, and meaningful accountability.District 201 has established progressive discipline policies and procedures that understand discipline is a 'teachable moment' that utilizes incremental interventions, whenever possible, to address behavior mistakes with the ultimate goal of teaching appropriate social behavior. These continuum of behavior supports all focus on minimizing lost learning and instructional time by the student.The district prohibits the use of aversive behavioral interventions to reduce or eliminate maladaptive behaviors in students, except in instances when these are recommended as part of a student's IEP. In instances where aversive behavior interventions are recommended, the IEP will identify the specificTargeted behavior (s).Aversive behavioral intervention(s) to address the behavior(s);Aversive conditioning device(s) where the intervention includes the use of such device(s).Aversive interventions are in effect only during the school year in which such IEP applies. The written informed consent of a child's parent must be obtained prior to implementation of any aversive behavioral intervention.Student subgroups are identified as part of the registration process and recorded in our student information system. Reports can be generated based on these demographic tags and are monitored monthly for patterns and trends related to behavioral referrals. This is then contrasted against our proportional student demographic make-up for discrepancies.

Response from the prior year Consolidated District Plan.

) Sterling Morton District 201 has several Board approved policies and procedures to ensure that schools actively work to reduce incidences of bullying and harassment, minimize the use of discipline practices that remove students from classrooms, or contribute to aversive behavioral interventions. Our practices ensure that we do not discriminate against students according to racial / ethnic groups, economic disadvantage, students with disabilities or language status. Further, we work to ensure that neither gender nor migrant status interfere with students having equal opportunities without discrimination in school. The board policies in place to ensure these practices include:Board Policy 7:10 Equal Educational OpportunitiesBoard Policy 7:20 Harassment of Students ProhibitedBoard Policy 7:180 Prevention of and Response to Bullying, Intimidation, and HarassmentBoard Policy 7:190 Student DisciplineBoard Policy 7:230 Misconduct by Students with DisabilitiesBoard Policy 7:240 Conduct Code for Participants in Extracurricular ActivitiesBoard Policy 7:290 Adolescent Suicide Awareness and Prevention Programs ActivitiesBoard Policy 6:65 Student Social and Emotional DevelopmentBoard Policy 6:160 Limited English Proficient StudentsDistrict 201 conducts regular assessments in the schools to determine the frequency of bullying and harassment, as well as measures that have been effective as interventions and prevention. Evidence is collected and reviewed regarding locations, including, 'hot spots', to ensure adequate adult supervision and presence. Parents and students are engaged in conversations around school safety and bringing the school community together to prevent harassment. This is accomplished through PTOs, Parent Liaisons, extra-curricular activities, and school improvement events.The district code of conduct describes the positive behaviors expected of the school community and applies to all students and adults. The Code of conduct sets standards for behavior and staff have been trained on responding to harassment annually. This training provides staff with the tools to respond to harassment consistently and appropriately.Schools continuously work to maintain a culture of inclusion and respect that welcomes all students and rewards students through Positive Behavior Interventions and Supports (PBIS). This process begins with setting a tone of respect in the classroom and managing behavior empathetically and providing modeling of acceptable behaviors. Response to behavior mistakes is founded on a relational approach to building school climate that fosters belonging, engagement, and meaningful accountability.District 201 has established progressive discipline policies and procedures that understand discipline is a 'teachable moment' that utilizes incremental interventions, whenever possible, to address behavior mistakes with the ultimate goal of teaching appropriate social behavior. These continuum of behavior supports all focus on minimizing lost learning and instructional time by the student.The district prohibits the use of aversive behavioral interventions to reduce or eliminate maladaptive behaviors in students, except in instances when these are recommended as part of a student's IEP. In instances where aversive behavior interventions are recommended, the IEP will identify the specificTargeted behavior (s).Aversive behavioral intervention(s) to address the behavior(s);Aversive conditioning device(s) where the intervention includes the use of such device(s).Aversive interventions are in effect only during the school year in which such IEP applies. The written informed consent of a child's parent must be obtained prior to implementation of any aversive behavioral intervention.Student subgroups are identified as part of the registration process and recorded in our student information system. Reports can be generated based on these demographic tags and are monitored monthly for patterns and trends related to behavioral referrals. This is then contrasted against our proportional student demographic make-up for discrepancies.

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

([count] of 7500 maximum characters used)

In accordance with Board Policy 6:140 each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. There is a district designee that is appointed as a Liaison for Homeless Children to coordinate this policy's implementation.A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school.The Liaison reviews rules or procedures that may act as barriers to the enrollment of homeless children and ensures issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship are addressed. The Grants and Entitlements Specialist will work with the Liaison to identify homeless students who require transportation through non-traditional school bus routes and or in need of school materials to meet academic tasks, i.e., the purchase of public transportation tickets and the purchase of necessary school supplies, shoes, PE clothing.

Response from the prior year Consolidated District Plan.

