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**eGrant Management System**

**Printed Copy of Application**

Applicant: OAK LAWN COMM H S DIST 229

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: OAK LAWN COMM H S DIST 229

Date Generated: 7/5/2020 5:00:01 PM

Generated By: msunquist

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

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

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

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

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

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

([count] of 2500 maximum characters used)

No students or staff members shall be denied access to programs or activities. We are a one school district. All students are taught by the same experienced and qualified teachers. We have no teachers teaching out-of-field. To ensure equitable access we will analyze data, perform a needs assessment, develop an improvement plan and monitor the implementation. Equity will be embedded within all programs and initiatives to recruit, develop and retain the best teachers for all students.

**3. General Completion Instructions**

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

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

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

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

**How to Complete Pages with Pre-populated Fields**

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

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

Program Risk Assessment pages must be completed for FY2021. In future years, those responses are expected to pre-populate in the grant, with an opportunity for the entity to review and revise as necessary.

\*Required field, applicable for all funding sources

**Amendments**

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

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

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

**Plan Changes**

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

[[count] of 5000 maximum characters used)

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\*Required field, applicable for all funding sources

**1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2020-2021.\* [1]**

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

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

**2. Describe how the LEA will align federal resources, including but not limited to the programs listed above, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.\* [2]** For your convenience, the FY20 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)

Oak Lawn Community High School District 229 will use federal resources along with state and local resources to continue programming and activities to assist our school community with meeting the needs of our students. OLCHS will continue to coordinate funding to assist and target our under-performing students, train and prepare high-quality teachers and other staff members, provide student support and academic enrichment, and provide much needed resources, staffing, and support to students eligible for special education services. OLCHS analyzes data from multiple and many sources to coordinate funding for each of the eligible programs. These funds are carefully planned and implemented by a variety of stakeholders, and used on research-based programs, activities, and professional development. Title I, Part A - Improving Basic Programs will continue to be funded using a combination of local and federal resources to provide supplies, purchased services, and salaries of highly qualified teachers and support staff to aid in our low-income and achievement discrepant students to meet state academic standards. This will be our third year operating as a schoolwide program and we will continue to use local and federal funds to provide programming for these targeted group of students including our homeless children and foster youth. OLCHS plans to use local and district funding first for the improvement of basic programs, then to supplement our local funds, we will utilize our Title I funding. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders will continue to be funded using a combination of local and federal resources to increase student achievement consistent with state standards, improve the quality and effectiveness of teachers, principals, and other school leadership. We will also increase the number of staff and school leaders who are effective in improving student academic achievement at OLCHS. We will coordinate funding to provide low-income and minority students greater access to effective teachers and our leadership here at OLCHS. OLCHS plans to use local funds for professional development activities, purchased services, salaries, employee benefits and then supplement these funds using Title II funding. Title IV, Part A - Student Support and Academic Enrichment will continue to be funded using a combination of local and federal resources to provide OLCHS students with a well-rounded education, improved school conditions for learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students. Again, OLCHS plans to use local funds first to provide these services to our school community, and then supplement costs from our Title IV funding. IDEA, Part-B - Flow-Through funds will continue to be funded by local and federal resources to provide support and enhance OLCHS special education programming by providing continued inservice activities, implement best practices, for the improvement of instruction and direct instruction resources. OLCHS will use local funds to provide services and funding for our special education programs. We will use the same funds on student with disabilities as we would for general education students. We plan to use IDEA funds to cover excess costs for students with disabilities in our district. We will supplement costs using our federal funds.

Response from the approved FY20 Consolidated District Plan.

Oak Lawn Community High School District 229 will use federal resources along with state and local resources to continue programming and activities to assist our school community with meeting the needs of our students. OLCHS will continue to coordinate funding to assist and target our under-performing students, train and prepare high-quality teachers and other staff members, provide student support and academic enrichment, and provide much needed resources, staffing, and support to students eligible for special education services. OLCHS analyzes data from multiple and many sources to coordinate funding for each of the eligible programs. These funds are carefully planned and implemented by a variety of stakeholders, and used on research-based programs, activities, and professional development. Title I, Part A - Improving Basic Programs will continue to be funded using a combination of local and federal resources to provide supplies, purchased services, and salaries of highly qualified teachers and support staff to aid in our low-income and achievement discrepant students to meet state academic standards. This will be our second year as a schoolwide program and we will continue to use local and federal funds to provide programming for these targeted group of students including our homeless children and youth. OLCHS plans to use local and district funding first for the improvement of basic programs, then to supplement our local funds, we will utilize our Title I funding. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders will continue to be funded using a combination of local and federal resources to increase student achievement consistent with state standards, improve the quality and effectiveness of teachers, principals, and other school leadership. We will also increase the number of staff and school leaders who are effective in improving student academic achievement at OLCHS. We will coordinate funding to provide low-income and minority students greater access to effective teachers and our leadership here at OLCHS. OLCHS plans to use local funds for professional development activities, purchased services, salaries, employee benefits and then supplement these funds using Title II funding. Title IV, Part A - Student Support and Academic Enrichment will continue to be funded using a combination of local and federal resources to provide OLCHS students with a well-rounded education, improved school conditions for learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students. Again, OLCHS plans to use local funds first to provide these services to our school community, and then supplement costs from our Title IV funding. IDEA, Part-B - Flow-Through funds will continue to be funded by local and federal resources to provide support and enhance OLCHS special education programming by providing continued inservice activities, implement best practices, for the improvement of instruction and direct instruction resources. OLCHS will use local funds to provide services and funding for our special education programs. We will use the same funds on student with disabilities as we would for general education students. We plan to use IDEA funds to cover excess costs for students with disabilities in our district. We will supplement costs using our federal funds.

**Legislative References:**

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

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

\*Required field, applicable for all funding sources

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

- A.  School and/or district report card(s)
- B.  Five Essentials Survey
- C.  Student achievement data (disaggregated by student groups)
- D.  Current recruitment and retention efforts and effectiveness data
- E.  Professional development plan(s)
- F.  School improvement plan(s)
- G.  ESSA site based expenditure data
- H.  ED School Climate Survey (EDSCLS)
- I.  CDC School Health Index
- J.  National School Climate Center
- K.  ASCD School Improvement Tool
- L.  Illinois Quality Framework and Supporting Rubric
- M.  Other

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

IDEA Staff Needs Assessment Survey IDEA Parent Needs Survey

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

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

**A. Title I, Part A - Improving Basic Programs**

OLCHS provides additional academic support to incoming 9th grade students scoring below standards in math and reading on the Measures of Academic Progress (MAP) assessment through our Freshmen Academy summer program. This program reaches approximately 20% of the students. We still have students that score in the below average range who would benefit from Title I services, but we do not have staffing to support these students. OLCHS identified students for college and career readiness interventions based on scoring in the lowest quartile of locally developed research based assessments. We still have students that do not meet the college and career readiness standards that fall in the next quartile that we do not have enough staffing to support the interventions needed for these students. Title I funding would allow our school to provide services to more than the bottom quartile of students, who are not meeting or exceeding the standards. Based off of the latest data and used in our School Report Card, there is a 12% gap in students scoring proficient for mathematics standards between low income and non low income students. There is a 16% achievement gap in students scoring proficient in ELA standards between low income and non low income students. This deficiency is addressed through our freshman academy program. We identify the low performing students in math and english and then offer at no charge a summer program to remediate specific skills related to math, english and technology. Our Freshmen on Track % from our school report card was at 83% on a downward trend from previous years. OLCHS will offer in school remediation and interventions through our academic departments as well as our Student Services Interventionist. Our SAT scores are below state average in meeting or exceeding standards in ELA and Math. OLCHS will integrate SAT skills into our core curriculum classes to address this deficiency. We have and will continue to offer SAT test prep for students at no cost along with aligning EL/SPED curriculum to grade level standards. OLCHS will offer additional Advanced Placement and Dual Credit courses to address test scores and academic remediation on the report. Our most recent school report card shows that students would benefit from increased academic support regardless of their eligibility for free/reduced lunch. For the 19-20 school year OLCHS D229 received the designation of Commendable. OLCHS does not have any underperforming student groups. Our School Improvement Plan Committee used all of the assessment data to formulate future district goals. Those goals are as follows: By the end of the 2019-2020 school year, OLCHS staff members will demonstrate statistically significant improvement in the professional learning community cultural indicators as demonstrated on a survey instrument to be developed. PLC A was the survey given to staff in March 2019. The survey was not given due to school closure during March of 2020 due to COVID-19. This subgroup will be meeting to administer the next PLC A survey to staff and gather data. They will be working with all stakeholders to improve the cultural indicators. This includes a Principal Cabinet that was started two years ago and will continue to function into next school year. Our Principal, Assistant Principals and Department Chairs are working with each individual department to identify specific cultural indicators for the next school year. Including Principal Coffee sessions with each department and other PLC related meetings throughout the year. This goal will be continued into the 20-21 school year. By the conclusion of the 2019-2020 school year, OLCHS stakeholders will rate at least 80% of the school climate dimensions in the positive range evidenced by the National School Climate Center's Comprehensive School Climate Survey (CSCS) results. The results from the climate survey were returned to OLCHS. OLCHS did not hit the range of 80% on the school climate dimensions needed to pass this goal. This goal will be continued for school year 20-21 with an end date of Spring 2021. Special areas of growth related to the survey are sense of social emotional security, sense of physical security, and social media. These areas were markers we aimed to improve, but did not raise them enough to hit our 80% target. We plan on reconvening our school improvement team and subgroups to address this goal. We will then work collaboratively with our Social Emotional Committee to address school safety and social media safety within our student populations, including PRIDE intervention meetings with all students at the start of the year and specialized groups during Spartan Plus intervention period. We also plan to present social media safety presentations for parents and staff. If remote learning would continue, we would post webinars to reach parents and students. By the conclusion of SY 2020-21, OLCHS will support at least 70% of the College & Career Readiness Indicators as defined in the Illinois ESSA Plan and will monitor individual student achievement for each indicator. Based on our last needs assessment meeting, our subgroup is on track to reach this goal in 20-21. We have identified by the Illinois indicators that we will have over 70% of the indicators required. We have raised our service learning hour requirement, we offer additional dual credit options in math and english, we have worked with Moraine Valley Community College to provide transitional programs in math and english. These programs will allow students to take their remedial courses during high school and place directly into college level courses now. Through our work in Naviance we have been able to add assessments for interest inventories, 4 year course planning, and career and college plans. We have also added career credential courses in our CTE programs like SP2 certification for woods and auto classes. Food handling certifications have also been added this school year. Next year, our CTE program will offer G Suite Google Certification through our Google class. CPR certification will also be added through child development classes. Each of these goals have an established steering committee who have developed an action plan and activities to reach each goal. This is a multi-year committee that will continue past this school year. These are multi-year goals that have been monitored for two years now and will continue moving forward.

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

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

Based off of the latest data and used in our School Report Card, there is a 12% gap in students scoring proficient for mathematics standards between low income and non low income students. There is a 16% achievement gap in students scoring proficient in ELA standards between low income and non low income students. This deficiency is addressed through our freshman academy program. We identify the low performing students in math and english and then offer at no charge a summer program to remediate specific skills related to math, english and technology. Our Freshmen on Track % from our school report card was at 83% on a downward trend from previous years. OLCHS will offer in school remediation and interventions through our academic departments as well as our Student Services Interventionist. Our SAT scores are below state average in meeting or exceeding standards in ELA and Math. OLCHS will integrate SAT skills into our core curriculum classes to address this deficiency. We have and will continue to offer SAT test prep for students at no cost along with aligning EL/SPED curriculum to grade level standards. OLCHS will offer additional Advanced Placement and Dual Credit courses to address test scores and academic remediation on the report. For the 19-20 school year OLCHS D229 received the designation of Commendable. OLCHS does not have any underperforming student groups. Our School Improvement Plan Committee used all of the assessment data to formulate future district goals. Those goals are as follows: By the end of the 2019-2020 school year, OLCHS staff members will demonstrate statistically significant improvement in the professional learning community cultural indicators as demonstrated on a survey instrument to be developed. PLC A was the survey given to staff in March 2019. The survey was not given due to school closure during March of 2020 due to COVID-19. This subgroup will be meeting to administer the next PLC A survey to staff and gather data. They will be working with all stakeholders to improve the cultural indicators. This includes a Principal Cabinet that was started two years ago and will continue to function into next school year. Our Principal, Assistant Principals and Department Chairs are working with each individual department to identify specific cultural indicators for the next school year. Including Principal Coffee sessions with each department and other PLC related meetings throughout the year. This goal will be continued into the 20-21 school year. By the conclusion of the 2019-2020 school year, OLCHS stakeholders will rate at least 80% of the school climate dimensions in the positive range evidenced by the National School Climate Center's Comprehensive School Climate Survey (CSCS) results. The results from the climate survey were returned to OLCHS. OLCHS did not hit the range of 80% on the school climate dimensions needed to pass this goal. This goal will be continued for school year 20-21 with an end date of Spring 2021. Special areas of growth related to the survey are sense of social emotional security, sense of physical security, and social media. These areas were markers we aimed to improve, but did not raise them enough to hit our 80% target. We plan on reconvening our school improvement team and subgroups to address this goal. We will then work collaboratively with our Social Emotional Committee to address school safety and social media safety within our student populations, including PRIDE intervention meetings with all students at the start of the year and specialized groups during Spartan Plus intervention period. We also plan to present social media safety presentations for parents and staff. If remote learning would continue, we would post webinars to reach parents and students. By the conclusion of SY 2020-21, OLCHS will support at least 70% of the College & Career Readiness Indicators as defined in the Illinois ESSA Plan and will monitor individual student achievement for each indicator. Based on our last needs assessment meeting, our subgroup is on track to reach this goal in 20-21. We have identified by the Illinois indicators that we will have over 70% of the indicators required. We have raised our service learning hour requirement, we offer additional dual credit options in math and english, we have worked with Moraine Valley Community College to provide transitional programs in math and english. These programs will allow students to take their remedial courses during high school and place directly into college level courses now. Through our work in Naviance we have been able to add assessments for interest inventories, 4 year course planning, and career and college plans. We have also added career credential courses in our CTE programs like SP2 certification for woods and auto classes. Food handling certifications have also been added this school year. Next year, our CTE program will offer G Suite Google Certification through our Google class. CPR certification will also be added through child development classes. Each of these goals have an established steering committee who have developed an action plan and activities to reach each goal. This is a multi-year committee that will continue past this school year. These are multi-year goals that have been monitored for two years now and will continue moving forward. The needs assessment results indicate efforts need to be made to close the achievement gap across all content areas. The strategies to accomplish this is to provide professional development on effective classroom use of technology, implementing learning standards, utilizing and developing standards-based assessment, improving pedagogical skills, using data to improve learning, and improving classroom management. Mentors will be assigned to new teachers to promote effectiveness and retention of new teachers. Class sizes will also be reduced in reading courses.

