eGrant Management System

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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:	9/25/2026 9:03:24 AM
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Overview

All entities seeking grant funding must have an active UEI registration in SAM.gov throughout the lifecycle of the grant.

Program:	Consolidated District Plan
Purpose:	The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C.2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.
Board Goals:	Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities. Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child. Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.
FY 2027 Included Programs:	Title I, Part A - Improving Basic Programs Title I, Part A - School Improvement Part 1003 Title I, Part D - Delinquent Title I, Part D - Neglected Title I, Part D - State Neglected/Delinquent Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders Title III - Language Instruction Educational Program (LIEP) Title III - Immigrant Student Education Program (ISEP) EL - Bilingual Service Plan (BSP) 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 Foster Care Transportation Plan
Legislation:	Every Student Succeeds Act (ESSA) Individuals with Disabilities Education Act Rehabilitation Act Strengthening Career and Technical Education for the 21st Century Act Workforce Innovation and Opportunity Act Head Start Act McKinney-Vento Homeless Assistance Act Adult Education and Family Literacy Act 105 ILCS 5/Illinois School Code Article 14C. Transitional Bilingual Education 23 Illinois Administrative Code 228 Transitional Bilingual Education
Due Date:	District plans must be submitted to the Illinois State Board of Education and approved before any FY 2027 grant applications for included programs can be approved. **Submission by April 1 is recommended.**
Duration:	The District Plan is submitted for the school year 2026-2027 and must be updated annually thereafter.
Amendments:	Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of theassociated grant application(s) as well.
Instructions:	Instructions in PDF format
Common Abbreviations:	ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended) IDEA - Individuals with Disabilities Education Act ISBE - Illinois State Board of Education LEA - Local Educational Agency LIEP - Language Instruction Educational Program SEA - State Education Agency BSP - Bilingual Service Plan

Contact Information Instructions

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
Sunquist	Michael	L

Phone*	Extension	Email*
708 741 5625		msunquist@olchs.org

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

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

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

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

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

([count] of 2500 maximum characters used)

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.All six protected classes are included within our plan including race, color, age, national origin, gender, or disability.

3. Bilingual Director (Administrator overseeing EL Services) Assurance

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

454

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

4. District Migrant Education Program Liaison

Last Name	First Name	Middle Initial
Sunquist	Michael	L

Phone	Extension	Email
708 741 5625		msunquist@olchs.org

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

5. General Completion Instructions

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

Required fields on each page are dependent upon funding sources selected on the Needs Assessment and Programs tab.

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

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

How to Complete Pages with Pre-populated Fields

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

*Required field, applicable for all funding sources

Amendments

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

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

- (•) Initial submission for the fiscal year
- ( ) Amendment to approved plan for the fiscal year

*Required field, applicable for all funding sources

Needs Assessment and Programs Instructions

1. Consolidated planning includes how anticipated programs will be funded.Indicate below for which programs the LEA anticipates receiving funding for school year 2026-2027.* [1]

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

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

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

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 fifth 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 III- The Language Instruction Educational Program will 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 English Learner students to meet state academic standards. The Immigrant Student Education Program will 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 immigrant students to meet state academic standards. 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 III 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 in-service activities, implementing 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 for students 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 prior year 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 fifth 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 III- The Language Instruction Educational Program will 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 English Learner students to meet state academic standards. This will be our first year as a schoolwide program and we will use local and federal funds to provide programming for this targeted group of students. 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 III funding. The Immigrant Student Education Program will 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 immigrant studenrts to meet state academic standards. This will be our first year as a schoolwide program and we will use local and federal funds to provide programming for this targeted group of students. 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 III 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 in-service activities, implementing 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 for students 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.

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

Braiding of Funds

(•) Yes ( ) No

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

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

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

Transfer of Funds

(•) Yes ( ) No

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

[x]	Title II to Title I	[x]	Transfer Partial Funds	[ ]	Transfer All Funds
[x]	Title IV to Title I	[x]	Transfer Partial Funds	[ ]	Transfer All Funds
[ ]	Title II to Title IV	[ ]	Transfer Partial Funds	[ ]	Transfer All Funds
[x]	Title IV to Title II	[x]	Transfer Partial Funds	[ ]	Transfer All Funds

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

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

([count] of 7500 maximum characters used)

The LEA uses school and district report cards, five essential survey data, student achievement data, current recruitment and retention efforts and effectiveness data, professional development plans, IDEA Staff Needs Survey, IDEA Parent Needs Survey, Panorama Social/Emotional Survey for all students and Panorama Staff Climate Needs Assessment.

Legislative References:

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

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

*Required field, applicable for all funding sources

Needs Assessment Impact Instructions

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

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

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

IDEA Staff Needs Assessment SurveyIDEA Parent Needs SurveyPanorama Student SurveyPanorama Staff SurveyIndividual Goals and Support Data (teaching and administrative staff)

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

i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.

ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.

iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable)

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.Historically, our 2025 data used in our School Report Card, there is a 9.2% gap in students scoring proficient for mathematics standards between low income and non low-income students. There is a 11.7% achievement gap in students scoring proficient in ELA standards between low income and non-low income students. We know this continues to be a deficiency and it 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 9th Grade on Track % from our school report card (2025) is at 91.5%. OLCHS will offer remediation and interventions through our academic departments as well as our Student Services Interventionists. Below are our School Improvement Goals: Goal #1- By the conclusion of the 2026-2027 school year, 94% of 9th Graders will be considered "on track" as defined by earning 10 or more credits at the end of their 9th grade year and not failing more than one core subject (Reading, Math, Science, and Social Science). Goal #2- By the conclusion of the 2026-2027 school year 30% of students will earn a 19 or higher on the ACT spring assessment. Each of these goals are tied to our Superintendent's Building Work Plan Metrics. Our School Improvement Team as part of the Superintendent's Community Advisory Council will continue action-based work on improving these measures. These two goals will be continued into the 26-27 school year. These are also the goals that our building and department level teams will continue to work on for the next two years. The needs assessment results indicate efforts need to be made to close the achievement gap across all content areas. The strategies to accomplish this are 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.OLCHS used the Teacher Panorama Survey to identify areas of need. These areas of need included four main areas: Grit, School Leadership, Feedback and Coaching, and Staff-Leadership relationships. OLCHS ranked at approximately the 10th percentile nationally for Grit, which indicates that teachers do not see perseverance in student performance. The next area that ranked approximately in 10th percentile range compared to national norms is Staff-Leadership Relationships. This area measures how teachers perceive their connection with administration. Feedback and Coaching and School Leadership scored in the 20th percentile range compared to national norms. These are areas the administration will focus on as areas needing improvement for the 26-27 school year. Areas that OLCHS scored highly included: Resources (90th percentile), Professional Learning (80th percentile), Teaching Efficacy (60th percentile). OLCHS exhibited the largest amount of growth in the following areas of Resources (+10) and School Climate (+3).The Panorama Social Emotional Learning Student Survey was administered in April 2026 to gain insights into students' current SEL skills and their school experiences, with the goal of identifying areas for improvement and assessing needs of students. Out of 1,725 students, 1,437 completed the survey, representing an 83% response rate. School administrators, student services staff, and teachers use the results to identify our strengths and areas of growth. These findings can then be used to form initiatives, curriculum, and interventions. The Panorama survey results revealed three possible areas for improvement. First, Growth Mindset, which compared to other high schools in the Panorama national dataset, put us in the 10th percentile and is our students' lowest SEL skill with 34% of respondents answering favorably. Self-Efficacy is the second area, which was in the 30th percentile in the nationwide high school dataset and 43% of our students answered favorably. Another area we can look at more closely is Self-Management, which over the course of this school year decreased from 74% favorable answers in the fall of 2025 to 69% favorable answers in the spring of 2026 and was in the 40th percentile when compared to other high schools in the Panorama data set. We may want to focus on the Growth Mindset responses to determine how best to strengthen students' understanding that skills and abilities can be developed over time. We can also make some direct connections between these three SEL skills and will explore ways to support students in all three of these areas

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, reducing class size, key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable).

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.Historically, our 2025 data used in our School Report Card, there is a 9.2% gap in students scoring proficient for mathematics standards between low income and non low-income students. There is a 11.7% achievement gap in students scoring proficient in ELA standards between low income and non-low income students. We know this continues to be a deficiency and it 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 9th Grade on Track % from our school report card (2025) is at 91.5%. OLCHS will offer remediation and interventions through our academic departments as well as our Student Services Interventionists. Our SAT scores are below state average in meeting or exceeding standards in ELA and Math. In ELA, OLCHS had 12.3% achievement gap of students' proficiency performance compared to the state. In Mathematics, 9.2% achievement gap compared to the state level. OLCHS will integrate ACT skills into our core curriculum classes to address this deficiency. We have and will continue to offer ACT 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 2025-2026 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: Goal #1- By the conclusion of the 2026-2027 school year, 94% of 9th Graders will be considered "on track" as defined by earning 10 or more credits at the end of their 9th grade year, and not failing more than one core subject (Reading, Math, Science, and Social Science). Goal #2- By the conclusion of the 2026-2027 school year 30% of students will earn a 19 or higher on the ACT spring assessment. Each of these goals are tied to our Superintendent's Building Work Plan Metrics. Our School Improvement Team as part of the Superintendent's Community Advisory Council will continue action-based work on improving these measures. These two goals will be continued into the 26-27 school year. These are also the goals that our building and department level teams will continue to work on for the next two years. 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. 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 support reading courses in which students scoring below grade level will be placed. Professional development is offered to increase our skills and abilities working with students to continue to close our achievement gaps.Professional development themes/topics identified via our need assessment include: Instructional Practice (44.6%), Technology and Innovation (29.7%), Deep Learning (16.2%) and Student Belonging (9.5%).Methods of delivery that stakeholders identified will include the following: In-house PD (90.5%), Inservice Days (90.5%), Instructional Coaching Cycle (59.5%), Local/State Conferences (81.1%), Self-Paced Modules (44.6%), Classroom Visits (52.7%).Listing of internal professional development opportunities will include: Building Supportive Classroom Environments (Introduction, Application, and Reflection Three-Part Series), Co-Teaching, Gemini and Student Accounts: Ethical AI for Your Classroom, Apple Classroom and Jamf, Empowering Emerging Readers and EL Students, Cultural Identity and Student Safety (Introduction, Application, and Reflection Three Part Series), Emotional Impacts of Perfectionism, Metacognition and Reading: Supporting Stamina, Fluency, and Comprehension, Literacy: Supporting our Diverse Learners, What's New in Edpuzzle and Diffit. Listing of external professional opportunities will include: Chicagoland AP Consortium, Women in Education: Leadership and Learning Summit, Plainfield Advanced Placement Summer Institute, Illinois School Counselor Association Conference, Evidence-Based School Counseling Conference (EBSC), and IACAC Conference. There will also be a speaker from Hatching Results giving a PD seminar to School Counselors. Institute Day topics and planning will include: Aligning ACT skills and strategies throughout the curriculum, fostering growth mindset, ethical use of AI in the classroom and teacher planning, using data (ACT, STAR, MAP, summative assessments, formative assessments) to inform instruction, auditing curriculum to align with appropriate standards.OLCHS used the Teacher Panorama Survey to identify areas of need. These areas of need included four main areas: Grit, School Leadership, Feedback and Coaching, and Staff-Leadership relationships. OLCHS ranked at approximately the 10th percentile nationally for Grit, which indicates that teachers do not see perseverance in student performance. The next area that ranked approximately in 10th percentile range compared to national norms is Staff-Leadership Relationships. This area measures how teachers perceive their connection with administration. Feedback and Coaching and School Leadership scored in the 20th percentile range compared to national norms. These are areas the administration will focus on as areas needing improvement for the 26-27 school year. Areas that OLCHS scored highly included: Resources (90th percentile), Professional Learning (80th percentile), Teaching Efficacy (60th percentile). OLCHS exhibited the largest amount of growth in the following areas of Resources (+10) and School Climate (+3).The Panorama Social Emotional Learning Student Survey was administered in April 2026 to gain insights into students' current SEL skills and their school experiences, with the goal of identifying areas for improvement and assessing needs of students. Out of 1,725 students, 1,437 completed the survey, representing an 83% response rate. School administrators, student services staff, and teachers use the results to identify our strengths and areas of growth. These findings can then be used to form initiatives, curriculum, and interventions.

G. Title III - LIEP

From 2015 to 2025, there has been an 982% increase in the number of EL students served at Oak Lawn Community High School. We expect our EL population to continue to grow as the areas within our school boundaries serve as anchor communities for immigrant students from Spanish and Arabic-speaking countries, as well as from students from Poland. As hostilities in the Middle East and Ukraine continue, the rate of immigration may also increase. Last year, we created an ESL 2 class to serve Newcomer English Learners after their initial ESL class. This has served to decrease the number of students in Sheltered English class, leading to more specific support for all students and less need for differentiation by ability for both newcomer and longer-term English Learners by staff members. Next year, we will offer an ESL 3 class, which should lead to further specific support for all of our EL students.Leveraging anticipated Title III monies, we created and will continue to staff a position for an EL Instructional Coach who teaches .6 FTE. The .4 FTE as an instructional coach will continue to provide a resource to teachers across the building to help improve the quality of instruction and support for English Learners. Title III monies will also be utilized to offer professional development from outside resources like IRC, which will improve instructional practices and lead to better outcomes for our English Learners. Title III monies will be utilized to engage community stakeholders with English Learners at OLCHS during quarterly BPAC meetings as well as various culturally themed community celebrations that OLCHS hosts. We will utilize Title III funding to purchase goods and services that will support these events.

