Committee of the Whole Meeting
Tuesday, May 2, 2023 7:30 PM

Diamond Lake School Sparkle Center
25807 Diamond Lake Road
Mundelein, IL 60060

I. Call to Order / Roll Call
II. Reorganization of the Board *ACTION*
    II.A. Office of President *ACTION*
    II.B. Office of Vice-President *ACTION*
    II.C. Office of Secretary *ACTION*
    II.D. Administrative: Approve Board Meeting Schedule 23-24 *REVIEW*
III. Public Comments (Agenda Items Only)
IV. Presentations
    IV.A. Diamond Award(s):
        Josue Zamora
        Lupe Flores
    IV.B. DLS Learning Update
V. Business Agenda
    V.A. Administrative: Review Omnibus Vote Agenda *REVIEW*
    V.B. Personnel: Approve Personnel Items *ACTION*
        V.B.1. Maternity Leave(s):
        Jamie Brodsky; WOIS; EL Resource; Effective Date 09.04.23 – 12.1.23
        V.B.2. Resignation(s):
        Carrie Schinkowsky; DLS; Learning Associate; Effective Date 05.10.23
        V.B.3. New Hire(s):
        Courtney Sliozis; DLS; Art Teacher; Effective Date 08.16.23
        Laurie Bonner-Baker; WOMS; Band Teacher LOA; Effective Date
        05.08.23 – 06.02.23
        V.B.4. Internal Transfer(s):
        Will Carr; WOIS; Social Worker LOA; Effective Date 05.08.23 – 06.02.23
    V.C. Administrative: Approve 23-24 Consolidated District Plan *ACTION*
VI. Board Discussion:

    SEDOL Board Representative
VII. Freedom of Information Requests (0)
VIII. Notices and Communications

VIII.A.   D76 Highlights:

IX.   Public Comments and Petitions (Non-Agenda Items)
X.   Others
XI.   Executive Session
    1.   1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity. 5 ILCS 120/2(c)(1).
    2.   Student disciplinary cases (5 ILCS 120/2) (from Ch. 102, par. 42)(9).
XII.   Adjournment

23-24 Board of Education Meetings	Confirmed	
July 11, 2023	☑	***
August 8, 2023	☑	
August 22, 2023	☑	
September 5, 2023	☑	
September 26, 2023	☑	***
October 10, 2023	☑	***
October 24, 2023	☑	
November 14, 2023	☑	
November 28, 2023	☑	
December 12, 2023	☑	
January 23, 2024	☑	
February 6, 2024	☑	
February 20, 2024	☑	
March 5, 2024	☑	
March 19, 2024	☑	
April 9, 2024	☑	
April 23, 2024	☑	
May 7, 2024	☑	
May 22, 2024	☑	Wednesday
June 4, 2024	☑	
June 18, 2024	☑	
		Dates Changed

District 76 Diamond Award Nomination

Date: 4/20/2023 21:24:02
Person Making Nomination: Diamond Lake School Staff

Nominee's Name: Lupe Flores and Josh Zamora

On behalf of Diamond Lake School staff, we would like to honor our Administrative Assistants Lupe Flores and Josh Zamora. Lupe and Josh go above and beyond every single day. Their hard work and commitment keeps our front office running smoothly and creates a warm, welcoming environment for families. Always willing and wanting to help, they both come in early, stay late, and lend a helping hand any way they possibly can. From answering phones, which ring off the hook, to translating to attending grade level music concerts to volunteering with our Community Cuddles group to holding the tiny little hands of a preschooler who might need help getting to their classroom, Lupe and Josh are an integral part of our building.

Over the past two months, Lupe and Josh have also been assisting in the Nurse's Office. Helping our students with a tummy ache or a skinned knee, Lupe and Josh always know how to make our students feel better. We are convinced that some frequent visits to the Nurse's Office might be a secret request for a hug from who students like to call Miss Lupe and Mr. Josh.
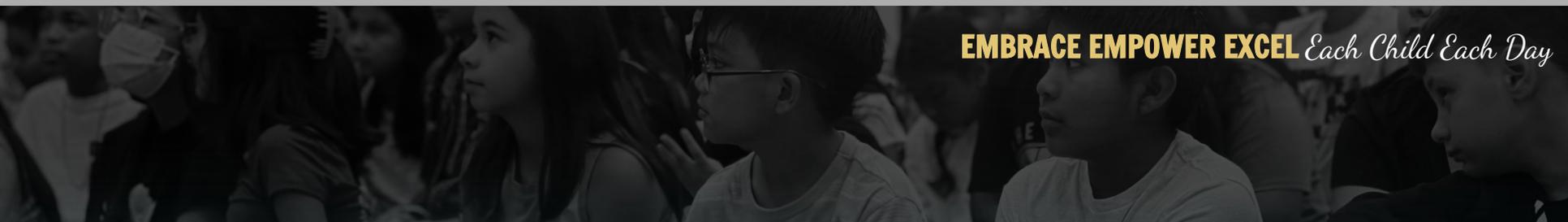
Lupe, Josh- thank you for your dedication, your sincere smiles, and most importantly, the pure joy you bring to our building. DLS is honored to have you as a part of our family.

Chicks Sparkle

Cross Curricular Cross Grade Level Embryology Unit

DISTRICT 76

Los pollitos brillan

Transversal Curricular Transversal Grado Unidad de Embriología

Purpose

- Vertically connect Next Generation Science Standards (NGSS) throughout the building
- Incorporate both NGSS and Social Studies standards through student learning and teachings
- Provide a building wide learning experience
- Provide opportunities for students to lead and guide their peers

Proposito

- Conectar verticalmente los estándares científicos de próxima generación (NGSS) en todo el edificio
- Incorporar los estándares NGSS y de estudios sociales a través del aprendizaje y la enseñanza de los estudiantes
- Proporcionar una experiencia de aprendizaje en todo el edificio
- Proporcionar oportunidades para que los estudiantes dirijan y guíen a sus compañeros

Next Generation Science Standards Vertical Alignment

Kindergarten	2nd Grade	1st Grade
Interdependent Relationships in Ecosystems: Animals, Plants, and their Environment	Structure, Function, and Information Processing	Interdependent Relationships in Ecosystems
K-ESS3-1: Use a model to present the relationships between the needs of different plants or animals and the place they live	1-LS1-2: Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive	2-LS4-1: Make observations of plants or animals to compare the diversity of life in different habitats
Essential Question: How do chicks live, grow, respond to their environment and reproduce?	Essential Question: How do chicks communicate with one another?	Essential Question: How does the development of chicks compare in the incubator to farm?

DISTRICT 76

Alineación vertical de estándares científicos de próxima generación

Kindergarten	2do Grado	1er Grado
Relaciones interdependientes en los ecosistemas: animales, plantas y su entorno	Estructura, Función y Procesamiento de la información	Relaciones de interdependencia en los ecosistemas
K-ESS3-1: Usar un modelo para presentar las relaciones entre las necesidades de diferentes plantas o animales y el lugar donde viven	1-LS1-2: Leer textos y usar medios para determinar patrones en el comportamiento de padres e hijos que ayudan a los hijos a sobrevivir	2-LS4-1: Hacer observaciones de plantas o animales para comparar la diversidad de vida en diferentes hábitats
Pregunta esencial: ¿Cómo viven, crecen, responden a su entorno y se reproducen los pollitos?	Pregunta esencial: ¿Cómo se comunican los pollitos entre sí? ¿Cómo responden a los humanos?	Pregunta esencial: ¿Cómo se compara el desarrollo de los pollitos en la incubadora con el de la granja?

Social Studies Standards

Inquiry	K-2
Determining Helpful Resources	SS.K.-2.IS.2.- With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informal resources that are reliable and distinguish fact from opinions
Gathering and Evaluating Sources	SS.K.-2.IS.3.- With guidance and support, gather relevant information from multiple sources to analyze information
Communicating Conclusions	SS.K-2.IS.5.- With guidance and support, students will share their findings on the asked and answered questions with peer

Estándares de Estudios Sociales

La Pregunta	K-2
Determinación de recursos útiles	SS.K.-2.IS.2.- Con orientación y apoyo, los estudiantes usarán diversos recursos seleccionados por el maestro para aprender procedimientos para localizar evidencia que ayude a encontrar respuestas a sus preguntas. Introducir la importancia de los recursos informales que son confiables y distinguir los hechos de las opiniones.
Recopilación y evaluación de fuentes	SS.K.-2.IS.3.- Con orientación y apoyo, recopilar información relevante de múltiples fuentes para analizar la información
Comunicación de conclusiones	SS.K-2.IS.5.- Con orientación y apoyo, los estudiantes compartirán sus hallazgos sobre las preguntas formuladas y respondidas con sus compañeros

Learning Teams

Team 1	Team 2	Team 3	Team 4	Team 5
Cairns Wagner AM/PM Novotney Warneke Gomez	**Ostrander** Molidor AM Anderson Guadarrama	**Rastrelli** Molidor PM Skidmore Schabell	**van den Akker** Brown/Robertson AM Garcia Johnson	**Kurland** Brown/Robertson PM Broege Budzik

Equipos de aprendizaje

Equipo 1	Equipo 2	Equipo 3	Equipo 4	Equipo 5
Cairns Wagner AM/PM Novotney Warneke Gomez	**Ostrander** Molidor AM Anderson Guadarrama	**Rastrelli** Molidor PM Skidmore Schabell	**van den Akker** Brown/Robertson AM Garcia Johnson	**Kurland** Brown/Robertson PM Broege Budzik

PreK: Description of a Chick

- What do chicks look like when they first hatch?
- What do chicks look like when they move to their "Chick Hotel?"
- What do chicks sound like?
- What do chicks feel like when you hold them?

By: Teresa Villalobes & Joel Mohs

PreK: Descripción de un pollito

- ¿Cómo se ven los pollitos cuando nacen por primera vez?
- ¿Cómo se ven los pollitos cuando se mudan a su "Chick Hotel"?
- ¿Cómo suenan los pollitos?
- ¿Cómo se sienten los pollitos cuando los cargas?

Por: Teresa Villalobes & Joel Mohs

Kindergarten: Life Cycle of a Chick

- The hens lays eggs.
- Then the hen puts the eggs in a nest and incubates them.
- Incubating the eggs keeps them warm.
- The hen sits on them to keep them warm.
- Then the eggs hatch after 21 days and they become chicks.
- Then they grow up to be chickens.