**G. Title III - LIEP****H. Title III - Immigrant Education Program****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.**

Based off of the latest data and used in our School Report Card, there is a 12% gap in students scoring proficient for mathematics standards between low income and non low income students. There is a 16% achievement gap in students scoring proficient in ELA standards between low income and non low income students. This deficiency is addressed through our freshman academy program. We identify the low performing students in math and english and then offer at no charge a summer program to remediate specific skills related to math, english and technology. Our Freshmen on Track % from our school report card was at 83% on a downward trend from previous years. OLCHS will offer in school remediation and interventions through our academic departments as well as our Student Services Interventionist. Our SAT scores are below state average in meeting or exceeding standards in ELA and Math. OLCHS will intergrate SAT skills into our core curriculum classes to address this deficiency. We have and will continue to offer SAT test prep for students at no cost along with aligning EL/SPED curriculum to grade level standards. OLCHS will offer additional Advanced Placement and Dual Credit courses to address test scores and academic remediation on the report. For the 19-20 school year OLCHS D229 received the designation of Commendable. OLCHS does not have any underperforming student groups. Our School Improvement Plan Committee used all of the assessment data to formulate future district goals. Those goals are as follows: By the end of the 2019-2020 school year, OLCHS staff members will demonstrate statistically significant improvement in the professional learning community cultural indicators as demonstrated on a survey instrument to be developed. PLC A was the survey given to staff in March 2019. The survey was not given due to school closure during March of 2020 due to COVID-19. This subgroup will be meeting to administer the next PLC A survey to staff and gather data. They will be working with all stakeholders to improve the cultural indicators. This includes a Principal Cabinet that was started two years ago and will continue to function into next school year. Our Principal, Assistant Principals and Department Chairs are working with each individual department to identify specific cultural indicators for the next school year. Including Principal Coffee sessions with each department and other PLC related meetings throughout the year. This goal will be continued into the 20-21 school year. By the conclusion of the 2019-2020 school year, OLCHS stakeholders will rate at least 80% of the school climate dimensions in the positive range evidenced by the National School Climate Center's Comprehensive School Climate Survey (CSCI) results. The results from the climate survey were returned to OLCHS. OLCHS did not hit the range of 80% on the school climate dimensions needed to pass this goal. This goal will be continued for school year 20-21 with an end date of Spring 2021. Special areas of growth related to the survey are sense of social emotional security, sense of physical security, and social media. These areas were markers we aimed to improve, but did not raise them enough to hit our 80% target. We plan on reconvening our school improvement team and subgroups to address this goal. We will then work collaboratively with our Social Emotional Committee to address school safety and social media safety within our student populations, including PRIDE intervention meetings with all students at the start of the year and specialized groups during Spartan Plus intervention period. We also plan to present social media safety presentations for parents and staff. If remote learning would continue, we would post webinars to reach parents and students. By the conclusion of SY 2020-21, OLCHS will support at least 70% of the College & Career Readiness Indicators as defined in the Illinois ESSA Plan and will monitor individual student achievement for each indicator. Based on our last needs assessment meeting, our subgroup is on track to reach this goal in 20-21. We have identified by the Illinois indicators that we will have over 70% of the indicators required. We have raised our service learning hour requirement, we offer additional dual credit options in math and english, we have worked with Moraine Valley Community College to provide transitional programs in math and english. These programs will allow students to take their remedial courses during high school and place directly into college level courses now. Through our work in Naviance we have been able to add assessments for interest inventories, 4 year course planning, and career and college plans. We have also added career credential courses in our CTE programs like SP2 certification for woods and auto classes. Food handling certifications have also been added this school year. Next year, our CTE program will offer G Suite Google Certification through our Google class. CPR certification will also be added through child development classes. Each of these goals have an established steering committee who have developed an action plan and activities to reach each goal. This is a multi-year committee that will continue past this school year. These are multi-year goals that have been monitored for two years now and will continue moving forward. The number of AP classes will be increased to promote access to accelerated learning opportunities through Advanced Placement (AP) courses.

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

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

Based off of the latest data and used in our School Report Card, there is a 12% gap in students scoring proficient for mathematics standards between low income and non low income students. There is a 16% achievement gap in students scoring proficient in ELA standards between low income and non low income students. This deficiency is addressed through our freshman academy program. We identify the low performing students in math and english and then offer at no charge a summer program to remediate specific skills related to math, english and technology. Our Freshmen on Track % from our school report card was at 83% on a downward trend from previous years. OLCHS will offer in school remediation and interventions through our academic departments as well as our Student Services Interventionist. Our SAT scores are below state average in meeting or exceeding standards in ELA and Math. OLCHS will intergrate SAT skills into our core curriculum classes to address this deficiency. We have and will continue to offer SAT test prep for students at no cost along with aligning EL/SPED curriculum to grade level standards. OLCHS will offer additional Advanced Placement and Dual Credit courses to address test scores and academic remediation on the report. OLCHS facilitates the IDEA mandated Staff Needs Assessment Survey each year to all OLCHS staff. This identifies our areas of need for continuing professional development. OLCHS also administers the Parent Needs Assessment. We work with our joint cooperative (A.E.R.O.) in distributing, collecting, and analyzing the data from these surveys. The top three topics of need from the staff survey are accommodation & modification, Multi-Tiered Systems of Support (MTSS) planning, Positive Behavioral Intervention & Supports (PBIS), Multi-Tiered Systems of Support (MTSS) interventions, and Behavior Intervention Plans (BIP). We plan to use the feedback from the staff and parent survey to create better and targeted professional development opportunities for all stake-holders. For the 19-20 school year OLCHS D229 received the designation of Commendable. OLCHS does not have any underperforming student groups. Our School Improvement Plan Committee used all of the assessment data to formulate future district goals. Those goals are as follows: By the end of the 2019-2020 school year, OLCHS staff members will demonstrate statistically significant improvement in the professional learning community cultural indicators as demonstrated on a survey instrument to be developed. PLC A was the survey given to staff in March 2019. The survey was not given due to school closure during March of 2020 due to COVID-19. This subgroup will be meeting to administer the next PLC A survey to staff and gather data. They will be working with all stakeholders to improve the cultural indicators. This includes a Principal Cabinet that was started two years ago and will continue to function into next school year. Our Principal, Assistant Principals and Department Chairs are working with each individual department to identify specific cultural indicators for the next school year. Including Principal Coffee sessions with each department and other PLC related meetings throughout the year. This goal will be continued into the 20-21 school year. By the conclusion of the 2019-2020 school year, OLCHS stakeholders will rate at least 80% of the school climate dimensions in the positive range evidenced by the National School Climate Center's Comprehensive School Climate Survey (CSCI) results. The results from the climate survey were returned to OLCHS. OLCHS did not hit the range of 80% on the school climate dimensions needed to pass this goal. This goal will be continued for school year 20-21 with an end date of Spring 2021. Special areas of growth related to the survey are sense of social emotional security, sense of physical security, and social media. These areas were markers we aimed to improve, but did not raise them enough to hit our 80% target. We plan on reconvening our school improvement team and subgroups to address this goal. We will then work collaboratively with our Social Emotional Committee to address school safety and social media safety within our student populations, including PRIDE intervention meetings with all students at the start of the year and specialized groups during Spartan Plus intervention period. We also plan to present social media safety presentations for parents and staff. If remote learning would continue, we would post webinars to reach parents and students. By the conclusion of SY 2020-21, OLCHS will support at least 70% of the College & Career Readiness Indicators as defined in the Illinois ESSA Plan and will monitor individual student achievement for each indicator. Based on our last needs assessment meeting, our subgroup is on track to reach this goal in 20-21. We have identified by the Illinois indicators that we will have over 70% of the indicators required. We have raised our service learning hour requirement, we offer additional dual credit options in math and english, we have worked with Moraine Valley Community College to provide transitional programs in math and english. These programs will allow students to take their remedial courses during high school and place directly into college level courses now. Through our work in Naviance we have been able to add assessments for interest inventories, 4 year course planning, and career and college plans. We have also added career credential courses in our CTE programs like SP2 certification for woods and auto classes. Food handling certifications have also been added this school year. Next year, our CTE program will offer G Suite Google Certification through our Google class. CPR certification will also be added through child development classes. Each of these goals have an established steering committee who have developed an action plan and activities to reach each goal. This is a multi-year committee that will continue past this school year. These are multi-year goals that have been monitored for two years now and will continue moving forward.

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

**Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected

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

**ISBE Goals:**

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

**District Goal(s):**

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

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

Check all that apply.

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

**Program Footnotes:**

- 1 = Title I, Part A - Improving Basic Programs  
 2 = Title I, Part D - Neglected  
 3 = Title I, Part D - Delinquent  
 4 = Title I, Part D - State Neglected/Delinquent  
 7 = Title III, including LIEP and Immigrant Education  
 8 = Title IV, Part A - Student Support and Academic Enrichment

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

For your convenience, the FY20 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 district developed the Consolidated District Plan with timely and meaningful consultation with administrative staff including the Principal, teachers, paraprofessionals, parents and specialized instructional support personnel including social workers, counselors, media center staff, and instructional coaches. We have no charter schools within our boundaries. January 8, 2020. Student Services Instructional Team Meeting. School Counselors and Administrators attended. The counselors suggestions were added to the plan. During the 2018-2019 school year, a School Improvement Committee was convened to conduct a comprehensive needs assessment and create a school-wide improvement plan. The committee was comprised of administrators, teachers, certified support staff, parents, and students. This team is still intact monitoring and evaluating the schoolwide goals set forth from school year 18-19 to the end of school year 20-21. This was a multi-year committee working on multi-year goals. The main committee met: November 20, 2019, February 19, 2020 and will meet May 13, 2020. The steering committees have met multiple times over the school year in preparation for these schoolwide meetings. Several surveys were sent to staff to obtain feedback related to our School Improvement Goals and Steering Committees. OLCHS developed three separate School Improvement Steering Committees during the 18-19 school year that are dedicated to each of our School Improvement Goals. These committees were created to implement the SIP goal in their area and develop an action plan for achieving these goals. These steering committees are still intact and monitoring and implementing the goals that were developed back in 18-19. Steering Committees include PLC Advancement, Stakeholder Engagement & Empowerment, and Student College & Career Readiness. The SIP team still meets quarterly as a whole, along with each Steering Committees having their stand alone meetings. The Consolidated District Plan was developed and reviewed by several different committees including several different stakeholders. It was reviewed and staff were able to give feedback on 1/6/20 at a Student Support Instructional Team meeting comprised of social workers, speech pathologist, school psychologist, and school nurse. It was reviewed at a School Counseling Instructional Team meeting on 1/7/20 by OLCHS school counselors including our College and Career Counselor and Student Intervention Facilitator. The plan was reviewed with a chance for feedback by the School Improvement Committee comprised of teachers, parents, administration, support personnel, students, and district licensed support staff on 2/19/20. The Consolidated District Plan was also reviewed with a chance for feedback at the Parent, Teacher, Student Association (PTSA) meeting on 1/6/20. Parents, students, and OLCHS administrators were able to provide meaningful feedback for the plan. Multiple administrators including the Principal, Assistant Principal, Superintendent, Director of Student Services, Director of Special Education were consulted regarding the development of the Consolidated District Plan. The Building Administration also previewed the plan and requested feedback at their Administration Team Meeting on 12/17/19. The plan was also reviewed and shared with the Special Education team asking for feedback on IDEA related items from the plan on 2/4/20. The Board of Education met on 5/20/2020 to review and approve the Consolidated District Plan.

Response from the FY20 Consolidated District Plan.