H. Title III - ISEP

From 2015 to 2025, there has been an 982% increase in the number of EL students served at Oak Lawn Community High School. We expect our immigrant student population to continue to grow as the areas within our school boundaries serve as anchor communities for immigrant students from Spanish and Arabic-speaking countries, as well as from students from Poland. As hostilities in the Middle East and Ukraine continue, the rate of immigration may also increase. Last year, we created an ESL 2 class to serve Newcomer English Learners after their initial ESL class. This has served to decrease the number of students in Sheltered English class, leading to more specific support for all students and less need for differentiation by ability for both newcomer and longer-term English Learners by staff members. Next year, we will offer an ESL 3 class, which should lead to further specific support for all of our immigrant students. Leveraging anticipated Title III monies, we created and will continue to staff a position for an EL Instructional Coach who teaches .6 FTE. The .4 FTE as an instructional coach will continue to provide a resource to

teachers across the building to help improve the quality of instruction and support for immigrant students. Title III monies will also be utilized to offer professional development from outside resources like IRC, which will improve instructional practices and lead to better outcomes for our immigrant students. Title III monies will be utilized to engage community stakeholders with English Learners at OLCHS during quarterly BPAC meetings, as well as various culturally themed community celebrations that OLCHS hosts. We will utilize Title III funding to purchase goods and services that will support these events.

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

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps through well-rounded education, improving school conditions for student learning and improving the use of technology, and nonpublic equitable share (if applicable).

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. Historically, our 2025 data used in our School Report Card, there is a 9.2% gap in students scoring proficient for mathematics standards between low income and non low-income students. There is a 11.7% achievement gap in students scoring proficient in ELA standards between low income and non-low income students. We know this continues to be a deficiency and it 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 9th Grade on Track % from our school report card (2025) is at 91.5%. OLCHS will offer remediation and interventions through our academic departments as well as our Student Services Interventionists.. Our SAT scores are below state average in meeting or exceeding standards in ELA and Math. In ELA, OLCHS had 12.3% achievement gap of students' proficiency performance compared to the state. In Mathematics, 9.2% achievement gap compared to the state level. OLCHS will integrate ACT skills into our core curriculum classes to address this deficiency. We have and will continue to offer ACT 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 2025-2026 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: Goal #1- By the conclusion of the 2026-2027 school year, 94% of 9th Graders will be considered "on track" as defined by earning 10 or more credits at the end of their 9th grade year, and not failing more than one core subject (Reading, Math, Science, and Social Science). Goal #2- By the conclusion of the 2026-2027 school year 30% of students will earn a 19 or higher on the ACT spring assessment. Each of these goals are tied to our Superintendent's Building Work Plan Metrics. Our School Improvement Team as part of the Superintendent's Community Advisory Council will continue action-based work on improving these measures. These two goals will be continued into the 25-26 and 26-27 school year. These are also the goals that our building and department level teams will continue to work on for the next two years. 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. OLCHS used the Teacher Panorama Survey to identify areas of need. These areas of need included four main areas: Grit, School Leadership, Feedback and Coaching, and Staff-Leadership relationships. OLCHS ranked at approximately the 10th percentile nationally for Grit, which indicates that teachers do not see perseverance in student performance. The next area that ranked approximately in 10th percentile range compared to national norms is Staff-Leadership Relationships. This area measures how teachers perceive their connection with administration. Feedback and Coaching and School Leadership scored in the 20th percentile range compared to national norms. These are areas the administration will focus on as areas needing improvement for the 26-27 school year. Areas that OLCHS scored highly included: Resources (90th percentile), Professional Learning (80th percentile), Teaching Efficacy (60th percentile). OLCHS exhibited the largest amount of growth in the following areas of Resources (+10) and School Climate (+3).The Panorama Social Emotional Learning Student Survey was administered in April 2026 to gain insights into students' current SEL skills and their school experiences, with the goal of identifying areas for improvement and assessing needs of students. Out of 1,725 students, 1,437 completed the survey, representing an 83% response rate. School administrators, student services staff, and teachers use the results to identify our strengths and areas of growth. These findings can then be used to form initiatives, curriculum, and interventions. The Panorama survey results revealed three possible areas for improvement. First, Growth Mindset, which compared to other high schools in the Panorama national dataset, put us in the 10th percentile and is our students' lowest SEL skill with 34% of respondents answering favorably. Self-Efficacy is the second area, which was in the 30th percentile in the nationwide high school dataset and 43% of our students answered favorably. Another area we can look at more closely is Self-Management, which over the course of this school year decreased from 74% favorable answers in the fall of 2025 to 69% favorable answers in the spring of 2026 and was in the 40th percentile when compared to other high schools in the Panorama data set. We may want to focus on the Growth Mindset responses to determine how best to strengthen students' understanding that skills and abilities can be developed over time. We can also make some direct connections between these three SEL skills and will explore ways to support students in all three of these areas.The number of AP classes will be increased based on enrollment to promote access to accelerated learning opportunities through Advanced Placement (AP) courses. Our number of Dual Credit opportunities is also expanding with the district funding the tuition costs at Moraine Valley Community College and St. Francis University. 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.

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

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

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. Historically, our 2025 data used in our School Report Card, there is a 9.2% gap in students scoring proficient for mathematics standards between low income and non low-income students. There is a 11.7% achievement gap in students scoring proficient in ELA standards between low income and non-low income students. We know this continues to be a deficiency and it 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 9th Grade on Track % from our school report card (2025) is at 91.5%. OLCHS will offer remediation and interventions through our academic departments as well as our Student Services Interventionists. Our SAT scores are below state average in meeting or exceeding standards in ELA and Math. In ELA, OLCHS had 12.3% achievement gap of students' proficiency performance compared to the state. In Mathematics, 9.2% achievement gap compared to the state level. OLCHS will integrate ACT skills into our core curriculum classes to address this deficiency. We have and will continue to offer ACT 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 2025-2026 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: Goal #1- By the conclusion of the 2026-2027 school year, 94% of 9th Graders will be considered "on track" as defined by earning 10 or more credits at the end of their 9th grade year, and not failing more than one core subject (Reading, Math, Science, and Social Science). Goal #2- By the conclusion of the 2026-2027 school year 30% of students will earn a 19 or higher of the ACT spring assessment. Each of these goals are tied to our Superintendent's Building Work Plan Metrics. Our School Improvement Team as part of the Superintendent's Community Advisory Council will continue action-based work on improving these measures. These two goals will be continued into the 25-26 and 26-27 school year. These are also the goals that our building and department level teams will continue to work on for the next two years. 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. 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.OLCHS administered the IDEA Needs Assessment for all Staff. The highest needs for staff ranked by the assessment were Accommodations or Modifications (10.59%), Collaborating Between General and Special Education Staff (9.76%), Artificial Intelligence (AI) for Educator Productivity (13.58%), Reading Comprehension (10.84%). Although most of the topics had a response that they had minimal need or need additional information as they have no knowledge on these topics. OLCHS plans to continue to provide professional

development on accommodations and modifications. OLCHS will differentiate sessions targeting both general education teachers and special education teachers to address the need for varying levels of additional information in the reported topics. OLCHS will provide support in the creation of agreements between special education teachers and special education teachers through instructional coaching and professional development. OLCHS will provide continuing professional development on the ethical use of AI by educators. OLCHS administered the IDEA Needs Assessment for Parents. 83.3% of parents responded that they have not attended a workshop, 9.52% have attended a district event. This data exhibits a decrease compared to the year prior. Parents responded to the item requesting the topics in which they are most interested in learning about with the following responses: learning to manage attention difficulties, transition planning, promoting positive social skills, techniques for helping my child with homework, helping my child at home who struggles with learning, communicating with my child/teenager, methods for promoting self-esteem at home, and accessing vocational services. Electronic communication continues to be the best way for parents to receive information. 100% of parents agree that they are provided with the most relevant and timely information about their child's educational program. 100% of parents report that staff members communicate with them in a respectful and helpful manner. Most parent engagement questions were answered positively but there are still areas of improvement. OLCHS staff will work with AERO staff to provide parent/family engagement activities geared toward the top 5 answers that parents submitted for the planning year of SY26-27.

L. IDEA, Part B - Preschool

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

*Required field, applicable for all funding sources selected

Stakeholder Involvement Instructions

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

ISBE Goals:

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

District Goal(s):

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

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

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

Program Footnotes:

1 = Title I, Part A - Improving Basic Programs
2 = Title I, Part D - Neglected
3 = Title I, Part D - Delinquent
4 = Title I, Part D - State Neglected/Delinquent
5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

6 = Title III, including LIEP and ISEP

7 = Title IV, Part A - Student Support and Academic Enrichment

8 = EL - BSP

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

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([count] of 7500 maximum characters used)

The district held several stakeholder's meetings in planning for FY27. During these dates the district representatives met with different stakeholders throughout various instructional departments and roles including the building and departmental administration, gen. ed. teachers, EL teachers, support staff, counseling staff, special education teachers, etc. On 1/21/26, the district consulted with parents at their monthly PTSA meetings, and then on 5/6/26 the district consulted with the Board of Education at their monthly Committee of the Whole meeting. The Superintendent's Community Advisory Council / School Improvement Committee has met on 10/8/25, 12/10/25, 2/25/26, and 4/8/26 to discuss needs assessment, school improvement planning and action steps toward reaching our proposed goals. 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 14, 2026. Student Services Instructional Team Meeting. School Counselors and Administrators attended. Suggestions and feedback for the CDP and grant planning were solicited from team members. January 20, 2026. (Building) Administrative Team Meeting. All building and departmental administrators meet at their bi-weekly meeting. Suggestions and feedback for the CDP and grant planning were solicited from team members. January 21, 2026. (District) Administrative Team Meeting. All building and district level administrators meet at their weekly meeting. Suggestions and feedback for the CDP and grant planning were solicited from team members. February 18, 2026. Special Education Department Meeting. Special Education Teachers and Administrators attended. Suggestions and feedback for the CDP and grant planning were solicited from team members. February 18, 2026. Student Services Instructional Team Meeting. Social Workers, Psychologists, Speech Therapists, School Nurses and Administrators attended. Suggestions and feedback for the CDP and grant planning were solicited from team members. January 21, 2026. OLCHS Parent Teacher School Association Meeting. Parents and school staff discussed ESSA planning and Consolidated District Planning at their monthly meeting.

Response from the prior year Consolidated District Plan.

The district held several stakeholder's meetings in planning for FY26. During these dates the district representatives met with different stakeholders throughout various instructional departments and roles including the building and departmental administration, gen. ed. teachers, EL teachers, support staff, counseling staff, special education teachers, etc. On 1/15/25, the district consulted with parents at their monthly PTSA meetings, and then on 5/7/25 the district consulted with the Board of Education at their monthly Committee of the Whole meeting. The Superintendent's Community Advisory Council / School Improvement Committee has met on 10/30/24, 12/11/24, 4/23/25, and 5/20/25 to discuss needs assessment, school improvement planning and action steps toward reaching our proposed goals. 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, 2025. Student Services Instructional Team Meeting. School Counselors and Administrators attended. Suggestions and feedback for the CDP and grant planning were solicited from team members. January 14, 2025. (Building) Administrative Team Meeting. All building and departmental administrators meet at their bi-weekly meeting. Suggestions and feedback for the CDP and grant planning were solicited from team members. April 1, 2025. (District) Administrative Team Meeting. All building and district level administrators meet at their weekly meeting. Suggestions and feedback for the CDP and grant planning were solicited from team members. January 14, 2025. Special Education Department Meeting. Special Education Teachers and Administrators attended. Suggestions and feedback for the CDP and grant planning were solicited from team members. January 8, 2025. Student Services Instructional Team Meeting. Social Workers, Psychologists, Speech Therapists, School Nurses and Administrators attended. Suggestions and feedback for the CDP and grant planning were solicited from team members. January 15, 2025. OLCHS Parent Teacher School Association Meeting. Parents and school staff discussed ESSA planning and Consolidated District Planning at their monthly meeting.

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans including the Title I Parent and Family Engagement Policy so that the plans and related activities represent the needs of varied and diverse populations. ** [2]

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The district plans to hold several stakeholder's meetings in planning for FY27. During these dates the district representatives will meet with different stakeholders throughout various instructional departments and roles including the building and departmental administration, gen. ed. teachers, EL teachers, support staff, counseling staff, special education teachers, etc. On 1/21/26, the district consulted with parents at their monthly PTSA meetings, and then on 5/6/26 the district will consult with the Board of Education at their monthly Committee of the Whole meeting. The Superintendent and Assistant Superintendent share the CDP with the BOE and explain the ESSA funding process, needs assessment process, and stakeholder engagement process. Many or all of our BOE members are parents of current or past students as well as community members. The Superintendent's Community Advisory Council / School Improvement Committee has met on 10/8/25, 12/10/25, 2/25/26, and 4/8/26 to discuss needs assessment, school improvement planning and action steps toward reaching our proposed goals. Parents are an active participant in our School Improvement Planning. They provide insight from the parent perspective as well as share information from other parents in the school community. They have practical ideas and propose goals to benefit the school and school community. 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 14, 2026. Student Services Instructional Team Meeting. School Counselors and Administrators attended. Suggestions and feedback for the CDP and grant planning were solicited from team members. January 20, 2026. (Building) Administrative Team Meeting. All building and departmental administrators meet at their bi-weekly meeting. Suggestions and feedback for the CDP and grant planning were solicited from team members. January 21, 2026. (District) Administrative Team Meeting. All building and district level administrators meet at their weekly meeting. Suggestions and feedback for the CDP and grant planning were solicited from team members. February 18, 2026. Special Education Department Meeting. Special Education Teachers and Administrators attended. Suggestions and feedback for the CDP and grant planning were

solicited from team members. February 18, 2026. Student Services Instructional Team Meeting. Social Workers, Psychologists, Speech Therapists, School Nurses and Administrators attended. Suggestions and feedback for the CDP and grant planning were solicited from team members. January 21, 2026. OLCHS Parent Teacher School Association Meeting. Parents and school staff discussed ESSA planning and Consolidated District Planning at their monthly meeting.January 7, 2026. Title I requirements and planning were discussed with parents at the Current Student Curriculum Night hosted by OLCHS where teachers, administrators and families gathered. Parents attended and were talked to regarding ESSA compliance measures and also participating in federal grants. Parents were recommended to give feedback to the administration during the whole group presentation. January 21, 2026. Title I requirements and planning were discussed with parents at the Future Student Curriculum Night hosted by OLCHS where teachers, administrators and families gathered. Parents attended and were talked to regarding ESSA compliance measures and also participating in federal grants. Parents were recommended to give feedback to the administration during the whole group presentation.