In accordance with Board Policy 6:140 each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. There is a district designee that is appointed as a Liaison for Homeless Children to coordinate this policy's implementation.A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school.The Liaison reviews rules or procedures that may act as barriers to the enrollment of homeless children and ensures issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship are addressed. The Grants and Entitlements Specialist will work with the Liaison to identify homeless students who require transportation through non-traditional school bus routes and or in need of school materials to meet academic tasks, i.e., the purchase of public transportation tickets and the purchase of necessary school supplies, shoes, PE clothing.

Title I Requirement:

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

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)

[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646

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

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

Attendance Center Designation

Instructions

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - J STERLING MORTON EAST HIGH SCH	●	○	○	○	6/11/2025
0002 - J STERLING MORTON WEST HIGH SCH	●	○	○	○	6/11/2025
0003 - J STERLING MORTON FRESHMAN CNTR	●	○	○	○	6/11/2025
3001 - J STERLING MORTON ALTERNATIVE SCH	●	○	○	○	6/11/2025

Describe anticipated Reorganizations:

Title I Specific Requirements - Part Two Instructions

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:

- [ ] 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.

- [x] Accountability and Enhanced Learning Opportunities.

1. School Improvement 1003: 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)

The district has a full time specialist dedicated to the oversight and assurance that the responsibilities and support. The Grants and Entitlement Specialist, as well as other stakeholders, including principals and teachers, and parents develop and implement a plan to improve student outcomes. The as a district-wide Title I organization, our schools have created their school-level plans. Through this process, needs and resources are identified and allocated as comprehensive under paragraphs (1) and (2) of section 1111 (d) Section 111Cd.The district has invested in greater school improvement efforts by increasing the number of positions and the restructuring of central office to include the office of Learning Support Services (LSS) which includes nine curriculum director positions, reinstatement of the assistant superintendent of educational programs, director of human resources, and chief financial officer. Weekly meetings of a district-wide curriculum team are held to discuss and work on school improvement issues. The district has instituted an Accountability and Assessment Coordinator who provides support in interpreting local, state and national assessment data. For ELs, the coordinator assists with preparations for ACCESS testing and has improved access to ACCESS and W-APT data in the district's student management system. She also supports the director and lead teachers with local assessment data in Mastery Manager and Formative. The Directors of Instruction monitor standardized testing data, overall grades, and common assessment performance for each individual school. The Directors then meet with appropriate PLT's to address improvement efforts. An action plan is then developed and implemented. Directors monitor the action plan and revisions are ongoing.With the evidence-based funding model now in place, the district will be able to hire additional social workers and learning support lab instructions to assist students in both social-emotional and academic settings continue to improve their work at the classroom level.

Response from the approved prior year Consolidated District Plan.

The district has a full time specialist dedicated to the oversight and assurance that the responsibilities and support. The Grants and Entitlement Specialist, as well as other stakeholders, including principals and teachers, and parents develop and implement a plan to improve student outcomes. The as a district-wide Title I organization, our schools have created their school-level plans. Through this process, needs and resources are identified and allocated as comprehensive under paragraphs (1) and (2) of section 1111 (d) Section 111Cd.The district has invested in greater school improvement efforts by increasing the number of positions and the restructuring of central office to include the office of Learning Support Services (LSS) which includes nine curriculum director positions, reinstatement of the assistant superintendent of educational programs, director of human resources, and chief financial officer. Weekly meetings of a district-wide curriculum team are held to discuss and work on school improvement issues. The district has instituted an Accountability and Assessment Coordinator who provides support in interpreting local, state and national assessment data. For ELs, the coordinator assists with preparations for ACCESS testing and has improved access to ACCESS and W-APT data in the district's student management system. She also supports the director and lead teachers with local assessment data in Mastery Manager and Formative. The Directors of Instruction monitor standardized testing data, overall grades, and common assessment performance for each individual school. The Directors then meet with appropriate PLT's to address improvement efforts. An action plan is then developed and implemented. Directors monitor the action plan and revisions are ongoing.With the evidence-based funding model now in place, the district will be able to hire additional social workers and learning support lab instructions to assist students in both social-emotional and academic settings continue to improve their work at the classroom level.

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)

- [x] 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

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)

Morton East, Freshman Center, and Morton West use a Multi-tiered System of Supports with a standards aligned curriculum, instruction, and assessment on our first tier. Students identified as "at-risk" based on grades, behavior, and attendance data matrix have a multi-tiered system of supports that include academic planning, developmental counseling, attendance contracts, executive functioning instruction and support, community support from Youth Crossroads to provide clinical curriculum based group instruction for anxiety, coping skills, anger management, trauma, etc. Common assessment results assist in determining which students need additional support to meet standards. One such intervention is the implementation of success centers that students are referred to during the supervisory period, as well as Title 1 supported reassessment centers for students to improve common assessment outcomes. Additional resources need to be allocated to develop tier two / three interventions. Math Lab, Reading Lab, and Academic Support Lab positions provide differentiated instruction to increase student achievement. Instructional Coaches model lessons and team teach with classroom teachers. In addition, students use Achieve 3000 to improve their reading skills. A process is in place in which students are identified by teachers, who refer students to meaningful interventions using a multi-tiered system of supports. Student progress in interventions is monitored and adjustments to the intervention plan are made as necessary EL students identified in need of extra help are scheduled into Multilingual Support classes.80 percent of an Instructional Coaches time is dedicated to professional development while 20 percent is set aside for direct instruction. Some of professional development activities include the coaching cycle to improve instruction by increasing proficiency using the frameworks for teaching and learning, depth of knowledge training to increase rigor, and collaborate with teachers to provide model lessons and evidence analysis. Some examples of direct instruction include: tutoring during the academic

