



UNITED TOWNSHIP HIGH SCHOOL DISTRICT 30

1275 AVENUE OF THE CITIES | EAST MOLINE, IL 61244 | 309.752.1633

United Township High School District #30 Consolidated District Plan

The Illinois State Board of Education's comprehensive framework for the Every Student Succeeds Act (ESSA), outlining a strategic vision to ensure educational equity and excellence for all students. Central to the plan is the "whole child" model, which integrates academic rigor with social, emotional, and physical health supports.

The document establishes ambitious long-term goals, specifically aiming for 90 percent proficiency in core subjects and graduation readiness by 2040. It defines a system of success support designed to identify and assist underperforming schools through data-driven interventions and stakeholder collaboration. Furthermore, the text delineates accountability indicators, including graduation rates and assessment benchmarks, to monitor progress across diverse student subgroups.

The Consolidated District Plan serves as a dedicated framework for the administration and leveraging of federal grant funding to close achievement gaps and prepare Illinois students for postsecondary success. Consequently, it should be viewed as a subset of the district's broader operational strategy, which employs various other funding streams and initiatives to meet the goals of United Township High School District #30 and its community.

Purpose and Governance Overview

The 2026-2027 Consolidated District Plan for United Township High School District #30 (UTHSD #30) establishes a strategic framework for integrating federal, state and local resources. As the local education agency, the Superintendent, Director of Curriculum and Instruction, and the Comptroller ensures these allocations are leveraged to facilitate effective secondary transitions, improve attendance, and guarantee that every graduate has a viable pathway to post-secondary success.

The Board of Education maintains an unwavering commitment to equal access and nondiscrimination, as codified in Board Policy. UTHSD #30 prohibits discrimination and harassment based on age, race, color, disability, gender, marital status, national origin, religion, or sexual orientation. To support this commitment, the district proactively monitors compliance and utilizes established grievance procedures to alleviate barriers related to language, communication, and income, ensuring all



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programs, whether operated directly or via contractual arrangements remain accessible to our diverse student population.

Comprehensive Needs Assessment

United Township High School District #30 employs a multifaceted approach to the Consolidated District Plan, utilizing a strategic combination of formal instruments and collaborative processes. This comprehensive assessment framework ensures that data-driven insights from diverse stakeholders inform the district's priorities and resource allocation.

Core Assessment Instruments & Methodologies

- **Standardized Educational Analytics:** The district leverages comprehensive data sets to establish performance benchmarks. Key resources include school and district report cards, Illinois Essentials Survey results, and disaggregated student achievement data. These metrics are cross-referenced with school improvement and professional development plans to ensure systemic alignment.
- **BHASED Special Education Needs Assessment:** Conducted in partnership with the Blackhawk Area Special Education District (BHASED), this assessment evaluates populations served, state indicators, and class size surveys. The process involves extensive stakeholder engagement to evaluate state compliance, refine programming, and determine optimal staffing levels for special education services.
- **Title I Schoolwide Plan Needs Assessment:** This targeted evaluation focuses on student success data to enhance academic interventions and student support systems. A critical component of this assessment is the analysis of the 8th-to-9th-grade transition, ensuring incoming students are equipped for high school rigor.
- **Faculty Professional Development Survey:** Annual surveys completed by faculty and staff serve as a primary diagnostic tool for the upcoming academic year. This assessment identifies desired training opportunities and evidence-based strategies specifically aimed at closing achievement gaps.
- **Immigrant and English Learner (EL) Needs Assessment:** In collaboration with the Bilingual Parent Advisory Committee, the district conducts a specialized review of the needs of immigrant students and their families. This process identifies critical resource gaps, facilitating the procurement of native-language literature, bilingual library assets, and adult ESL materials for the community.



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Stakeholder Involvement and Funding Alignment

This plan was developed through timely and meaningful consultation with district stakeholders that include teachers, administration, counselors, bilingual parent advisory committee, parent and family engagement coordinator, families, BHASED, and the Board of Education.

- **Hybrid Blending Strategy:** The district transfers Title IV-A funds to Title I and Title II to specifically support the New Teacher Mentoring and Induction Program and dual credit waivers. This ensures new educators are equipped to meet the social-emotional and academic needs of our students as well as student equal access to college coursework while in high school

Private School Participation

East Moline Christian School is the sole private institution located within the jurisdictional boundaries of United Township High School District #30. Per federal requirements under the Every Student Succeeds Act (ESSA), the district initiates the consultation process annually to offer equitable services funded through various federal titles.