Response from the prior year Consolidated District Plan.

The district plans to hold several stakeholder's meetings in planning for FY26. During these dates the district representatives will meet with different stakeholders throughout various instructional departments and roles including the building and departmental administration, gen. ed. teachers, EL teachers, support staff, counseling staff, special education teachers, etc. On 1/15/25, the district consulted with parents at their monthly PTSA meetings, and then on 5/7/25 the district will consult with the Board of Education at their monthly Committee of the Whole meeting. The Superintendent and Assistant Superintendent share the CDP with the BOE and explain the ESSA funding process, needs assessment process, and stakeholder engagement process. Many or all of our BOE members are parents of current or past students as well as community members. The Superintendent's Community Advisory Council / School Improvement Committee has met on 10/30/24, 12/11/24, 4/23/25, and 5/20/25 to discuss needs assessment, school improvement planning and action steps toward reaching our proposed goals. Parents are an active participant in our School Improvement Planning. They provide insight from the parent perspective as well as share information from other parents in the school community. They have practical ideas and propose goals to benefit the school and school community. 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, 2025. Student Services Instructional Team Meeting. School Counselors and Administrators attended. Suggestions and feedback for the CDP and grant planning were solicited from team members. January 14, 2025. (Building) Administrative Team Meeting. All building and departmental administrators meet at their bi-weekly meeting. Suggestions and feedback for the CDP and grant planning were solicited from team members. April 1, 2025. (District) Administrative Team Meeting. All building and district level administrators meet at their weekly meeting. Suggestions and feedback for the CDP and grant planning were solicited from team members. January 14, 2025. Special Education Department Meeting. Special Education Teacher and Administrators attended. Suggestions and feedback for the CDP and grant planning were solicited from team members. January 8, 2025. Student Services Instructional Team Meeting. Social Workers, Psychologists, Speech Therapists, School Nurses and Administrators attended. Suggestions and feedback for the CDP and grant planning were solicited from team members. January 15, 2025. OLCHS Parent Teacher School Association (PTSA) Meeting. Parents and school staff discussed ESSA planning and Consolidated District Planning at their monthly meeting. January 8, 2025. Title I requirements and planning were discussed with parents at the Current Student Curriculum Night hosted by OLCHS where teachers, administrators and families gathered. Parents attended and were talked to regarding ESSA compliance measures and also participating in federal grants. Parents were recommended to give feedback to the administration during the whole group presentation. January 22, 2025. Title I requirements and planning were discussed with parents at the Future Student Curriculum Night hosted by OLCHS where teachers, administrators and families gathered. Parents attended and were talked to regarding ESSA compliance measures and also participating in federal grants. Parents were recommended to give feedback to the administration during the whole group presentation.

4. **Describe the activities/strategies the LEA will implement for effective parent and family engagement. Include Title I parent and family engagement required meetings and activities. Also include a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. ** [3]**

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

([count] of 7500 maximum characters used)

During the 2025-2026 school year, we created a variety of opportunities for parent engagement and networking. Examples: Parent/Student Career/College Exploration, EL engagement activities 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. During the 2025-2026 school year, we created a variety of opportunities for parent engagement and networking. Examples: Parent Career/College nights explaining test scores, financial aid applications, and career exploration. On 9/11/25, OLCHS held a College Panel where over 20 different colleges/universities attended along with multiple trades and businesses. Counselors were on hand to assist students as this night was part of our ongoing College Week which took place from 9/8/25 to 9/12/25.On 11/25/25, School Counselors hosted an informational session on ASVAB Career Exploration and Test Results. This was scheduled for students during their intervention period, Spartan Plus. On 9/18/25, School Counselors hosted an informational session for parents called Senior Seminar: Parent Edition. This gave information to parents of Senior students on how to navigate Senior year and prepare for college/work life after high school graduation. On 10/23/25, School Counselors hosted a community outreach night. They facilitated sign-ups for our SchooLinks College and Career Software and also Parent Square, the district's communication software. On 10/31/25 and 12/2/25 OLCHS hosted a 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. Staff from ISAC were also on hand to assist parents with FAFSA. On 1/8/25, OLCHS hosted an informational session on How Your Student Can Earn College Credit While in High School event for parents. This was in-person event. On 1/22/25, 3/13/25, OLCHS hosted a Financial Aid Night for parents and students. This was called College 101. Parents received information on financing, applying and attending College with their prospective students. This was in-person and a presentation was given to parents. On 11/6/25, School Counselors offered parents and students a workshop on the One Click Admit process for college applications.On 1/8/26, School Counselors offered parents and students a workshop on the Benefits of Attending Community College, specifically Moraine Valley Community College. On 2/27/26, OLCHS offered another Financial Aid Night for parents and students. "Beating the Cost of College." This will again be aimed at teaching parents and students how to apply and receive funding for college. Assistance with FAFSA applications as well. This was also done in Spanish for our bilingual families.On 3/11/26, OLCHS offered "College 101" workshop for parents and students to discuss applying, financing and attending college for first generation students. The EL department hosted the following parent engagement activities during the 25-26 school year and plans to host additional nights for the 26-27 school year. All families in our Arabic or Spanish Bilingual Programs along with any other student/family were invited to participate in these presentations/activities. August 27, 2025: Program Outlines and Placement Guidelines October 17, 2025: Intro to School Links and Parent Square March 11, 2026: Parent Roundtable: How We Can Support Our StudentsMay 20, 2026: Title III Overview, Sports and ActivitiesThe district organized a Superintendent's Community Advisory Council that meets several times per year. The council includes students, parents, teachers, support staff, administration, EL teachers and staff and community members. They discuss district goals, priorities, safety, and strategic planning. The district holds two nights of Parent/Teacher Conferences. One in October for 1st semester and one in February for 2nd semester. The district has established feedback mechanisms, such as surveys like the 5 Essential Survey, that allow families to provide input on school policies, programs, and practices. The district feels that soliciting and valuing feedback demonstrates a commitment to continuous improvement and responsiveness to families' needs.District 229 will continue to plan similar parent and family engagement activities into the 2026-2027 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 has also used Title I funds to hire Bilingual Parent Liaisons to improve attendance at our BPAC meetings and other parent/family events. We are in our second year having Bilingual Parent Liaisons.

Response from the prior year Consolidated District Plan.

During the 2024-2025 school year, we created a variety of opportunities for parent engagement and networking. Examples: Parent/Student Career/College Exploration, EL engagement activities 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. During the 2024-2025 school year, we created a variety of opportunities for parent engagement and networking. Examples: Parent Career/College nights explaining test scores, financial aid applications, and career exploration. On 10/10/24, our social workers presented and had practical exercises for parents/students/community members that included the following topics: Discover the Healing Power of Art Therapy, Benefits of Fidgets, Benefits of Therapy Dogs, Power of Diet to Improve Mood, On 9/11/24, OLCHS held a College Fair where over 20 different colleges/universities attended along with multiple trades and businesses. Counselors were on hand to assist students as this night was part of our ongoing College Week which took place from 9/9/24 to 9/13/24.On 11/26/24, School Counselors hosted an informational session on ASVAB Career Exploration and Test Results. This was scheduled for students during their intervention period, Spartan Plus. On 9/12/24, School Counselors hosted an informational session for parents called Senior Seminar: Parent Edition. This gave information to parents of Senior students on how to navigate Senior year and prepare for college/work life after high school graduation. On 12/4/24 OLCHS hosted a Financial Aid Night for parents and students. This was aimed at assisting parents to under how financing for college works. Counselors were on hand to assist parents in filling out their FAFSA applications. Staff from ISAC were also on hand to assist parents. On 1/8/25, OLCHS hosted an informational session on How Your Student Can Earn College Credit While in High School event for parents. This was in-person event. On 1/22/25, 3/13/25, OLCHS hosted a Financial Aid Night for parents and students. This was called College 101. Parents received information on financing, applying and attending College with their prospective students. This was in-person and a presentation was given to parents. On 2/27/25, OLCHS offered another Financial Aid Night for parents and students. "Beating the Cost of College." This will again be aimed at teaching parents and students how to apply and receive funding for college. Assistance with FAFSA applications as well. The EL department hosted the following parent engagement activities during the 24-25 school year and plans to host additional nights for the 25-26 school year. All families in our Arabic or Spanish Bilingual Programs along with any other student/family were invited to participate in these presentations/activities. August 28, 2024: Bilingual Advisory Committee TrainingOctober 16, 2024: Program Outlines and Placement Guidelines February 5, 2025: ACCESS Overview, Seal of BiliteracyMay 8, 2025: Title III OverviewThe district organized a Superintendent's Community Advisory Council that meets several times per year. The council includes students, parents, teachers, support staff, administration, EL teachers and staff and community members. They discuss district goals, priorities, safety, and strategic planning. The district holds two nights of Parent/Teacher Conferences. One in October for 1st semester and one in February for 2nd semester. The district has established feedback mechanisms, such as surveys like the 5 Essential Survey, that allow families to provide input on school policies, programs, and practices. The district feels that soliciting and valuing feedback demonstrates a commitment to continuous improvement and responsiveness to families' needs.District 229 will continue to plan similar parent and family engagement activities into the 2025-2026 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 has also used Title I funds to hire Bilingual Parent Liaisons 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. This has been put into place for the 24-25 school year.

Title I Requirement:

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

ESEA section 1113(c)(3)(A)

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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

Parent and Family Engagement

ESEA Section 1116(a)(2)

Each Local Educational Agency (LEA) that receives Title I funds shall develop jointly with, agree on with, and distribute to parents and family members of participating children: a written parent and family engagement policy. The policy shall be incorporated into the LEAs Consolidated District Plan, establish the LEAs expectations and objectives for meaningful parent and family involvement, and describe how the LEA will

(A) Involve parents and family members in jointly developing the LEA Consolidated District Plan, and the development of support and improvement plans.

(B) Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

(C) Coordinate and integrate parent and family engagement strategies with other relevant federal, state and local laws and programs.

(D) Conduct an annual meeting and evaluate the content and effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by families and the needs of parents and family members to assist with the learning of their children; and, strategies to support successful school and family interactions.

(E) Use the findings of the evaluation (D) to design evidence-based strategies for more effective (E) parental involvement, and to revise, if necessary the parent and family engagement policies.

(F) Involve parents in the activities of the Title I schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by LEA to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

☑ By checking this box, the applicant hereby certifies that they have read, understood, and will comply with the parent and family engagement policy requirements.

Resources:

U.S. Department of Education-Parent and Family Engagement Non-Regulatory Guidance
Title Grants Administration Parent and Family Engagement Website
Parent and Family Engagement Policy Template

Upload a PDF of the District's Parent and Family Engagement Policy. Please use the naming system as noted below.

- Convert all the necessary documentation into a single PDF.
- Label the document with the region-county-district-type code number of the applicant, followed by a hyphen, then the name of the applicant, followed by a hyphen, followed by PFEPolicy.
- *Example: ABC School District would name the upload as 01-234-5678-90-ABC-PFEPolicy*

DO NOT USE ANY SPACES OR SPECIAL CHARACTERS BESIDES A HYPHEN IN THE NAME.

NOTE: The PDF file size may not exceed 10MB or the upload will fail.

How To Upload A File

- Browse your files to locate the required document.
- Double-click to display it in the Browser window.
- Click on the Upload button.
- The name of the uploaded document will display in the area below.

Choose File | No file chosen

Any uploaded files will appear below. Until the application is submitted to ISBE, an uploaded document may be deleted using the Delete button below. After submitting to ISBE, any required changes must be submitted separately, adding a Version number to the name.

07-016-2290-16-229-PFEPolicy.pdf

☑ Check this box to confirm that the District's Parent and Family Engagement Policy has been uploaded.*

*Required field

Private School Participation File Upload instructions are linked below. Click here for general page instructions.

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.

Will Private Schools participate in the Program?