By: Lennox Cornelius

Kindergarten: ciclo de vida de un pollito

- Las gallinas ponen huevos.
- Luego las gallinas ponen los huevos en un nido y las incuba.
- Incubar los huevos los mantiene calientes.
- La gallina se sienta sobre ellos para mantenerlos calientes
- Luego, los huevos nacen después de 21 días y se convierten en pollitos.
- Luego crecen para ser pollos.

Por: Lennox Cornelio

Kindergarten: Spanish Lesson

- Huevos means eggs.
- Pollitos means chicks.
- Gallinas means hens.
- Gallos means rooster.

By: Josiah Son

Kindergarten:Lección de español

- Huevos means eggs.
- Pollitos means chicks.
- Gallinas means hens.
- Gallos means rooster.
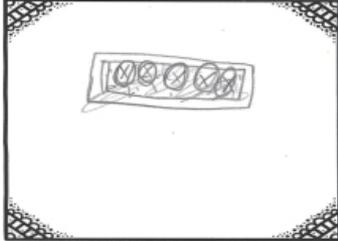
By: Josiah Son

Kindergarten: Observations

- Mis observaciones means something we got to see.
- We saw the life cycle of the chicks.

Mis observaciones

Fecha: Abril/10 Dia 5
Los huevos están en la icubadora

Fecha: Abril/14 Dia 9
Los huevos tienen umax

2018 © SpanishProfe.com

Mis observaciones

Fecha: Abril/4/2 Dia 6
Los pollitos nohan nacido

Fecha: ___ Dia ___
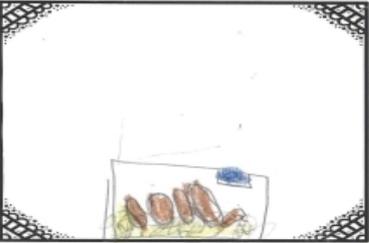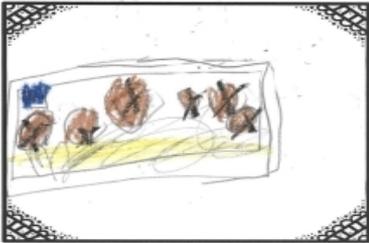Hay 3 pollitos

2018 © SpanishProfe.com

Kindergarten:Observaciones

- Mis observaciones means something
  we got to see.
- Vimos el ciclo de vida de los pollitos.

Mis observaciones

Fecha: Abril/10 Dia 5 — Los huevos estan en la icubadora

Fecha: Abril/14 Dia 9 — Los huevos tienen umax

Mis observaciones

Fecha: Abril/4/2 Dia 6 — Los pollitos nohan nacido

Fecha: _____ Dia _____ — Hay 3 pollitos

2018 © SpanishProfe.com

1st Grade: Communication & Family Relations

- Chicks love to chirp and tweet.
- The mother hen understands what they want when they do that.
- They usually want water, food, and to stay warm. They also love corn.
- They also love to fly together, but the baby chicks can't do it yet.

By: Landon Schoen

1er Grado: Comunicacion y Relaciones Familiares

- A los pollitos les encanta hacer pio-pio.
- La Madre gallina entiende lo que quiere cuando hace eso.
- Por lo general, quieren agua, comida y mantenerse calientes. También les encantan le maiz
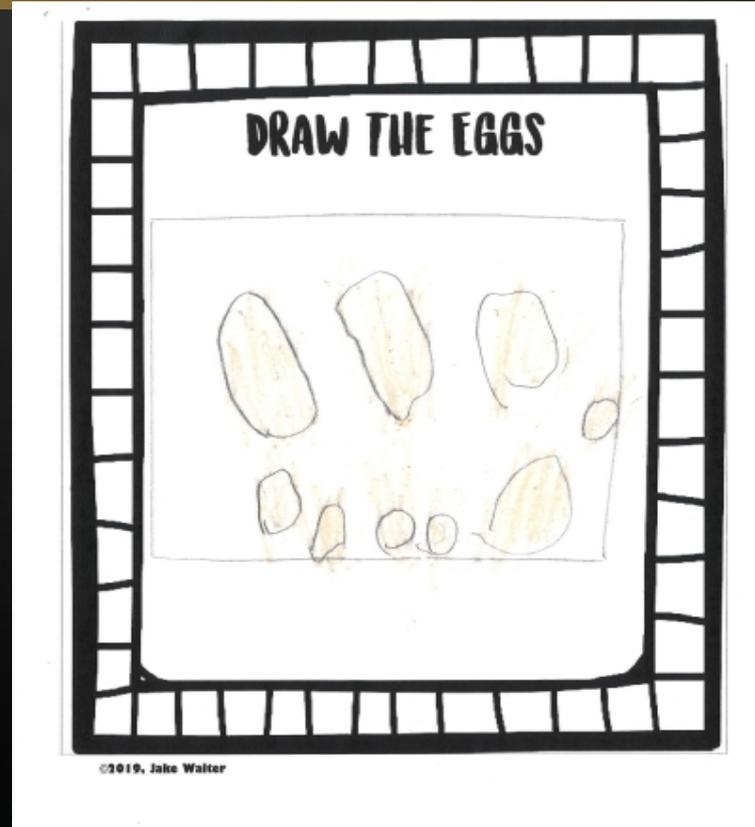- También les encanta volar juntos, pero los pollitos aún no pueden hacerlo.
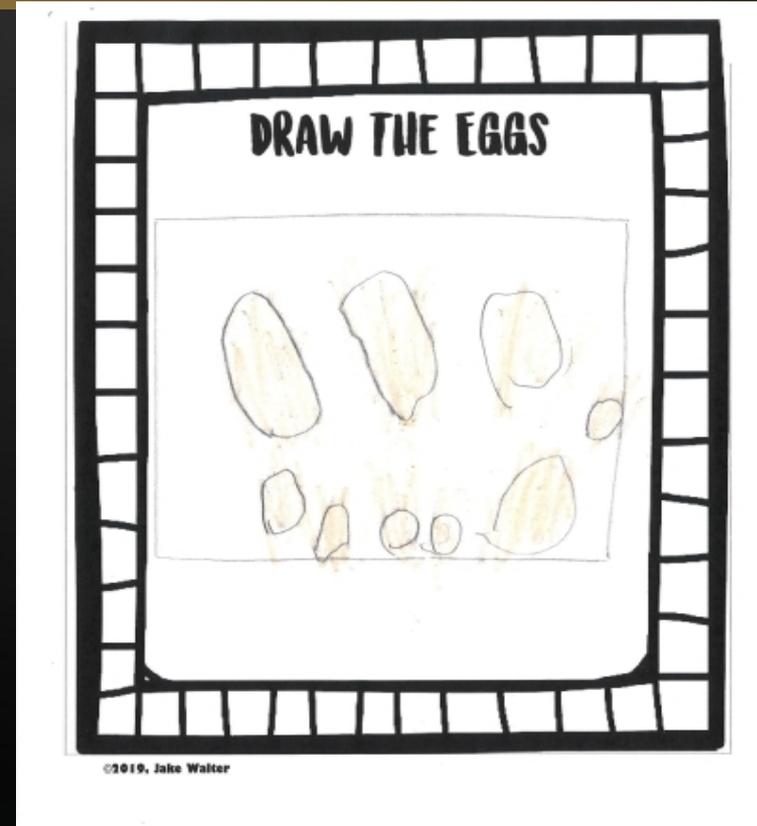
Por: Landon Schoen

1st Grade: Eggs

- The eggs are all different sizes.
- The eggs are also different colors.
- Mother hen lays different types of eggs.

DRAW THE EGGS

©2019, Jake Walter

1er Grado: Huevos

- Todos los huevos son de diferente tamaño.
- Los huevos también son de diferentes colores.
- Mama gallina pone diferentes tipos de huevos.

DRAW THE EGGS

©2019, Jake Walter

1st Grade: Chicken Families

- When the mother hen lays the eggs, it might be one or two, maybe more.
- She takes care of the eggs like my mom takes care of me.
- This makes a family.
- The boy chickens are also helpful to the family. They are called roosters.

By: Blake Sample

1er Grado: Familias de pollos

- Cuando la madre gallina pone los huevos, pueden ser uno o dos, tal vez más.
- Ella cuida los huevos como mi mamá me cuida a mi.
- Esto hace una familia.
- Los pollitos macho también son útiles para la familia. Se llaman gallos.

Por: Blake Sample

1st Grade: Chicken Houses

- Sometimes mama hen lives in a chicken house called a coop.
- Sometimes they live in a barn on a farm.
- Mama hen also protects her chicks by watching them, feeding them, and listening to them.
- She makes sure other animals stay away from her chicks unless it is the dad rooster.

By: Jonathan Sac

1er Grado: Casa de los pollitos

- A veces mamá gallina vive en una casa llamada gallinero
- A veces viven en un granero en una granja.
- Mama gallina también protege a sus polluelos observándose, alimentándose y escuchándolos.
- Ella se asegura de que otros animales se mantengan alejados de sus polluelos a menos que sea el papagallo.
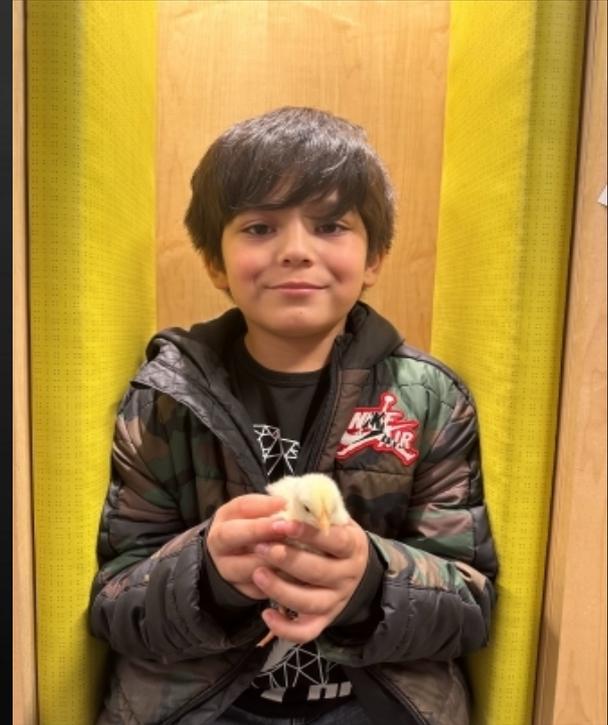
Por: Jonathan Sac

2nd Grade: Incubation vs. Farm Life

- The incubator does all the work instead of a mother hen.
- The incubator keeps them warm.
- The incubator also keeps them safe.
- On the farm, the mother hen also keeps the eggs warm and safe.
- At Diamond Lake School, we only used incubators.
- We had fun. About 40 eggs hatched. You'll meet the chicks later.