However, East Moline Christian School has consistently declined to participate in the sharing of federal funding resources. Consequently, no equitable share is currently being allocated or managed for this institution across all federal funding grant programs.

The district remains in compliance with ISBE requirements by maintaining the Nonpublic School Consultation Participation Form (ISBE 43-20A). While the school elects not to participate, the district continues to offer "timely and meaningful consultation" regarding the following:

- **Determination of Funds:** How the proportion of funds for equitable services is calculated.
- **Service Delivery:** Potential mechanisms for delivering services, including third-party providers.
- **Needs Assessment:** How the Local Education Agency (LEA) identifies student and teacher needs.



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Student Achievement

The primary objectives of United Township High School District #30 are centered on facilitating effective secondary transitions, promoting consistent school attendance, and ensuring comprehensive post-secondary preparedness. These goals are realized through the following strategic pillars:

- *Optimized Secondary Transition*
 - The District is committed to ensuring a seamless and supportive matriculation process as students enter the high school environment. By focusing on academic and social integration, we aim to provide a foundation that promotes long-term student success.
- *Cultivation of Attendance Excellence*
 - Recognizing that regular attendance is a pivotal driver of academic achievement and student development
 - Identify and address systemic barriers to regular attendance.
 - Implement proactive strategies to maximize student engagement and school connectivity.
- *Post-Secondary Preparedness and Pathway Guarantee* Our ultimate goal is to ensure every graduate has a clearly defined and viable future pathway. We achieve this by:
 - Providing rigorous academic preparation across all disciplines.
 - Offering robust career counseling and guidance services.
 - Facilitating access to diverse opportunities, whether in higher education or immediate career entry.

Well Rounded Instructional Programming

United Township High School is dedicated to providing a dynamic learning environment that fosters a healthy self-concept through academic achievement while preparing students to succeed as responsible citizens in a technologically advanced global society. United Township High School District #30 offers its students the opportunities to learn basic skills, develop career competencies, and develop the skills and understanding necessary for success in college.



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The instructional program of the high school is directed toward meeting the following goals: To provide opportunities for students to prepare themselves to be contributing members of a changing technological society, to provide experiences that will enable students to establish and work toward goals at rates determined by their levels of competency, and to provide a range of learning resources to help students achieve academic competency equal to their abilities.

As a comprehensive high school district, United Township High School District #30 must meet the needs of many kinds of students. Some students need to prepare for enrollment in four-year colleges or universities while others need to develop career skills that enable entry-level employment upon graduation from high school or provide the basis for further career study and still, others need to build minimal reading, composition and computational skills to become productive employees. College Prep (CP) courses, which include accelerated and gifted courses (AP, Dual Credit, PLTW), are designed for students who wish to prepare for enrollment in a four-year college or university or a two-year college transfer program leading to eventual university enrollment. Career and Technical education courses represent a program of study that combines college prep and career and technical course work with a technical concentration. These courses are designed to provide students with strong academic and technical skills plus the workplace process skills identified by business and industry as important in future careers. Career and Technical Education (CTE) courses are designed for students who wish to prepare for careers requiring further study or training through apprenticeships, the military, technical schools or community colleges. Basic Skills courses are designed for students who must build reading, composition and computational skills and vocational competencies to become productive employees.

Developing Effective School Library Programs

United Township High School District #30 employs a media specialist and two library/media paraprofessionals. The District's library media program complies with state law and the Illinois School Board of Education rule and adheres to the following standards:

The program includes an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served. Financial resources for the program's resources and supplies are



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allocated to meet students' needs. Students in all grades served have equitable access to library media resources. A full time, certified media specialist/librarian who is qualified according to the Illinois Board of Education rule is sought regarding the overall information and technology literacy, and structuring the work of library paraprofessionals. Staff are asked to recommend additions to the collections. Students may freely select resource center materials and receive guided selection of materials appropriate to specific, planned learning experiences. The library collection includes collections of books and materials in multiple languages to support the needs and wants of English Language Learners.

Gifted and Talented Learners

United Township High School District #30 follows Board Policy 6:130 on implementing an education program for gifted and talented learners. The district designs an education program for gifted and talented students that are responsive to community needs while complying with Section 14A 30 of the School Code to qualify for State funding, should such funding become available. Eligibility to participate in the gifted program shall not be conditioned upon race, religion, sex, disability, or any factor other than the student's identification as gifted or talented. The School Board will monitor this program's performance by meeting periodically with the Superintendent or designee to determine and/or review the indicators and data that evidence whether the educational program for gifted and talented learners is accomplishing its goals and objectives and is otherwise in compliance with this policy.