○ Yes ◉ No

Nonpublic School Consultation Form

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
Universal School	☐	○ Yes ◉ No Number of Low-Income Student(s): 70	○ Yes ◉ No Total Enrollment Number Student(s): 854	○ Yes ◉ No Total Enrollment Number Student(s): 854	Choose File No file chosen Universal final.pdf
St. Viator HS	☐	○ Yes ◉ No Number of Low-Income Student(s): 2	○ Yes ◉ No Total Enrollment Number Student(s): 771	○ Yes ◉ No Total Enrollment Number Student(s): 771	Choose File No file chosen St Viator final.pdf
St. Rita HS	☐	○ Yes ◉ No Number of Low-Income Student(s): 12	○ Yes ◉ No Total Enrollment Number Student(s): 436	○ Yes ◉ No Total Enrollment Number Student(s): 436	Choose File No file chosen St Rita Final.pdf
Providence HS	☐	○ Yes ◉ No Number of Low-Income Student(s): 1	○ Yes ◉ No Total Enrollment Number Student(s): 753	○ Yes ◉ No Total Enrollment Number Student(s): 753	Choose File No file chosen Providence final.pdf
Outreach Exceptional Learni	☐	○ Yes ◉ No Number of Low-Income Student(s): 1	○ Yes ◉ No Total Enrollment Number Student(s): 42	○ Yes ◉ No Total Enrollment Number Student(s): 42	Choose File No file chosen Outreach Exceptional final.pdf
Mt. Carmel HS	☐	○ Yes ◉ No Number of Low-Income Student(s): 11	○ Yes ◉ No Total Enrollment Number Student(s): 590	○ Yes ◉ No Total Enrollment Number Student(s): 590	Choose File No file chosen Mt Carmel final.pdf
Mother McAuley HS	☐	○ Yes ◉ No Number of Low-Income Student(s): 28	○ Yes ◉ No Total Enrollment Number Student(s): 771	○ Yes ◉ No Total Enrollment Number Student(s): 771	Choose File No file chosen Mother McAuley final.pdf
Marist HS	☐	○ Yes ◉ No Number of Low-Income Student(s): 80	○ Yes ◉ No Total Enrollment Number Student(s): 1515	○ Yes ◉ No Total Enrollment Number Student(s): 1515	Choose File No file chosen Marist Final.pdf
Leo HS	☐	○ Yes ◉ No Number of Low-Income Student(s): 1	○ Yes ◉ No Total Enrollment Number Student(s): 237	○ Yes ◉ No Total Enrollment Number Student(s): 237	Choose File No file chosen Leo final.pdf
Christo Rey Jesuit HS	☐	○ Yes ◉ No Number of Low-Income Student(s): 2	○ Yes ◉ No Total Enrollment Number Student(s): 518	○ Yes ◉ No Total Enrollment Number Student(s): 518	Choose File No file chosen Christo Rey Final.pdf
University of Chicago Lab Sc	☐	○ Yes ◉ No Number of Low-Income Student(s): 5	○ Yes ◉ No Total Enrollment Number Student(s): 2210	○ Yes ◉ No Total Enrollment Number Student(s): 2210	Choose File No file chosen Chicago Lab School final.pdf
Chicago Christian HS	☐	○ Yes ◉ No Number of Low-Income Student(s): 9	○ Yes ◉ No Total Enrollment Number Student(s): 302	○ Yes ◉ No Total Enrollment Number Student(s): 302	Choose File No file chosen Chicago Christian final.pdf
Brother Rice HS	☐	○ Yes ◉ No Number of Low-Income Student(s): 53	○ Yes ◉ No Total Enrollment Number Student(s): 661	○ Yes ◉ No Total Enrollment Number Student(s): 661	Choose File No file chosen Brother Rice final.pdf
Aqsa School	☐	○ Yes ◉ No Number of Low-Income Student(s): 8	○ Yes ◉ No Total Enrollment Number Student(s): 331	○ Yes ◉ No Total Enrollment Number Student(s): 331	Choose File No file chosen Aqsa final.pdf
American School of Corresp	☐	○ Yes ◉ No Number of Low-Income	○ Yes ◉ No Total Enrollment Number	○ Yes ◉ No Total Enrollment Number	Choose File No file chosen

American School of Correspt		Student(s): 2	Student(s): 4085	Student(s): 4085	American School final.pdf
Timely Meaningful Consultat		Yes No Number of Low-Income Student(s): N/A	Yes No Total Enrollment Number Student(s): N/A	Yes No Total Enrollment Number Student(s): N/A	Choose File No file chosen TMC FY27 IDEA.pdf

Comments:

Preschool Coordination Instructions

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

ISBE Goals:

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

District Goal(s):

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

No Preschool Programs

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

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

If the district does not offer early childhood education programs, enter
No Preschool Programs

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

([count] of 7500 maximum characters used)

No Preschool Programs

Response from the approved prior year 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

Student Achievement and Timely Graduation Instructions

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

   ([count] of 7500 maximum characters used)

   We are deeply committed to fostering an inclusive and equitable learning environment where every student can thrive academically and linguistically. Our approach to meeting the diverse needs of all students centers on a comprehensive and well-rounded instructional program that encompasses various strategies and initiatives.First and foremost, our instructional program is designed to provide rigorous academic content aligned with state standards while also promoting critical thinking, creativity, and problem-solving skills. We recognize that students come to us with different backgrounds, abilities, and learning styles, so we offer differentiated instruction tailored to individual needs. This includes small group instruction, personalized learning plans, and targeted interventions to support students who may require additional assistance.Furthermore, we place a strong emphasis on language development for all students, recognizing that proficiency in English is essential for academic success and future opportunities. To support English language learners (ELLs), we offer specialized language instruction programs that focus on English language acquisition while simultaneously providing access to grade-level content. Additionally, we promote bilingualism and biliteracy by offering opportunities for students to maintain and develop proficiency in their home languages. We have two dedicated bilingual programs in Spanish and Arabic. We also have a comprehensive ESL program to support our non-English speaking students, and promote and implement Seal of Biliteracy testing to further celebrate students that are bilingual. To develop and implement our instructional programs effectively, our district employs a collaborative approach that involves input from teachers, administrators, parents, and community stakeholders. We prioritize professional development opportunities for educators to enhance their instructional practices, including training in culturally responsive teaching methods and strategies for supporting diverse learners. Additionally, we regularly review and revise our curriculum to ensure alignment with research-based best practices and the evolving needs of our student population.We offer a well rounded education for any type of student. We offer higher level academic rigorous programs like Advanced Placement, Seal of Biliteracy, Dual Credit, and Dual Enrollment. This allows our higher performing students to earn college credit and have experiences before they leave high school that will make them more successful once they graduate. OLCHS also offers remedial and intervention type programs for our struggling and at-risk student populations. We offer interventions for 9th graders in math and reading as well as a transitional summer program. We also offer a Tier 1 intervention service four days a week for all students in our Spartan + Program. In order to monitor the effectiveness of our instructional programs and make data-informed decisions, we utilize a variety of assessment measures, including formative assessments, standardized tests, and progress monitoring tools. This enables us to identify areas of strength and areas for improvement, allowing us to adjust our strategies and interventions as needed to better meet the needs of all students.Our plan is grounded in the belief that every student deserves access to a high-quality, well-rounded education that addresses their academic and language needs. Through collaboration, innovation, and a steadfast commitment to equity, we are dedicated to empowering all students to succeed and thrive in school and beyond.

   Response from the prior year Consolidated District Plan.

   We are deeply committed to fostering an inclusive and equitable learning environment where every student can thrive academically and linguistically. Our approach to meeting the diverse needs of all students centers on a comprehensive and well-rounded instructional program that encompasses various strategies and initiatives.First and foremost, our instructional program is designed to provide rigorous academic content aligned with state standards while also promoting critical thinking, creativity, and problem-solving skills. We recognize that students come to us with different backgrounds, abilities, and learning styles, so we offer differentiated instruction tailored to individual needs. This includes small group instruction, personalized learning plans, and targeted interventions to support students who may require additional assistance.Furthermore, we place a strong emphasis on language development for all students, recognizing that proficiency in English is essential for academic success and future opportunities. To support English language learners (ELLs), we offer specialized language instruction programs that focus on English language acquisition while simultaneously providing access to grade-level content. Additionally, we promote bilingualism and biliteracy by offering opportunities for students to maintain and develop proficiency in their home languages. We have two dedicated bilingual programs in Spanish and Arabic. We also have a comprehensive ESL program to support our non-English speaking students, and promote and implement Seal of Biliteracy testing to further celebrate students that are bilingual. To develop and implement our instructional programs effectively, our district employs a collaborative approach that involves input from teachers, administrators, parents, and community stakeholders. We prioritize professional development opportunities for educators to enhance their instructional practices, including training in culturally responsive teaching methods and strategies for supporting diverse learners. Additionally, we regularly review and revise our curriculum to ensure alignment with research-based best practices and the evolving needs of our student population.We offer a well rounded education for any type of student. We offer higher level academic rigorous programs like Advanced Placement, Seal of Biliteracy, Dual Credit, and Dual Enrollment. This allows our higher performing students to earn college credit and have experiences before they leave high school that will make them more successful once they graduate. OLCHS also offers remedial and intervention type programs for our struggling and at-risk student populations. We offer interventions for 9th graders in math and reading as well as a transitional summer program. We also offer a Tier 1 intervention service four days a week for all students in our Spartan + Program. In order to monitor the effectiveness of our instructional programs and make data-informed decisions, we utilize a variety of assessment measures, including formative assessments, standardized tests, and progress monitoring tools. This enables us to identify areas of strength and areas for improvement, allowing us to adjust our strategies and interventions as needed to better meet the needs of all students.Our plan is grounded in the belief that every student deserves access to a high-quality, well-rounded education that addresses their academic and language needs. Through collaboration, innovation, and a steadfast commitment to equity, we are dedicated to empowering all students to succeed and thrive in school and beyond.

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

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

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

   ([count] of 7500 maximum characters used)

   Identifying students at risk of failure is a critical aspect of ensuring they receive the support they need to succeed academically and socially. Here's a list of measures commonly taken by districts, along with descriptions:Data Analysis: OLCHS employs data analysis techniques to identify students at risk. We analyze academic performance data (grades), attendance records, behavior incidents, and demographic information. OLCHS has teams that implement this at the Tier 1, Tier 2, and Tier 3 levels. Our Tier 2 intervention teams group at-risk students for interventions and our Tier 3 Student Support Team intervention team intervenes for individual students. We also use a system called Naviance and will be switching to SchooLinks to help identify and track students' College & Career data. This include their career cluster, 4-year plan, service learning hours, FAFSA completion and other CCRI data. Standardized Assessments: Standardized tests are commonly used to assess students' academic proficiency. Districts may use these assessments to identify students who are not meeting grade-level expectations and are therefore at risk of falling behind. OLCHS uses STAR, SAT, ISA, IXL, Panorama and MAP data to intervene for struggling students. Students are placed into certain Tier 1 & 2 interventions based on their performance on these assessments. STAR data is used to assign reading interventions through our reading interventionist. IXL data is used to assign math interventions. Panorama data is used to identify students in need of social/emotional interventions. Teacher Referrals: Teachers play a crucial role in identifying students who may be struggling academically or socially. They can provide valuable insights based on classroom observations and interactions with students. They share these referrals through an online submission process that then notifies the Student Services Team which includes; counselors, social workers, psychologists, deans, nurses, interventionists, and speech language therapists. Parent/Guardian Input: Input from parents or guardians can provide

additional context about a student's home environment, challenges they may be facing outside of school, and other factors that may impact their academic success.Special Programs or Interventions: OLCHS offers special programs and interventions designed to support students at risk of failure. These include tutoring, mentoring, counseling, and targeted academic support in all subjects but especially math and english. OLCHS also completes a mental health screener twice a year for all freshmen students. We utilize the Signs of Suicide (SOS) program that helps us identify and provide resources and support for students struggling with social/emotional issues. Specific criteria for various at-risk student populations include the following:Low-Income: Students from low-income families are identified based on eligibility for free or reduced-price lunch (FRL), participation in government assistance programs, or documentation of financial need.English Learners (EL): EL students are identified based on language proficiency assessments (WIDA Screener), language background questionnaires, previous records, and teacher observations of their English language skills.Special Education: Students with disabilities are identified through the special education evaluation process, which typically involves assessments by school psychologists, educators, and other specialists to determine eligibility for special education services. The district uses their child find obligation to actively search for students with possible disabilities. Neglected: Neglected students may be identified through referrals from school staff, social workers, or other mandated reporters who have observed signs of neglect, such as poor hygiene, unexplained absences, or lack of parental involvement.Delinquent: Delinquent students may be identified based on disciplinary records, involvement with law enforcement, or referrals from juvenile justice agencies.McKinney-Vento/Homeless: Students that lack a fixed, regular, and adequate nighttime residence. This can include students that are unaccompanied minors as well. Students are identified by parent/guardians, teachers, counselors, related staff, school officials, and the school registration process. Each district may have its own specific protocols and procedures for identifying and supporting at-risk students, tailored to the unique needs and demographics of its student population. These measures are aimed at ensuring that all students have access to the resources and support they need to succeed in school and beyond.

Response from the prior year Consolidated District Plan.