By: Cosme Torres

2do Grado: Incubacion v.s. Vida en la Granja

- La incubadora hace todo el trabajo en lugar de una madre gallina.
- La incubadora los mantiene calientes.
- La incubadora los mantiene seguros.
- En la granja, la mamá gallina también mantiene los huevos calientes y seguros.
- En la escuela de Diamond Lake, solo usamos incubadoras.
- Nos divertimos. Alrededor de 40 huevos nacieron. Conocerán a los pollitos en un rato.

Por: Cosme Torres
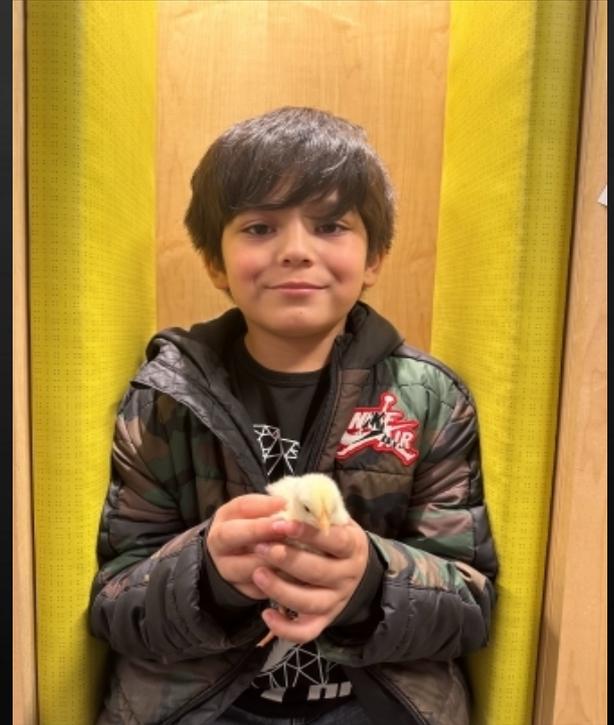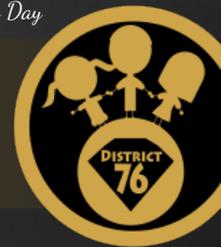
2nd Grade: Creative Writing

- This unit also helped me have a creative mind!

By: Veronica Kirbach

2do Grado: Escritura Creativa

- Esta unidad me ayudó a tener una mente creativa.

Por: Veronica Kirbach

21 Days of Memories

Moments that Matter

Moments that Sparkle

21 Dias de Memorias

Momentos que importan

Momentos que brillan

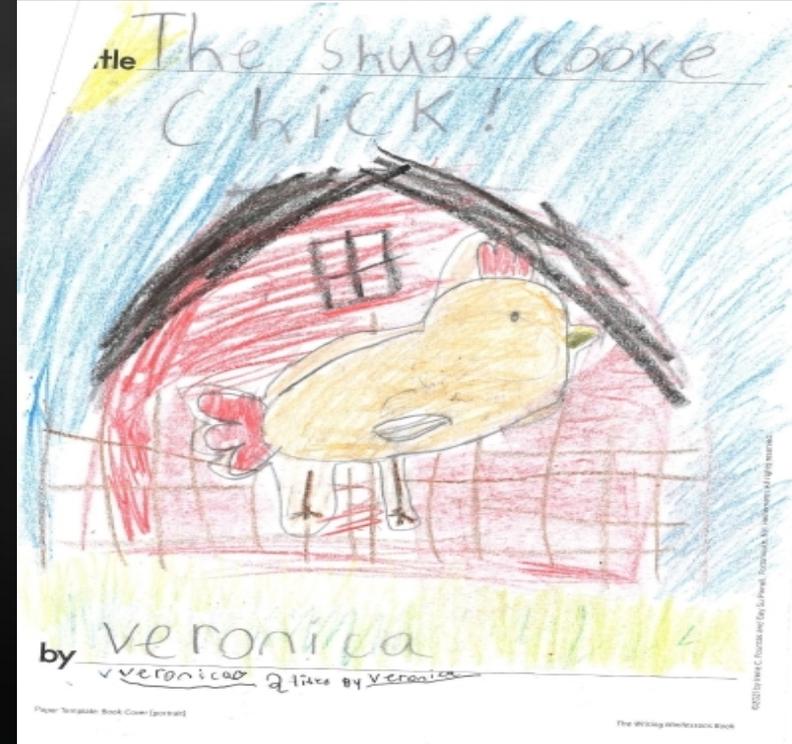BOARD OF EDUCATION
COMMITTEE OF THE WHOLE MEETING
Tuesday, May 2, 2023

The resolution is being submitted for approval at the Committee of the Whole Meeting on May 2, 2023.

AGENDA ITEM V-A
Administrative: Review Omnibus Vote Agenda *REVIEW*

Items under the Omnibus Vote Agenda are considered routine and/or non-controversial and will be approved by one motion. If any one Board member, staff, administrator, or citizen wishes to have a separate vote on any item or items, that item or items will be pulled from the Omnibus Vote Agenda and voted on separately.

BE IT RESOLVED, that the Diamond Lake 76 Board of Education accepts and approves the Omnibus Vote Agenda REVIEW, Items A thru D as listed:

A. Approval of Minutes
     Business Meeting

B. Acceptance of Treasurer's Report

C. Approval of Payrolls

D. Approval of Current Bills:

Education Fund:	$
West Oak Activity	$
Operations/Maintenance Fund:	$
Debt Service Fund:	$
Transportation Fund	$
Capital Outlay:	$
TOTAL	$

*Pre-approval of Payrolls not to exceed $400,000.00 each.

Diamond Lake School District 76

Embrace Empower Excel Each Child Each Day

BOARD OF EDUCATION
COMMITTEE OF THE WHOLE MEETING
Tuesday, May 2, 2023

AGENDA ITEM V-B
Personnel: Approve Resolution for Personnel Items: *ACTION*
The resolution is being submitted for approval at the Committee of the Whole Meeting on
Tuesday May 2, 2023.

BE IT RESOLVED, the Diamond Lake 76 Board of Education accepts and approves the
Personnel Items as depicted on the Agenda:

1. **Maternity Leave(s):**

Employee	School	Position	Effective Date
Jamie Brodsky	WOIS	EL Resource	09.04.23 – 12.1.23

2. **Resignation(s):**

Employee	School	Position	Effective Date
Carrie Schinkowsky	DLS	Learning Associate	05.10.23

3. **New Hire(s):**

Employee	School	Position	Effective Date
Courtney Sliozis	DLS	Art Teacher	08.16.23
Laurie Bonner-Baker	WOMS	Band Teacher	05.08.23 – 06.02.23

4. **Internal Transfer(s):**

Employee	School	Position	Effective Date
Will Carr	WOIS	Social Worker LOA	05.08.23 – 06.02.23

BOARD OF EDUCATION
COMMITTEE OF THE WHOLE MEETING
Tuesday, May 2, 2023

The resolution is being submitted for approval at the Committee of the Whole Meeting on May 2, 2023.

AGENDA ITEM V-C
Administrative: Approve 23-24 Consolidated District Plan *ACTION*

BE IT RESOLVED, that the Diamond Lake 76 Board of Education accepts and approves the 2023-2024 Consolidated District Plan as presented.

eGrant Management System

Printed Copy of Application

Applicant: DIAMOND LAKE SD 76

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: DIAMOND LAKE SD 76

Date Generated: 3/22/2023 3:02:01 PM

Generated By: pjcunning

Contact Information

1. Contact Information for Person Completing This Form

Last Name*

Cunningham

First Name*

Peter

Middle Initial

Phone*

847 566 9221

Extension

2587

Email*

pcunningham@dist76.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)

Diamond Lake SD has no barriers to its educational programs. All programs (including Title Grants) are available to students without consideration of the race, gender, national origin, color, disability or age. D76 employs a comprehensive system of supports along with research based methods of student needs identification. D76 identifies student needs based upon our comprehensive assessment system and determines student needs is accordance with RTI and SPED guidelines irrespective of race, gender, national origin, color, disability or age.BOARD POLICY: Equal Educational Opportunities Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under School Board policy 8:20, Community Use of School Facilities. Any student may file a discrimination grievance by using Board policy 2:260, Uniform Grievance Procedure.

3. Bilingual Program Director Assurance

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

351

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

4. General Completion Instructions

Work through the tabs from left to right. Save each page before moving to the next tab.

Required fields on each page are dependent upon funding sources selected on the Coordinated Funding tab.

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

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

How to Complete Pages with Pre-populated Fields

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

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

*Required field, applicable for all funding sources

Amendments

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

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

⦿ Initial submission for the fiscal year

◯ Amendment to approved plan for the fiscal year

Plan Changes

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

([count] of 5000 maximum characters used)

N/A

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2023-2024.* [1]
NOTE: All funding sources should be reviewed after October 1 and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

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

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, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan.*
([count] 7500 maximum characters used)

Diamond Lake SD will identify programs, personnel and resources to provide a high quality education for all student and appropriately align and appropriate income streams to meet those ends. Local Funds are aligned with Federal resources to staff intervention programs and personnel to ensure that student academic needs are addressed both individually and for district students as a whole. Aligned Funds support teaching staff, educational resources and student evaluation tools allowing us to prescribe tier I, II and III academic programs to our students. Additionally, local and federal funds are aligned to support our IEP students with the individualized resource needs prescribed in their individual IEPs. Staffing and instructional resources are supplied to meet these ends.

Response from the approved prior year Consolidated District Plan.

Diamond Lake SD will identify programs, personnel and resources to provide a high quality education for all student and appropriately align and appropriate income streams to meet those ends. Local Funds are aligned with Federal resources to staff intervention programs and personnel to ensure that student academic needs are addressed both individually and for district students as a whole. Aligned Funds support teaching staff, educational resources and student evaluation tools allowing us to prescribe tier I, II and III academic programs to our students. Additionally, local and federal funds are aligned to support our IEP students with the individualized resource needs prescribed in their individual IEPs. Staffing and instructional resources are supplied to meet these ends.

3. Will the LEA braid funding?*
Indicate the funds that will be braided, and list the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, enter N/A in the text field.
If No Braiding is selected, additional fund sources will not be checked.

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

N/A

4. Will the LEA hybrid-blend Title II and/or Title IV funding?*
Indicate all that apply, and list the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by hybrid blending, enter N/A in the text field.
If No Hybrid Funding is selected, additional hybrid blending options will not be checked.