The district developed the Consolidated District Plan with timely and meaningful consultation with administrative staff including the Principal, teachers, paraprofessionals, parents and specialized instructional support personnel including social workers, counselors, media center staff, and instructional coaches. We have no charter schools within our boundaries. May 17, 2017. Student Services Instructional Team Meeting. Counselors and Administrators attended. The counselors suggestions were added to the plan. May 19, 2017 & May 22, 2017. Town Hall Meeting with Principal and Superintendent. Teachers, social workers, media center staff, support staff, parents and administrators attended (27 people attended). The plan to move forward next year with a School Wide Plan was discussed. During the 2018-2019 school year, a School Improvement Committee was convened to conduct a comprehensive needs assessment and create a school-wide improvement plan. The committee was comprised of administrators, teachers, certified support staff, parents, and students. The committee met: June 21, 2017, August 29, 2017, September 7, 2017, October 5, 2017, October 20, 2017, December 6, 2017, January 18, 2018, May 23, 2018, September 12, 2018, November 14, 2018, February 27, 2019, and April 24, 2019. Several surveys were sent to staff to obtain feedback related to our School Improvement Goals and Steering Committees. OLCHS developed three separate School Improvement Steering Commi

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

For your convenience, the FY20 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 district will include parents and family members in the development of LEA plans so that the plans and related activities represent the needs of varied populations. During the 2017-2018 school year, the district convened a committee to create a school-wide plan. Parents were included on the committee. As part of the process, the district conducted comprehensive needs assessments. This school improvement team is still active having multiple parents serve on the committee to provide much needed insight from parents and community members. SIP committee continued into the 2018-2019 school year. During the 2019-2020 school year, we created a variety of opportunities for parent engagement and networking. Examples: Parent/Student Career/College Exploration fieldtrips, ESL classes for parents,

Parent Career/College nights explaining tests scores, financial aid applications, and career exploration. Additional nights to introduce resources in the area to promote mental health and offer parents assistance regarding substance use and education on social media issues. Our staff worked to improve communication and promotion of existing parent events using multiple platforms and languages. We also created self-care stations for parents and families before Parent/Teacher Conferences to assist in the growing mental health needs of our community. On 9/11/19, OLCHS hosted a Financial Aid Night for parents and students. This was called College 101. It was part of many activities OLCHS held for College Week. Parents received information on financing, applying and attending College with their prospective students. On 10/29/19, OLCHS hosted another Financial Aid Night for parents and students. This was aimed at assisting parents to understand how financing for college works. Counselors were on hand to assist parents in filling out their FAFSA applications. On 4/21/20, OLCHS plans to offer another Financial Aid Night for parents and students. This will again be aimed at teaching parents and students how to apply and receive funding for college. Assistance with FAFSA applications as well. On 9/18/19 the EL Department hosted a Welcome to our School -BPAC meeting for parents of diverse learners. They then held a Community Outreach on 11/13/19 again for parents of diverse learners. We held Global Society Fest and Week during the week of 2/14/20. Different parent and student activities were planned to celebrate the diversity of our student body and community. Parents and community members were asked to be a part of activities. OLCHS also has several parent nights during the school year. OLCHS offered a new student and family night on August 7th, 2019. Parents rights and notification of Title I Programs were discussed. OLCHS offers Freshmen Curriculum Night and Curriculum Night for returning students on January 8th, 2020. Parents rights and notification of Title I Programs were discussed at Curriculum Night.

Response from the FY20 Consolidated District Plan.

The district will include parents and family members in the development of LEA plans so that the plans and related activities represent the needs of varied populations. During the 2017-2018 school year, the district convened a committee to create a school-wide plan. Parents were included on the committee. As part of the process, the district conducted a comprehensive needs assessments. During the 2018-2019 school year, we created a variety of opportunities for parent engagement and networking. Examples: Parent/Student Career/College Exploration fieldtrips, ESL classes for parents, Parent Career/College nights explaining tests scores, financial aid applications, and career exploration. Additional nights to introduce resources in the area to promote mental health and offer parents assistance regarding substance use and education on social media issues. Our staff worked to improve communication and promotion of existing parent events using multiple platforms and languages. On 10/25/18 OLCHS hosted a Financial Aid Night for parents and students. On 11/24/18, OLCHS hosted a Community Outreach for Spanish and Arabic Speakers. On 10/17/18, OLCHS hosted a Bilingual Parent Advisory Council (B-PAC Meeting). On 3/13/19 & 4/3/19, OLCHS hosted a Parent Workshop that included the following topics: understanding the cultural struggles of teens, accessing ELL services in schools, dangers of vaping and other substance use concerns, helping your child manage stress using mindfulness, and screen time management. On 4/16/19, OLCHS once again offered a Financial Aid Night for parents and students.

**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 FY20 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)

During the 2019-2020 school year, we created a variety of opportunities for parent engagement and networking. Examples: Parent/Student Career/College Exploration field trips, ESL classes for parents, Parent Career/College nights explaining tests scores, financial aid applications, and career exploration. Additional nights to introduce resources in the area to promote mental health and offer parents assistance regarding substance use and education on social media issues. Our staff worked to improve communication and promotion of existing parent events using multiple platforms and languages. On 9/16/19 OLCHS hosted a Financial Aid Night for parents and students called College Application Night. On 11/13/19, OLCHS hosted a Community Outreach for Spanish and Arabic Speakers. On 9/18/19, OLCHS hosted a Bilingual Parent Advisory Council (B-PAC Meeting). On 3/11/20 & 4/1/20, OLCHS hosted a Parent Workshop that included the following topics: understanding the cultural struggles of teens, accessing ELL services in schools, dangers of vaping and other substance use concerns, helping your child manage stress using mindfulness, and screen time management. On 4/21/20, OLCHS once again offered a Financial Aid Night for parents and students. With school closure, this financial aid night was held virtually. District 229 will continue to plan similar parent and family engagement activities into the 2020-2021 school year. Family engagement continues to be a vital part of our community outreach program here at OLCHS. We plan to continue to offer Parent Engagement opportunities related to health/safety, counseling and guidance, and social-emotional wellness. District 229 is also going to investigate the use of a Bilingual Parent Liaison to improve attendance at our BPAC meetings and other parent/family events. The EL department will work with the Student Services Department to identify parent(s) that would be effective in this position.

Response from the FY20 Consolidated District Plan.

During the 2018-2019 school year, we created a variety of opportunities for parent engagement and networking. Examples: Parent/Student Career/College Exploration fieldtrips, ESL classes for parents, Parent Career/College nights explaining tests scores, financial aid applications, and career exploration. Additional nights to introduce resources in the area to promote mental health and offer parents assistance regarding substance use and education on social media issues. Our staff worked to improve communication and promotion of existing parent events using multiple platforms and languages. On 10/25/18 OLCHS hosted a Financial Aid Night for parents and students. On 11/24/18, OLCHS hosted a Community Outreach for Spanish and Arabic Speakers. On 10/17/18, OLCHS hosted a Bilingual Parent Advisory Council (B-PAC Meeting). On 3/13/19 & 4/3/19, OLCHS hosted a Parent Workshop that included the following topics: understanding the cultural struggles of teens, accessing ELL services in schools, dangers of vaping and other substance use concerns, helping your child manage stress using mindfulness, and screen time management. On 4/16/19, OLCHS once again offered a Financial Aid Night for parents and students. District 229 will continue to plan similar parent and family engagement activities into the 2019-2020 school year. Family engagement continues to be a vital part of our community outreach program here at OLCHS. We plan to continue to offer Parent Engagement opportunities related to health/safety, counseling and guidance, and social-emotional wellness.

**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

The application has been approved. No more updates will be saved for the application.

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.

Private School Name	Consultation Date			School Closing
	Titles I, II, IV	IDEA Flow-Through	IDEA Preschool	
IDEA Timely Meaningful	5/7/2020			<input type="checkbox"/>
Nazareth Academy	4/14/2020			<input type="checkbox"/>
Mt. Carmel HS	4/14/2020			<input type="checkbox"/>
Providence Catholic High	4/14/2020			<input type="checkbox"/>
Chicago Academy of the	4/27/2020			<input type="checkbox"/>
St. Rita High School	4/14/2020			<input type="checkbox"/>
Marist High School	4/14/2020			<input type="checkbox"/>
Brother Rice High School	4/14/2020			<input type="checkbox"/>
Aqsa School	4/14/2020			<input type="checkbox"/>
American School	4/14/2020			<input type="checkbox"/>
St. Laurence High School	4/14/2020			<input type="checkbox"/>
Marian Catholic High Sch	4/14/2020			<input type="checkbox"/>
Chicago Christian High S	4/14/2020			<input type="checkbox"/>
Trinity High School	4/27/2020			<input type="checkbox"/>

**Title Programming Nonpublic Consultation**

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

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

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

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

Choose File no file selected

- TMC\_AGENDA FOR MEETING.doc
- Marist HS.pdf
- TMC\_EXPLANATION OF PRIVATE SCHOOLS IN OUR DIST.doc
- Providence .pdf
- Marian Catholic HS .pdf
- Aqsa School .pdf
- Brother Rice .pdf
- St. Laurence .pdf
- Nazareth Academy .pdf
- St. Rita .pdf
- TMC Sign in .pdf
- Newspaper Tearsheet 23 April 2020.pdf
- Mt. Carmel .pdf
- Chicago Academy of the Arts .pdf
- TMC Attestation .pdf
- American School.pdf
- Trinity HS .pdf
- TMC PUBLIC MEETING LETTER TO PARENTS-B. Burns.doc
- Chicago Christian .pdf
- TMC PUBLIC MEETING LETTER TO PARENTS-R. Grau.doc

**IDEA Nonpublic Consultation**

Only private schools WITHIN the district boundaries require consultation for IDEA Flow Through and Preschool programs. However, any home schools of which the district is aware should also be included. For home schools, click on the Create Additional Entries button to add a line for listing it and naming in an identifiable manner (for example, E. Jones Home School). Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For detailed instructions on how to upload information and for naming conventions for uploaded files, click on the link to IDEA Funding Upload NOTE: READ BEFORE IMPORTING link below. At a minimum, upload the proof of advertisement. If a timely and meaningful consultation was held, also upload the attendee list, invitation letters, agenda, handouts and attestation form(s).

[IDEA Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions Data Import Template](#)

Choose File no file 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 special attention paid to historic inequities.
- Learning Conditions All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Educator Quality Illinois diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized 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.

Not applicable. No Preschool ProgramsOur district is a one high school district serving grades 9 - 12.

**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 FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

**No Preschool Programs**

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

((count) of 7500 maximum characters used)

No Preschool Programs

Response from the approved FY20 Consolidated District Plan.

No Preschool Programs

**Title I Requirement**

Coordination of services with preschool education programs

**Legislative References:**

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

\*Required field for Title I and/or IDEA Preschool

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

**ISBE Goals:**

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

**District Goal(s):**

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

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

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

All Title One 9th Grade Students will increase scores in reading by 75 Lexile points as measured by Scholastic Reading Inventory test by May 2020 which they will take during the 1st and 2nd semester of their freshman year. All Title One 9th Grade Students will show a 10% increase in math scores as measured by a locally developed Type 2 assessment utilizing pre- and post-tests given at the start and end of the semester during the 2020-2021 school year. All Title One 9th, 10th, 11th, and 12th Grade Social Studies Students will increase their ability to utilize data and evidence to support a written argument. The students will improve their performance by 10% on a Document-Based Question locally developed Type 2 assessment given at the start and end of the semester. All Title One students will increase college and career readiness by improving behavioral aspects of student performance including time management, persistence, and interpersonal skills. The students will improve their skills by 10% as measured by a locally developed research based SEL assessments utilizing pre- and post-tests given at the start and end of the semester during the 2020-2021 school year. To increase to 100% the number of Title One students that complete an interest inventory, ability inventory and skills inventory to create a profile of student strengths and weaknesses in relation to specific post secondary programs of study to improve matches between students and programs and enhance student success by the end of the second semester during the 2020-2021 school year.

*Response from the FY20 Consolidated District Plan.*

All Title One 9th Grade Students will increase scores in reading by 75 Lexile points as measured by Scholastic Reading Inventory test by May 2019 which they will take during the 1st and 2nd semester of their freshman year. All Title One 9th Grade Students will show a 10% increase in math scores as measured by a locally developed Type 2 assessment utilizing pre- and post-tests given at the start and end of the semester during the 2019-2020 school year. All Title One 9th, 10th, 11th, and 12th Grade Social Studies Students will increase their ability to utilize data and evidence to support a written argument. The students will improve their performance by 10% on a Document-Based Question locally developed Type 2 assessment given at the start and end of the semester. All Title One students will increase college and career readiness by improving behavioral aspects of student performance including time management, persistence, and interpersonal skills. The students will improve their skills by 10% as measured by a locally developed research based SEL assessments utilizing pre- and post-tests given at the start and end of the semester during the 2019-2020 school year. To increase to 100% the number of Title One students that complete an interest inventory, ability inventory and skills inventory to create a profile of student strengths and weaknesses in relation to specific post secondary programs of study to improve matches between students and programs and enhance student success by the end of the second semester during the 2019-2020 school year.