Identifying students at risk of failure is a critical aspect of ensuring they receive the support they need to succeed academically and socially. Here's a list of measures commonly taken by districts, along with descriptions:Data Analysis: OLCHS employs data analysis techniques to identify students at risk. We analyze academic performance data (grades), attendance records, behavior incidents, and demographic information. OLCHS has teams that implement this at the Tier 1, Tier 2, and Tier 3 levels. Our Tier 2 intervention teams group at-risk students for interventions and our Tier 3 Student Support Team intervention team intervenes for individual students. We also use a system called Naviance and will be switching to SchooLinks to help identify and track students' College & Career data. This include their career cluster, 4-year plan, service learning hours, FAFSA completion and other CCRI data. Standardized Assessments: Standardized tests are commonly used to assess students' academic proficiency. Districts may use these assessments to identify students who are not meeting grade-level expectations and are therefore at risk of falling behind. OLCHS uses STAR, SAT, ISA, IXL, Panorama and MAP data to intervene for struggling students. Students are placed into certain Tier 1 & 2 interventions based on their performance on these assessments. STAR data is used to assign reading interventions through our reading interventionist. IXL data is used to assign math interventions. Panorama data is used to identify students in need of social/emotional interventions. Teacher Referrals: Teachers play a crucial role in identifying students who may be struggling academically or socially. They can provide valuable insights based on classroom observations and interactions with students. They share these referrals through an online submission process that then notifies the Student Services Team which includes; counselors, social workers, psychologists, deans, nurses, interventionists, and speech language therapists. Parent/Guardian Input: Input from parents or guardians can provide additional context about a student's home environment, challenges they may be facing outside of school, and other factors that may impact their academic success.Special Programs or Interventions: OLCHS offers special programs and interventions designed to support students at risk of failure. These include tutoring, mentoring, counseling, and targeted academic support in all subjects but especially math and english. OLCHS also completes a mental health screener twice a year for all freshmen students. We utilize the Signs of Suicide (SOS) program that helps us identify and provide resources and support for students struggling with social/emotional issues. Specific criteria for various at-risk student populations include the following:Low-Income: Students from low-income families are identified based on eligibility for free or reduced-price lunch (FRL), participation in government assistance programs, or documentation of financial need.English Learners (EL): EL students are identified based on language proficiency assessments (WIDA Screener), language background questionnaires, previous records, and teacher observations of their English language skills.Special Education: Students with disabilities are identified through the special education evaluation process, which typically involves assessments by school psychologists, educators, and other specialists to determine eligibility for special education services. The district uses their child find obligation to actively search for students with possible disabilities. Neglected: Neglected students may be identified through referrals from school staff, social workers, or other mandated reporters who have observed signs of neglect, such as poor hygiene, unexplained absences, or lack of parental involvement.Delinquent: Delinquent students may be identified based on disciplinary records, involvement with law enforcement, or referrals from juvenile justice agencies.McKinney-Vento/Homeless: Students that lack a fixed, regular, and adequate nighttime residence. This can include students that are unaccompanied minors as well. Students are identified by parent/guardians, teachers, counselors, related staff, school officials, and the school registration process. Each district may have its own specific protocols and procedures for identifying and supporting at-risk students, tailored to the unique needs and demographics of its student population. These measures are aimed at ensuring that all students have access to the resources and support they need to succeed in school and beyond.

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

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Additional education assistance for individual students needing help meeting challenging state academic and language standards typically encompasses a range of targeted interventions and support mechanisms. For English learners and immigrant students, specific assistance is tailored to address language proficiency development alongside academic content access. Here's a breakdown of some our district's common strategies:English as a Second Language (ESL) Programs: These programs offer specialized instruction to English learners, focusing on developing their English language skills in listening, speaking, reading, and writing. OLCHS ESL programs incorporate culturally responsive teaching methods to ensure effective communication and understanding.Sheltered Instruction: This instructional approach integrates language and content instruction, providing English learners with access to grade-level content while simultaneously supporting language development. Teachers use scaffolding techniques, visual aids, and hands-on activities to make academic concepts comprehensible to students with varying language proficiency levels.Bilingual Education: In our Spanish and Arabic bilingual education programs, academic content is delivered in both English and the students' native language in a co-taught model mostly. This approach helps students maintain proficiency in their first language while acquiring English language skills. Bilingual programs aim to develop biliteracy and cross-cultural understanding.Small Group Instruction/Intervention: Individualized or small group instruction allows OLCHS staff to provide targeted support based on students' specific learning needs. This approach enables teachers to address language barriers, clarify concepts, and reinforce skills in a more personalized setting. We do this in a variety of settings that include special education courses, counseling interventions, tutoring, ESL instruction and our Tier 1 intervention program (Spartan +). Any incoming 9th grader identified as deficient in math or reading will be eligible to attend our three-week summer transition program for supplementary reading, math, writing and technology instruction. Our Student Intervention Facilitators 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. C & C Counselor will also intervene with students deficient in service learning hours and FAFSA completion. Ongoing Professional Development: OLCHS teachers and staff receive training to enhance their understanding of diverse cultural backgrounds and improve their ability to create inclusive learning environments. Cultural competency training helps teachers better support English learners and immigrant students by acknowledging and respecting their unique cultural perspectives and experiences. This is often done informally but hosted and presented by our own internal staff from our Spanish and Arabic bilingual programs. Instructional Coaching: 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, one Special Education Instructional Coach and a Technology Instructional Coach. Instructional Coaches will co-teach with content teachers using lessons cooperatively planned to assist all 9th Grade Students in developing their reading, math and writing skills. They will also provide small group intervention and academic instruction. Parent and Community Engagement: OLCHS facilitate communication and collaboration with parents and community members to support the academic and language development of English learners and immigrant students. Workshops, family literacy programs, and outreach initiatives promote parental involvement and reinforce learning outside the classroom. This is mostly done through our school wide family nights like our Orientation Nights, Parent/Teacher Conferences, Student Services Parent Engagement Series, Curriculum Nights, Honors and Special Recognition Nights and our BPAC meetings. Access to Technology and Resources: OLCHS provides English learners and immigrant students with access to technology tools, digital resources, and language learning software to supplement classroom instruction and facilitate independent practice.

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

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Strengthening academic and language programs while improving school conditions for student learning often involves a multi-faceted approach encompassing instructional strategies, supplemental activities, and targeted support for specific student groups such as English learners and immigrant students.Instructional Practices: OLCHS will tailor instruction to meet the diverse needs of students by employing various instructional methods, materials, and assessments. This may include small-group instruction, one-on-one tutoring, or project-based learning to accommodate different learning styles and proficiency levels. Teachers clearly cite 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 support for students to avoid these obstacles. Teachers enhance their explanation of content and vocabulary with analogies or metaphors, linking them to student interest and prior knowledge. Teachers prompt 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. Teachers pose questions that are both divergent and convergent where all students are prompted to formulate hypotheses, 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 mastery of the lesson's learning targets.Language Support Services: OLCHS provides English as a Second Language (ESL) support to help English learners improve their language skills. These programs incorporate language immersion techniques, vocabulary development exercises, and language-rich classroom environments to facilitate language acquisition.Technology Integration: OLCHS leverages technology tools and resources to enhance instruction and provide personalized learning experiences. We are a 1:1 district in which every student and staff member have an iPad. Content delivery is implemented through the iPad. We use a variety of educational software, interactive whiteboards, and online learning platforms (Canvas) to supplement classroom teaching and engage students in interactive, multimedia-rich activities.Parent and Community Involvement: OLCHS actively involves parents and community members in the educational process through family engagement events, committees, and volunteer opportunities. By building strong partnerships with families and community organizations, we can better support students' academic and social-emotional needs both inside and outside the classroom.Professional Development: Teachers participate in ongoing professional development workshops and seminars to stay abreast of best practices in language instruction, literacy development, and effective teaching strategies. This may include training on culturally responsive teaching, language acquisition theory, and differentiated instruction techniques. These workshops are either done internally by our own staff (instructional coaches) or we send staff to local, regional, or national conferences based on need. Enrichment Programs: OLCHS offers additional supplemental activities such as after-school clubs, academic competitions, and enrichment classes to provide students with opportunities for extended learning and skill development. These programs may focus on areas such as STEM (science, technology, engineering, and mathematics), arts, language arts, and cultural enrichment. We have a number of clubs and activities for students to choose from including Muslim Student Association, Black Student Union, Bible Club, etc. Individualized Learning Plans: Educators collaborate with students and their families to develop individualized learning plans that address each student's unique strengths, needs, and goals. These plans may include personalized academic goals, targeted interventions, and progress monitoring strategies to ensure students receive the support they need to succeed academically. These plans are usually enacted for students with disabilities but also for at-risk students identified through our intervention processes. Assessment: 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.Implementation of these strategies involves a coordinated effort among OLCHS administrators, teachers, support staff, and community stakeholders. By prioritizing the academic and language needs of all students and fostering a supportive and inclusive learning environment, schools can enhance student achievement and promote equitable access to education for English learners and immigrant students.

Response from the prior year Consolidated District Plan.

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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]**

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   Addressing disparities in teacher distribution and ensuring equitable access to effective educators is crucial for promoting educational equity in D229. Here's a the process that we use to identify and address such disparities:Data Collection and Analysis: District 229 begins by collecting data on teacher assignments, student demographics, teacher effectiveness ratings, years of experience, certification status, and subject-matter qualifications. This data helps identify any disparities in teacher distribution based on factors such as income, race, or ethnicity. We are a one school high 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.Identifying Disparities: By analyzing the collected data, OLCHS will identify patterns or disparities in teacher assignments. 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 9th Grade on Track and SAT data will be utilized. In the area of student engagement the school climate survey data and attendance data will be utilized. The counseling team after doing a root cause analysis has identified three special population groups with achievement gaps. One being our low-income population, our african-american boys population, and another being students that receive ESL support. Action plans and interventions were developed for these subgroups of students. This work will continue into SY24-25 and beyond.Stakeholder Engagement: OLCHS engages with various stakeholders, including teachers, parents, students, community members, and business partners, to understand their perspectives on the disparities and gather input on potential solutions. This engagement is done through a variety of committees including the Superintendent's Community Advisory Council, Student Services Advisory Council, School Improvement Committee, and our Bilingual Parent Advisory Committee. Policy Review and Revision: The district reviews existing policies related to teacher hiring, assignment, and retention to identify any systemic barriers that contribute to the disparities. We could revise these policies to promote equitable teacher distribution and address any identified barriers.Targeted Recruitment and Hiring: The district implements targeted recruitment efforts to attract effective teachers to schools serving low-income or minority students. This involves offering competitive salaries and benefits, and state loan forgiveness programs, to encourage experienced and qualified teachers to work in high-need schools.Professional Development and Support: The district provides ongoing professional development and support to teachers to help them improve their effectiveness in the classroom. This includes mentoring programs, instructional coaching, and access to internal and external resources and training opportunities.Equitable Resource Allocation: The district ensures equitable allocation of resources, such as funding, instructional materials, and technology. This helps create a supportive learning environment and enhances the ability of teachers to meet the needs of their students.Monitoring and Evaluation: The district regularly monitors teacher assignments and student outcomes to assess the impact of their efforts and make adjustments as needed. This ongoing evaluation helps ensure that progress is being made toward reducing disparities and promoting educational equity.By following such a process, we work towards addressing disparities in teacher distribution and ensuring that all students have access to effective educators, regardless of their background or circumstances.

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6. **Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement.** [6]**

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   OLCHS takes a multifaceted approach to assist our school building in developing an effective school library program that fosters digital literacy skills and enhances academic achievement. Our library was recognized as an Exemplary School Library for 2022-2025 by the Association of Illinois School Library Educators (AISLE). The award required applicants to provide detailed evidence supporting the standards of excellence according to the Illinois library framework. Only six schools in the state of Illinois were awarded this honor. Here is how we implement such measures:Professional Development: OLCHS provides ongoing professional development opportunities for our librarians and teachers to stay updated on digital resources, technology integration, and instructional strategies. This ensures that our staff are equipped to teach digital literacy skills effectively. Access to Digital Resources: OLCHS allocates funds to purchase digital resources such as e-books, databases, and educational software for the school library. They also ensure equitable access to technology devices like computers and tablets, as well as reliable internet connectivity (hotspots for low-income students).Curriculum Integration: OLCHS collaborates with school librarians and teachers to integrate digital literacy instruction into the curriculum across subject areas. This integration ensures that students have consistent opportunities to develop digital literacy skills in various contexts.Information Literacy Instruction: OLCHS supports our school librarians in providing information literacy instruction that teaches students how to find, evaluate, and use information effectively and ethically in both digital and traditional formats.Digital Citizenship Education: OLCHS emphasizes the importance of digital citizenship education to help students navigate the digital world responsibly and safely. This includes teaching skills such as online etiquette, privacy protection, and critical evaluation of online content.Technology Support: OLCHS provides technical support and infrastructure maintenance to ensure that digital resources and technology devices in our library are functioning properly and accessible to students and staff.Collaborative Partnerships: OLCHS fosters partnerships with community organizations, libraries, and businesses to enhance our school library program. These partnerships involve several guest speakers, and access to additional digital resources and expertise.Assessment and Evaluation: OLCHS establishes measures to assess the effectiveness of the school library program in promoting

digital literacy skills and academic achievement. This includes collecting data on student learning outcomes, conducting surveys, and using standardized assessments.By implementing these measures, we are developing a robust school library program that empowers students to thrive in the digital age while achieving academic success.

Response from the prior year Consolidated District Plan.

OLCHS takes a multifaceted approach to assist our school building in developing an effective school library program that fosters digital literacy skills and enhances academic achievement. Our library was recognized as an Exemplary School Library for 2022-2025 by the Association of Illinois School Library Educators (AISLE). The award required applicants to provide detailed evidence supporting the standards of excellence according to the Illinois library framework. Only six schools in the state of Illinois were awarded this honor. Here is how we implement such measures:Professional Development: OLCHS provides ongoing professional development opportunities for our librarians and teachers to stay updated on digital resources, technology integration, and instructional strategies. This ensures that our staff are equipped to teach digital literacy skills effectively. Access to Digital Resources: OLCHS allocates funds to purchase digital resources such as e-books, databases, and educational software for the school library. They also ensure equitable access to technology devices like computers and tablets, as well as reliable internet connectivity (hotspots for low-income students).Curriculum Integration: OLCHS collaborates with school librarians and teachers to integrate digital literacy instruction into the curriculum across subject areas. This integration ensures that students have consistent opportunities to develop digital literacy skills in various contexts.Information Literacy Instruction: OLCHS supports our school librarians in providing information literacy instruction that teaches students how to find, evaluate, and use information effectively and ethically in both digital and traditional formats.Digital Citizenship Education: OLCHS emphasizes the importance of digital citizenship education to help students navigate the digital world responsibly and safely. This includes teaching skills such as online etiquette, privacy protection, and critical evaluation of online content.Technology Support: OLCHS provides technical support and infrastructure maintenance to ensure that digital resources and technology devices in our library are functioning properly and accessible to students and staff.Collaborative Partnerships: OLCHS fosters partnerships with community organizations, libraries, and businesses to enhance our school library program. These partnerships involve several guest speakers, and access to additional digital resources and expertise.Assessment and Evaluation: OLCHS establishes measures to assess the effectiveness of the school library program in promoting digital literacy skills and academic achievement. This includes collecting data on student learning outcomes, conducting surveys, and using standardized assessments.By implementing these measures, we are developing a robust school library program that empowers students to thrive in the digital age while achieving academic success.