- ☑ No Hybrid Funding
- ☐ Title II to Title I
- ☐ Title IV to Title I

☐ Title II to Title IV

☐ Title IV to Title II

N/A

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

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

([count] of 7500 maximum characters used)

The District has used student assessment data along with data related to our under resourced populations to identify our district needs and supports. We use the Star Reading and Math assessment along with our F&P reading assessments to monitor student growth and progress. These data sets allow us to identify our needs and direct our system of supports. Additionally, we use our F/R lunch numbers to identify students who may be in need of more intensive supports.

Legislative References:

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

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

*Required field, applicable for all funding sources

1. Indicate which of the instruments below were used in the LEA needs assessment process.*

A. ☑ School and/or district report card(s)

B. ☐ Five Essentials Survey

C. ☑ Student achievement data (disaggregated by student groups)

D. ☐ Current recruitment and retention efforts and effectiveness data

E. ☐ Professional development plan(s)

F. ☑ School improvement plan(s)

G. ☐ ESSA site based expenditure data

H. ☐ ED School Climate Survey (EDSCLS)

I. ☐ CDC School Health Index

J. ☐ National School Climate Center

K. ☐ ASCD School Improvement Tool

L. ☐ Illinois Quality Framework and Supporting Rubric

M. ☑ Other

List and describe other instruments and/or processes that were used in the needs assessment.

> We coordinate the efforts of two major committees i.e. the Instructional Leadership Team and the Professional Advisory Council to regularly assess programs and student needs. Assessments used include: F&P, Star Reading and Math, IAR, ACCESS, LLI and local assessments. Each school implements our RtI/MTSS Process which includes a six week data review cycle which evaluates student progress. Students identifies as below the 29th %ile are provided additional reading and/or math supports along with EL resource supports if necessary.

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable. * Writing space appears if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

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

> Through our needs assessment we have identified the need for additional instructional supports for our Low Income Students in the areas of literacy and math. We complete our needs assessment by analyzing student assessment data on several measures ie. STAR, IAR, ACCESS, F&P and then provide appropriate intervention and support minutes in either push-in, pull-out or after-school/summer school reading and math programs.

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 description of strategies for closing any achievement gaps and for key professional development opportunities for teachers and principals.*

> We utilize human resource data to plan our mentor programs, provide instructional coaching and provide professional development opportunities to our teaching staff based on Drago- Severson's (2013) pillars of adult learning. We offer regular professional development opportunities related to resource usage, instructional technology, SEL, and curriculum development and implementation. In terms of closing the achievement gap, we utilize the assessment data related to the assessments listed above to identify our minority, EL and underachieving students performing below the 29th %ile and provide those students with Reading, Math and EL supports.

G. Title III - LIEP

> We use ACCESS data along with other local measures listed above to assess student needs and provide appropriate language services through our EL Resource program and our two way dual language program. In the past our Low-income and EL populations have performed below state averages which require us to provide reading, math, and language supports in terms of additional minutes of instruction provided by our reading and math interventionists, after-school and summer school programing and EL resource supports.

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.

Using the STAR assessment, we were able to identify the resources needed to support our students at all Tiers of instruction. The district will be using MyMath and ALEKS resources to support Tier I students while also using assessment results to identify and support students in need of intervention with after-school services.

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

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

Through our needs assessment, we identified professional development opportunities to support students with special needs throughout the district. We provide professional development opportunities for our special education teachers that targets supporting student needs and also to our general teaching staff to ensure a positive school experience for students that have been identified as needing special education support and are in the least restrictive environment, the general education classroom.

L. IDEA, Part B - Preschool

Our needs assessment allows us to consider how we partner with community organizations in order to complete child find requirements.

M. ARP-LEA Elementary and Secondary Emergency Relief Grant III

The district hired additional interventionists and coaches to address any learning-loss that occurred the COVID-19 pandemic.

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

- ☑ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

- ☐ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

- ☑ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

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

> It is our goal to improve student outcomes through targeted support which will include: reading and math intervention support, after school reading programs and summer programs. Additionally, monies will be used to support teacher growth and efficacy through ongoing professional development and professional collaboration.

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

A.	☑	Teachers (1,7,8,9)
B.	☑	Principals (1,7,8,9)
C.	☑	Other school leaders (1,8,9)
D.	☐	Paraprofessionals (1)
E.	☐	Specialized instructional support personnel (1,2,3,4,8,9)
F.	☐	Charter school leaders (in a local educational agency that has charter schools) (1)
G.	☐	Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8,9)
H.	☐	Parent liaisons
I.	☑	Title I director (1)
J.	☑	Title II director (1)
K.	☑	Bilingual director (1,6,9)
L.	☑	Title IV director (1)
M.	☑	Special Education director
N.	☐	Guidance staff
O.	☐	Community members and community based organizations (7)
P.	☑	Business representatives (2,3,4)
Q.	☐	Researchers (7)
R.	☐	Institutions of Higher Education (7)
S.	☐	Other - specify
T.	☐	Additional Other - specify

Program Footnotes:

		1 = Title I, Part A - Improving Basic Programs
		2 = Title I, Part D - Neglected
		3 = Title I, Part D - Delinquent
		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 = ARP-LEA (ESSER III)
		9 = 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, 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)

DLT: : District Leadership met to discuss the parameters of the Consolidated District Plan. The Leadership Team includes: Superintendent, Associate Superintendent, Principals, District Coordinators and Directors. The Leadership Team reviewed the parameters of the plan and included information necessary for the above narrative. ILT: : The Instructional Leadership Team (ILT) met on 5.3.23 to discuss the parameters of the District Consolidated Plan. The ILT includes grade level leaders, instructional specialists in special education, advanced programs, transitional bilingual education and reading intervention. The Instructional Leadership Team reviewed the parameters of the plan and included information necessary for the above narrative.BOE: : The BOE which consists of parents and community members reviewed the plan and approved on 6.6.23

Response from the prior year Consolidated District Plan.

DLT: : District Leadership met to discuss the parameters of the Consolidated District Plan. The Leadership Team includes: Superintendent, Associate Superintendent, Principals, District Coordinators and Directors. The Leadership Team reviewed the parameters of the plan and included information necessary for the above narrative. ILT: : The Instructional Leadership Team (ILT) met on 5.5.22 to discuss the parameters of the District Consolidated Plan. The ILT includes grade level leaders, instructional specialists in special education, advanced programs, transitional bilingual education and reading intervention. The Instructional Leadership Team reviewed the parameters of the plan and included information necessary for the above narrative.BOE: : The BOE which consists of parents and community members reviewed the plan and approved on 6.21.22

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

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([count] of 7500 maximum characters used)

The District regularly includes both the Parent Teacher Organization and Bilingual Parent Advisory Council in collaborative decisions related to curriculum, instruction and community outreach. The district administration and teachers meet with the PTO on a monthly basis to discuss district topics and receive input from parents and community members. Additionally, yearly Title plans and District/School Improvement Plans are approved by the district's Board of Education. The District Administration also holds several "Parent Universities" throughout the school year. Parent universities are designed to bridge the communication gap between parents and the school by educating parents on topics around curriculum, instruction, assessment, technology, health, wellness and others. Additionally, each school conducts school specific events that are focused on community outreach such as reading nights, curriculum nights, cultural events and others.

Response from the prior year Consolidated District Plan.

The District regularly includes both the Parent Teacher Organization and Bilingual Parent Advisory Council in collaborative decisions related to curriculum, instruction and community outreach. The district administration and teachers meet with the PTO on a monthly basis to discuss district topics and receive input from parents and community members. Additionally, yearly Title plans and District/School Improvement Plans are approved by the district's Board of Education. The District Administration also holds several "Parent Universities" throughout the school year. Parent universities are designed to bridge the communication gap between parents and the school by educating parents on topics around curriculum, instruction, assessment, technology, health, wellness and others. Additionally, each school conducts school specific events that are focused on community outreach such as reading nights, curriculum nights, cultural events and others.

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.

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([count] of 7500 maximum characters used)

We have utilize a multi-pronged approach to include parents and engage families. Our school community sponsors several outreach events and communications including: weekly and monthly newsletters, district web communications, parent teacher conferences, open team meetings, PTO events, Dual Language Events (ie, Dia De Los Muertos, Dual Language Family Night), parent universities, and others. Additionally, the district has employed a Family Community Liaison to provide information and resources to underserved students and families.

Response from the prior year Consolidated District Plan.

We have utilize a multi-pronged approach to include parents and engage families. Our school community sponsors several outreach events and communications including: weekly and monthly newsletters, district web communications, parent teacher conferences, open team meetings, PTO events, Dual Language Events (ie, Dia De Los Muertos, Dual Language Family Night), parent universities, and others. Additionally, the district has employed a Family Community Liaison to provide information and resources to underserved students and families.

Title I Requirement:

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

ESEA section 1112(a)(1)(A)

Title III Requirement:

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

Legislative References:

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

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

[3] Title I, Part A, Section Section 1116(a)(2) and Section 1112(b)(7)

*Required field

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

Private School Participation

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
Mundelein Montessori Schoo	☑	○ 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:

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.

To provide funds for early childhood and family education programs and services that will help young children enter school ready to learn.The program funded for three to five year olds by this initiative is the Preschool for All Children Program. This program provides screening and educational programs for 3-5 year olds based on the following priorities: 1) children who have been identified as being at risk of academic failure, 2) children whose family's income is less than four times the poverty guidelines, and 3) other children.

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs.* [1]

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

If the district does not offer early childhood education programs, enter

No Preschool Programs

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

([count] of 7500 maximum characters used)

District 76 provides early childhood education to both 3 year old and 4 year old students. Students are provided a play based curriculum in developing their pre operational skills. Students receiving early childhood education are screened for appropriate educational supports upon entering Kindergarten. It should be noted that the D76 Preschool center is housed in the same facility as Kindergarten and led by the same administration for transitional ease.

Response from the approved prior year Consolidated District Plan.

District 76 provides early childhood education to both 3 year old and 4 year old students. Students are provided a play based curriculum in developing their pre operational skills. Students receiving early childhood education are screened for appropriate educational supports upon entering Kindergarten. It should be noted that the D76 Preschool center is housed in the same facility as Kindergarten and led by the same administration for transitional ease.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

☑ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

☐ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

☐ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

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

Our District 76 Strategic plan is created with the goals of increasing student growth and attainment. We seek to have a student growth percentile about the 50th %ile and all of our students at or above grade level on state and local standardized assessments.