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

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

The measures the district takes to use and create the identification of criteria for students at risk of failure are standardized and locally developed assessments. MAP scores of incoming 9th grade students are utilized to identify all students for math and reading interventions. Information from current teachers is sought regarding students identified. Parent and students are informed and their feedback is included in final determination of students identified for targeted intervention. Students that receive special education services have annual goals and post-secondary transition outcomes that are measured and feedback is given to parents quarterly. Each student has their own team comprised of student, parent, staff that meet and review these goals (academic, social/emotional, related therapies) yearly. Locally developed pre and post tests are utilized to identify all students in need of writing interventions. ACT Tessa data will be used to identify students with deficits in interpersonal skills, time management and positive feelings about school. Naviance: College and Career Readiness Solution will provide data to be used to determine if students have completed an interest inventory, ability inventory and skills inventory.

*Response from the FY20 Consolidated District Plan.*

The measures the district takes to use and create the identification of criteria for students at risk of failure are standardized and locally developed assessments. MAP scores of incoming 9th grade students are utilized to identify all students for math and reading interventions. Information from current teachers is sought regarding students identified. Parent and students are informed and their feedback is included in final determination of students identified for targeted intervention. Students that receive special education services have annual goals and post-secondary transition outcomes that are measured and feedback is given to parents quarterly. Each student has their own team comprised of student, parent, staff that meet and review these goals (academic, social/emotional, related therapies) yearly. Locally developed pre and post tests are utilized to identify all students in need of writing interventions. ACT Tessa data will be used to identify students with deficits in interpersonal skills, time management and positive feelings about school. Naviance: College and Career Readiness Solution will provide data to be used to determine if students have completed an interest inventory, ability inventory and skills inventory.

**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 FY20 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)*

Education assistance will be provided to individual students needing additional help meeting the challenging State academic standards. All Title I and IDEA students in the 9th, 10th, 11th and 12th Grade Students will work on reading, math and writing skills during the school year. Students will be given reading, math and writing support across all academic areas with the assistance of Instructional Coaches. The district staffs two general education Instructional Coaches and one Special Education Instructional Coach. Instructional Coaches will co-teach with content teachers using lessons cooperatively planned to assist Title I 9th Grade Students in developing their reading, math and writing skills. Students not displaying progress will be targeted for intervention during an intervention period. The Student Intervention Facilitator will identify students not meeting identified goals and will work with students to provide resources necessary to enhance student learning. All Title I 9th graders will be invited to attend a 3 week summer school transition program to receive supplementary assistance in math and reading. Professional Development training for teachers will focus on revision of curriculum related to standards and the creation of assessments to use to monitor student growth. The Student Intervention Facilitator will monitor academic progress, attendance and discipline of students identified with deficits in interpersonal skills, time management and positive feelings about school. The Student Intervention Facilitator will provide targeted group lessons to these students and act as a liaison to connect the student with necessary resources to improve their skills including advisory lessons, other groups conducted with the school, and outside agency resources. The Career and College Counselor will monitor the Naviance data and contact students that have been identified to attend presentations by representatives from universities, community colleges, career and technical training agencies, and the military.

*Response from the FY20 Consolidated District Plan.*

Education assistance will be provided to individual students needing additional help meeting the challenging State academic standards. All Title I and IDEA students in the 9th, 10th, 11th and 12th Grade Students will work on reading, math and writing skills during the school year. Students will be given reading, math and writing support across all academic areas with the assistance of Instructional Coaches. The district staffs two general education Instructional Coaches and one Special Education Instructional Coach. Instructional Coaches will co-teach with content teachers using lessons cooperatively planned to assist Title I 9th Grade Students in developing their reading, math and writing skills. Students not displaying progress will be targeted for intervention during an intervention period. The Student Intervention Facilitator will identify students not meeting identified goals and will work with students to provide resources necessary to enhance student learning. All Title I 9th graders will be invited to attend a 3 week summer school transition program to receive supplementary assistance in math and reading. Professional Development training for teachers will focus on revision of curriculum related to standards and the creation of assessments to use to monitor student growth. The Student Intervention Facilitator will monitor academic progress, attendance and discipline of students identified with deficits in interpersonal skills, time management and positive feelings about school. The Student Intervention Facilitator will provide targeted group lessons to these students and act as a liaison to connect the student with necessary resources to improve their skills including advisory lessons, other groups conducted with the school, and outside agency resources. The Career and College Counselor will monitor the Naviance data and contact students that have been identified to attend presentations by representatives from universities, community colleges, career and technical training agencies, and the military.

**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 FY20 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)*

Teachers will receive training in differentiated instruction, balanced assessment and Universal Design Learning to strengthen academic programs and improve school conditions for student learning. Teachers will be sent to outside conferences. These teachers will return to school to share information with their team members and train them in effective instructional strategies. Teachers will meet in teams to discuss weekly. Time will be allotted during Institute days to work on these strategies. Instructional coaches will be available for conferencing with content teachers. Instructional coaches will co-teach to demonstrate the instructional strategies. The following standards have been set for instructional practice. The teacher clearly communicates the learning targets and how they are related to the larger curriculum. The directions and procedures are clear and anticipate possible student misunderstanding. The teacher's use of language serves to extend student's vocabulary. Teacher clearly cites the lesson's learning targets during the opening and closing of a lesson. Teacher overtly connects all instructional and assessment activities to the lesson's learning targets. Teacher proactively identifies possible misconceptions and/or obstacles to learning for students and provides supports for students to avoid these obstacles. Teacher enhances their explanation of content and vocabulary with analogies or metaphors, linking them to student interest and prior knowledge. Teacher prompts students to share what they are expected to learn and to enhance their explanation of content and vocabulary frequently. The teacher uses a variety of high-quality questions and facilitates opportunities for students to create and pose questions. Teacher utilizes high quality questions that encourage all students to make connections among concepts or events and arrive at new understandings of complex material. Teacher poses questions that are both divergent and convergent where all students are prompted to formulate hypothesis, make connections, or challenge previously held views. Teachers respond and build on students' responses and make use of their ideas. Teachers ensure that all students participate in engaging class discussions to extend their learning. The lesson has a clearly defined structure in which a majority of students are asked to participate. Teacher implements learning activities that actively involve all students in the lesson, with all activities clearly aligned to the lesson's learning targets. Teacher challenges all students to actively demonstrate a high level of cognitive thought, including higher order thinking skills, throughout the lesson. Teacher's pacing of the lesson effectively ensures virtually all students master the lesson's learning targets in a timely manner. Teacher uses groupings that are aligned with the goals of the lesson, and ensures that all members of each group are actively engaged in the activity. Teacher facilitates a closing activity that actively prompts all students to reflect on their learning mastery of the lesson's learning targets. Formative assessments are used regularly with timely feedback. Students are provided with the tools to self-assess their own progress. Students indicate that they clearly understand the characteristics of high-quality work. The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes frequent use of strategies to elicit information about individual student understanding. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. Students can articulate grading and assessment expectations that the teacher establishes. The teacher successfully adjusts and differentiates instruction to address individual students' misunderstandings, and seizes the opportunity to enhance learning when appropriate. The teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that she won't consider a lesson "Finished" until every student understands and that she has a broad range of approaches to use. The teachers' adjustments to the lesson, when they are needed, are designed to assist individual students.

*Response from the FY20 Consolidated District Plan.*

Teachers will receive training in differentiated instruction, balanced assessment and Universal Design Learning to strengthen academic programs and improve school conditions for student learning. Teachers will be sent to outside conferences. These teachers will return to school to share information with their team members and train them in effective instructional strategies. Teachers will meet in teams to discuss weekly. Time will be allotted during Institute days to work on these strategies. Instructional coaches will be available for conferencing with content teachers. Instructional coaches will co-teach to demonstrate the instructional strategies. The following standards have been set for instructional practice. The teacher clearly communicates the learning targets and how they are related to the larger curriculum. The directions and procedures are clear and anticipate possible student misunderstanding. The teacher's use of language serves to extend student's vocabulary. Teacher clearly cites the lesson's learning targets during the opening and closing of a lesson. Teacher overtly connects all instructional and assessment activities to the lesson's learning targets. Teacher proactively identifies possible misconceptions and/or obstacles to learning for students and provides supports for students to avoid these obstacles. Teacher enhances their explanation of content and vocabulary with analogies or metaphors, linking them to student interest and prior knowledge. Teacher prompts students to share what they are expected to learn and to enhance their explanation of content and vocabulary frequently. The teacher uses a variety of high-quality questions and facilitates opportunities for students to create and pose questions. Teacher utilizes high quality questions that encourage all students to make connections among concepts or events and arrive at new understandings of complex material. Teacher poses questions that are both divergent and convergent where all students are prompted to formulate hypothesis, make connections, or challenge previously held views. Teachers respond and build on students' responses and make use of their ideas. Teachers ensure that all students participate in engaging class discussions to extend their learning. The lesson has a clearly defined structure in which a majority of students are asked to participate. Teacher implements learning activities that actively involve all students in the lesson, with all activities clearly aligned to the lesson's learning targets. Teacher challenges all students to actively demonstrate a high level of cognitive thought, including higher order thinking skills, throughout the lesson. Teacher's pacing of

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**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 FY20 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 are a one school district. All students are taught by the same experienced and qualified teachers. We have no teachers teaching out-of-field. To ensure equitable access we will analyze data, perform a needs assessment, develop an improvement plan and monitor the implementation. Equity will be embedded within all programs and initiatives to recruit, develop and retain the best teachers for all students. The district will conduct a root cause analysis as part of the School Improvement Plan process to look at data, identify root causes of equity gaps and share possible strategies to address those causes. The district will engage in a root cause analysis after completing the review of the data and calculation of equity gaps to better understand the perceived causes of identified equity gaps. The district will calculate our equity gaps by assessing, analyzing and communicating our equitable access data. The district and our stakeholders will establish a definition of effective teaching and collect required data to calculate equity gaps for access of minority and/or low-income students to effective teaching, inexperienced teachers and out-of-field teachers which will include the areas of teacher performance, student learning and student engagement. The following data will be selected to measure each area. In the area of teacher performance, the teacher evaluation rating will be utilized. In the area of student learning, the SLO data will be utilized. In the area of student engagement the school climate survey data and attendance data will be utilized. The district will organize and analyze the data to determine the current distribution of effective teaching and inexperienced teachers and out-of-field teachers by student subgroups across the district. The district will examine and determine whether there are equity gaps in student access in the areas of effective teaching, inexperienced teachers and out-of-field teachers. The district will engage in a root cause analysis after completing the review of the data and calculation of equity gaps to better understand the perceived causes of identified equity gaps. The following questions will be answered: What are the equity gaps in our district? Which groups of students are most affected by equity gaps? Are low-income and/or minority students taught by inexperienced or out-of-field teachers at higher rates than their higher income or non-subgroup peers? What other student subgroups are more likely to have access to inexperienced or out-of-field teachers? Do low-income student experience effective teaching at lower rates than their higher income peers? What other student subgroups are less likely to have access to effective teaching? The data will be used to review how we attract, support and retain excellent teachers. The results of the data review and root cause analysis will be used to identify strategies that address district equitable access gaps and will guide the district through the process of developing and prioritizing strategies and activities most likely to address the root causes identified. The strategies and activities will address systematic root causes, be based on best practices or research, and be measurable and viable. To accomplish this the district will inventory current practices, and review research on hiring, supporting and retaining excellent teachers as part of the School Improvement plan. The district will develop a progress monitoring plan so that we can effectively evaluate and track progress toward equitable access.

*Response from the FY20 Consolidated District Plan.*

We are a one school district. All students are taught by the same experienced and qualified teachers. We have no teachers teaching out-of-field. To ensure equitable access we will analyze data, perform a needs assessment, develop an improvement plan and monitor the implementation. Equity will be embedded within all programs and initiatives to recruit, develop and retain the best teachers for all students. The district will conduct a root cause analysis as part of the School Improvement Plan process to look at data, identify root causes of equity gaps and share possible strategies to address those causes. The district will engage in a root cause analysis after completing the review of the data and calculation of equity gaps to better understand the perceived causes of identified equity gaps. The district will calculate our equity gaps by assessing, analyzing and communicating our equitable access data. The district and our stakeholders will establish a definition of effective teaching and collect required data to calculate equity gaps for access of minority and/or low-income students to effective teaching, inexperienced teachers and out-of-field teachers which will include the areas of teacher performance, student learning and student engagement. The following data will be selected to measure each area. In the area of teacher performance, the teacher evaluation rating will be utilized. In the area of student learning, the SLO data will be utilized. In the area of student engagement the school climate survey data and attendance data will be utilized. The district will organize and analyze the data to determine the current distribution of effective teaching and inexperienced teachers and out-of-field teachers by student subgroups across the district. The district will examine and determine whether there are equity gaps in student access in the areas of effective teaching, inexperienced teachers and out-of-field teachers. The district will engage in a root cause analysis after completing the review of the data and calculation of equity gaps to better understand the perceived causes of identified equity gaps. The following questions will be answered: What are the equity gaps in our district? Which groups of students are most affected by equity gaps? Are low-income and/or minority students taught by inexperienced or out-of-field teachers at higher rates than their higher income or non-subgroup peers? What other student subgroups are more likely to have access to inexperienced or out-of-field teachers? Do low-income student experience effective teaching at lower rates than their higher income peers? What other student subgroups are less likely to have access to effective teaching? The data will be used to review how we attract, support and retain excellent teachers. The results of the data review and root cause analysis will be used to identify strategies that address district equitable access gaps and will guide the district through the process of developing and prioritizing strategies and activities most likely to address the root causes identified. The strategies and activities will address systematic root causes, be based on best practices or research, and be measurable and viable. To accomplish this the district will inventory current practices, and review research on hiring, supporting and retaining excellent teachers as part of the School Improvement plan. The district will develop a progress monitoring plan so that we can effectively evaluate and track progress toward equitable access.