day during supervisory periods and differentiate instruction with students in the classroom. Title 1 funds provide supplemental materials and activities for all students.

Response from the approved prior year Consolidated District Plan.

Morton East, Freshman Center, and Morton West use a Multi-tiered System of Supports with a standards aligned curriculum, instruction, and assessment on our first tier. Students identified as "at-risk" based on grades, behavior, and attendance data matrix have a multi-tiered system of supports that include academic planning, developmental counseling, attendance contracts, executive functioning instruction and support, community support from Youth Crossroads to provide clinical curriculum based group instruction for anxiety, coping skills, anger management, trauma, etc. Common assessment results assist in determining which students need additional support to meet standards. One such intervention is the implementation of success centers that students are referred to during the supervisory period, as well as Title 1 supported reassessment centers for students to improve common assessment outcomes. Additional resources need to be allocated to develop tier two / three interventions. Math Lab, Reading Lab, and Academic Support Lab positions provide differentiated instruction to increase student achievement. Instructional Coaches model lessons and team teach with classroom teachers. In addition, students use Achieve 3000 to improve their reading skills. A process is in place in which students are identified by teachers, who refer students to meaningful interventions using a multi-tiered system of supports. Student progress in interventions is monitored and adjustments to the intervention plan are made as necessary EL students identified in need of extra help are referred to NEIU's tutor program during their supervisory period to receive timely assistance in their coursework.80 percent of an Instructional Coaches time is dedicated to professional development while 20 percent is set aside for direct instruction. Some of professional development activities include the coaching cycle to improve instruction by increasing proficiency using the frameworks for teaching and learning, depth of knowledge training to increase rigor, and collaborate with teachers to provide model lessons and evidence analysis. Some examples of direct instruction include: tutoring during the academic day during supervisory periods and differentiate instruction with students in the classroom. Title 1 funds provide supplemental materials and activities for all students.

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

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

DO NOT use special characters, 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)

School-wide Program Only

Response from the approved prior year Consolidated District Plan.

School-wide Program 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

IDEA Specific Requirements

Instructions

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.

☑ Accountability and Enhanced learning opportunities.

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, 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)

JS Morton High School District 201 uses needs assessment information specific to special education which was administered and will be used to guide all areas of improvement in the following areas. Needs will also be analyzed from a review of student data specific to identified needs. Other data such as the IEPs of transitioning students, behavior data, attendance data, academic data, 5 essentials data, and parent input will be reviewed. JS Morton High School District 201 uses data, as well as staff, student, and parent input when planning for grant activities. The District ensures that all students will have access to highly qualified, well prepared teachers to ensure a free appropriate public education in the least restrictive environment. Funds are used for salaries, benefits, as well as student and staff needs. Grant funds will be used to provide staff development relative to address student academic, social, emotional, and behavioral needs as well as move inclusive practices . Grant funds will also be used to purchase any supplementary aides needed such as hardware or software for students and staff, to keep up to date with needed resources. Grant funds will also be used to support curriculum initiatives. The following goals are priorities for the coming school year: 1.Ensuring all students have access to their Least Restrictive Environment (LRE) to include returning to their home schools whenever possible2.Expanding Inclusion options into the general education setting whenever possible to include teachers moving into co-teaching frameworksIncreasing Staff Data Literacy IEP Writing: Present Levels of Functioning, Goals, and Positive Behavior Intervention Plans designed to meet the needs of students in the least restrictive environment Curriculum Evaluation and Writing (to align with skills) Transition PlanningUpdates to sensory roomsIncreasing graduation rates

Response from the approved prior year Consolidated District Plan.