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

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

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

([count] of 7500 maximum characters used)

Identifying and serving gifted and talented students through objective criteria is crucial to ensure fairness and accuracy in the process. Here is our outline to achieve this: Establish Clear Definitions: Begin by clearly defining what constitutes "gifted and talented" within OLCHS contexts. This definition is comprehensive, encompassing various domains such as intellectual ability, creativity, leadership potential, and artistic talent.Objective Screening Tools: OLCHS has implemented standardized, objective screening tools to identify gifted and talented students.Multiple Criteria Approach: 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. All students are encouraged to apply or enroll in the Advanced Placement Program. Data Analysis and Benchmarking: OLCHS analyzes the data collected from screening tools and other criteria to establish benchmark scores or criteria for identifying gifted and talented students. These benchmarks should be based on empirical evidence and best practices in gifted education.Transparency and Equity: OLCHS ensures transparency in the identification process by clearly communicating the criteria and procedures to students, parents, and educators. Additionally, we strive for equity by providing support and accommodations for students from diverse backgrounds, including those from underrepresented populations.Regular Review and Revision: OLCHS periodically reviews and revises the identification criteria to ensure that they remain relevant, fair, and effective. This involves gathering feedback from stakeholders, analyzing outcomes, and incorporating new research findings in gifted education.Programming: 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 of 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. 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. Individualized Education Plans (IEPs): Once identified, OLCHS would develop individualized education plans (IEPs) for gifted and talented students that address their specific needs, interests, and learning styles. These plans may include acceleration, enrichment activities, mentorship opportunities, advanced coursework, and other tailored interventions.Ongoing Support and Monitoring: OLCHS would provide ongoing support and monitoring for gifted and talented students to ensure that they are challenged, engaged, and making academic progress. This would involve regular meetings with teachers, counselors, and parents to assess their needs and adjust interventions accordingly.

Response from the prior year Consolidated District Plan.

Identifying and serving gifted and talented students through objective criteria is crucial to ensure fairness and accuracy in the process. Here is our outline to achieve this: Establish Clear Definitions: Begin by clearly defining what constitutes "gifted and talented" within OLCHS contexts. This definition is comprehensive, encompassing various domains such as intellectual ability, creativity, leadership potential, and artistic talent.Objective Screening Tools: OLCHS has implemented standardized, objective screening tools to identify gifted and talented students.Multiple Criteria Approach: 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. All students are encouraged to apply or enroll in the Advanced Placement Program. Data Analysis and Benchmarking: OLCHS analyzes the data collected from screening tools and other criteria to establish benchmark scores or criteria for identifying gifted and talented students. These benchmarks should be based on empirical evidence and best practices in gifted education.Transparency and Equity: OLCHS ensures transparency in the identification process by clearly communicating the criteria and procedures to students, parents, and educators. Additionally, we strive for equity by providing support and accommodations for students from diverse backgrounds, including those from underrepresented populations.Regular Review and Revision: OLCHS periodically reviews and revises the identification criteria to ensure that they remain relevant, fair, and effective. This involves gathering feedback from stakeholders, analyzing outcomes, and incorporating new research findings in gifted education.Programming: 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 of 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. 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. Individualized Education Plans (IEPs): Once identified, OLCHS would develop individualized education plans (IEPs) for gifted and talented students that address their specific needs, interests, and learning styles. These plans may include acceleration, enrichment activities, mentorship opportunities, advanced coursework, and other tailored interventions.Ongoing Support and Monitoring: OLCHS would provide ongoing support and monitoring for gifted and talented students to ensure that they are challenged, engaged, and making academic progress. This would involve regular meetings with teachers, counselors, and parents to assess their needs and adjust interventions accordingly.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

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

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

[5] Title I, Part A, Section 1112(b)(2)
[6] Title I, Part A, Section 1112(b)(13)(B)
[7] Title I, Part A, Section 1112(b)(13)(A)

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

College and Career Readiness Instructions

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

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

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

([count] of 7500 maximum characters used)

The district facilitates several effective transitional activities for students from middle grades to high school: Orientation Programs: OLCHS offers the Freshman Academy Program annually during summer months for students that struggle academically in math and reading. This is an orientation program that offers academic enrichment and intervention as well as social/emotional instruction and community-based learning. We also host shadow days for 8th grade students in February of each year. Current 8th graders are paired with a "shadow" and attend classes and activities through a regular school day. OLCHS also offers another transitional day in February where 8th grade students come for a tour of the school, partake in a career cluster finding activity related to career pathways interest, and learn about the school from student mentors and selected staff. An incoming 9th grade Curriculum Night is held in January where students and parents attend to learn about the course registration process as well as curricular opportunities from all subject areas. Students also meet with an administrator/counselor at our Course Selection Night also hosted in January. This allows for students to select courses and ask questions about their placement and schedule for their 9th grade year. For students with an IEP or 504 Plan, these meetings are held individually at their middle school and OLCHS administrators and staff attend those meetings. The district also hosts articulation meetings between core subject area teachers/administrators to better align our standards, curricular expectations, and student placement. Our student services staff including counselors, administrators, nurses, and social workers attend articulation meetings with both feeder districts to learn about social/emotional and health concerns for our incoming 9th graders. OLCHS also offers orientation day for only 9th graders in August at the beginning of school as well as an Open House Night during the first week of school. Freshman and transfer students are assisted by our Student Leaders' Program the first weeks of school. Student Leaders are a mentor based program comprised of older higher performing students that act as guides or mentors for our 9th grade students. Coordination with Institutions of Higher Education, Employers, and Local Partners: OLCHS has established partnerships with local colleges, universities, and employers to create pathways for students transitioning to postsecondary education or the workforce. The district has a Career and College Counselor. The Career and College counselor 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 students, 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 school counseling team has also formed an Advisory Council composed of administrators, teachers, counselors, interventionists, parents, students, business partners, and community members. This council meets twice a year to discuss school counseling goals and expectations and obtain feedback from multiple stakeholders in regards to the school counseling program. Increased Student Access to Early College, High School, or Dual/Concurrent Enrollment Opportunities: OLCHS offers over 20 Advanced Placement courses for students to enroll and earn college credit. OLCHS participates in articulation of high school courses with Moraine Valley Community College (MVCC). We offer over 10 courses that can be taken at OLCHS and students can earn college credit at the same time. OLCHS identified students needing to take remedial math and English courses at the college level as a barrier to college success and graduation. To remediate this issue we now offer two transitional courses; Transition to College Math & Transition to College English. Students enroll in these courses during their Senior year and if they pass with a "C" or higher they will receive guaranteed placement at MVCC in a college-level mathematics or English course within 18 months of graduation. OLCHS also offers Dual Enrollment opportunities through MVCC which allows students to take classes at OLCHS and earn college credit at the same time. Students can enroll in Basic Air Conditioning Technician, CNA, EMT and Metal Welding programs while they are still enrolled at OLCHS. Career Counseling to Identify Student Interests and Skills:OLCHS has implemented comprehensive career counseling services starting from middle school until their Senior year to help students explore their interests, aptitudes, and career goals. We use assessments, workshops, and one-on-one sessions to help students identify their strengths, weaknesses, and potential career paths. We provide resources and guidance on selecting appropriate courses, extracurricular activities, and experiences that align with students' interests and career aspirations. All students identify a career cluster and that career cluster guides their course selection, enrichment offers, internships, college visits, etc. OLCHS offer co-teach lessons with a School Counselor and specific content area teachers to teach resume writing, interview skills, and job search strategies to prepare students for entering the workforce or applying to postsecondary institutions. 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 moved to SchooLinks in 2024-2025 to assist with a variety of college and career planning activities. By the end of 2024-2025 school year all district students, parents and teachers had access and will be using the SchooLinks system. The district has adopted a 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. This curriculum and 4-year planning is delivered by school counselors through a comprehensive system of informational seminars for students and parents as well as co-teach lessons in their academic courses. By implementing these strategies and fostering collaboration with higher education institutions, our local elementary feeder districts, employers, and local partners, the district can ensure that students have the support and resources they need to make successful transitions from middle school to high school and from high school to postsecondary education or the workforce.

Response from the approved prior year Consolidated District Plan.

The district facilitates several effective transitional activities for students from middle grades to high school: Orientation Programs: OLCHS offers the Freshman Academy Program annually during summer months for students that struggle academically in math and reading. This is an orientation program that offers academic enrichment and intervention as well as social/emotional instruction and community-based learning. We also host shadow days for 8th grade students in February of each year. Current 8th graders are paired with a "shadow" and attend classes and activities through a regular school day. OLCHS also offers another transitional day in February where 8th grade students come for a tour of the school, partake in a career cluster finding activity related to career pathways interest, and learn about the school from student mentors and selected staff. An incoming 9th grade Curriculum Night is held in January where students and parents attend to learn about the course registration process as well as curricular opportunities from all subject areas. Students also meet with an administrator/counselor at our Course Selection Night also hosted in January. This allows for students to select courses and ask questions about their placement and schedule for their 9th grade year. For students with an IEP or 504 Plan, these meetings are held individually at their middle school and OLCHS administrators and staff attend those meetings. The district also hosts articulation meetings between core subject area teachers/administrators to better align our standards, curricular expectations, and student placement. Our student services staff including counselors, administrators, nurses, and social workers attend articulation meetings with both feeder districts to learn about social/emotional and health concerns for our incoming 9th graders. OLCHS also offers orientation day for only 9th graders in August at the beginning of school as well as an Open House Night during the first week of school. Freshman and transfer students are assisted by our Student Leaders' Program the first weeks of school. Student Leaders are a mentor based program comprised of older higher performing students that act as guides or mentors for our 9th grade students. Coordination with Institutions of Higher Education, Employers, and Local Partners: OLCHS has established partnerships with local colleges, universities, and employers to create pathways for students transitioning to postsecondary education or the workforce. The district has a Career and College Counselor. The Career and College counselor 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 students, 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 school counseling team has also formed an Advisory Council composed of administrators, teachers, counselors, interventionists, parents, students, business partners, and community members. This council meets twice a year to discuss school counseling goals and expectations and obtain feedback from multiple stakeholders in regards to the school counseling program. Increased Student Access to Early College, High School, or Dual/Concurrent Enrollment Opportunities: OLCHS offers over 20 Advanced Placement courses for students to enroll and earn college credit. OLCHS participates in articulation of high school courses with Moraine Valley Community College (MVCC). We offer over 10 courses that can be taken at OLCHS and students can earn college credit at the same time. OLCHS identified students needing to take remedial math and English courses at the college level as a

barrier to college success and graduation. To remediate this issue we now offer two transitional courses; Transition to College Math & Transition to College English. Students enroll in these courses during their Senior year and if they pass with a "C" or higher they will receive guaranteed placement at MVCC in a college-level mathematics or English course within 18 months of graduation. OLCHS also offers Dual Enrollment opportunities through MVCC which allows students to take classes at OLCHS and earn college credit at the same time. Students can enroll in Basic Air Conditioning Technician, CNA, EMT and Metal Welding programs while they are still enrolled at OLCHS. Career Counseling to Identify Student Interests and Skills:OLCHS has implemented comprehensive career counseling services starting from middle school until their Senior year to help students explore their interests, aptitudes, and career goals. We use assessments, workshops, and one-on-one sessions to help students identify their strengths, weaknesses, and potential career paths. We provide resources and guidance on selecting appropriate courses, extracurricular activities, and experiences that align with students' interests and career aspirations. All students identify a career cluster and that career cluster guides their course selection, enrichment offers, internships, college visits, etc. OLCHS offer co-teach lessons with a School Counselor and specific content area teachers to teach resume writing, interview skills, and job search strategies to prepare students for entering the workforce or applying to postsecondary institutions. 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 moved to SchooLinks in 2024-2025 to assist with a variety of college and career planning activities. By the end of 2024-2025 school year all district students, parents and teachers will have access and be using the SchooLinks system. The district has adopted a 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. This curriculum and 4-year planning is delivered by school counselors through a comprehensive system of informational seminars for students and parents as well as co-teach lessons in their academic courses. By implementing these strategies and fostering collaboration with higher education institutions, our local elementary feeder districts, employers, and local partners, the district can ensure that students have the support and resources they need to make successful transitions from middle school to high school and from high school to postsecondary education or the workforce.