**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 FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

The Media Center staff consists of two certified media center specialists and a technology coach. The technology coach offers support to students to reach the district's technology mission. The vision is to create a student centered learning environment where technology is utilized to further education, communication, and opportunities for life-long learning. Through a 1:1 initiative, teachers and students will be provided tools to support the curriculum, to increase productivity, to encourage creativity and problem solving, provide universal access and develop 21st century skills. Initial and continuous professional development will provide teachers with the skills and tools needed to integrate 1:1 technology into the curriculum, and provide support to ensure that the technology is being used to its maximum potential in the classroom. The media center specialists offer sessions to teachers and students to operate as a 'Tech Hub'. They will assist students and teachers in the use of technology. They will engage students via Makerspace. They will host an 'Appy Hour' in which they share relevant technology and gather tech requests/feedback from departments. They will promote an environment of respect and rapport and will increase their multilingual collection. They will collaborate with teachers to design and implement lessons to integrate the development of digital literacy skills across the curriculum.

*Response from the FY20 Consolidated District Plan.*

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

For your convenience, the FY20 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]*

Identification for the gifted program is a multicriteria-based process to determine the appropriate services for each student. One criteria is for students to be identified by scoring in the "exceeds" level on MAP data. Another is a review of the student's cumulative records. Additionally students can enter the gifted programs through parent, teacher or self-referral. Information about students is obtained from multiple sources, including teachers, counselors, parents, subject area experts and the students themselves. Data will be systematically reviewed to guard against any bias to subgroups in relation to enrollment and success in the gifted program. Honors programs are offered in all academic areas. Honors courses provide extensions to the learning targets designed to develop research skills and methods, develop productive, complex, abstract and/or higher-level thinking skills and allow in-depth learning of a self-selected topic within the area of study. Enrichment will be offered in the regular classroom where honors are not available. The activities will be purposefully planned with the needs, interests and capabilities or particular students. Independent Study courses will be offered in order to provide in-depth study of a topic. Dual Enrollment will be offered for qualified students to take college courses concurrently while in high school. Correspondence courses will be offered through an approved university with administrative approval. Interdisciplinary Studies courses will be offered that provide opportunities for the acquisition of a broad base of knowledge through the study of a wide range of subjects. AP courses are offered across the curriculum. The district will expand the number of AP courses offered, during the 2020-2021 school year. Teachers of AP courses will receive professional development. Students in AP courses will receive targeted intervention during Spartan Plus, the district's intervention period, by AP teachers. The district will increase the number of students earning a 4 or above on Advanced Placement tests by 10% during the 2020-2021 school year.

*Response from the FY20 Consolidated District Plan.*

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**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 special attention paid to historic inequities.
- Learning Conditions All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Educator Quality Illinois diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

**District Goal(s):**

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

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

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

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

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([count] of 7500 maximum characters used)

The district has a Career and College Counselor. The Career and College counselors hosts visits including representatives from universities, community colleges, career and technical training agencies, and the military. The Career and College counselor attends articulation meetings at the local community college to discuss expectations so all student, whatever their pathway to graduation, will have access to the preparation they need to enter credit-bearing first year college courses without a need for remediation. The Career and College Counselor will facilitate the Service Learning component of the district's graduation requirement. There are 25 hours of service learning required for graduation. This requirement changed from 24 hours to 25 hours for the 2019-2020 school year and beyond to better align to the College & Career Readiness Standards put forth by ESSA. The Career and College counselor compiles a list of approved facilities, monitors and tracks student progress toward the attainment of the requirement, and works with outside agencies to provide appropriate service learning opportunities. The district has invested in a career and college exploration / tracking platform to assist in the integration of career exploration activities and alignment with desired post graduation plans. The district has started to utilize the Naviance system in place or Career Cruising. By the 2020-2021 school year all district student, parents and teachers will have access and be using the Naviance system. The district has adopted curriculum with clear career pathways to provide students the opportunity to acquire necessary skills to pursue their long-term career aspirations and goals. The curriculum is designed to reach students at their instructional levels upon program entry and position them for successful progress toward college and career readiness.

Response from the approved FY20 Consolidated District Plan.

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**2. If applicable, describe the district's support for programs that coordinate and integrate the following:\* [2]**

**Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.**

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

([count] of 7500 maximum characters used)

Using Naviance, students will be identified for career pathways. The district provides courses for students to choose from in the pathways including the Project Lead the Way courses. PLTW courses will be offered in the pathways of computer science, engineering, and biomedical science that engage students in hands-on activities, projects, and problems. The courses empower them to solve real-world challenges. The teachers of the PLTW courses will be provided training, resources, and support they need to engage students in real-world learning. Students will also be offered courses in the pathways of automotive and woods careers in cooperation with the local community college. Our school currently supports following pathways with courses, clubs/activities and service learning projects. Agriculture, Food and Natural Resources, Architecture and Construction, Arts, A/V Technology and Communications, Business Management & Administration, Education and Training, Finance, Government and Public Administration, Health and Science, Hospitality and Tourism, Information Technology, Law and Public Safety, Corrections and Security, Manufacturing Career Cluster, Marketing, Sales and Service, Science, Technology, Engineering and Mathematics. An example of how we tie the courses, clubs/activities and service learning projects to the pathway is below. The Agriculture, Food and Natural Resources Career Cluster is a diverse Career Cluster which prepares learners for careers in the planning, implementation, production, management, processing, and/or marketing of agricultural products and services, including food, fiber, wood products, natural resources, horticulture, and other plant & animal products. It also includes related professional, technical and educational services. Possible/Related Careers There are over 70 careers related to the Agriculture, Food and Natural Resources Career Cluster, including but not limited to the following examples: Agricultural Educator, Environmental Engineer, Produce Buyer, Botanist, Farm Manager, Recycling Technician, Ecologist, Fish and Game Officer, Wildlife Manager, Environmental Compliance Manager, Park Manager, Veterinarian. Possible/Related Majors There are an increasing number of college majors related to the Agriculture, Food and Natural Resources Career Cluster, and among the most common are: Agribusiness or Agricultural Business, Food Science, Natural Resource Economics, Animal Sciences, Forestry Parks, Recreation & Leisure Studies, Environmental Sciences, Landscaping & Grounds-keeping, Sustainability Studies. Related OLCHS Co-Curricular Activities OLCHS students are encouraged to participate in co-curricular activities. Some related to the Agriculture, Food and Natural Resources Career Cluster are: Fishing Team, STEM Club, Related Service Learning Sites OLCHS students are required to earn service learning hours in order to graduate. Some volunteer sites related to the Agriculture, Food and Natural Resources Career Cluster are: The Center Children's Farm: 12700 Southwest Highway, Palos Park; Cook County Forest Preserve: Various sites available; Lake Katherine Nature Preserve: 7402 Lake Katherine Drive, Palos Heights; Little Red Schoolhouse: 9800 South 104th Ave., Willow Springs; Oak Lawn Park District - Garden Club: Various sites available; Ronald McDonald House "Green Thumbs" Program: 4410 W. 93rd St., Oak Lawn; The Village of Oak Lawn Forestry Department and Green Team: Village Hall, 9440 S. Raymond Ave., Oak Lawn

Response from the approved FY20 Consolidated District Plan.

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**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 special attention paid to historic inequities.
- Learning Conditions All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Educator Quality Illinois diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

**District Goal(s):**

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

**For each program for which funding is anticipated for the 2020-2021 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

Oak Lawn Community High School has two Instructional Coach Teachers used to provide interventions in improving students' learning outcomes through improved instructional strategies and improving reading skills as well as writing and math skills. Instructional Coaches will work in co-teaching pairs with content teachers. They will also assist teachers on aligning curriculum with standards and on assessment preparation. The supplementary interventions will occur during 2020-2021 school year. The list of PD sessions provided by the two instructional coaches are as follows; classroom management, formative assessment, remediation and edu-sharing, digital sharing, pushing student thinking, discussion methods, purposeful elearning, reflective practices, student motivation, feedback to feedforward. 2 administrators to attend the Bilingual Program Director's Meeting Fall 2020. 1 administrator to attend Illinois Association of Title I Directors Conference 9/2020 in Springfield, Illinois. 1 bilingual teacher to attend WIDA 2020 Conference to learn about using WIDA standards and tools to support emergent multilinguals, scaffolding learning through language, and exploring family engagement practices to support multilingual learners. 4 staff members to host Parent Family Engagement Series to review the college admission process and FAFSA application process with parents. Review the new state requirement that all graduating seniors have their FAFSA completed. 4 staff members to host Parent Family Engagement Series to teach ESL classes to parents. 4 staff members to host Parent Family Engagement Series to review school services and community resources available to assist families. Oak Lawn Community High School does not have any private schools within its district boundaries.

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

## C. Title I, Part D - Delinquent

## D. Title I, Part D - Neglected

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

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

Mentor program for new teachers to promote effectiveness and retention of new teachers to our district. Professional development focused on training Title I teachers on how to review and improve written curriculum and taught curriculum. Focus will be on the improvement of math, writing and reading achievement. Also how to assess students to improve student achievement. 6 administrators to attend IASA School Law Updates in Oak Brook, IL. 5 administrators to attend IASB-IASA-IASBO Joint Annual Conference in November of 2020 in Chicago, IL. Attending sessions to learn strategies to assist individuals of all economic backgrounds achieve academic success and "Improve Student Achievement Through eXceptional Governance". 2 certified staff and 1 administrator to attend the National Career Pathways Conference in October of 2020. Participants will learn how to develop, improve and implement a career pathways system. 2 teachers attend the Annual Career & Technical Education Conference in Fall of 2020. Participants will learn about the following topics; K-12 curriculum, school improvement, career pathways, career education and counseling, post secondary education, special education transition, work based learning, cooperative education, workforce development, school-community partnerships, learning environments, mentoring, motivation, youth employment, and others. 5 teachers attend the NCSA Annual Conference (Social Studies) during fall semester, 2020 in Chicago, IL. 1 teacher and 1 administrator to attend the ACTFL Conference (Foreign Language) during fall semester, 2020. Participants will learn about innovative programs, emerging trends that impact the language profession, and research-informed practices. 2 teachers attend the Secondary Reading League 43rd Day of Reading during fall semester, 2020 in Tinley Park, IL. 4 teachers and 1 administrator to attend the IAHPERD Annual Conference (Physical Education) during fall semester, 2020. 2 teachers to attend the IHSLDEA Conference (Physical Education) during fall semester, 2020. 2 teachers to attend the NAFME Northwest (Music) during spring semester, 2020. Participants will learn about trends in Music Education and best practices throughout the country. 1 teacher to attend the American Choral Directors National Conference during spring semester, 2020. Participants will learn about trends in Music Education and best practices throughout the country. 5 teachers to attend the Connections Conference during fall semester, 2020 in Tinley Park, IL. 4 teacher and 1 administrator to attend the Naperville PE Conference (Physical Education) during spring semester, 2021 in Naperville, IL. 3 teachers and 1 administrator to attend the Illinois Music Educators Conference during spring semester of 2021 in Peoria, IL. 2 certified staff to attend the Anderson's Young Adult Literature during fall semester, 2020. 4 certified staff to attend the IETC Illinois Technology and Education Conference during fall semester of 2020 in Springfield, IL. 3 certified staff to attend the ICE Illinois Computing Educators Conference during spring semester, 2021. 25 staff members to attend 8th Annual Chicagoland AP Consortium in Westmont, IL during spring semester, 2021. Oak Lawn Community High School does not have any private schools within its district boundaries.

## G. Title III - LIEP

## H. Title III - Immigrant Education

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

NOT PROVIDING

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

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

AATP conferences for three social workers to attend three conferences each. Autism and differentiated instruction conferences attended between August 2020 through May 2021 as requested by Special Ed teachers and Special Ed Coordinator. IAASE conferences for special education administrators and support personnel.

## L. IDEA, Part B - Preschool

**Legislative Requirement:**

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

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

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

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

**ISBE Goals:**

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

**District Goal(s):**

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

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

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

For your convenience, the FY20 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)

To reduce the incidences of bullying and harassment, the district has developed a multi prong approach including removal barriers for reporting, education of students and staff about the topic and providing interventions. The district has implemented an anonymous reporting mechanism accessed through the school's website. Students are educated about the topics of bullying and harassment during their Advisory classes. The district provides interventions to reduce the incidence of bullying including offering peer mediation and targeted groups on conflict resolution, anger management, and coping skills. To reduce the overuse of discipline practices that remove students from the classroom the district has implemented a behavior intervention plan. Students are provided interventions by referral to the Student Support Team. The Student Support Team is comprised of deans, counselors, social workers, school nurse, and a school psychologist. The team reviews a student's cumulative file, solicits teacher input, conducts parents meetings and reviews students academic progress and behavioral history to determine the best intervention plan for each student. Students are referred to group and individual interventions both within the school and through outside resources by the committee. To reduce the use of aversive behavioral interventions that compromise student health and safety, interventions are determined through a committee of licensed professionals with input from parents and certified staff.