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program(s).* [1]

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

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([count] of 7500 maximum characters used)

Diamond Lake School District 76 provides a comprehensive standards based education in the areas of Math, Science, English Language Arts, Social Studies, Fine Arts, Music and STEM. The District has built its academic foundation on the utilization of our professional learning communities (PLCs). Each academic area and grade level include a professional learning community aimed at the development of a consistent and viable curriculum inclusive of common assessments, interventions and enrichment. The PLCs operate in accordance with a 5 year curriculum cycle designed for regular monitoring and improvement of curriculum, instruction and assessment. The grade level and curricular PLCs are responsible for developing curricula that align to the Illinois State Standards. PLCs develop curricula in accordance with Wiggins and McTighe's Understanding By Design format in which each standard is dissected to produce essential question, enduring understandings, required knowledge, applications, common assessment and learning plans. Curriculum is developed by the grade and subject matter PLC for the purpose of greater understanding, effective implementation, and ownership both collectively and individually.

Response from the prior year Consolidated District Plan.

Diamond Lake School District 76 provides a comprehensive standards based education in the areas of Math, Science, English Language Arts, Social Studies, Fine Arts, Music and STEM. The District has built its academic foundation on the utilization of our professional learning communities (PLCs). Each academic area and grade level include a professional learning community aimed at the development of a consistent and viable curriculum inclusive of common assessments, interventions and enrichment. The PLCs operate in accordance with a 5 year curriculum cycle designed for regular monitoring and improvement of curriculum, instruction and assessment. The grade level and curricular PLCs are responsible for developing curricula that align to the Illinois State Standards. PLCs develop curricula in accordance with Wiggins and McTighe's Understanding By Design format in which each standard is dissected to produce essential question, enduring understandings, required knowledge, applications, common assessment and learning plans. Curriculum is developed by the grade and subject matter PLC for the purpose of greater understanding, effective implementation, and ownership both collectively and individually.

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]

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 76 utilizes a balanced assessment system including STAR, F&P, IAR, ACCESS, and local reading and math assessments, dependent on triangulated student data to assess and monitor student achievement. Students who perform in the 29th%ile and below on state and local assessments are identified for additional instructional minutes in their area of deficit. Students identified for needing interventions or additional instructional minutes received further diagnostic assessment to greater clarify the area of deficit. Student interventions are provided specifically to the student's area of deficit i.e., reading comprehension, reading fluency, math skill fluency or number sense. While students are receiving such targeted interventions they are continuously monitored for academic progress and growth. Interventions and progress monitoring are maintained on a continual and ongoing basis while the student presents academic deficiencies.

Response from the prior year Consolidated District Plan.

District 76 utilizes a balanced assessment system including STAR, F&P, IAR, ACCESS, and local reading and math assessments, dependent on triangulated student data to assess and monitor student achievement. Students who perform in the 29th%ile and below on state and local assessments are identified for additional instructional minutes in their area of deficit. Students identified for needing interventions or additional instructional minutes received further diagnostic assessment to greater clarify the area of deficit. Student interventions are provided specifically to the student's area of deficit i.e., reading comprehension, reading fluency, math skill fluency or number sense. While students are receiving such targeted interventions they are continuously monitored for academic progress and growth. Interventions and progress monitoring are maintained on a continual and ongoing basis while the student presents academic deficiencies.

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

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

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([count] of 7500 maximum characters used)

Students needing additional educational services are identified utilizing the District's Balanced Assessment System which is a portion of our overall Response to Intervention Program (RtI). Once students are identified as needing additional educational resources within our RtI program, they are provided additional educational minutes aimed at their individual deficits. Our trained interventionists provide additional services in language arts (ex: fluency, comprehension, vocabulary acquisition, phonemic awareness and phonics) and math (ex: fluency, number sense, algebra, geometry) at the specified level of need and deficit. In accordance with our RtI program, students needing RtI services are provided a tertiary system of supports. Students needing RtI level I supports receive in class interventions aimed at their individual need. Students needing RtI Level II supports receive approximately 30 additional educational minutes per day specifically aimed at their unique deficits. Students needing RtI Level III supports are provided intensive interventions, at approximately 60 mins per day, aimed more specifically at their area of deficit. Student progress is monitored every 4-6 weeks to gauge student progress and determine programming.The District provides comprehensive services to our EL students funded by Title III. Students receive both push-in and pull out EL resource supports. Additionally, student receive language supports through our Spanish Dual language Immersion Programs. We offer a Spanish two-way dual immersion program, which goes beyond state requirements and is supported in best practice, that supports EL language learning. Also, D76 offers a Summer Spanish Camp which supports students language and content acquisition. Further, D76 offers a Spanish language intervention program designed to assist those in our Dual language programs. Our Spanish Language Interventionists offer both push in and pull out services for those students performing below grade level.

Response from the prior year Consolidated District Plan.

Students needing additional educational services are identified utilizing the District's Balanced Assessment System which is a portion of our overall Response to Intervention Program (RtI). Once students are identified as needing additional educational resources within our RtI program, they are provided additional educational minutes aimed at their individual deficits. Our trained interventionists provide additional services in language arts (ex: fluency, comprehension, vocabulary acquisition, phonemic awareness and phonics) and math (ex: fluency, number sense, algebra, geometry) at the specified level of need and deficit. In accordance with our RtI program, students needing RtI services are provided a tertiary system of supports. Students needing RtI level I supports receive in class interventions aimed at their individual need. Students needing RtI Level II supports receive approximately 30 additional educational minutes per day specifically aimed at their unique deficits. Students needing RtI Level III supports are provided intensive interventions, at approximately 60 mins per day, aimed more specifically at their area of deficit. Student progress is monitored every 4-6 weeks to gauge student progress and determine programming.The District provides comprehensive services to our EL students funded by Title III. Students receive both push-in and pull out EL resource supports. Additionally, student receive language supports through our Spanish Dual language Immersion Programs. We offer a Spanish two-way dual immersion program, which goes beyond state requirements and is supported in best practice, that supports EL language learning. Also, D76 offers a Summer Spanish Camp which supports students language and content acquisition. Further, D76 offers a Spanish language intervention program designed to assist those in our Dual language programs. Our Spanish Language Interventionists offer both push in and pull out services for those students performing below grade level.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.* [4]

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

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([count] of 7500 maximum characters used)

Our RtI program is founded on the principle of individualized intervention set in individual or small group settings. Teachers who provide intervention design their instruction and intervention programs around the unique needs of the individual student. The primary focus for our reading program is to increase student comprehension. In doing so, our interventionists focus on the four domains of language acquisition i.e., reading, writing, speaking and listening while addressing the building blocks of reading such as phonemic awareness, phonics, reading fluency, vocabulary acquisition and comprehension. We utilize several tools such as the Fountas and Pinnell Leveled Literacy Intervention, Fundations, Making Meaning, Being a Reader and others. Our RtI Math program is founded on the same principles of individualized instruction in an individual or small group setting. Interventionists design their instruction and interventions to support the specific need of the child. Our RtI Math intervention programs are designed to address the Standard for Math Practice at the individual student's grade level. We utilize several intervention programs including ALEKS, Origo Math, Khan Academy, Academy of Math, Number Worlds and others. Our RtI Interventionists utilize many strategies when working with students such as: utilizing mnemonic cues, short instructional sessions, frequent opportunities for movement, clear and concise directions, reading partners, differentiated instruction according to Depths of Knowledge, chunking assignments, direct instruction, technological tools, increased practice, multi-sensory techniques, visuals, charts, concept mapping, varied questioning techniques, repetition, anchoring knowledge, note taking, paraphrasing, summarizing and many others.The District provides comprehensive services to our EL students funded by Title III. Students receive both push-in and pull out EL resource supports. Additionally, student receive language supports through our Spanish Dual language Immersion Programs. We offer a Spanish two-way dual immersion program, which goes beyond state requirements and is supported in best practice, that supports EL language learning. Also, D76 offers a Summer Spanish Camp which supports students language and content acquisition. Further, D76 offers a Spanish language intervention program designed to assist those in our Dual language programs. Our Spanish Language Interventionists offer both push in and pull out services for those students performing below grade level.

Response from the prior year Consolidated District Plan.

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]

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

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

([count] of 7500 maximum characters used)

Diamond Lake School District is designed into grade level centers that contain heterogeneous student populations to ensure that students receive the same quality education independent of race or socioeconomic background. All of our teachers are appropriately certified and receive professional learning opportunities to grow their skill sets in meeting student educational needs. Additionally, all teachers are provided mentorship in their first two years of teaching with the district. Further, the teachers and the administration have collaboratively developed the teacher evaluation program to assist and grow teacher skill sets in the areas of planning, preparation, instruction, assessment and professional learning.

Response from the prior year Consolidated District Plan.

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]

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

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

([count] of 7500 maximum characters used)

District 76 is a 1:1 Student:Device district. Each of our Instructional Media Arts Specialists serve to expose the student population to content across multiple mediums. Our Instructional Media Art Specialists work together with grade level curricular teams to ensure the infusion of technology into classroom instruction across all curricular areas. Students receive 1 hour of instruction per week with the Instructional Media Arts Specialist in which students are exposed to the library and media services. Additionally, Our District Instructional Technology Committee has worked to develop an Instructional Technology framework that provides teachers and staff the learning standard as they relate to instructional technology and how those standards are implemented in the regular classroom setting. Our IT committee is well versed in the SAMR model and provides suggested IT implementation strategies for all teachers and grade levels.

Response from the prior year Consolidated District Plan.

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.

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

([count] of 7500 maximum characters used)

District 76 identifies students for our Advanced Programs by utilizing several data points including the STAR Assessment, Cognitive Abilities Test, Fountas and Pinnell Literacy Assessments, IAR Assessments, Local Assessment and Behavioral Assessments. Students identified for our Advanced Program receive enriched instruction in the areas of Math, ELA and STEM. The curriculum is aligned to challenging state standards and exposes student to in-depth and extended content.

Response from the prior year Consolidated District Plan.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

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

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

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

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

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

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

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

ISBE Goals:

☑ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

☐ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

☐ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

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

> D76 goals are focused on ensuring all students are achieving at grade level in ELA and Math in order to appropriately prepared for their high school academic programs.

1. **Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable, through:* [1]**
   i. **Coordination with institutions of higher education, employers, and other local partners;* and**
   ii. **Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.***

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

   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)

   > Diamond Lake School District is a PK-8th grade school district. 8th grade students transition to one of two high school districts. With either district we coordinate transition plans utilizing student assessment data and placement procedures. Additionally, each of our feeder high schools conduct transitional events allowing students and families to gain an understanding of the instructional programs, activities and student life.

   Response from the approved prior year Consolidated District Plan.