JS Morton High School District 201 uses data, as well as staff, student, and parent input when planning for grant activities. The District ensures that all students will have access to highly qualified, well prepared teachers to ensure a free appropriate public education in the least restrictive environment. Funds are used for salaries, benefits, as well as student and staff needs. Grant funds will be used to provide staff development relative to address student academic, social, emotional, and behavioral needs . Grant funds will also used to purchase any supplementary aides needed such as hardware or software for students and staff, to keep up to date with needed resources. Grant funds will also be used to support curriculum initiatives. A needs assessment specific to special education was administered and will be used to guide all areas of improvement in the following areas. Needs will also be analyzed from a review of student data specific to identified needs. Other data such as the IEPs of transitioning students, behavior data, attendance data, academic data, 5 essentials data, and parent input will be reviewed. The following goals are priorities for the coming school year: Increasing Inclusion Collaboration and LRE supports Increasing Staff Data Literacy IEP Writing: Present Levels of Functioning, Goals, and Positive Behavior Intervention Plans designed to meet the needs of students in the least restrictive environment Curriculum Evaluation and Writing (to align with skills) Transition PlanningUpdates to sensory roomsIncreasing graduation rates

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

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)

JS Morton High School District 201 uses IDEA funds to supplement the provision of FAPE by helping to support the salaries of staff that provide services for special education students. This may include teachers; aides; administrative staff and other personnel such as social workers; psychologists; and physical and occupational therapists; training; specialized consultants; and instructional supplies, materials and equipment to meet the unique needs of all students.

Response from the approved prior year Consolidated District Plan.

JS Morton High School District 201 uses IDEA funds to supplement the provision of FAPE by supporting the salaries of staff that provide services for special education students. This may include teachers; aides; administrative staff and other personnel such as social workers; psychologists; and physical and occupational therapists; training; specialized consultants; and instructional supplies, materials and equipment.

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

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 most significant anticipated changes in the scope or nature of the services provided through IDEA funds will be the movement of low incidence students back to their home school wherever possible. JS Morton High School District 201 will continue to meet the unique learning needs of students in the least restrictive environment to include their home schools. The District is committed to ensuring access to educational/emotional/social services and access to highly qualified staff. The District will continue to expand its services to ALL students with unique learning needs. The District continues to research "best practices" to ensure that he scope and nature of services are delivered to students as are necessary for students to make academic gains and transition successfully to post-secondary options.

Response from the approved prior year Consolidated District Plan.

There are no significant changes in the scope or nature of the services provided through IDEA funds. JS Morton High School District 201 will continue to meet the unique learning needs of students in the least restrictive environment. The District is committed to ensuring access to educational/emotional/social services and access to highly qualified staff. The District will continue to expand its services to ALL students with unique learning needs. The District continues to research "best practices" to ensure that he scope and nature of services are delivered to students as are necessary for students to make academic gains and transition successfully to post-secondary options.

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

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([count] of 7500 maximum characters used)

Morton District 201 has set the following goals as priorities for the coming school year to support the state performance plan indicators: Increasing Inclusion Collaboration and LRE supports Increasing Staff Data Literacy IEP Writing: Present Levels of Functioning, Goals, and Positive Behavior Intervention Plans designed to meet the needs of students in the least restrictive environment Curriculum Evaluation and Writing (to align with skills) Transition PlanningIncreasing graduation rates

*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:
- ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014
- US Department of Education (USDE) web page for Students in Foster Care
- The Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351)
- Educational Stability Requirements (Effective October 7, 2008)
- Public Act 099-0781 (effective 8/12/2016)
- USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care (June 23, 2016)
- Finance, Budgets & Funding Transportation Programs (scroll to Foster Care Transportation section)
- ESEA of 1965 as Amended, Section 6312(c)

Background

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain 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 medi-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the drivers side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

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

https://www.isbe.net/Documents/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
   e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes

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

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

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

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP

5. Local funds

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*
Rybarski	Mark	Truancy Officer	mrybarski@jsmorton.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*
Blomquist	Chris	CFO	cblomquist@jsmorton.org

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

3. Other personnel

Last Name	First Name	Position/Title	Email
Rodriguez	Melissa	Grants Specialist	mrodriguez1@jsmorton.org

☑ Click here to add information for additional other personnel.

4. Other personnel

Last Name	First Name	Position/Title	Email
Sosa	Rebecca	Administrative Assistant	rsosa@jsmorton.org

☑ Click here to add information for additional other personnel.

5. Other personnel

Last Name	First Name	Position/Title	Email
Best	Carol	Special Education Director	cbest@jsmorton.org

☑ Click here to add information for additional other personnel.

6. Other personnel

Last Name	First Name	Position/Title	Email
Becker	Melody	EL Director	mbecker@jsmorton.org

☑ Click here to add information for additional other personnel.

*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.

Social Workers and building leadership work together to plan the best interest of the child. The following factors are used in this determination: the child's emotional state, current and prior experiences of the child within the school systems, current home environment and geographical challenges. The District can take into account and advise of any relevant persons including prior teachers, counselors as a final determination is made.

Response from the approved prior year Consolidated District Plan.

Social Workers and building leadership work together to plan the best interest of the child. The following factors are used in this determination: the child's emotional state, current and prior experiences of the child within the school systems, current home environment and geographical challenges. The District can take into account and advise of any relevant persons including prior teachers, counselors as a final determination is made.

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.

Special transportation is a decision each IEP team or 504 team discusses during each individual IEP or 504 meeting. By law, we must consider transportation each year, when reviewing the IEP. There are 3 primary reasons we would consider special transportation for students:1.If the student is low functioning, and not capable of traveling independently.2.If the student is physically handicapped and not capable of traveling independently.3.If the student has severe emotional concerns and is not safe to travel independently.