United Township High School District #30 serves gifted and talented students through a Critical Thinking Program. The United Township High School Critical Thinking Model is a series of three team-taught, multi-period, interdisciplinary courses designed for academically talented 10th, 11th, and 12th-grade students. The three courses are World Studies (10th grade), American Studies (11th grade), and Western Civilization (12th grade). Each course of the UTHS Critical Thinking Model fulfills the graduation requirements in English and Social Studies for its year. That is, World Studies replaces College Preparatory English II and College Preparatory World History in the schedules of 10th grade students; American Studies replaces CP English III and CP United States History (11th grade) and Western Civilization replaces CP English IV and United States Government (12th grade). The UTHS Critical Thinking Model is built upon Benjamin Bloom's Taxonomy of Thinking Skills, the Inquiry Method, and Critical Approaches to the Analysis of Literature. These processes are introduced to the students in World



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Studies, the sophomore course, and enhanced in American Studies and Western Civilization. Six hours of dual credit English is completed in the American Studies course, and 3 hours of dual credit history are completed in Western Civilization. The Critical Thinking courses are further differentiated from other English and History courses by the use of Socratic Seminar discussion groups to analyze and evaluate content within the courses. The instructors based on the level of critical thinking displayed by the student participants grade these seminars. The theory behind the seminars is that students will learn more by verbalizing with other students and the instructors in small group settings. Students also become comfortable with the small group discussion of ideas and are able to be models for other students and careful observers of modeled thinking skills. Ninth grade students are identified for this program through teacher recommendations, PSAT scores, interview, and difficulty and complexity of the courses students complete their freshman year.

In addition, students have the opportunity to take the accelerated course of classes in mathematics and science in grades 9-12. All students have access to the Accelerated coursework offered in: Algebra 2, Geometry, Precalculus, Calculus, Biology, Chemistry, Physics, AP Biology, AP Spanish, AP French, AP Psychology, and Project Lead the Way Engineering course sequence, PLTW Computer Science sequence, and PLTW Biomedical Engineering. Student eligibility and educational success in this program are reviewed annually through a variety of evidence that includes academic performance and teacher recommendation. United Township High School utilizes the AP potential data to identify and determine eligibility for AP courses. All students have the opportunity to take Advanced Placement exams with no cost to the students.

All students have the opportunity to earn college credit at no cost to the student while in high school in the following courses: English 101 and 102, English Literature, Statistics, College Algebra, College Trigonometry, Calculus, Government, Speech, Psychology, Music Appreciation, Western Civilization, Human Biology, Elementary Spanish I and II, and Advanced Spanish I and II, Welding, Medical Terminology, Nursing, Graphic Arts, Law and Public Safety, and Manufacturing Technology.

Title I: Improving Basic Programs and Student Transitions

The district leverages Title I Part A allocations to mitigate academic gaps during the high school transition and to optimize graduation pathways.



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- **Instructional Interventions:** Funding supports Title I tutors and bilingual paraprofessionals that support increasing literacy and numeracy for at risk students.
- **Transition and Readiness:** All students transitioning from our five partner elementary districts have access to the RADAR course, which provides structured study hall and organizational skill development to ensure they remain "on track."
- **Technological Equity:** Title I funds evidence-based, technology-guided English acquisition programs and accessible digital learning devices specifically for students with disabilities and EL populations.
- **Post-Secondary Access:** To remove financial barriers, Title I funds provide dual enrollment tuition waivers and cover the costs of Advanced Placement (AP) exams. Academically motivated students can earn college credit while in high school using Title I funding.

IDEA: Special Education and Inclusive Programming

To directly address the 16.1% LRE gap identified by BHASED, the district is prioritizing IDEA and Title II funds to expand co-teaching and inclusive instructional models.

- **Inclusive Strategy:** The district has expanded co-teaching offerings in World History and 12th-grade core areas, supported by professional development focused on the distinction between accommodations and modifications.
- **Trauma-Informed Behavioral Support:** The district leverages a Therapeutic Program Coordinator to align behavioral supports and model best practices for staff. This role, in coordination with the MTSS team, provides direct student support via crisis intervention to reduce classroom removals.
- **Strategic Alternatives to Suspension:**
 - **TRAC (Tier 3 Behavior Support):** Provides an alternative setting and curriculum for 12-15 at-risk youth.
 - **PAWS (Positive Approach with Students):** Specifically designed for students with disabilities to remain in school while addressing behavioral needs.