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

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

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

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

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

([count] of 7500 maximum characters used)

The district's commitment to supporting programs that integrate academic and career and technical education (CTE) content is robust. Through coordinated instructional strategies, they ensure that students receive a comprehensive education that combines theoretical knowledge with practical skills. These strategies often incorporate experiential learning opportunities, allowing students to engage actively in their learning process and gain hands-on experience. The district has created a Career Pathways Guide that provides information on the 16 nationally recognized career pathways and what specific courses, service learning opportunities, future careers, future college majors, co-curricular activities, and top 3 occupations that are aligned with the given career pathway. This provides a comprehensive career pathway guide for students to start aligning their activities to the career pathway of interest. Moreover, the district emphasizes the importance of aligning educational content with the needs of in-demand occupations or industries within the state. By doing so, they equip students with the skills and knowledge required to thrive in the workforce upon graduation. This proactive approach not only prepares students for successful careers but also contributes to the economic growth and development of the local community. Using Naviance and now SchooLinks, students identify a career cluster. The career cluster provides guidance on course selection, enrichment opportunities, internship and college and career counseling. Additionally, the district places significant emphasis on providing students with meaningful work-based learning opportunities. These opportunities allow students to immerse themselves in real-world professional environments, gaining invaluable insights and experiences directly from industry professionals. Furthermore, if appropriate, students may earn academic credit for their participation in these work-based learning experiences, thus integrating their practical learning with their academic curriculum seamlessly. OLCHS currently offers over 25 Industry-Recognized Certifications in our CTE courses. Students enrolled in certain classes, with successful completion of the requirements, will earn these certifications. For example, a student enrolled in our culinary track of courses can earn CPR/CA/AED as well as their Food Handling certificate. Students enrolled in our automotive track can earn S/P2 certifications in Auto Safety, Auto Valvoline, Valvoline-Automotive Chemicals, Valvoline Motor Oil, Electric Vehicle Safety, Valvoline - Automotive Fluid, and Preparing a Vehicle for Service and Working with Customers. OLCHS is also continuing to build out pathways to increase opportunities for students. During SY24-25 two additional teaching courses were added in CTE to build out our Education Pathway for students. This now completes the pathway. Overall, the district's support for coordinating and integrating academic and CTE content, along with work-based learning opportunities, underscores their commitment to preparing students for success in both higher education and the workforce. By bridging the gap between classroom learning and real-world application, they ensure that students graduate with the skills, knowledge, and experiences necessary to thrive in today's dynamic job market.

Response from the approved prior year Consolidated District Plan.

The district's commitment to supporting programs that integrate academic and career and technical education (CTE) content is robust. Through coordinated instructional strategies, they ensure that students receive a comprehensive education that combines theoretical knowledge with practical skills. These strategies often incorporate experiential learning opportunities, allowing students to engage actively in their learning process and gain hands-on experience. The district has created a Career Pathways Guide that provides information on the 16 nationally recognized career pathways and what specific courses, service learning opportunities, future careers, future college majors, co-curricular activities, and top 3 occupations that are aligned with the given career pathway. This provides a comprehensive career pathway guide for students to start aligning their activities to the career pathway of interest. Moreover, the district emphasizes the importance of aligning educational content with the needs of in-demand occupations or industries within the state. By doing so, they equip students with the skills and knowledge required to thrive in the workforce upon graduation. This proactive approach not only prepares students for successful careers but also contributes to the economic growth and development of the local community. Using Naviance and now SchooLinks, students identify a career cluster. The career cluster provides guidance on course selection, enrichment opportunities, internship and college and career counseling. Additionally, the district places significant emphasis on providing students with meaningful work-based learning opportunities. These opportunities allow students to immerse themselves in real-world professional environments, gaining invaluable insights and experiences directly from industry professionals. Furthermore, if appropriate, students may earn academic credit for their participation in these work-based learning experiences, thus integrating their practical learning with their academic curriculum seamlessly. OLCHS currently offers over 25 Industry-Recognized Certifications in our CTE courses. Students enrolled in certain classes, with successful completion of the requirements, will earn these certifications. For example, a student enrolled in our culinary track of courses can earn CPR/CA/AED as well as their Food Handling certificate. Students enrolled in our automotive track can earn S/P2 certifications in Auto Safety, Auto Valvoline, Valvoline-Automotive Chemicals, Valvoline Motor Oil, Electric Vehicle Safety, Valvoline - Automotive Fluid, and Preparing a Vehicle for Service and Working with Customers. OLCHS is also continuing to build out pathways to increase opportunities for students. For SY24-25 two additional teaching courses were added in CTE to build out our Education Pathway for students. This now completes the pathway. Overall, the district's support for coordinating and integrating academic and CTE content, along with work-based learning opportunities, underscores their commitment to preparing students for success in both higher education and the workforce. By bridging the gap between classroom learning and real-world application, they ensure that students graduate with the skills, knowledge, and experiences necessary to thrive in today's dynamic job market.

Legislative References:

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

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

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

Professional Development - Highly Prepared and Effective Teachers and School Leaders Instructions

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

ISBE Goals:

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

District Goal(s):

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

For each program for which funding is anticipated for the 2026-2027 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Oak Lawn Community High School has two Instructional Coach Teachers used to provide interventions in improving students' learning outcomes through improved instructional strategies through pedagogy and social-emotional practices. OLCHS also has a Reading Intervention Coach that provides supplemental instruction to students and guidance to staff on literacy practices. Instructional Coaches will work through a coaching cycle with teachers. This will involve working 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 the 2026-2027 school year. The list of PD sessions provided by the two instructional coaches are as follows; Building Supportive Classroom Environments(three-part series), Gemini & Student Accounts: Ethical AI for Your Classroom, Literacy: Vocabulary Instruction Across Instruction, Cultural Identity and Student Safety (three-part series), Metacognition and Reading: Supporting Stamina, Fluency, and Comprehension, Literacy: Supporting our Diverse Learners. Another big initiative from our Instructional Coaches is integrating SEL curriculum and competencies into the everyday curriculum of all teachers and subject areas. The district is working hard to implement and teach SEL skills throughout the entire day in all class periods. This included conducting Instructional Rounds looking for CASEL competencies in the classroom.Professional development themes/topics identified via our needs assessment include: Instructional Practice (44.6%), Technology and Innovation (29.7%), Deep Learning (16.2%) and Student Belonging (9.5%).

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

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.Professional development themes/topics identified via our need assessment include: Instructional Practice (44.6%), Technology and Innovation (29.7%), Deep Learning (16.2%) and Student Belonging (9.5%).Methods of delivery that stakeholders identified will include the following: In-house PD (90.5%), Inservice Days (90.5%), Instructional Coaching Cycle (59.5%), Local/State Conferences (81.1%), Self-Paced Modules (44.6%), Classroom Visits (52.7%).Listing of external professional opportunities will include: Chicagoland AP Consortium, Women in Education: Leadership and Learning Summit, Plainfield Advanced Placement Summer Institute, Illinois School Counselor Association Conference, Evidence-Based School Counseling Conference (EBSC), and IACAC Conference. There will also be a speaker from Hatching Results giving a PD seminar to School Counselors. Listing of internal professional development opportunities will include: Building Supportive Classroom Environments (Introduction, Application, and Reflection Three-Part Series), Co-Teaching, Gemini and Student Accounts: Ethical AI for Your Classroom, Apple Classroom and Jamf, Empowering Emerging Readers and EL Students, Cultural Identity and Student Safety (Introduction, Application, and Reflection Three Part Series), Emotional Impacts of Perfectionism, Metacognition and Reading: Supporting Stamina, Fluency, and Comprehension, Literacy: Supporting our Diverse Learners, What's New in Edpuzzle and Diffit. Institute Day topics and planning will include: Aligning ACT skills and strategies throughout the curriculum, fostering growth mindset, ethical use of AI in the classroom and teacher planning, using data (ACT, STAR, MAP, summative assessments, formative assessments) to inform instruction, auditing curriculum to align with appropriate standards.

G. Title III - LIEP

Professional development focused on training title III teachers and their co-teachers on best practices in co-teaching models to improve achievement for English Learners. Professional development focused on training title III teachers on scaffolds and tools to increase engagement and achievement for English Learners.Professional development focused on training Instructional Coach on how to improve instruction and support for English Learners.

H. Title III - ISEP

NOT PROVIDING

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]

Professional development focused on CPI on how to train targeted staff de-escalation. Focus on training for annual state requirements for our RTO reduction plan. Social workers to attend one conference each related to student needs or professional strategies.Autism and differentiated instruction conferences attended between August 2026 through May 2027 as requested by Special Ed teachers and Special Ed Coordinator.Social workers to attend the National Association of Social Workers (NASW) Conference in October of 2026.School Psychologists to attend one conference each related to student needs or professional strategies between August 2026 through May 2027.Training for multiple staff from the Crisis Prevention Institution (CPI) on de-escalation techniques. Verbal Intervention trains staff to respond to crisis situations with a focus on de-escalation techniques and safe, non-restrictive interventions. Multiple staff will be trained in the "train the trainer" model. Those trainers will then present and hold professional development sessions for the rest of OLCHS staff. Staff to attend IAASE Fall and Winter Conferences. Registration for 3 staff to attend IAASE Fall and Winter Conferences in various locations through the state of IL.Staff to attend the Illinois Center for Transition and Work Symposium. Registration for 2 staff to attend symposium in Champaign Illinois.Psychologists to attend the National Association of School Psychologist (NASP) Convention in Spring of 2027.Speech Language Pathologist to attend various conferences during SY26-27.

L. IDEA, Part B - Preschool

Legislative Requirement:

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

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

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

Safe and Healthy Learning Environment Instructions

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

ISBE Goals:

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

District Goal(s):

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

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

i. reduce incidences of bullying and harassment;

ii. reduce the overuse of discipline practices that remove students from the classroom [1];

iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below [2]:

a. each major racial and ethnic group;

b. economically disadvantaged students as compared to students who are not economically disadvantaged;

c. children with disabilities as compared to children without disabilities;

d. English proficiency status;

e. gender; and

f. migrant status.

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([count] of 7500 maximum characters used)

To effectively address the reduction of bullying and harassment, the overuse of discipline practices, and the use of aversive behavioral interventions, districts can implement a comprehensive approach that involves several key steps:Reducing Incidences of Bullying and Harassment: Implementing evidence-based anti-bullying and harassment prevention programs. Providing regular training for teachers, staff, and students on recognizing, preventing, and responding to bullying and harassment. Establishing clear policies and procedures for reporting and addressing incidents of bullying and harassment, ensuring confidentiality and appropriate consequences. Promoting a positive school climate and fostering a culture of respect, empathy, and inclusivity through initiatives such as peer mentoring, restorative justice practices, and character education programs. Encouraging active involvement of parents and community members in bullying prevention efforts through workshops, forums, outreach activities, active hall monitoring, Social-Emotional teaching, and relationship building.Reducing Overuse of Discipline Practices: Reviewing and revising disciplinary policies to emphasize positive behavior interventions and supports and restorative practices over punitive measures. Providing professional development for educators on classroom management techniques, conflict resolution strategies, and trauma-informed approaches to address underlying behavioral issues. Implementing alternative disciplinary measures such as counseling, mediation, and peer support programs to address root causes of misbehavior and promote positive behavioral change. Also, the use of No Contact Contracts. Monitoring disciplinary data regularly to identify trends, disparities, and areas for improvement, and adjusting strategies accordingly.Reducing Use of Aversive Behavioral Interventions: Establishing clear guidelines and standards for the use of behavioral interventions, ensuring that they are evidence-based, least restrictive, and aligned with student well-being and safety. Providing specialized training for staff who work with students with disabilities or behavioral challenges on alternative, positive behavior support strategies. Conducting regular reviews of individual behavior intervention plans (BIPs) to ensure they are effective, person-centered, and compliant with legal and ethical standards. Collaborating with families, caregivers, and relevant professionals to develop holistic support plans that address students' unique needs and preferences. Monitoring and evaluating the implementation of behavioral interventions to ensure fidelity, effectiveness, and alignment with student outcomes.Disaggregated Data Analysis: Analyzing discipline and intervention data disaggregated by various student subgroups (racial/ethnic groups, economic status, disability status, English proficiency, gender, migrant status) to identify disparities and inequities in discipline practices and outcomes. Using the data to inform targeted interventions and supports for vulnerable student populations, address systemic barriers, and promote equity and inclusion within the school community. Engaging stakeholders, including students, parents, community members, and advocacy groups, in the data analysis process and decision-making to ensure transparency, accountability, and shared ownership of efforts to reduce disparities and promote positive outcomes for all students.

Response from the prior year Consolidated District Plan.

To effectively address the reduction of bullying and harassment, the overuse of discipline practices, and the use of aversive behavioral interventions, districts can implement a comprehensive approach that involves several key steps:Reducing Incidences of Bullying and Harassment: Implementing evidence-based anti-bullying and harassment prevention programs. Providing regular training for teachers, staff, and students on recognizing, preventing, and responding to bullying and harassment. Establishing clear policies and procedures for reporting and addressing incidents of bullying and harassment, ensuring confidentiality and appropriate consequences. Promoting a positive school climate and fostering a culture of respect, empathy, and inclusivity through initiatives such as peer mentoring, restorative justice practices, and character education programs. Encouraging active involvement of parents and community members in bullying prevention efforts through workshops, forums, outreach activities, active hall monitoring, Social-Emotional teaching, and relationship building.Reducing Overuse of Discipline Practices: Reviewing and revising disciplinary policies to emphasize positive behavior interventions and supports and restorative practices over punitive measures. Providing professional development for educators on classroom management techniques, conflict resolution strategies, and trauma-informed approaches to address underlying behavioral issues. Implementing alternative disciplinary measures such as counseling, mediation, and peer support programs to address root causes of misbehavior and promote positive behavioral change. Also, the use of No Contact Contracts. Monitoring disciplinary data regularly to identify trends, disparities, and areas for improvement, and adjusting strategies accordingly.Reducing Use of Aversive Behavioral Interventions: Establishing clear guidelines and standards for the use of behavioral interventions, ensuring that they are evidence-based, least restrictive, and aligned with student well-being and safety. Providing specialized training for staff who work with students with disabilities or behavioral challenges on alternative, positive behavior support strategies. Conducting regular reviews of individual behavior intervention plans (BIPs) to ensure they are effective, person-centered, and compliant with legal and ethical standards. Collaborating with families, caregivers, and relevant professionals to develop holistic support plans that address students' unique needs and preferences. Monitoring and evaluating the implementation of behavioral interventions to ensure fidelity, effectiveness, and alignment with student outcomes.Disaggregated Data Analysis: Analyzing discipline and intervention data disaggregated by various student subgroups (racial/ethnic groups, economic status, disability status, English proficiency, gender, migrant status) to identify disparities and inequities in discipline practices and outcomes. Using the data to inform targeted interventions and supports for vulnerable student populations, address systemic barriers, and promote equity and inclusion within the school community. Engaging stakeholders, including students, parents, community members, and advocacy groups, in the data analysis process and decision-making to ensure transparency, accountability, and shared ownership of efforts to reduce disparities and promote positive outcomes for all students.