Response from the approved prior year Consolidated District Plan.

Special transportation is a decision each IEP team or 504 team discusses during each individual IEP or 504 meeting. By law, we must consider transportation each year, when reviewing the IEP. There are 3 primary reasons we would consider special transportation for students:1.If the student is low functioning, and not capable of traveling independently.2.If the student is physically handicapped and not capable of traveling independently.3.If the student has severe emotional concerns and is not safe to travel independently.

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.

All EL students are now served at their home campus.

Response from the approved prior year Consolidated District Plan.

All EL students are now served at their home campus.

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.

The CFO for District 201 will make a determination. If there still is a dispute, D.C.F.S. will be contacted and requested to make a final determination.

Response from the approved prior year Consolidated District Plan.

The CFO for District 201 will make a determination. If there still is a dispute, D.C.F.S. will be contacted and requested to make a final determination.

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.

To ensure that all appropriate school personnel are aware of the Every Student Succeeds Act (ESSA) requirements for educational stability for students identified as Youth in Care, the district or school can implement the following strategies:Training and Professional Development: Conduct regular training sessions to educate school personnel about the ESSA provisions and their roles in supporting educational stability for Youth in Care.Collaboration with Child Welfare Agencies: Establish partnerships with state or tribal child welfare agencies to facilitate the implementation of ESSA requirements and share best practices1.Designated Points of Contact: Appoint specific staff members as points of contact for matters related to Youth in Care to streamline communication and ensure compliance with ESSA requirements2.Policy and Procedure Manuals: Update district and school policy manuals to include detailed sections on the educational stability requirements under ESSA, ensuring that all staff have access to this information.Information Sessions: Hold information sessions for school personnel to discuss the importance of school stability and the specific needs of Youth in Care.Monitoring and Evaluation: Regularly monitor the implementation of ESSA requirements and evaluate the effectiveness of strategies to promote educational stability for Youth in Care.Resource Distribution: Distribute resources and guidance documents provided by federal agencies to help school personnel understand and apply ESSA provisions3.Communication Channels: Establish clear communication channels, such as newsletters or intranet portals, to keep school personnel updated on any changes or updates to ESSA requirements.By implementing these strategies, districts and schools can ensure that all appropriate personnel are informed and equipped to support the educational stability of Youth in Care as mandated by the ESSA.

*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, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

The following factors will considered when developing the transportation procedures for a student in foster careSafetyDuration of the need for servicesThe time/length of travel time for the student each dayTime of placement changeType of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)Traffic patternsFlexibility in school scheduleImpact of extracurricular activities on transportation options.Maturity and behavioral capacity of studentTransportation is provided for all foster care students. A plan and route is developed. This route is completed and is provided for by either a District hired contractor and/or a District owned bus. This plan is then reviewed and agreed by District leadership that may include the Chief Financial Officer and necessary administrators to ensure it is complete. The route is then monitored by District personnel and adjusted upon any change of residency.

Response from the approved prior year Consolidated District Plan.

The following factors will considered when developing the transportation procedures for a student in foster careSafetyDuration of the need for servicesThe time/length of travel time for the student each dayTime of placement changeType of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)Traffic patternsFlexibility in school scheduleImpact of extracurricular activities on transportation options.Maturity and behavioral capacity of studentTransportation is provided for all foster care students. A plan and route is developed. This route is completed and is provided for by either a District hired contractor and/or a District owned bus. This plan is then reviewed and agreed by District leadership that may include the Chief Financial Officer and necessary administrators to ensure it is complete. The route is then monitored by District personnel and adjusted upon any change of residency.

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
- [x] e. Other services for which student is eligible, such as IDEA transportation options
- [x] f. Options presented by DCFS worker
- [x] 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.

Funding options to be considered and coordinated when developing the transportation plan. The Chief Financial Officer will meet with the Grants Specialist and ensure that finances are sufficient for travel. Local funds will be combined with grant dollars for the best case scenario.

Response from the approved prior year Consolidated District Plan.

Funding options to be considered and coordinated when developing the transportation plan. The Chief Financial Officer will meet with the Grants Specialist and ensure that finances are sufficient for travel. Local funds will be combined with grant dollars for the best case scenario.

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.

Guardians must first meet with building representation, ELL department, and/or Special Education department to discuss reasoning behind dispute. If the group cannot come to a consensus, then the parents may appeal to the Chief Financial Officer. The parents will then meet with the Chief Financial Officer and submit their case. All facts will be considered in the best interest of the student. If the District is already working within legal means, then change may not occur.

Response from the approved prior year Consolidated District Plan.

Guardians must first meet with building representation, ELL department, and/or Special Education department to discuss reasoning behind dispute. If the group cannot come to a consensus, then the parents may appeal to the Chief Financial Officer. The parents will then meet with the Chief Financial Officer and submit their case. All facts will be considered in the best interest of the student. If the District is already working within legal means, then change may not occur.