Title III: Multilingual Education and Bilingual Service Plan (BSP)

With an EL population of 371, the district continues to transition toward a more robust Transitional Bilingual Education (TBE) model.



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Bilingual Service Offerings

Language	Service Type (TBE/TPI)	Status & Expansion Strategy
Spanish	Full-Time TBE	Over 175 students. Provided by bilingual certified teachers; expansion of Home Language Arts.
French	Full-Time TBE	14 students. Currently served by a multilingual French teacher.
Arabic	Full-Time TBE	Over 20-student threshold. Proactive community recruitment ongoing; currently served by bilingual paraprofessionals due to certified teacher shortage.
Ewe	Full-Time TBE	Over 20-student threshold. Recruitment prioritized; native language support currently provided via bilingual paraprofessionals.
Hakha Chin	TPI	18 students (approaching TBE threshold). Currently served by bilingual paraprofessionals; transition to TBE planned if enrollment hits 20.

- The district is strategically expanding ESL content-area classes to include Health, Art, Consumer Education/Financial Literacy, and Government/Civics to ensure parity of participation.



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College and Career Readiness

United Township High School District #30 is one building, a high school district serving students grades 9-12. Five partner elementary districts feed into United Township High School. Coordinating with building administrators, counselors, and teachers to make the transition to high school the most successful for each student is of the highest priority. District facilitation of effective transitions for middle grades to high school includes: spring tours, counselor visits to the partner districts for orientation, parent and student informational meeting, 8th grade placement testing, data review meetings and course placement recommendations, monthly joint curriculum committee meetings, transitional meetings, the LINK crew, and parent and student orientation and welcome nights. In addition, UTHS has a dedicated college and career advisor for all students beyond their school counselor. The college and career advisor has continued to grow opportunities for all students in high school. We continue to follow our PACE document for all students and increase more college and career opportunities for students while in high school such as internships, registered apprenticeships, job shadows, college and career fairs, and site visits and field trips to colleges and workplaces.

United Township High School District #30 increases student access to early college, high school or dual and concurrent enrollment opportunities or career counseling by offering dual enrollment/dual credit courses taught by a UTHS instructor who is an adjunct instructor for Black Hawk College. Students who successfully complete these courses may receive dual credit through Black Hawk College towards the completion of an associate degree in a transfer program for the following courses: Nursing Assistant, Medical Terminology, Welding I, Welding II, Graphic Arts. Manufacturing Technology, English Composition I, English Composition II, Principles of Speech Communication, English Literature, Music Appreciation, American Government, Human Biology, Western Civilization, Math Statistics, College Algebra, Trigonometry, Psychology, Law and Public Safety I and II, Elementary Spanish I and II, Intermediate Spanish I and II. The district is committed to using schoolwide Title I funds for tuition to remove the barrier of tuition for all students wishing to take college coursework while in high school. All students have access to the Career Cruising program, college and career advisor and yearly activities, and the counseling department facilitates career counseling to identify student interests and skills.



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Career and Technical Education

United Township High School District #30 has coordinated academic and career and technical education through the Partnerships for College and Career Success program to incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State. The Partnerships for College and Career Success (PCCS) program is a program of study designed to prepare students to earn a community college associate degree or a related technical/trade certification. Many careers require workers to use high technology, advanced communications and to carry some type of certification. Through a blending of higher level academic and technical courses, PCCS prepares students for advanced courses required by community colleges and technical schools. PCCS has two important goals: 1) to help students avoid taking remedial course work at the community college; and 2) to provide students the opportunity to earn college credits during high school. There are sixteen career clusters in PCCS. Each career cluster has one or more pathways that builds upon core knowledge and skills and leads to a career specialty. The PCCS core program for high school students includes: four years of regular or College Prep English, including one semester of a communication course three years of regular or College Prep Algebra and Geometry; two years of laboratory sciences one semester of Computer Technology B with competency in Computer Technology A as a prerequisite; a minimum of two semesters of orientation level (grade 9 or 10) career and technical education courses; a minimum of four semesters of preparation level (grade 11 or 12) career and technical education courses for a selected career pathway; Social Studies, Physical Education, Health and additional electives as required for graduation and/or to strengthen preparation. There are 16 pathways offered at United Township High School that are recommendations of Career Technical Education and elective courses that will provide opportunities for students to explore selected occupations and career areas.