   > Diamond Lake School District is a PK-8th grade school district. 8th grade students transition to one of two high school districts. With either district we coordinate transition plans utilizing student assessment data and placement procedures. Additionally, each of our feeder high schools conduct transitional events allowing students and families to gain an understanding of the instructional programs, activities and student life.

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.

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

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

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

   ([count] of 7500 maximum characters used)

   > D76 offers several STEM opportunities to facilitate student inquiry in Science, Technology, Engineering and Math. Students in grades 2nd-8th are exposed to STEM based curriculum which embeds problem and project-based learning. District 76 implements a digital media arts curricula as well as a Project Lead the Way curricula related for computer science, design, media technology and innovation.

   Response from the approved prior year Consolidated District Plan.

   > D76 offers several STEM opportunities to facilitate student inquiry in Science, Technology, Engineering and Math. Students in grades 2nd-8th are exposed to STEM based curriculum which embeds problem and project-based learning. District 76 implements a digital media arts curricula as well as a FUSE curricula related for computer science, design, media technology and innovation.

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

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

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

ISBE Goals:

☐ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

☐ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

☑ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

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

We have in place a high quality comprehensive professional development plan based on Charlotte Danielson's Framework for Teaching.

For each program for which funding is anticipated for the 2023-2024 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

NOTE: - If Professional Development will not be provided for a funded program below, enter **NOT PROVIDING.**

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

We have a plan that supports teacher leadership, professional learning communities and high quality curriculum development. Teachers attend the summer professional development institute that offers courses in balanced literacy and guided reading. Additionally teachers attend the raising student achievement conference along with other literacy, math and SEL based PD opportunities.

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

We have in place a strong 2 year mentoring program that includes mentorship, instructional coaching and, peer observations.

G. Title III - LIEP

Our PD plan supports all teachers in the development and understanding of sound instructional design and implementation. Additionally our EL teachers attend the annual bilingual conference along with our summer professional development institute which offers bilingual specific PD focused on curriculum and instructional methodologies.

H. Title III - ISEP

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

Our PD plan supports all teachers in the development and understanding of sound instructional design and implementation. Teachers attend the summer professional development institute that offers courses in balanced literacy and guided reading. Additionally teachers attend the raising student achievement conference along with other literacy, math and SEL based PD opportunities.

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

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

Our PD plan supports all teachers in the development and understanding of sound instructional design and implementation. Teachers regularly attend district SPED trainings related to SPED and SCERTS. Additionally our goals serve to prepare all SPED and regular ed teachers with the professional competencies that support the various individual needs presented in IEPs.

L. IDEA, Part B - Preschool

Our PD plan supports all teachers in the development and understanding of sound instructional design and implementation. Teachers regularly attend district SPED trainings related to SPED and SCERTS.

M. ARP-LEA Elementary and Secondary School Emergency Relief Grant III

We did not use this grant to fund professional development.

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; IDEA, Part B Preschool; and/or ESSER III

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.

> Our approach to our a safe and healthy learning environment includes our PBIS program and our student health and wellness programs.

    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, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan.
        ([count] of 7500 maximum characters used)

> District 76 implements the Positive Behavioral Interventions and Supports (PBIS) framework which serves to provide behavioral interventions void of aversive practices. The PBIS framework includes the SWIS data management system that allows district administration to input and track student behavioral data that is disaggregated by race, gender, SES, IEP and migrant status. Further, the district handbook and BOE Policy manuals include harassment and bullying policies (7:20) which states: "No person, including a District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from 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; 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."

        Response from the prior year Consolidated District Plan.

> District 76 implements the Positive Behavioral Interventions and Supports (PBIS) framework which serves to provide behavioral interventions void of aversive practices. The PBIS framework includes the SWIS data management system that allows district administration to input and track student behavioral data that is disaggregated by race, gender, SES, IEP and migrant status. Further, the district handbook and BOE Policy manuals include harassment and bullying policies (7:20) which states: "No person, including a District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from 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; 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."

    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.):*
        For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
        DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan.
        ([count] of 7500 maximum characters used)

> Diamond Lake School District provides comprehensive services to students identified as homeless. In each building, we have the appropriate information and signage informing homeless individuals of their rights. We have removed all barriers to registration and allow homeless students to register accordingly. We have included transportation plans for homeless students to ensure regular attendance. Our district supports the needs of homeless children by providing school supplies, backpacks and other necessary items such as home supplies, clothing, food, etc. Homeless students immediately receive free lunch. Academically speaking, homeless students receive the same foundational educational services in accordance with our tertiary RtI Program. Student academic records are promptly acquired to ensure seamless continuation of necessary academic services and interventions.

        Response from the prior year Consolidated District Plan.

> Diamond Lake School District provides comprehensive services to students identified as homeless. In each building, we have the appropriate information and signage informing homeless individuals of their rights. We have removed all barriers to registration and allow homeless students to register accordingly. We have included transportation plans for homeless students to ensure regular attendance. Our district supports the needs of homeless children by providing school supplies, back packs and other necessary items such as home supplies, clothing, food, etc. Homeless students immediately receive free lunch. Academically speaking, homeless students receive the same foundational educational services in accordance with our tertiary RtI Program. Student academic records are promptly acquired to ensure seamless continuation of necessary academic services and interventions.

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

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1003 - WEST OAK MIDDLE SCHOOL	◉	○	○	○	5/18/2021
2003 - DIAMOND LAKE ELEM SCHOOL	◉	○	○	○	5/18/2021
2004 - FAIRHAVEN SCHOOL	◉	○	○	○	5/18/2021

Describe anticipated Reorganizations:

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 Coordinated Funding page and select Title I, save the page, and return to this page.

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

ISBE Goals:

☑ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

☑ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

☑ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

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

☑ | All Kindergarten Students are assessed under the KIDS assessment. Our Tier I, II and III programs are dedicated to student literacy and meeting the needs of each individual child through our student specific educational programs and services. Our Tiered approach to math and and math intervention supports our drive to have all 5th grade students meeting expectations in math.

1. **Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).* (Section 1112(b)(3))**
   Section 1111(d)
   For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
   DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan.
   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)

   | Diamond Lake SD 76's comprehensive program includes the development of school and district wide improvement plans, a structured intervention model, and regular progress monitoring of goals. Our District and School improvement teams have identified, through the use of local and state assessments, the need to focus on the improvement of literacy and math proficiency for our students of low socioeconomic status. The District Professional Advisory Council which includes teachers and administrators reviews assessment data and sets the District Improvement Plan goals and priorities. This District improvement plan includes a focused RtI Model that utilizes IAR, STAR, F&P, and EDL data to identify students who are not performing at grade level proficiency and provides a comprehensive Tier I curriculum with supporting Tier II interventions. Our Title Monies serve to provide a comprehensive Tier I program as well Tier II interventions which include additional intervention minutes in read and math utilizing trained teachers and research based programs such as Fundations, Word Their Way, ALEKS, Academy of Math and others. Building Level Improvement teams (BLTs) are also employed to develop school improvement plans. Those plans are developed within the BLTs and include the implementation of our RtI program. School Improvement plans include goals and objective which are aligned to the District's Improvement Plan. SIPs include the identification and intervention supports focused on our low income students not performing at grade level proficiency in math and ELA. In sum, our district and school improvement teams utilize state and local assessments to identify areas of needed improvement. Based our stated and local data our teams have identified the need to provide greater Tier I and Tier II supports for our low income students struggling in ELA and Math. Our SIPs reflect implementation of our RTI supports utilizing trained interventionist with research based instructional programs. |

   Response from the approved prior year Consolidated District Plan.

   | Diamond Lake SD 76's comprehensive program includes the development of school and district wide improvement plans, a structured intervention model, and regular progress monitoring of goals. Our District and School improvement teams have identified, through the use of local and state assessments, the need to focus on the improvement of literacy and math proficiency for our students of low socioeconomic status. The District Professional Advisor Council which includes teachers and administrators reviews assessment data and sets the District Improvement Plan goals and priorities. This District improvement plan includes a focused RtI Model that utilizes IAR, STAR, F&P, and EDL data to identify students who are not performing at grade level proficiency and provides a comprehensive Tier I curriculum with supporting Tier II interventions. Our Title Monies serve to provide a comprehensive Tier I program as well Tier II interventions which include additional intervention minutes in read and math utilizing trained teachers and research based programs such as Fundations, Word Their Way, ALEKS, Academy of Math and others. Building Level Improvement teams (BLTs) are also employed to develop school improvement plans. Those plans are developed within the BLTs and include the implementation of our RtI program. School Improvement plans include goals and objective which are aligned to the District's Improvement Plan. SIPs include the identification and intervention supports focused on our low income students not performing at grade level proficiency in math and ELA. In sum, our district and school improvement teams utilize state and local assessments to identify areas of needed improvement. Based our stated and local data our teams have identified the need to provide greater Tier I and Tier II supports for our low income students struggling in ELA and Math. Our SIPs reflect implementation of our RTI supports utilizing trained interventionist with research based instructional programs. |

2. **Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution? * (Section 1112(b)(5))**
   ○ Yes
   ● No

3. **Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4))**
   Measures of Poverty from 1113(5)(A) and (B)

   ☑ School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),

   ☑ TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,

   ☑ Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,

   ☐ Direct Certification

4. **Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (Section 1112(b)(5))**
   Section 1114 and 1115
   For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
   DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan.
   ([count] of 7500 maximum characters used)

   | The intervention program provided within D76 aligns with the RTI intervention model and is implemented in each of our three school buildings. The District RTI program aligns to our District and School Improvement Plans as described in Part 2. At Diamond Lake Elementary (DLS), which is grades K-2, students are identified as being in need of intervention based on local assessments in math and reading. Student identified and needing interventions are provided 30 additional minutes each day in their area of deficit with a trained interventionist utilizing research based interventions. At DLS interventionists use F&P's Level Literacy interventions, Fundations, Being a Reader, My Math, and others to support intervention minutes. At West Oak Intermediate (WOIS), which is 3-5, students are identified as being in need of intervention based on local assessments in math and reading. Students are exposed to several assessments including F&P, STAR, EDL and IAR. Student identified as needing interventions are provided 30 additional minutes each day in their area of deficit with a trained interventionist utilizing research based interventions. At WOIS interventionists use F&P's Leveled Literacy intervention, Wilson Reading, Being a Reader, My Math, ALEKS, Math Edge, Reading Edge and others |

to support intervention minutes. At West Oak Middle School, which is grade 6-8, students are identified as being in need of intervention based on local assessments in math and reading. Students are assessed using several assessments including F&P, MAP, DORA and PARCC. Student identified as needing interventions are provided 50 additional minutes each day in their area of deficit with a trained interventionist utilizing research based interventions. At West Oak Middle School interventionists use Academy of Math, MCI, Number World, ALEKS, Math Edge, AMP reading and others to support intervention minutes.