Response from the FY20 Consolidated District Plan.

To reduce the incidences of bullying and harassment, the district has developed a multi prong approach including removal barriers for reporting, education of students and staff about the topic and providing interventions. The district has implemented an anonymous reporting mechanism accessed through the school's website. Students are educated about the topics of bullying and harassment during their Advisory classes. The district provides interventions to reduce the incidence of bullying including offering peer mediation and targeted groups on conflict resolution, anger management, and coping skills. To reduce the overuse of discipline practices that remove students from the classroom the district has implemented a behavior intervention plan. Students are provided interventions by referral to the Student Support Team. The Student Support Team is comprised of deans, counselors, social workers, school nurse, and a school psychologist. The team reviews a student's cumulative file, solicits teacher input, conducts parents meetings and reviews students academic progress and behavioral history to determine the best intervention plan for each student. Students are referred to group and individual interventions both within the school and through outside resources by the committee. To reduce the use of aversive behavioral interventions that compromise student health and safety, interventions are determined through a committee of licensed professionals with input from parents and certified staff.

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

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

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([count] of 7500 maximum characters used)

OLCHS is a one school high school district. As of May 2020, OLCHS has 15 students considered homeless. Services provided to homeless student include; tutoring and other instructional support, expedited evaluations, staff development and awareness, referrals for medical/dental/other health services, assistance with participation in school programs, before/after school/mentoring/summer programs, obtaining records necessary for enrollment, parent education related to rights for children, coordination between schools and agencies, counseling and guidance, addressing needs on domestic violence, clothing to meet a school requirement, school supplies, referral to other programs and services, emergency assistance related to school attendance, reduced fare transportation, and/or district provided transportation.

Response from the FY20 Consolidated District Plan.

OLCHS is a one school high school district. As of April 2019, OLCHS has 12 students considered homeless. Services provided to homeless student include; tutoring and other instructional support, expedited evaluations, staff development and awareness, referrals for medical/dental/other health services, assistance with participation in school programs, before/after school/mentoring/summer programs, obtaining records necessary for enrollment, parent education related to rights for children, coordination between schools and agencies, counseling and guidance, addressing needs on domestic violence, clothing to meet a school requirement, school supplies, referral to other programs and services, emergency assistance related to school attendance, reduced fare transportation, and/or district provided transportation.

**Title I Requirement:**

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

**Legislative Requirements:**

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

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

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

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

Attendance Center Designation

[Instructions](#)

The application has been approved. No more updates will be saved for the application.

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - OAK LAWN COMM HIGH SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	05/23/2018

Describe anticipated Reorganizations: \_\_\_\_\_

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

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

**ISBE Goals:**

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

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

\_\_\_\_\_

**1. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).\***  
**(Section 1112(b)(3))**

[Section 1111\(d\)](#)

For your convenience, the FY20 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)

We are a one school district. We will operate a school-wide program. The district will develop and implement a comprehensive support and improvement plan for the school to improve these students' outcomes. The plan will provide evidence-based interventions for these students and will be based on a school-level needs assessment. The plan will identify resource inequities. The school improvement plan that includes all stakeholders has been presented to the Board of Education for approval. The plan will be monitored systematically as it is implemented. All stakeholders will be involved in the process. During the 2020-2021 school year we utilize the following data to identify students for intervention. Goal 1: By the conclusion of the 2020-2021 school year, OLCHS will support at least 70% of the College & Career Readiness Indicators as defined in the Illinois ESSA Plan and will monitor individual student achievement for each indicator. Grade 9th grade students identified as below standard utilizing MAP scores will increase scores in reading by 75 Lexile points as measured by Scholastic Reading Inventory test by May 2019 which they will take during the 1st and 2nd semester of their freshman year. Grade 9th grade students identified as below standard utilizing MAP scores will show a 10% increase in math scores as measured by a locally developed Type 2 assessment utilizing pre- and post-tests given at the start and end of the semester during the 2018-2019 school year. All 9th, 10th, 11th, and 12th grade Social Studies Students will increase their ability to utilize data and evidence to support a written argument. The students will improve their performance by 10% on a Document-Based Question locally developed Type 2 assessment given at the start and end of the semester. All 9th, 10th, 11th, and 12th grade students will increase college and career readiness by improving behavioral aspects of student performance including time management, persistence, and interpersonal skills. The students will improve their skills by 10% as measured by a locally developed research based SEL assessments utilizing pre- and post-tests given at the start and end of the semester during the 2018-2019 school year. To increase to 100% the number of Title One students that complete an interest inventory, ability inventory and skills inventory to create a profile of student strengths and weaknesses in relation to specific post secondary programs of study to improve matches between students and programs and enhance student success by the end of the second semester during the 2018-2019 school year. Goal 2: By the conclusion of the 2019-2020 school year, OLCHS stakeholders will rate at least 80% of the school climate dimensions in the positive range as evidenced by the National School Climate Center's Comprehensive School Climate Survey (CSCI) results. Goal 3: By the end of the 2019-2020 school year, OLCHS staff members will demonstrate statistically significant improvement in the professional learning community cultural indicators as demonstrated on a survey instrument to be developed.

Re-display of the approved response from the FY20 Consolidated District Plan.

We are a one school district. We will operate a school-wide program. The district will develop and implement a comprehensive support and improvement plan for the school to improve these students' outcomes. The plan will provide evidence-based interventions for these students and will be based on a school-level needs assessment. The plan will identify resource inequities. The school improvement plan that includes all stakeholders has been presented to the Board of Education for approval. The plan will be monitored systematically as it is implemented. All stakeholders will be involved in the process. During the 2018-2019 school year we utilize the following data to identify students for intervention. Goal 1: By the conclusion of the 2020-2021 school year, OLCHS will support at least 70% of the College & Career Readiness Indicators as defined in the Illinois ESSA Plan and will monitor individual student achievement for each indicator. Grade 9th grade students identified as below standard utilizing MAP scores will increase scores in reading by 75 Lexile points as measured by Scholastic Reading Inventory test by May 2019 which they will take during the 1st and 2nd semester of their freshman year. Grade 9th grade students identified as below standard utilizing MAP scores will show a 10% increase in math scores as measured by a locally developed Type 2 assessment utilizing pre- and post-tests given at the start and end of the semester during the 2018-2019 school year. All 9th, 10th, 11th, and 12th grade Social Studies Students will increase their ability to utilize data and evidence to support a written argument. The students will improve their performance by 10% on a Document-Based Question locally developed Type 2 assessment given at the start and end of the semester. All 9th, 10th, 11th, and 12th grade students will increase college and career readiness by improving behavioral aspects of student performance including time management, persistence, and interpersonal skills. The students will improve their skills by 10% as measured by a locally developed research based SEL assessments utilizing pre- and post-tests given at the start and end of the semester during the 2018-2019 school year. To increase to 100% the number of Title One students that complete an interest inventory, ability inventory and skills inventory to create a profile of student strengths and weaknesses in relation to specific post secondary programs of study to improve matches between students and programs and enhance student success by the end of the second semester during the 2018-2019 school year. Goal 2: By the conclusion of the 2019-2020 school year, OLCHS stakeholders will rate at least 80% of the school climate dimensions in the positive range as evidenced by the National School Climate Center's Comprehensive School Climate Survey (CSCI) results. Goal 3: By the end of the 2019-2020 school year, OLCHS staff members will demonstrate statistically significant improvement in the professional learning community cultural indicators as demonstrated on a survey instrument to be developed.

**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](#)

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([count] of 7500 maximum characters used)

We are a one school district. We will operate a school-wide program. The district does not serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution. Oak Lawn Community High School plans to operate a school-wide program for the second year. We have established a summer transition program for incoming 9th graders that targets students who are under-performing in math and reading. We provide high school transition services as well as instruction in reading, writing, math, technology and community outings. We are able to pay for salaries and supplies to operate this program out of Title I funds. The goal of this program is to increase students math and reading skills as well as provide a smooth transition to high school. We are able to support our students taking Advanced Placement courses through funding salaries for an AP Summer Boot Camp, as well as pay for some of the AP tests out of our Title IV funding. We are able to pay for partial salaries for an instructional assistant that aides in our math and ELL classes. We have two instructional coaches that provide ongoing professional development to our staff throughout the year. They provide targeted professional development opportunities aimed at servicing our students, as well as provide instructional coaching to our staff. We provide many software licenses and technology advancements that benefit our students greatly. We provide iPads to students in our freshman summer program to increase our 1:1 technology initiative for all students. We are able to provide a Student Intervention Facilitator as well as a Career and College Counselor. They both serve our school-wide population and provide much needed interventions for our struggling student population. Our goals are to increase the amount of interventions being provided to make students more successful. The goal of our Career and College Counselor is to provide guidance to increase the amount of students attending college or finding employment upon graduation from high school. With our Title II funds we are able to reduce the class size for our reading intervention classes which will ultimately increase student success in their reading scores and skills. We are able to provide much needed professional development to staff to keep up on the latest and research based instructional strategies. Lastly, we are able to provide our students classified under the McKinney-Vento Act with much needed school supplies and other supplies to remove any barriers for success.

Re-display of the approved response from the FY20 Consolidated District Plan.

We are a one school district. We will operate a school-wide program. The district does not serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution. Oak Lawn Community High School plans to operate a school-wide program for the second year. We have established a summer transition program for incoming 9th graders that targets students who are under-performing in math and reading. We provide high school transition services as well as instruction in reading, writing, math, technology and community outings. We are able to pay for salaries and supplies to operate this program out of Title I funds. The goal of this program is to increase students math and reading skills as well as provide a smooth transition to high school. We are able to support our students taking Advanced Placement courses through funding salaries for an AP Summer Boot Camp, as well as pay for some of the AP tests out of our Title IV funding. We are able to pay for partial salaries for an instructional assistant that aides in our math and ELL classes. We have two instructional coaches that provide ongoing professional development to our staff throughout the year. They provide targeted professional development opportunities aimed at servicing our students, as well as provide instructional coaching to our staff. We provide many software licenses and technology advancements that benefit our students greatly. We provide iPads to students in our freshman summer program to increase our 1:1 technology initiative for all students. We are able to provide a Student Intervention Facilitator as well as a Career and College Counselor. They both serve our school-wide population and provide much needed interventions for our struggling student population. Our goals are to increase the amount of interventions being provided to make students more successful. The goal of our Career and College Counselor is to provide guidance to increase the amount of students attending college or finding employment upon graduation from high school. With our Title II funds we are able to reduce the class size for our reading intervention classes which will ultimately increase student success in their reading scores and skills. We are able to provide much needed professional development to staff to keep up on the latest and research based instructional strategies. Lastly, we are able to provide our students classified under the McKinney-Vento Act with much needed school supplies and other supplies to remove any barriers for success.

**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))

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

([count] of 7500 maximum characters used)

Schoolwide Program Only

Re-display of the approved response from the FY20 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 special attention paid to historic inequities.
- Learning Conditions All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Educator Quality Illinois diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

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

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

*DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*  
 ([count] of 7500 maximum characters used)

OLCHS is a one school high school district. We use a variety of methods to gather data regarding comprehensive needs assessments. We use a staff needs assessments which over 80% of our staff completed. This highlighted areas including the following Multi-Tiered Systems of Support (MTSS) interventions, Multi-Tiered Systems of Support (MTSS) planning, Accommodations or Modifications, Positive Behavioral Intervention & Supports (PBIS), Behavior Intervention Plans (BIP), Designing Grading Systems, and Functional Analysis of Behavior (FBA). These are all areas that we will provide professional development support and activities for our staff moving forward into SY20-21. We had a large majority of special education and general education teachers complete the assessment, so we will be providing support to both teachers including those who team-teach class for special education students. Parent needs assessment was posted on our special education website, emailed to parents of students with disabilities and paper copies were available to parents to complete during their annual IEP meetings for their students. This information gives OLCHS insight into parents' training and resource needs. It is available for families of learners who currently receive special education and related services. It is available in English, Spanish, Polish and Arabic for our bi-lingual parents. The survey produces results gathering data on parent events, resources and training. We use the most common topics from the survey to target activities and professional development including communicating with my child, helping my child avoid peer pressure, gangs, drugs, strategies for effective communication with my child's school team, promoting positive social skills, transition planning and techniques for helping my child with homework. Through our association with our special education cooperative A.E.R.O., we hold parent events and trainings throughout the year to address these topics.

**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)

Funds will be used to supplement instructional assistant salaries and benefits. Our instructional assistants work solely with our special education students and provide much needed instruction and supervision. Funding will also be used for professional development activities for our special education administrators, special education teachers, social workers for special education teachers, school psychologist that evaluates and reevaluates students for special education, school nurse who provides nursing services to our special education population, and other related service personnel that provide mandated services for our special education students. We also provide professional development to general education teachers that team-teach classes with special education teachers. This assists in providing support for our general education teachers who need extra training when teaching special education students. Our school psychologist attends national and local conferences as related to her field in special education. We will also provide desks and chairs solely for special education students through grant funding.