5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.*

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.

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

In the event of a dispute, the District recognizes and accepts the student's home school as being responsible for the transportation up to and during the dispute resolution process. The District's transportation secretary will work with the corresponding school to ensure a seamless transition for the student.

Response from the approved prior year Consolidated District Plan.

In the event of a dispute, the District recognizes and accepts the student's home school as being responsible for the transportation up to and during the dispute resolution process. The District's transportation secretary will work with the corresponding school to ensure a seamless transition for the student.

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.

Incoming rosters are given to transportation from Special Education, Social Workers, or other supports. Those names are then relayed to District, who then ensures a safe passage from school to residence and vice versa. The CFO receives the request and follows up with the appropriate staff in order to communicate options. The team as a whole makes a decision based on the best interest of the child. The Truancy Officer will oversee the implementation and success of the child's individual plan. A District-wide email will

be developed and sent by the middle of August 2020 to communicate the existence and availability of the required transportation plan process and who to contact if they are aware of a student(s) needing service.

Response from the approved prior year Consolidated District Plan.

Incoming rosters are given to transportation from Special Education, Social Workers, or other supports. Those names are then relayed to District, who then ensures a safe passage from school to residence and vice versa. The CFO receives the request and follows up with the appropriate staff in order to communicate options. The team as a whole makes a decision based on the best interest of the child. The Truancy Officer will oversee the implementation and success of the child's individual plan. A District-wide email will be developed and sent by the middle of August, 2020 to communicate the existence and availability of the required transportation plan process and who to contact if they are aware of a student(s) needing service.

*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 addition, 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:	23 Ill. Admin. Code, Part 228.50
Contact:	Multilingual Department at 312-814-3850 multilingual@isbe.net

BSP Contact Information

2986 English Learners (ELs) are in the district

Provide information below for the Director/Bilingual Director/Administrator overseeing EL Services

Last Name*
Becker

First Name*
Melody

Middle Initial

Phone*
708 780 2162

Email*
mbecker@symerton.org

EL Program Director Requirements:

Administrative Endorsement ☑

ESL/Bilingual Endorsement ☑

Administrator Requirements
If the above requirements are not checked, provide an action plan describing how the district will meet the administrative requirements.

*Required field

Attendance Center Enrollment Information

Instructions

2986 English Learners (ELs) are in the district

Complete the requested information below by listing your district attendance centers that have ELs, special education co-ops, and nonpublic special education program attendance centers that have outplaced students. This information should reflect current EL programming that aligns to your state SIS records for your current EL attendance center enrollment.

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 working within EL programming. Enter whole numbers only and zero if no teachers in a category.				Language Codes of Certified Bilingual Staff serving ELs
		Grade Span	TBE	TPI	Parent Refusal	1	2	3	4	5	6	ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement	ELS-TBE or ELS-VIT Endorsement	Language Codes Alphabetical
1.	Morton Freshman Center	9	☑	☑	☐	☐	☐	☑	☑	☑	☑	21	1	4	1	001
2.	Morton East	10-12	☑	☑	☐	☐	☐	☑	☑	☑	☑	44	4	29	6	001, 030, 018
3.	Morton West	9-12	☑	☑	☐	☐	☐	☑	☑	☑	☑	47	0	7	3	001, 012
4.	Morton Alternative Center	9-12	☑	☑	☐	☐	☐	☐	☐	☐	☑	0	0	0	0	
5.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
6.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
7.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
8.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
9.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
10.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
11.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
12.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
13.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
14.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
15.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
16.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
17.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
18.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
19.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
20.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
21.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
22.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
23.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
24.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
25.			☐	☐	☐	☐	☐	☐	☐	☐	☐					

If one or more attendance centers do not align with Illinois and federal requirements (programming and staffing), then describe how the district will ensure that the EL students receive appropriate language support (direct services)/monitoring (refusals/reclassification) from properly endorsed ESL/Bilingual teachers and a plan to obtain/secure/hire an appropriately certified teacher for ESL/Bilingual education.

([count] of 2500 maximum characters used)

*If district has more than 25 attendance centers, please email the completed spreadsheet of additional attendance centers to Multilingual/Language Development Department at multilingual@lsbe.net or (312) 814-3850.

2986 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 skills 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 staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff. Select the professional development that will be offered in your district for the upcoming fiscal year from the list below.

	Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
☑	Current Research in the Teaching of EL Students	05/26/2026	☑	☐	450
☑	Methods for Teaching in the Native Language and Method of Teaching ESL	05/26/2026	☑	☑	75
☑	Language Assessment	05/26/2026	☑	☑	150
☐	Issues Related to the Native Culture and the Culture of the United States		☐	☐	
☑	Issues Related to EL Students with Disabilities	05/26/2026	☑	☑	20
☐	Program Standards		☐	☐	
☑	District Identification Assessment	05/26/2026	☑	☑	40
☑	Program Design	05/26/2026	☑	☑	150
☑	Basic Instructional Techniques for Teachers of EL Students	05/26/2026	☑	☑	450
☐	Spanish Language Arts		☐	☐	
☐	Others (Specify):		☐	☐	

Comments:

*Required field

BSP TBE Requirements Instructions

2986 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Does your district offer a TBE program? Yes (●) No ( )

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3). Yes (●) No ( )

Indicate if the district is keeping the evidence for part-time rationale in the students file to support the state criteria (part-time rationale template or evidence to support the placement). If the answer is no, please describe in the comment box below actions to be taken to ensure that district has a process in place to maintain the rational for part-time placement. Yes ( ) No (●)

Part-Time Transitional Bilingual Education (TBE) Placement

Does your district have a full-time TBE Spanish program? Yes ( ) No ( )

Does your district use Spanish Language Arts Standards? Yes (●) No ( )

Describe the instructional method(s) with respect to the Illinois Spanish Language Arts Standards.

Our Spanish Language Arts courses use the Spanish Language Arts Standards in the gradebook. Students are monitored in both the Spanish Language Arts classes and also our biliteracy courses. The biliteracy courses are core content classes that are taught in Spanish. Spanish speaking English Learners and their Spanish speaking peers are able to take both Spanish Language Arts and biliteracy courses. The district also uses Achieve 3000 to monitor students language growth in both English and Spanish. We are using MAP scores in English and Math for 9th graders to understand learner needs. EL students are encouraged to participate in the Seal of Biliteracy and can use the AAPPL Test in Spanish or another language to demonstrate their proficiency in their home language.

Describe evaluation method(s) used to measure students Spanish progress with respect to the Illinois Spanish Language Arts Standards.

EL students are measured in using the Spanish Language Arts Standards in our Standards Based Gradebook. Students are monitored in all four domains using common summative assessments. Teachers monitor students progress,, collaborate in professional learning communities, and each school uses an Early Warning System using leading indicators to monitor students progress with attendance, course performance and behavior. The Multi-tiered Systems of Supports (MTSS) team discusses individual students' needs and appropriate supports.

Comments:

The district uses the criteria found in Section 228.30 (c)(3) to determine placement.

*Required field

TBE Parent Advisory Committee Instructions

2986 English Learners (ELs) are in the district

Does your district offer a TBE program?

Yes (●)

No ( )

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 the districts annual Bilingual Service Plan and EL-EBF Spending Plan that was submitted to ISBE for the upcoming fiscal year. (Required activities can be listed on separate dates, but the review of the BSP must occur after the release of the CDP/BSP and prior to the submission of the CDP/BSP. EL-EBF must be reviewed prior to Oct. 31 of the upcoming fiscal year.)

Identify all members of the Bilingual Parent Advisory Committee. Indicate their role (P-parent, G-guardian, T-teacher, C-counselor, CM-community member) and complete all other fields for each member.

Committee Chairperson	Melony Becker	Role	P	Language(s)	English/Spanish	Telephone	708 1759 2800
Street	5801 Cermak Road	City	Cicero	State	IL	Zip+4	60804
Committee Member	Jackie Guzman	Role	P	Language(s)	English/Spanish	Telephone	708 1790 2800
Street	5801 Cermak Road	City	Cicero	State	IL	Zip+4	60804