Response from the approved prior year Consolidated District Plan.

The intervention program provided within D76 aligns with the RTI intervention model and is implemented in each of our three school buildings. The District RTI program aligns to our District and School Improvement Plans as described in Part 2. At Diamond Lake Elementary (DLS), which is grades K-2, students are identified as being in need of intervention based on local assessments in math and reading. Student identified and needing interventions are provided 30 additional minutes each day in their area of deficit with a trained interventionist utilizing research based interventions. At DLS interventionists use F&P's Level Literacy interventions, Fundations, Being a Reader, My Math, and others to support intervention minutes. At West Oak Intermediate (WOIS), which is 3-5, students are identified as being in need of intervention based on local assessments in math and reading. Students are exposed to several assessments including F&P, STAR, EDL and IAR. Student identified as needing interventions are provided 30 additional minutes each day in their area of deficit with a trained interventionist utilizing research based interventions. At WOIS interventionists use F&P's Leveled Literacy intervention, Wilson Reading, Being a Reader, My Math, ALEKS, Math Edge, Reading Edge and others to support intervention minutes. At West Oak Middle School, which is grade 6-8, students are identified as being in need of intervention based on local assessments in math and reading. Students are assessed using several assessments including F&P, MAP, DORA and PARCC. Student identified as needing interventions are provided 50 additional minutes each day in their area of deficit with a trained interventionist utilizing research based interventions. At West Oak Middle School interventionists use Academy of Math, MCI, Number World, ALEKS, Math Edge, AMP reading and others to support intervention minutes.

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

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

([count] of 7500 maximum characters used)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide 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

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

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

ISBE Goals:

☑ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

☑ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

☑ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

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

☑ | All Kindergarten Students are assessed under the KIDS assessment. Our Tier I, II and III programs are dedicated to student literacy and meeting the needs of each individual child through our student specific educational programs and services. Our Tiered approach to math and and math intervention supports our drive to have all 5th grade students meeting expectations in math.

1. How was the comprehensive needs assessment information used for planning grant activities?* This section should include the comprehensive needs identified that will be targeted by the activities and programs funded by IDEA.

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

([count] of 7500 maximum characters used)

D76 examined the Special education needs assessment and determined that continued support in creating a LRE was necessary. Therefore, we are continuing the usage of in class teachers aids to support the needs of our students with special needs.

Response from the approved prior year Consolidated District Plan.

D76 examined the Special education needs assessment and determined that continued support in creating a LRE was necessary. Therefore, we are continuing the usage of in class teachers aids to support the needs of our students with special needs.

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

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

([count] of 7500 maximum characters used)

IDEA monies will be use to support the used on in class teacher aides as well as continued professional development in best instructional and SEL practices in education.

Response from the approved prior year Consolidated District Plan.

IDEA monies will be use to support the used on in class teacher aides as well as continued professional development in best instructional and SEL practices in education.

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

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

([count] of 7500 maximum characters used)

There are no intended changes from prior fiscal year.

Response from the approved prior year Consolidated District Plan.

There are no intended changes from prior fiscal year.

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.

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

([count] of 7500 maximum characters used)

District 76 has used IDEA funding to provide specialized equipment, sensory tools, staff professional development, academic and Social emotional curriculum, bilingual assessments, behavior consultant, professional salaries, and providing supports to students to ensure they are in the least restrictive environment. The professional salaries, behavioral consultant, sensory items, and professional development assist in supporting our students in being in the least restrictive environment and align to indicator 5 and 6. The purchase of ELA curriculums align to indicator 17. We have purchased additional ELA curriculums to meet our students educational needs in ELA and improve their literacy skills. The district has collaborated with the Special Education District of Lake County to complete our bilingual cognitive and communication assessments. This aligns to indicator 9 and 10, the district is ensuring we are using culturally responsive assessments to evaluate bilingual students and are not misidentifying student needs.

*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*
Olsen	Kelly	Director of Student Services	kolsen@dist76.org

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Rogers	Eric	Director of Finance and Operations	erogers@dist76.org

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

*Required field

Best Interest Determination as it relates to School Stability

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

NOTE: Fields below may be prepopulated with data. Review any prepopulated data, copy and revise as needed in the box above it, and save the page.

1. Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth in Care or changes residences while they are a Youth in Care. Include the positions of all district personnel and other stakeholders involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in their best interest, as it relates to ensuring school stability.

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

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

The District 76 Director of Student Services and the principal of the school the child will complete a file review and discuss possible options with the child's support team (Foster Parent and/or Guardian and/or Guardian Ad Litem). Decisions will be based on individual student needs in regards to safety, the duration of the need for service, the time/length of travel for the student, the time of the placement change, the type of transportation available, extra curricular activities and the impact of transportation, and the maturity of the student.

Response from the approved prior year Consolidated District Plan.

The District 76 Student Service Coordinator and the principal of the school the child will complete a file review and discuss possible options with the child's support team (Foster Parent and/or Guardian and/or Guardian Ad Litem). Decisions will be based on individual student needs in regards to safety, the duration of the need for service, the time/length of travel for the student, the time of the placement change, the type of transportation available, extra curricular activities and the impact of transportation, and the maturity of the student.

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.

If the child has an IEP or 504 plan, the child's plan including goals, accommodations, and program and services will be considered as well as the need for door to door transportation.

Response from the approved prior year Consolidated District Plan.

If the child has an IEP or 504 plan, the child's plan including goals, accommodations, and program and services will be considered as well as the need for door to door transportation.

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.

Students that are English learners will be recommended for programs that support their transitional bilingual education needs.

Response from the approved prior year Consolidated District Plan.

Students that are English learners will be recommended for programs that support their transitional bilingual education needs.

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.

DCFS has the final say in the BID. The GAL can be part of the dispute process, but they do not have the final say.

Response from the approved prior year Consolidated District Plan.

DCFS has the final say in the BID. the GAL can be part of the dispute process, but they do not have the final say.

*Required field

Youth in Care Stability Plan Development

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

NOTE: Fields below may be prepopulated with data. Review any prepopulated data, copy and revise as needed in the box above it, and save the page.

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

Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.

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

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

The District 76 Director of Student Services and the principal of the school the child will complete a file review and discuss possible options with the child's support team (Foster Parent and/or Guardian and/or Guardian Ad Litem). Decisions will be based on individual student needs in regards to safety, the duration of the need for service, the time/length of travel for the student, the time of the placement change, the type of transportation available, extra curricular activities and the impact of transportation, and the maturity of the student.

Response from the approved prior year Consolidated District Plan.

The District 76 Student Service Coordinator and the principal of the school the child will complete a file review and discuss possible options with the child's support team (Foster Parent and/or Guardian and/or Guardian Ad Litem). Decisions will be based on individual student needs in regards to safety, the duration of the need for service, the time/length of travel for the student, the time of the placement change, the type of transportation available, extra curricular activities and the impact of transportation, and the maturity of the student.

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

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

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

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

Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.

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

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

Our transportation department will cooperate with partner districts as necessary to use any or all of the following general funds, grant funding and transportation, to provide transportation based on the student needs.

Response from the approved prior year Consolidated District Plan.

Our transportation department will cooperate with partner districts as necessary to use any or all of the following general funds, grant funding and transportation, to provide transportation based on the student needs.

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.

If there is a dispute among decision makers about recommendations about the best interest for the child, the decision makers will follow the BOE policy for settling disputes. Additionally, if needed, DCFS will be consulted to make final decisions on best interest determination.

Response from the approved prior year Consolidated District Plan.

If there is a dispute among decision makers about recommendations about the best interest for the child, the decision makers will follow the BOE policy for settling disputes. Additionally, if needed, DCFS will be consulted to make final decisions on best interest determination.

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

If there is a dispute among decision makers about recommendations about the best interest for the child, the decision makers will follow the BOE policy for settling disputes. Additionally, while disputes are being resolved the School of Origin will maintain responsibility for transportation until such time as a resolution can be made.

Response from the approved prior year Consolidated District Plan.

If there is a dispute among decision makers about recommendations about the best interest for the child, the decision makers will follow the BOE policy for settling disputes. Additionally, while disputes are being resolved the School of Origin will maintain responsibility for transportation until such time as a resolution can be made.

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.

The D76 Special Services coordinator will inform all staff (certified and non-certified) of the foster care plan and services during via email the first week of school. The plan will also be available in the school handbook, and the building level admin associates and principals will be informed explicitly so the process can be initiated as soon as one becomes aware of a student eligible for services.

Response from the approved prior year Consolidated District Plan.

The D76 Special Services coordinator will inform all staff (certified and non-certified) of the foster care plan and services during via email the first week of school. The plan will also be available in the school handbook, and the building level admin associates and principals will be informed explicitly so the process can be initiated as soon as one becomes aware of a student eligible for services.

*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

351   English Learners (ELs) are in the district

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

Last Name*
Cunningham

First Name*
Peter

Middle Initial
J

Phone*
847   566   9221

Email*
pcunningham@dist76.org

EL Program Director Requirements:

Does the Program Director meet the administrator requirements?*   Yes   ⦿   No   ○

Administrator Requirements

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

Comments:

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

([count] of 3000 maximum characters used)

The Bilingual Director is Rachel Johnson, who meets the requirements. The person physically typing the application is listed above.

*Required field

351   English Learners (ELs) are in the district

Complete the requested information below.
Key: Types of Instructional Design
 1. Dual Language - Two Way (Self-contained)
 2. Dual Language - One Way (Self-contained)
 3. Transitional Bilingual Program (Self-contained)
 4. Transitional Bilingual Program (Collaboration)
 5. Transitional Program in English (Self-contained)
 6. Transitional Program in English (Collaboration)

	Attendance Center Name		Program Type (check all that apply)		Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement - Enter zero if no teachers in a category.			ELS-TBE and ELS-VIT – Enter zero if no teachers in a category.	Language Codes
	In addition to district attendance centers that have ELs, special education co-ops and non-public special education program attendance centers that have out placed dually identified (ELs with IEPs) students must be listed.*	Grade Span	TBE	TPI	1	2	3	4	5	6	Number of PEL Teachers with ESL Endorsement Only	Number of PEL Teachers with Bilingual Endorsement Only	Number of PEL Teachers with ESL and Bilingual Endorsement	Number of Teachers with ELS-TBE or ELS-VIT Endorsements	If a number greater than zero is reported for PEL Teachers with Bilingual Endorsement, ESL and Bilingual Endorsement, and/or ELS-TBE/ELS-VIT Endorsements, provide the endorsed language code(s) represented using the reference document below. Language Codes Alphabetical
1.	Diamond Lake School	K-2	✔	✔	✔	☐	✔	✔	✔	✔	15	2	6	0	001; 009
2.	West Oak Intermediate School	3-5	✔	✔	✔	☐	✔	✔	✔	✔	12	2	3	0	001
3.	West Oak Middle School	6-8	✔	✔	✔	☐	✔	✔	✔	✔	7	1	2	0	001
4.			☐	☐	☐	☐	☐	☐	☐	☐					
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 has EL enrollment but no ESL/Bilingual endorsed teachers above, then describe how the district will ensure that EL students receive appropriate language support for their education from properly endorsed teachers.