The Carl D. Perkins Career and Technical Education Act of 2006 established the legislative framework for career and technical education in the United States. Perkins IV, as it is commonly referred to, requires the development and implementation of CTE Programs of Study. These Programs of Study are required to: incorporate secondary education and postsecondary education elements, include academic and career and technical content in a coordinated, non-duplicative progression of courses,



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and lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or bachelor's degree. United Township High School District #30 CTE Programs of Study build upon existing CTE initiatives including career academies, career clusters, and career pathways, and emphasize articulation and dual credit opportunities for students.

The following courses offer community college credit through a dual enrollment/dual credit agreement. Dual enrollment/dual credit courses are taught by a UTHS instructor who is an adjunct instructor for Black Hawk College. Students who successfully complete these courses may receive dual credit through Black Hawk College towards the completion of an associate degree in a transfer program.

United Township High School offers articulated and dual credit courses in career and technical education. Students who successfully complete these courses may receive articulated credit/dual credit through Black Hawk College towards the completion of a certificate program:

- Early Childhood 1 and Early Childhood 2
- Child Development / Parenting
- Law and Public Safety 1 and 2
- Welding
- Manufacturing Technology
- ECHO Nursing I and II
- Graphic Arts
- Medical Terminology

United Township High School District #30 provides work based learning opportunities that link secondary and post secondary education, business and industry, labor and government to provide high school students with a wide range of career opportunities and experiences, leading to a smooth transition from school to workforce. Many of the work based learning opportunities include internships, occupational/technical labs, additional career exploration activities such as job shadowing, speakers, field trips, employer workstation, firearms training simulator, clinical, and workshops. Work based learning opportunities are included in the following courses: Auto Mechanics, Barbering I and Barbering II, Cosmetology, ECHO I, ECHO II, Early Childhood Education I and II, Inter. Cooperative Education, Law Enforcement I and II, and Manufacturing Tech I and II. UTHS offers students paid apprenticeships opportunities in welding, Auto Body, Auto Repair, and Software Engineering.



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UTHS has registered apprenticeships in Welding, Manufacturing Tech, and Computer Science. Students in these paid apprenticeships are trained and incorporated into the company for a 2-year period. In addition, UTHS has College and Career Pathway Endorsements in Health Science, METT, Human and Public Service and Information Technology.

Safe Learning Environment and Student Stability

United Township High School District #30 believes bullying, intimidation, and harassment diminishes a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals. Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations listed out in Board Policy 7:180- Prevention of and Response to Bullying, Harassment, and Intimidation.

Each year, building discipline data is compiled, by subgroup, and submitted to the State of Illinois. United Township High School District #30 utilizes the Civil Rights Data Collection submission system to collect and report data regarding incidences of bullying and harassment, reduce the overuse of discipline practices that remove students from the classroom and reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of students. This data is analyzed to ensure that there is no overuse of discipline practices that remove students from the classroom. The district implementation of CPI methodology and school-wide expectations ensure that students learn in a safe learning environment. Additional processes in place to reduce the overuse of discipline practices that remove students from the classroom and behavioral interventions that compromise student health include having a Trauma-Informed training and the implementation of trauma-sensitive practices for all students and staff to foster a healthy social and emotional environment. Also, TRAC, the Tier 3 behavior support program serves approximately 12-15 at-risk youth in need of an alternative setting and curriculum during the school day along with



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additional supports that are put into place to meet the academic, social and emotional needs of these students. The PAWS program (Positive Approach with Students) is offered as an alternative to suspension. This program is offered to students with disabilities so they can remain in school.

McKinney-Vento Homeless Assistance Act

United Township High School District #30 is committed to creating environments to ensure the success of all students. United Township High School District #30 has appointed a homeless liaison for all students who are homeless or determined to be homeless according to state guidelines. Homeless students are not required to provide evidence of residency, immunizations, or school transcripts to enroll at United Township High School.