**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 will be no change in scope or nature of services from the prior fiscal year. We plan to continue our protocols and programs for students with disabilities as we feel our programming and services are above reproach when compared to other state or local districts. We will continue to monitor and stay up to date with research and practices related to remote learning if school closures should continue into next year.

\*Required Field

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## Overview

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

**PROGRAM:** Foster Care Transportation Plan

**PURPOSE:** To comply with ESSA requirements for educational stability for students in foster care

**REQUIRED FOR:** All Illinois school districts and state-authorized charter schools

**RESOURCES:** [FD 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 children in foster care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time in foster care.

### DEFINITION AND REFERENCES

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

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

Vehicle Usage:

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

[https://www.isbe.net/Documents/vehicle\\_use\\_summary.pdf](https://www.isbe.net/Documents/vehicle_use_summary.pdf)

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

Transportation Programs:

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

### REQUIREMENTS

**A. The following factors should be considered when developing the transportation procedures for a student in foster care:**

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

**B. The following low-cost/no-cost options should be considered when developing the transportation procedures:**

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
  - a. Contracted services - taxis, student transport companies, etc. - see note below
  - b. Public transportation such as city buses, rails, etc.
  - c. Carpools- see note below
  - d. School/District staff- see note below
  - e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes

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

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

**C. The following funding options should be considered when developing the transportation procedures for a student in foster care:**

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

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**Contact Information**

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

As part of the foster care transportation plan development process, several stakeholders should be involved. These may include, but are not limited to:

- a. Local educational agency (LEA) point of contact for foster students (LEA-POC)
- b. LEA transportation director
- c. Child welfare agency point of contact
- d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
- e. Title I director
- f. School social worker
- g. Guidance counselor
- h. Special education personnel

**Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are required; others are optional and should be included as applicable.**

1. Foster Care LEA-POC - required\*

Last Name*	First Name*	Position/Title*	Email*
Sunquist	Michael	Director of Student Services / Homeless Liaison	msunquist@olchs.org

2. LEA Transportation Director - required\*

Last Name*	First Name*	Position/Title*	Email*
McCurdy	Joeph	Assistant Superintendent / CSBO	jmcurdy@olchs.org

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

3. Other personnel

Last Name	First Name	Position/Title	Email
Schumacher	Melissa	Social Worker	mschumacher@olchs.org

Click here to add information for additional other personnel.

4. Other personnel

Last Name	First Name	Position/Title	Email
Szala	Susan	School Counselor	sszala@olchs.org

Click here to add information for additional other personnel.

5. Other personnel

Last Name	First Name	Position/Title	Email
Atkus	Jamie	Special Education Coordinator	jatkus@olchs.org

Click here to add information for additional other personnel.

\*Required field

**Best Interest Determination as it relates to School Stability**

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

**NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.**

**1. Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care. Include the positions of all district personnel involved.\***

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

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

OLCHS will ensure that a child in foster care remains in his or her school of origin, unless it is determined not to be in the child's best interest. OLCHS will develop procedures that ensure that transportation is provided, arranged, and funded for students in foster care. BEST INTERESTS GUIDELINES OLCHS recognizes the importance of limiting educational disruption by keeping children who are in foster care (due to entering the foster care system or changing placements) in their schools of origin, unless it is determined to be in the best interest of a child to change schools. If it is not in the best interest of a child to remain in his or her school of origin, a child in foster care should be enrolled in his or her new school without delay. OLCHS will take into consideration all factors relating to a child's best interest in determining whether the child should remain in his or her school of origin. Best Interest Determination Factors/ConsiderationsAppropriateness of the current educational setting and proximity of placement Preferences of the child's parent(s) or education decision-maker(s)The child's attachment to the school, including meaningful relationships with staff and peersPlacement of the child's sibling(s)Influence of the school climate on the child, including safetyThe availability and quality of the services in the school to meet the child's educational and socio-emotional needsHistory of school transfers and how they have impacted the childHow the length of the commute would impact the child, based on the child's developmental stageWhether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Act (EEOA). OLCHS shall not consider transportation costs when determining a child's best interest. OLCHS recognizes some children in foster care will need transportation to remain in their school of origin when it is in their best interest. OLCHS will collaborate with the state or local child welfare agency or agencies to ensure that transportation for children in foster care is provided, arranged, and funded.

Response from the approved FY20 Consolidated District Plan.

OLCHS will ensure that a child in foster care remains in his or her school of origin, unless it is determined not to be in the child's best interest. OLCHS will develop procedures that ensure that transportation is provided, arranged, and funded for students in foster care. BEST INTERESTS GUIDELINES OLCHS recognizes the importance of limiting educational disruption by keeping children who are in foster care (due to entering the foster care system or changing placements) in their schools of origin, unless it is determined to be in the best interest of a child to change schools. If it is not in the best interest of a child to remain in his or her school of origin, a child in foster care should be enrolled in his or her new school without delay. OLCHS will take into consideration all factors relating to a child's best interest in determining whether the child should remain in his or her school of origin. Best Interest Determination Factors/ConsiderationsAppropriateness of the current educational setting and proximity of placement Preferences of the child's parent(s) or education decision-maker(s)The child's attachment to the school, including meaningful relationships with staff and peersPlacement of the child's sibling(s)Influence of the school climate on the child, including safetyThe availability and quality of the services in the school to meet the child's educational and socio-emotional needsHistory of school transfers and how they have impacted the childHow the length of the commute would impact the child, based on the child's developmental stageWhether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Act (EEOA). OLCHS shall not consider transportation costs when determining a child's best interest. OLCHS recognizes some children in foster care will need transportation to remain in their school of origin when it is in their best interest. OLCHS will collaborate with the state or local child welfare agency or agencies to ensure that transportation for children in foster care is provided, arranged, and funded.

**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 FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

OLCHS would ensure that any student receiving services under IDEA or Section 504 that they would have the benefit of the same considerations of any foster care student. The IEP team or Section 504 team would consider their Foster Care Transportation needs as a team. The teams would consider the appropriateness of their placement/transportation as well as that students' right to a Free and Appropriate Public Education in the Least Restrictive Environment. We also will consider the research out there that suggests that children in foster care are more likely to receive IDEA services compared to children not in the foster care system. The IDEA Part B (IDEA or Part B) is the Federal law that assists States, and through them, local school districts in providing special education and related services to children with disabilities. Under Part B States and school districts must make a free appropriate public education (FAPE) available to all eligible children with disabilities in the least restrictive environment (LRE). FAPE under IDEA includes the provision of special education and related services at no cost to the parents in accordance with a properly developed individualized education program (IEP). A range of placement options are made available for students at OLCHS. Students are placed according to the team's decision regarding the appropriateness of the identified skills areas or deficit areas and in the least restrictive environment. Parents and students are always members of the placement teams for IDEA or Section 504 students. In 2013, ED's Office of Special Education and Rehabilitation Services released a DCL23 on highly mobile children with disabilities, which highlighted several important issues that are relevant to educational stability for children in foster care. The DCL emphasized timely and expedited evaluations and eligibility determinations for highly mobile children with disabilities, and clarified that such children must have access to comparable services (including summer and other extended school year services, if applicable). Students with disabilities who are eligible for services under the IDEA are also protected by Section 504, a Federal law that prohibits discrimination on the basis of disability by recipients of Federal financial assistance, including public schools. School districts also must provide FAPE under Section 504 to students who have disabilities, regardless of whether they are eligible for services under the IDEA. FAPE under Section 504 includes the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, and that include adherence to specific procedural requirements. An IEP developed and implemented in accordance with the IDEA is one means of meeting the Section 504 FAPE standard. School districts often develop written plans, commonly referred to as Section 504 Plans, for students with disabilities who receive services under Section 504. Even if a student does not require special education services and does not have an IEP, he or she may nevertheless be a student with a disability under Section 504 and be entitled to receive related aids and services under a Section 504 Plan. As is true under the IDEA, Section 504 also requires that, to the maximum extent appropriate, students with disabilities be educated in the regular educational environment, unless they cannot be educated satisfactorily in that environment with the use of supplementary aids and services.OLCHS will take the following considerations into place to ensure safe and appropriate transportation services: The age and history of the studentType of disability and impact it has on the student and transportation needs Whether a minor should travel in a private service unaccompaniedLanguage that makes the distinction between "daily transportation" (e.g., extracurricular activities) and transportation that must be provided due to irregular circumstances (e.g., sickness, suspension, extracurricular activities)Safety features of the transportation services, which may include, but are not limited to, GPS tracking, video cameras, specialized training, and/or additional adult riders.

Response from the approved FY20 Consolidated District Plan.

OLCHS would ensure that any student receiving services under IDEA or Section 504 that they would have the benefit of the same considerations of any foster care student. The IEP team or Section 504 team would consider their Foster Care Transportation needs as a team. The teams would consider the appropriateness of their placement/transportation as well as that students' right to a Free and Appropriate Public Education in the Least Restrictive Environment. We also will consider the research out there that suggests that children in foster care are more likely to receive IDEA services compared to children not in the foster care system. The IDEA Part B (IDEA or Part B) is the Federal law that assists States, and through them, local school districts in providing special education and related services to children with disabilities. Under Part B States and school districts must make a free appropriate public education (FAPE) available to all eligible children with disabilities in the least restrictive environment (LRE). FAPE under IDEA includes the provision of special education and related services at no cost to the parents in accordance with a properly developed individualized education program (IEP). A range of placement options are made available for students at OLCHS. Students are placed according to the team's decision regarding the appropriateness of the identified skills areas or deficit areas and in the least restrictive environment. Parents and students are always members of the placement teams for IDEA or Section 504 students. In 2013, ED's Office of Special Education and Rehabilitation Services released a DCL23 on highly mobile children with disabilities, which highlighted several important issues that are relevant to educational stability for children in foster care. The DCL emphasized timely and expedited evaluations and eligibility determinations for highly mobile children with disabilities, and clarified that such children must have access to comparable services (including summer and other extended school year services, if applicable). Students with disabilities who are eligible for services under the IDEA are also protected by Section 504, a Federal law that prohibits discrimination on the basis of disability by recipients of Federal financial assistance, including public schools. School districts also must provide FAPE under Section 504 to students who have disabilities, regardless of whether they are eligible for services under the IDEA. FAPE under Section 504 includes the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, and that include adherence to specific procedural requirements. An IEP developed and implemented in accordance with the IDEA is one means of meeting the Section 504 FAPE standard. School districts often develop written plans, commonly referred to as Section 504 Plans, for students with disabilities who receive services under Section 504. Even if a student does not require special education services and does not have an IEP, he or she may nevertheless be a student with a disability under Section 504 and be entitled to receive related aids and services under a Section 504 Plan. As is true under the IDEA, Section 504 also requires that, to the maximum extent appropriate, students with disabilities be educated in the regular educational environment, unless they cannot be educated satisfactorily in that environment with the use of supplementary aids and services.OLCHS will take the following considerations into place to ensure safe and appropriate transportation services: The age and history of the studentType of disability and impact it has on the student and transportation needs Whether a minor should travel in a private service unaccompaniedLanguage that makes the distinction between "daily transportation" (e.g., extracurricular activities) and transportation that must be provided due to irregular circumstances (e.g., sickness, suspension, extracurricular activities)Safety features of the transportation services, which may include, but are not limited to, GPS tracking, video cameras, specialized training, and/or additional adult riders.

**3. Describe any special consideration and legal requirements taken into account for children who are English learners.\***

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

OLCHS will ensure that a child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Act. (EEOA). OLCHS would ensure that riders have the appropriate language skills to communicate effectively with their transportation. If not, OLCHS would provide supports for EL students in the form of translators/interpreters. OLCHS will also identify and assess all potential EL students in a timely, valid, and reliable manner, provide EL students with a language assistance program that is educationally sound and proven successful, sufficiently staff and support the language assistance programs for EL students, ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities, avoid unnecessary segregation of EL students, ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in these evaluations and delivery of services, meet the needs of EL students who opt out of language assistance programs, monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied, evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time ensure meaningful communication with limited English proficient (LEP) parents.

Response from the approved FY20 Consolidated District Plan.

OLCHS would consider if a child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Act. (EEOA). OLCHS would ensure that riders have the appropriate language skills to communicate effectively with their transportation. If not, OLCHS would provide supports for EL students in the form of translators/interpreters. OLCHS will also identify and assess all potential EL students in a timely, valid, and reliable manner, provide EL students with a language assistance program that is educationally sound and proven successful, sufficiently staff and support the language assistance programs for EL students, ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities, avoid unnecessary segregation of EL students, ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in these evaluations and delivery of services, meet the needs of EL students who opt out of language assistance programs, monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied, evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time ensure meaningful communication with limited English proficient (LEP) parents.