([count] of 2500 maximum characters used)

*If district has mroe than 25 attendance centers, please contact Multilingual Department

351   English Learners (ELs) are in the district

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

351   English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Check the type(s) of Program Enrollment offered   TBE   ☑   TPI   ☑

SPANISH LANGUAGE ARTS CURRICULUM
Indicate whether or not the district is offering Spanish language arts. All districts with a full-time TBE Spanish program must offer Spanish language arts.

Does the district offer Spanish language arts to TBE/TPI students?*   Yes   ◉   No   ○

Describe the instructional and evaluation methods used to measure student progress with respect to the Illinois Spanish Language Arts Standards.

D76 uses a variety of resources to support both the SLA and our Dual Language Program: To begin we use the Spanish F&P program to provide reading resources and assessment. Additionally, we use the Santillana Reading program along with Benchmark Spanish Resources ie, Phentica y gramatica, and Taller. Beyond those resources, we support small group and independent reading with Flying Starts Despegando reading lessons and Spanish reading libraries. The Standards-Based Report Cards for SLA uses the Illinois SLA Standards as the foundation.

REMINDER: Districts that offer Spanish language arts instruction to TBE or TPI students must provide at least one training session annually related to the implementation of the Illinois Spanish Language Arts Standards to staff who provide instruction in Spanish language arts.

Indicate whether the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3) and has the part-time TBE rational template in the students' records.   Yes   ◉   No   ○

Part-Time Transitional Bilingual Education (TBE) Placement
*Required field

351   English Learners (ELs) are in the district

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

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

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

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

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

| Name | Areceli Mendoza | Role | CM | Language(s) | Spanish, English | Telephone | 847 766 5856 |
| Street | 26265 IL 83 Lot 25 | City | Mundelein | State | IL | Zip+4 | 60060 |

| Name | Maria Jamie | Role | P | Language(s) | Spanish, English | Telephone | 847 864 0394 |
| Street | 37 S. Chicago | City | Mundelein | State | IL | Zip+4 | 60060 |

| Name | Eva Armenta | Role | P | Language(s) | Spanish, English | Telephone | 773 441 3314 |
| Street | 264 N. Shaddle | City | Mundelein | State | IL | Zip+4 | 60060 |

| Name | Celso Cabrera | Role | P | Language(s) | Spanish, English | Telephone | 847 571 4413 |
| Street | 37 S. Chicago | City | Mundelein | State | IL | Zip+4 | 60060 |

| Name | Peter Cunningham | Role | Director | Language(s) | English | Telephone | 847 566 9221 |
| Street | 26156 N. Acorn Ln | City | Mundelein | State | IL | Zip+4 | 60060 |

| Name | Samira Calderon | Role | Comm. Liaison | Language(s) | Spanish, English | Telephone | 847 566 9221 |
| Street | 26156 N. Acorn Ln | City | Mundelein | State | IL | Zip+4 | 60060 |

| Name | Erica Berger | Role | Principal | Language(s) | English | Telephone | 847 566 9221 |
| Street | 26156 N. Acorn Ln | City | Mundelein | State | IL | Zip+4 | 60060 |

| Name | Kurt Preble | Role | Principal | Language(s) | English | Telephone | 847 566 9221 |
| Street | 26156 N. Acorn Ln | City | Mundelein | State | IL | Zip+4 | 60060 |

| Name | Brandon Pedersen | Role | Principal | Language(s) | English | Telephone | 847 566 9221 |
| Street | 26156 N. Acorn Ln | City | Mundelein | State | IL | Zip+4 | 60060 |

| Name | Rachel Johnson | Role | Director, T | Language(s) | Spanish, English | Telephone | 847 566 9221 |
| Street | 26156 N. Acorn Ln | City | Mundelein | State | IL | Zip+4 | 60060 |

| Name | Hiram Carrero | Role | Admin Associate | Language(s) | Spanish, English | Telephone | 847 566 9221 |
| Street | 26156 N. Acorn Ln | City | Mundelein | State | IL | Zip+4 | 60060 |

| Name | | Role | | Language(s) | | Telephone | |
| Street | | City | | State | | Zip+4 | |

Name		Role		Language(s)		Telephone		
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Street		City		State		Zip+4		

Name		Role		Language(s)		Telephone		
Street		City		State		Zip+4		

☑ I certify that the Bilingual Parent Advisory Committee has had an opportunity to review this Bilingual Service Plan. I furthermore assure on behalf of the district that the Bilingual Advisory Committee has had the opportunity to review the EL-EBF Spending Plan as required by 23 IL Admin Code Part 228.30, section C, (4) A, by or before October 31, 2023.

Date: 03/21/2023   Name of Committee Chairperson: Samira Calderon

A committee chair must be a member of the BPAC.

* 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 (7/1/23 - 6/30/24)	Activity
1.	09/20/2023	Bilingual Advisory Committee Training (required activity).
2.	10/18/2023	Children's Mental Health Support
3.	10/27/2023	Day of the Dream Planning
4.	01/21/2024	Mundelein BPAC Summit

351   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 TBE/TPI staff at least twice yearly. Specify the areas to be addressed, which must include, but need not be limited to, one of the following: Current Research in the Teaching of EL Students; Methods for Teaching in the Native Language and Methods of Teaching ESL; Content Area and Language Proficiency Assessment of EL Students; Issues Related to the Native Culture and the Culture of the United States; and Issues Related to EL Students with Disabilities. Additionally, for new certificated and noncertificated program staff, the following must be addressed: Minimum Program Standards; District Identification and Assessment Procedures; Program Design; and Basic Instructional Techniques for Teachers of EL Students.
Districts that offer Spanish language arts must offer at least one session related to the implementation of Spanish language arts for staff members who provide the instruction in that course subject.

	Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
☐	Current Research in the Teaching of EL Students		☐	☐	
☐	Methods for Teaching in the Native Language and Method of Teaching ESL		☐	☐	
☑	Language Assessment	02/01/2024	☑	☐	20
☐	Issues Related to the Native Culture and the Culture of the United States		☐	☐	
☐	Issues Related to EL Students with Disabilities		☐	☐	
☑	Program Standards	09/14/2023	☑	☐	20
☐	District Identification Assessment		☐	☐	
☑	Program Design	11/09/2023	☑	☐	20
☑	Basic Instructional Techniques for Teachers of EL Students	08/09/2023	☑	☑	20
☑	Spanish Language Arts	01/19/2024	☑	☐	20
☐	Others (Specify):		☐	☐	

*Required field*Required field

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.

[   ]

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 consitututional law, regarding the education of English learners, consistent with sections 3125 and 3126;

10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and

11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.

13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.

14. In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.

15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools on the U.S. Department of Education's website.

v01.2021

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

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 descretion pursuant to applicable law and agecny policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.

17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).

19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/ grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.

20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Educations employees during any part of the application process or during the Term of the Grant Agreement.

21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.

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

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

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

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

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

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

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

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

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

    b) Maintain separate accounts and ledgers for the project;

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

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

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

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

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

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

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

    j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

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

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

    a) Publishing a statement:

        1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.

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

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

            A) Abide by the terms of the statement; and

            B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.

    b) Establishing a drug-free awareness program to inform employees about:

        1) The dangers of drug abuse in the workplace;

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

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

        4) The penalties that may be imposed upon an employee for drug violations.

    c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.

    d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.

    e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.

    f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.

    g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

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.

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CERTIFICATION

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☐ 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.

<div align="center">

Instructions for Certification

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1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms covered transaction, debarred, 'suspended,' 'ineligible,' 'lower tier covered transaction,' 'participant,' 'person,' 'primary covered transaction,' 'principal,' 'proposal,' and 'voluntarily excluded,' as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the GSA Government-Wide System for Award Management Exclusions (SAM Exclusions) at: www.sam.gov
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

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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.

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☐ 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.09.08.2021

Assurances   Instructions

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

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

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

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

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

- [ ] Assurances for all covered programs

- [ ] Grant Application Certifications and Assurances (State Assurances)

- [ ] Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions

- [ ] Certification Regarding Lobbying

- [ ] GEPA 442 Assurances

Not calling IWAS Web Servic   Signature of School District Superintendent / Agency Administrator
                                               Signature of Board-Certified Delegated Authority for the School District Superintendent

Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.

Consistency Check   Lock Application   Unlock Application

Application was created on: 3/20/2023

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

This Application has not been submitted

Page Review Status Instructions

☑ Expand All

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

Save

Selectable Application Print

Request Print Job
☐ Consolidated District Plan

Requested Print Jobs
Requested by pjcunning on 3/22/2023

Completed Print Jobs
Completed - pjcunning on 3/22/2023 3:01:57 PM

HAPPY
Administrative Professionals' Day

D76 loves, appreciates and values ALL of you! #SparkeOn

April Edition

DIAMOND LAKE
SCHOOL DISTRICT 76

DIAMOND EDGE

April 2023

Greetings D76 Families and Staff,

Our April Diamond Edge Newsletter is here! This month, we are sharing news surrounding Teaching and Learning, Facility Updates, Finance, Instructional Technology and Student Services.

Additionally we would like to share our upcoming events and ways to stay connected with us at District 76!

A Message From

DIAMOND LAKE
SCHOOL DISTRICT 76

NICOLE LYNCH
IRC EDUCATOR
SPOTLIGHT

D76 is delighted to announce that Nicole Lynch, EL Resource teacher at West Oak Middle School, has been recognized in a recent publication by the Illinois Resource Center for her outstanding contributions in the field of multicultural education. We are immensely proud of Mrs. Lynch for her remarkable work and service in D76.   We extend our heartfelt congratulations to her on this well-deserved achievement. Sparkle On Nicole!

Please click on the following link to read the IRC article.

APRIL **MOMENT** OF THE MONTH

DISTRICT 76