Homeless students are offered school supplies, personal supplies, and transportation. Additionally, United Township High School District #30 has a full-time school psychologist and social worker to address the social and emotional needs of our homeless students. Students and parents are notified of their rights under state law concerning the education of students. The United Township High School District will reserve Title I, Part A funds to provide homeless students educationally-related assistance depending upon need. Student needs will be determined on a case by case basis after identification by the principal, guidance counselor, or other school personnel. Whether the student needs clothing, school or health supplies, tutoring, or transportation, school district personnel will work with the family or caregiver to ensure that the student receives support in a timely manner. A formula for homeless set-aside funds will be established using the most reliable information available on the incidence of homelessness in the community. The school district will also collaborate with local child service agencies to minimize out-of-school time. Board Policy 6:140

Youth in Care Stability Plan

When a student is placed in foster care or changes residence while in foster care, the CWA worker assigned to the student, notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care POC is notified and invited to participate in the Best Interest Determination (BID). The CWA worker, foster care POC, and other essential members of BID share information on the appropriateness of the current educational setting. The CWA considers this information and the distance from potential placements to the child's current school in the decision



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making process. The SOO transportation designer identifies potential ways that the child could be transported (see list of options below). This information is given to the foster care POC to include in the BID. If the BID decision is that the student will remain in the current school, the foster care POC notifies the SOO transportation designee, who then assists the CWA worker in arranging transportation to and from school.

This determination will primarily take the following into consideration the wishes of the child; The wishes of the foster family (according to state law); The wishes of DCFS; The distance and time required for travel; The safety of the child; and any applicable services available at the school of residence vs. the school of origin.

Additionally, these factors will be taken into consideration when determining whether remaining in a child's school of origin is in his or her best interest (BID): safety considerations; the proximity of the resource family home to the child's present school; the age and grade level of the child as it relates to the other best interests factors; the needs of the child, including social adjustment and well-being; the child's performance, continuity of education and engagement in the school the child presently attends; the child's special education programming if the child is classified; the point of time in the school year; the child's permanency goal and likelihood of reunification; the anticipated duration of the placement; preferences of the child; preferences of the child's parent(s) or education decision maker(s) the child's attachment to the school, including meaningful relationships with staff and peers; placement of the child's sibling(s); influence of the school climate on the child, including safety; the availability and quality of the services in the school to meet the child's educational, social, and emotional needs; history of school transfers and how they have impacted the child; how the length of the commute would impact the child, based on the child's developmental stage; whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

District personnel involved will include the Director of Curriculum and Instruction, Assistant Principal of Student Services, EL Director, Director of Special Services, Comptroller, School counselor and District Homeless and Foster Care liaison, district social worker, and site based district mental health therapist.



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Title II: Strategic Professional Development

United Township High School District #30 is committed to recruiting, hiring, training, mentoring, and developing high-quality teachers in our school. New teachers are part of a comprehensive, two- year induction program which includes extensive training and mentoring.

United Township High School District #30 identifies and addresses any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or outfield teachers in the following manner:

A teacher, as the term is used in this policy, refers to a District employee that is licensed under state law.

The following qualifications apply:

- Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code.
- Provide the District Office with a complete transcript of credits earned in institutions of higher education. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with a transcript of any credits earned since the date the last transcript was filed.
- Notify the Superintendent of any change in the teacher's transcript. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements. T
- The Superintendent or designee shall: Monitor compliance with State and federal law requirements that teachers be appropriately licensed; Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers; and ensure parents/guardians of students in schools receiving Title I funds are notified of their right to request their students' classroom teachers' professional qualifications.

Board Policy 5:190



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Professional development (PD) is strategically aligned with the needs assessment to improve instructional quality and teacher retention.

Program	Professional Development Activity	Target Staff
Title I	READ Universal/Code Training Content and Curriculum Development	Certified Teachers
Title II	Mentoring & New Teacher Induction Program Content and Curriculum Development	Certified Staff
Title II	Run Hide Fight (Active Shooter Protocol)	All Staff
Title III	Spanish Language Arts Standards (10/08/2026)	Certified/Non-Certified
Title III	ESL Accommodations & Modifications (10/202)	All Staff
IDEA	CPI (Crisis Prevention Institute) Training	Certified/Non-Certified
IDEA	Executive Functioning Deficits & Motivation	Certified Teachers



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Conclusion and Board Action Requirement

The 2026-2027 Consolidated District Plan optimizes resources to ensure a safe, inclusive, and academically rigorous environment. This plan, including the Attendance Center Designation for United Township High School, is seeking approval from the Board of Education this evening that will authorize the commencement of federal grant-funded activities for the 2026-2027 school year.