**4. Describe the dispute resolution process should there be disagreement among parents, education decision makers, and other stakeholders regarding the best interest determination.\***

*Be sure to include the step-by-step process if one would want to initiate a dispute through the resolution. NOTE: include that DCFS has the final say if a resolution cannot be determined.*

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

If there is a disagreement regarding school placement for a child in foster care, the child welfare agency (DCFS) should be considered the final decision-maker in the making of the best interest determination. Any party can challenge the decision within three business days of receiving the notice by using the dispute resolution process for a child welfare treatment plan. Such disagreements are to be resolved expeditiously and burden of proof will be placed upon the child welfare system to show that its decision is in the child's best interest.DCFS, specifically the guardianship administrator or authorized agent and his or her team (including the ISBE point of contact), provides written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and the school) of its best interest determination with supporting justification within three business days after making the decision. Any party may challenge the decision within three business days of receiving the determination by providing written notice to the child welfare agency. DCFS must schedule a meeting within three business days after receiving the written challenge. The meeting is to be conducted no later than 10 business days from the date the written challenge was received and is to be held at the school of origin. OLCHS will coordinate with DCFS to arrange space for the meeting. At the meeting, all parties may present facts and statements relevant to the student's best interest.The DCFS administrator will consider all statements and evidence presented at the hearing and issue a written final determination within three business days. This decision is final and will be based upon the guidelines set forth in the Best Interest Guidelines.

Response from the approved FY20 Consolidated District Plan.

If there is a disagreement regarding school placement for a child in foster care, the child welfare agency (DCFS) should be considered the final decision-maker in the making of the best interest determination. Any party can challenge the decision within three business days of receiving the notice by using the dispute resolution process for a child welfare treatment plan. Such disagreements are to be resolved expeditiously and burden of proof will be placed upon the child welfare system to show that its decision is in the child's best interest.DCFS, specifically the guardianship administrator or authorized agent and his or her team (including the ISBE point of contact), provides written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and the school) of its best interest determination with supporting justification within three business days after making the decision. Any party may challenge the decision within three business days of receiving the determination by providing written notice to the child welfare agency. DCFS must schedule a meeting within three business days after receiving the written challenge. The meeting is to be conducted no later than 10 business days from the date the written challenge was received and is to be held at the school of origin. OLCHS will coordinate with DCFS to arrange space for the meeting. At the meeting, all parties may present facts and statements relevant to the student's best interest.The DCFS administrator will consider all statements and evidence presented at the hearing and issue a written final determination within three business days. This decision is final and will be based upon the guidelines set forth in the Best Interest Guidelines.

\*Required field



Transportation Plan Development

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

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

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

Be sure to include the factors that should be considered when developing the transportation procedures for a student in foster care.

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

OLCHS will collaborate with state or local child welfare agencies regarding local procedures for transportation if necessary for students in foster care to remain in his or her school of origin, consistent with section 475(5)(g)(ii)(I) of the Social Security Act. OLCHS will ensure that such transportation is received promptly in both a safe and cost-effective manner. Safety considerations will include utilizing contracted transportation services that require background checks to be completed by employees engaged in these services. OLCHS will take the following considerations into place to ensure safe and appropriate transportation services: The age and history of the studentWhether a minor should travel in a private service unaccompaniedLanguage that makes the distinction between "daily transportation" (e.g., extracurricular activities) and transportation that must be provided due to irregular circumstances (e.g., sickness, suspension, extracurricular activities)Safety features of the transportation services, which may include, but are not limited to, GPS tracking, video cameras, specialized training, and/or additional adult riders.

Response from the approved FY20 Consolidated District Plan.

OLCHS will collaborate with state or local child welfare agencies regarding local procedures for transportation if necessary for students in foster care to remain in his or her school of origin, consistent with section 475(5)(g)(ii)(I) of the Social Security Act. OLCHS will ensure that such transportation is received promptly in both a safe and cost-effective manner. Safety considerations will include utilizing contracted transportation services that require background checks to be completed by employees engaged in these services. OLCHS will take the following considerations into place to ensure safe and appropriate transportation services: The age and history of the studentWhether a minor should travel in a private service unaccompaniedLanguage that makes the distinction between "daily transportation" (e.g., extracurricular activities) and transportation that must be provided due to irregular circumstances (e.g., sickness, suspension, extracurricular activities)Safety features of the transportation services, which may include, but are not limited to, GPS tracking, video cameras, specialized training, and/or additional adult riders.

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

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

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

- h. Other - describe
i. Other - describe
j. Other - describe

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

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

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

OLCHS will also consider whether transportation can be provided for minimal or no additional costs. Some no-cost or low-cost options for a transportation plan implemented by OLCHS and local child welfare agencies include: Public transportation options that transport a child from home to school and back, if the child is of an appropriate age and has or is able to acquire the skills to utilize such options Access to transportation systems that involves a child being dropped off at a school bus stop near existing OLCHS transportation routes for the school of originFoster parents or other family member(s) willing and able to transport the child to schoolIn circumstances where the child is already eligible for transportation covered by other programs (e.g., the Individuals with Disabilities Education Act), program funds may be used to pay for transportation services if the child's Individualized Education Program team determines transportation is a related service required in order for a child with a disability in foster care to receive a free appropriate public education. As part of developing and implementing its transportation procedures, OLCHS may incur costs in providing transportation to the student school and/or costs in transporting a child in foster care to the school of origin. If additional costs are incurred in the course of providing transportation to children in foster care to their schools of origin, OLCHS shall provide the transportation in the following circumstances: The local child welfare agency agrees to reimburse OLCHS for the cost of such transportationOLCHS agrees to pay for the cost of such transportationOLCHS and the local child welfare agency agree to share the cost of such transportation. OLCHS will provide or arrange for adequate and appropriate transportation services to and from the school of origin while any disputes are being resolved. OLCHS may use Title I funds to pay for additional costs needed to transport children in foster care to their schools of origin.

Response from the approved FY20 Consolidated District Plan.

OLCHS will also consider whether transportation can be provided for minimal or no additional costs. Some no-cost or low-cost options for a transportation plan implemented by OLCHS and local child welfare agencies include: Public transportation options that transport a child from home to school and back, if the child is of an appropriate age and has or is able to acquire the skills to utilize such options Access to transportation systems that involves a child being dropped off at a school bus stop near existing OLCHS transportation routes for the school of originFoster parents or other family member(s) willing and able to transport the child to schoolIn circumstances where the child is already eligible for transportation covered by other programs (e.g., the Individuals with Disabilities Education Act), program funds may be used to pay for transportation services if the child's Individualized Education Program team determines transportation is a related service required in order for a child with a disability in foster care to receive a free appropriate public education. As part of developing and implementing its transportation procedures, OLCHS may incur costs in providing transportation to the student school and/or costs in transporting a child in foster care to the school of origin. If additional costs are incurred in the course of providing transportation to children in foster care to their schools of origin, OLCHS shall provide the transportation in the following circumstances: The local child welfare agency agrees to reimburse OLCHS for the cost of such transportationOLCHS agrees to pay for the cost of such transportationOLCHS and the local child welfare agency agree to share the cost of such transportation. OLCHS will provide or arrange for adequate and appropriate transportation services to and from the school of origin while any disputes are being resolved. OLCHS may use Title I funds to pay for additional costs needed to transport children in foster care to their schools of origin.

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 FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

OLCHS Point of Contact (POC) for students in foster care will provide written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and DCFS point of contact [DCFS POC]) of the school's transportation plan for the student. Any party may challenge the plan within three business days of receiving the plan by providing written notice to OLCHS POC. OLCHS POC must schedule a meeting within three business days after receiving the written challenge. The meeting is to be conducted no later than 10 business days from the date the written challenge was received by OLCHS POC. OLCHS POC must arrange space for the meeting. The guardianship administrator or authorized agent shall, as part of the meeting, allow for a complete presentation by both parties of all relevant facts and statements pertaining to the student's transportation to and from the school of origin. The guardianship administrator or authorized agent will consider all statements and evidence presented at the meeting and issue a written final determination within three business days after the conclusion of the meeting. The guardianship administrator or authorized agent shall make a written determination on a form supplied by ISBE within 10 business days after the conclusion of the dispute resolution meeting. The form, at a minimum, shall include the following: Background and case-specific timelinesDetailed summary of the arguments made by each partyFindings of fact and an analysis of each argument and the specific reason(s) why the ombudsperson accepts or rejects each argumentA detailed discussion of all relevant findings of fact, arguments, and analysis of such argumentsAn explanation and inclusion of any additional information considered in the course of the determination;Any inferences (positive or negative) reached in making the determinationThe final determination. This determination is final and will be based upon the guidelines set forth in the Transportation and Best Interest Guidelines.

Response from the approved FY20 Consolidated District Plan.

OLCHS Point of Contact (POC) for students in foster care will provide written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and DCFS point of contact [DCFS POC]) of the school's transportation plan for the student. Any party may challenge the plan within three business days of receiving the plan by providing written notice to OLCHS POC. OLCHS POC must schedule a meeting within three business days after receiving the written challenge. The meeting is to be conducted no later than 10 business days from the date the written challenge was received by OLCHS POC. OLCHS POC must arrange space for the meeting. The guardianship administrator or authorized agent shall, as part of the meeting, allow for a complete presentation by both parties of all relevant facts and statements pertaining to the student's transportation to and from the school of origin. The guardianship administrator or authorized agent will consider all statements and evidence presented at the meeting and issue a written final determination within three business days after the conclusion of the meeting. The guardianship administrator or authorized agent shall make a written determination on a form supplied by ISBE within 10 business days after the conclusion of the dispute resolution meeting. The form, at a minimum, shall include the following: Background and case-specific timelinesDetailed summary of the arguments made by each partyFindings of fact and an analysis of each argument and the specific reason(s) why the ombudsperson accepts or rejects each argumentA detailed discussion of all relevant findings of fact, arguments, and analysis of such argumentsAn explanation and inclusion of any additional information considered in the course of the determination;Any inferences (positive or negative) reached in making the determinationThe final determination. This determination is final and will be based upon the guidelines set forth in the Transportation and Best Interest Guidelines.

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 FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

The School Of Origin (SOO) will be responsible for the transportation of a student in Foster Care while all disputes are being resolved.

Response from the approved FY20 Consolidated District Plan.

The School Of Origin (SOO) will be responsible for the transportation of a student in Foster Care while all disputes are being resolved.

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such services.\*

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

OLCHS will make public their Consolidated District Plan on their website for all stakeholders to view and learn how to initiate the process for Foster Care Transportation services.

Response from the approved FY20 Consolidated District Plan.

OLCHS will make public their Consolidated District Plan on their website for all stakeholders to view and learn how to initiate the process for Foster Care Transportation services.

\*Required field



- By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

05/20/2020

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

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

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

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

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

#### DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

<ftp://www.ilga.gov/JCAR/AdminCode/044/04407000sections.html>

#### NO BINDING OBLIGATION

- 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.

- 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.

- 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

- 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.

- 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.

- 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

- 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.

- 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.

- 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 200.333.

- 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.

- 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.

- The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200

- 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.

#### INVOLUNTARY TERMINATION

- 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.

- 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

- 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)).

- 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.

- 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 Education's employees during any part of the application process or during the Term of the Grant Agreement.

- 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.

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

- 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).

- 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.

- 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.).

- 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.

- 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

- 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.

- 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**

29. 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.
30. 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.**

**CERTIFICATION**

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

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

**Instructions for Certification**

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

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 section 1352, title 31, U.S. Code. 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.

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 Section 1232f of Title 20-Education, 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 Section 794 of Title 29 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.

**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 Se](#)

[MICHAEL J. RIORDAN](#)

Signature of School District Superintendent / Agency Administrator

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

Agreed to on this Date: 05/21/2020  
RCDT when agreed to: 07-016-2290-16

**The application has been approved.**

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

Application was created on:	3/13/2020
Assurances were agreed to on:	5/21/2020
Consistency Check was run on:	6/1/2020
District Data Entry submitted for district review on: Business Manager	6/1/2020
District Administrator submitted to ISBE on:	6/1/2020
ISBE Program Admin 1 forwarded for ISBE Program Admin #2 review on:	6/1/2020
ISBE Program Admin 2 forwarded for ISBE Program Admin #3 review on:	6/8/2020
ISBE Program Admin 3 forwarded for ISBE Program Admin #4 review on:	6/11/2020
ISBE Program Admin 4 approved the plan on:	6/11/2020

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**Selectable Application Print**

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The application has been approved. No more updates will be saved for the application.

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**Request Print Job**

[Consolidated District Plan](#)

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**Requested Print Jobs**

[Requested by msunquist on 7/5/2020](#)

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**Completed Print Jobs**

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Status Change	UserId	Action Date
Final Approved	rmb Bradley	06-11-2020 12:59 PM
3rd Program Review Complete	berobinson	06-11-2020 9:41 AM
2nd Program Review Complete	mnrichards	06-08-2020 10:07 AM
1st Program Review Complete	kulmer	06-01-2020 11:35 AM
Submitted to ISBE	mjr Jordan	06-01-2020 10:24 AM
Submitted for Review	msunquist	06-01-2020 10:00 AM
Consistency Check	msunquist	06-01-2020 9:59 AM
Returned for Changes	rmb Bradley	05-29-2020 2:12 PM
3rd Program Review Complete	berobinson	05-29-2020 10:39 AM
2nd Program Review Complete	jgreen81	05-22-2020 10:20 AM
1st Program Review Complete	kulmer	05-21-2020 3:36 PM
Submitted to ISBE	mjr Jordan	05-21-2020 10:15 AM
Submitted for Review	msunquist	05-21-2020 10:08 AM

Expand All

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

Save