Committee Member	Joshua Galvan	**Role**	P	**Language(s)**	English/Spanish	**Telephone**	708 780 4000
Street	2423 Blvd. Cicero	**City**	Cicero	**State**	IL	**Zip+4**	60804
Committee Member	Vanessa Camacho	**Role**	P	**Language(s)**	English/Spanish	**Telephone**	708 780 4000
Street	1801 S. 55th Ave	**City**	Cicero	**State**	IL	**Zip+4**	60804
Committee Member	Lauren Keppler	**Role**	P	**Language(s)**	English/Spanish	**Telephone**	708 780 4000
Street	2423 Austin Blvd.	**City**	Cicero	**State**	IL	**Zip+4**	60804
Committee Member	Margarita Ramirez	**Role**	P	**Language(s)**	English/Spanish	**Telephone**	708 780 4100
Street	2400 Home Ave	**City**	Berwyn	**State**	IL	**Zip+4**	60402
Committee Member	Araceli Torres	**Role**	P	**Language(s)**	English/Spanish	**Telephone**	708 780 4100
Street	2400 Home Ave	**City**	Berwyn	**State**	IL	**Zip+4**	60402
Committee Member	Nadia Aguirre	**Role**	P	**Language(s)**	Spanish	**Telephone**	708 780 4000
Street	2423 Blvd. Cicero	**City**	Cicero	**State**	IL	**Zip+4**	60804
Committee Member	Yobana Medina	**Role**	P	**Language(s)**	Spanish	**Telephone**	708 780 4000
Street	2423 Blvd. Cicero	**City**	Cicero	**State**	IL	**Zip+4**	60804
Committee Member	Selina Sanchez	**Role**	P	**Language(s)**	Spanish	**Telephone**	708 780 4000
Street	2423 Blvd. Cicero	**City**	Cicero	**State**	IL	**Zip+4**	60804
Committee Member	Valentina Urrioslegui	**Role**	P	**Language(s)**	Spanish	**Telephone**	708 780 4000
Street	1801 S. 55th Ave	**City**	Cicero	**State**	IL	**Zip+4**	60804
Committee Member	Gloria Rojas	**Role**	P	**Language(s)**	Spanish	**Telephone**	708 780 4000
Street	1801 S. 55th Ave	**City**	Cicero	**State**	IL	**Zip+4**	60804
Committee Member	Gerardo Ayala	**Role**	P	**Language(s)**	Spanish	**Telephone**	708 780 4000
Street	1801 S. 55th Ave	**City**	Cicero	**State**	IL	**Zip+4**	60804
Committee Member	Irma Nevarez	**Role**	P	**Language(s)**	Spanish	**Telephone**	708 780 4000
Street	2400 Home Ave	**City**	Berwyn	**State**	IL	**Zip+4**	60402
Committee Member	Flor Avila	**Role**	P	**Language(s)**	Spanish	**Telephone**	708 780 4000
Street	2400 Home Ave	**City**	Berwyn	**State**	IL	**Zip+4**	60402
Committee Member	Jessie Ruiz	**Role**	P	**Language(s)**	Spanish	**Telephone**	708 780 4000
Street	2400 Home Ave	**City**	Berwyn	**State**	IL	**Zip+4**	60402
Committee Member		**Role**		**Language(s)**		**Telephone**	
Street		**City**		**State**		**Zip+4**	
Committee Member		**Role**		**Language(s)**		**Telephone**	
Street		**City**		**State**		**Zip+4**	
Committee Member		**Role**		**Language(s)**		**Telephone**	
Street		**City**		**State**		**Zip+4**	

☑ The district certifies that the Bilingual Parent Advisory Committee has had an opportunity to review the Bilingual Service Plan for the upcoming fiscal year prior to submission of this plan to the state.

Name of Committee Chairperson:
Melody Becker

Date: 04/23/2025

☑ The district certifies that the Bilingual Parent Advisory Committee will have an opportunity to review the EL-EBF Spending Plan as required by 23 Ill. Admin. Code Part 228.30, Section C, (4) A, by or before Oct. 31.

Name of Committee Chairperson:
Melody Becker

Date: 04/23/2025

* A printed copy of the completed page with the signature of the Committee Chairperson must be retained on file at the district for review upon request.

Meeting	Projected Dates (7/1/2025 - 6/30/2026)	Activity
1.	10/16/2025	Bilingual Advisory Committee Training (required activity).
2.	10/16/2025	Bilingual Advisory Committee Supporting Student Success, Understanding Skyward and Grading
3.	01/15/2026	Bilingual Advisory Committee Supporting Preview ACCESS Testing and Seal of Biliteracy
4.	05/09/2026	Bilingual Advisory Committee Supporting Bilingual Parent Summit

Comments:

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Applicant: J S MORTON HSD 201 **County:** Cook

Consolidated District Plan

Application: 2025-2026 Consolidated District Plan - 00
Cycle: Original Application

Printer-Friendly
Click to Return to Application Select

Project Number: 26-CDP-00-06-016-2010-17

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances

Board Approval, Certification, and Assurances **Instructions**

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.

06/11/2025

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

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

6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools on the U.S. Department of Education's website.

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 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.

22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.

23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).

24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.

25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).

26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.

27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.

29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:

    a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;

    b) Maintain separate accounts and ledgers for the project;

    c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;

    d) Properly post all expenditures made on behalf of the project;

    e) Be responsible for the accountability, documentation, and cash management of the project; the approval and payment of all expenses, obligations, and contracts; and hiring of personnel on behalf of the project in accordance with the Grant Agreement;

    f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);

    g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/grantees on actual expenditures/obligations that occur within project beginning and ending dates;

    h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;

    i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education; 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:

        i) 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.

        ii) Specifying the actions that will be taken against employees for violations of such prohibition.

        iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:

            1) Abide by the terms of the statement; and

            2) 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:

        i) The dangers of drug abuse in the workplace;

        ii) The grantees or contractors policy of maintaining a drug-free workplace;

        iii) Any available drug counseling, rehabilitation, and employee assistance programs; and

        iv) 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 above 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.01.10.2025

Certification Regarding Lobbying

Instructions

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

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

(1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit ISBE 85-37"Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v.04.22.2021

GEPA 442 Assurances

Instructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all

applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.

5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan, or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

v.01.31.2024

Assurances

Instructions

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

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

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

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

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

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

v.09.08.2021

Not calling IWAS Web Service — Signature of School District Superintendent / Agency Administrator

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

Agreed to on this Date: 04/16/2025
RCDT when agreed to: 06-016-2010-17

Submit

Instructions

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

Consistency Check Lock Application Unlock Application

Application was created on:	3/20/2025
Assurances were agreed to on:	4/16/2025
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	