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

(42 U.S.C. 11301 et seq.):*

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([count] of 7500 maximum characters used)

The district has appointed and consulted with a homeless liaison. The district offers a range of services to support homeless children and youth, aligning with the McKinney-Vento Homeless Assistance Act. These services are designed to ensure that homeless students have equal access to education and the resources they need to succeed. Here are some of the key services:Enrollment Assistance: The district will assist homeless children and youth in enrolling in school, regardless of documentation or residency requirements. This includes providing transportation to and from school if necessary.Educational Support Services: Homeless students will receive additional academic support to help them succeed in school. This may include tutoring, after-school programs, or access to specialized educational resources.Counseling and Mental Health Services: Recognizing the unique challenges that homeless students may face, the district will provide access to counseling and mental health services to support their emotional well-being and address any trauma they may have experienced.Healthcare Services: The district will work to ensure that homeless students have access to healthcare services, including physical exams, vaccinations, and referrals to medical specialists if needed. District schedules an annual visit from the Ronald McDonald Care Mobile to provide free of charge physical exams and immunizations for students identified as low-income or homeless. Nutritional Support: Homeless students will have access to nutritious meals through our National School Lunch Program. This includes a free breakfast and lunch daily. The district may also provide assistance with obtaining food outside of school hours through partnerships with local organizations and even our own cafeteria.Clothing and Hygiene Resources: The district will provide homeless students with access to clothing, toiletries, and other basic necessities to ensure they can maintain their personal hygiene and feel comfortable at school.Transportation Assistance: If homeless students need transportation to attend school or participate in extracurricular activities, the district will provide assistance, which may include bus passes (Ventra Cards) or arranging rides through taxis or cabs. Parental and Family Support Services: The district will offer support services to the families of homeless students, including assistance with finding housing, employment, and other resources to stabilize their living situations.These services will be provided in coordination with the requirements of the McKinney-Vento Homeless Assistance Act, which mandates that districts identify homeless students, remove barriers to their enrollment and retention in school, and provide them with the support they need to succeed academically. By offering comprehensive services, the district aims to ensure that homeless children and youth have the opportunity to reach their full potential despite the challenges they may face.

Response from the prior year Consolidated District Plan.

The district has appointed and consulted with a homeless liaison. The district offers a range of services to support homeless children and youth, aligning with the McKinney-Vento Homeless Assistance Act. These services are designed to ensure that homeless students have equal access to education and the resources they need to succeed. Here are some of the key services:Enrollment Assistance: The district will assist homeless children and youth in enrolling in school, regardless of documentation or residency requirements. This includes providing transportation to and from school if necessary.Educational Support Services: Homeless students will receive additional academic support to help them succeed in school. This may include tutoring, after-school programs, or access to specialized educational resources.Counseling and Mental Health Services: Recognizing the unique challenges that homeless students may face, the district will provide access to counseling and mental health services to support their emotional well-being and address any trauma they may have experienced.Healthcare Services: The district will work to ensure that homeless students have access to healthcare services, including physical exams, vaccinations, and referrals to medical specialists if needed. District schedules an annual visit from the Ronald McDonald Care Mobile to provide free of charge physical exams and immunizations for students identified as low-income or homeless. Nutritional Support: Homeless students will have access to nutritious meals through our National School Lunch Program. This includes a free breakfast and lunch daily. The district may also provide assistance with obtaining food outside of school hours through partnerships with local organizations and even our own cafeteria.Clothing and Hygiene Resources: The district will provide homeless students with access to clothing, toiletries, and other basic necessities to ensure they can maintain their personal hygiene and feel comfortable at school.Transportation Assistance: If homeless students need transportation to attend school or participate in extracurricular activities, the district will provide assistance, which may include bus passes (Ventra Cards) or arranging rides through taxis or cabs. Parental and Family Support Services: The district will offer support services to the families of homeless students, including assistance with finding housing, employment, and other resources to stabilize their living situations.These services will be provided in coordination with the requirements of the McKinney-Vento Homeless Assistance Act, which mandates that districts identify homeless students, remove barriers to their enrollment and retention in school, and provide them with the support they need to succeed academically. By offering comprehensive services, the district aims to ensure that homeless children and youth have the opportunity to reach their full potential despite the challenges they may face.

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	◉	○	○	○	05/15/2024

Describe anticipated Reorganizations:

Title I Specific Requirements - Part Two Instructions

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

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

ISBE Goals:

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

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

- [ ]

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1. **School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).* (Section 1112(b)(3))**

   Section 1111(d)

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   If the district does not have any schools identified as comprehensive or targeted, enter

   No schools identified under this part

   ([count] of 7500 maximum characters used)

   Needs Assessment: The district will conduct a thorough needs assessment to identify areas of weakness and improvement. This assessment will include analyzing academic performance data, school climate surveys, and input from teachers, parents, and students.Evidence-Based Interventions: Based on the needs assessment findings, the district will develop and implement evidence-based interventions tailored to address the specific challenges faced by each comprehensive support school. These interventions will include targeted instructional strategies, professional development for teachers, leadership training, or additional student support services.Resource Allocation: The district will allocate additional resources and support to facilitate improvement efforts. This will involve reallocating funding, providing access to specialized personnel or support staff, or offering technical assistance from outside providers. Monitoring and Accountability: The district will establish clear mechanisms for monitoring progress and holding comprehensive support schools accountable for improvement. This will include setting specific performance targets, implementing regular progress monitoring assessments, and conducting regular visits with staff and students to assess implementation fidelity and effectiveness of interventions.Professional Development: The district will offer ongoing professional development opportunities for teachers and staff to enhance their capacity to address student needs effectively. This will include training on data-driven instruction, differentiated teaching strategies, culturally responsive practices, and trauma-informed care.Stakeholder Engagement: The district will actively engage stakeholders, including parents, community members, school leadership teams, and external partners, in the improvement process. This will involve forming a school improvement committee within our Superintendent's Advisory Council, hosting regular meetings/forums for feedback and collaboration, and leveraging community resources to support school initiatives.Continuous Improvement: The district will promote a culture of continuous improvement by encouraging reflection, innovation, and adaptation of strategies based on ongoing data analysis and feedback loops.In summary, the district's responsibilities involve conducting comprehensive needs assessments, implementing evidence-based interventions, allocating resources effectively, monitoring progress closely, providing professional development, engaging stakeholders, and fostering a culture of continuous improvement to support and improve these schools.

   Response from the approved prior year Consolidated District Plan.

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2. **Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?* (Section 1112(b)(5))**

   - ( ) Yes
   - (•) No

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

   Measures of Poverty from 1113(5)(A) and (B)

   - [x] School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
   - [ ] TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
   - [ ] Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program, and/or

☐ Direct Certification.

4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs.Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (Section 1112(b)(5))

Section 1114 and 1115

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Response from the approved prior year Consolidated District Plan.

Needs Assessment: The district will conduct a thorough needs assessment to identify areas of weakness and improvement. This assessment will include analyzing academic performance data, school climate surveys, and input from teachers, parents, and students.Evidence-Based Interventions: Based on the needs assessment findings, the district will develop and implement evidence-based interventions tailored to address the specific challenges faced by each comprehensive support school. These interventions will include targeted instructional strategies, professional development for teachers, leadership training, or additional student support services.Resource Allocation: The district will allocate additional resources and support to facilitate improvement efforts. This will involve reallocating funding, providing access to specialized personnel or support staff, or offering technical assistance from outside providers. Monitoring and Accountability: The district will establish clear mechanisms for monitoring progress and holding comprehensive support schools accountable for improvement. This will include setting specific performance targets, implementing regular progress monitoring assessments, and conducting regular visits with staff and students to assess implementation fidelity and effectiveness of interventions.Professional Development: The district will offer ongoing professional development opportunities for teachers and staff to enhance their capacity to address student needs effectively. This will include training on data-driven instruction, differentiated teaching strategies, culturally responsive practices, and trauma-informed care.Stakeholder Engagement: The district will actively engage stakeholders, including parents, community members, school leadership teams, and external partners, in the improvement process. This will involve forming a school improvement committee within our Superintendent's Advisory Council, hosting regular meetings/forums for feedback and collaboration, and leveraging community resources to support school initiatives.Continuous Improvement: The district will promote a culture of continuous improvement by encouraging reflection, innovation, and adaptation of strategies based on ongoing data analysis and feedback loops.School Improvement Goals: As part of the schoolwide program the district will implement and track two school improvement goals which include the following; By the conclusion of the 2025-2026 school year, 92% of 9th Graders will be considered "on track" as defined by earning 10 or more credits at the end of their 9th grade year, and not failing more than one core subject (Reading, Math, Science, and Social Science) & By the conclusion of the 2025-2026 school year, 35% of 11th Graders will have earned a 1010+% on their spring SAT assessment. The district is required to provide educational services for children living in local institutions or community day programs for neglected or delinquent children. OLCHS does not have any students currently under this classification. If we did have eligible students that fit this criteria, we would ensure these services are designed to meet the unique educational needs of these students, who may face additional challenges due to their circumstances. Districts may collaborate with local institutions and community organizations to provide academic support, counseling, and other services to ensure that these children have access to the same educational opportunities as their peers.

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

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

([count] of 7500 maximum characters used)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

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

*Required field

IDEA Specific Requirements Instructions

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

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

ISBE Goals:

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

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

- [ ]

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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.**

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   ([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 assessment, which 112 of our staff members completed. This highlighted areas including the following Cognitive Behavior Therapy, Multi-Tiered System of Supports (MTSS) Planning, Multi-Tiered System of Supports (MTSS) Intervention, Positive Behavioral Intervention & Supports (PBIS), and Accommodations or Modifications, Learning Disabilities Eligibility, and Behavior Intervention Plans (BIP). These are all areas that we will provide professional development support and activities for our staff moving forward into SY26-27. 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 digital options 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 bilingual 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 at home who struggles with learning, learning to manage attention difficulties, promoting positive social skills, strategies for managing behavior of children and teenagers, techniques for helping my child with homework, and methods for promoting self esteem at home. Through our association with our special education cooperative A.E.R.O., we hold parent events and training throughout the year to address these topics.

   Response from the approved prior year Consolidated District Plan.

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

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

   ([count] of 7500 maximum characters used)

   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, including national and local conferences, for our special education administrators, special education teachers, social workers for special education students, school psychologist that evaluates and reevaluates students for special education services, 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 psychologists attend local conferences as related to the field in special education. A 0.5 FTE Psychologist is included in the grant. Psychologists will be responsible for identifying, screening, data analysis, monitoring progress, facilitating problem solving meetings and evaluating students in need of additional academic or social/emotional needs. Psychologists will facilitate reevaluations for special education students along with initial evaluation for students suspected of having a disability. Additionally, we will allocate funds for the purchase of materials for students with sensory needs.

   Response from the approved prior year Consolidated District Plan.

   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, including national and local conferences, for our special education administrators, special education teachers, social workers for special education students, school psychologist that evaluates and reevaluates students for special education services, 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 psychologists attend local conferences as related to the field in special education. A 0.5 FTE Psychologist is included in the grant. Psychologists will be responsible for identifying, screening, data analysis, monitoring progress, facilitating problem solving meetings and evaluating students in need of additional academic or social/emotional needs. Psychologists will facilitate reevaluations for special education students along with initial evaluation for students suspected of having a disability. Additionally, we will allocate funds for the purchase of materials for students with sensory needs.

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

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

   ([count] of 7500 maximum characters used)

   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.

Response from the approved prior year Consolidated District Plan.

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.

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

https://www.isbe.net/Pages/Special-Education-Programs.aspx

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([count] of 7500 maximum characters used)

Indicators 1 and 2 Graduation and Drop-Out: The district is using IDEA funds to provide staffing for instructional assistants, psychologist, and a department chair to engage students and build relationships. We also provide materials and online English and Math systems to support the growth and learning of students with disabilities. Supplies and hands-on activities to engage students in learning. We provide needed professional development to strengthen and learn how to engage students and provide prevention services for students dropping out. Indicators 5 and 6: Educational Environments: The district provides additional staffing for instructional assistants so our students with IEPs can attend general education courses with their peers. Indicator 8 Parent Involvement: The district provides funding for parent engagement activities through Title I. These activities are marketed and also target all of our students with IEPs, especially those with social/emotional deficits. Indicator 11 Evaluation Timelines: The district provides funding for an additional psychologist. This allows us to complete initial evaluations within the required 60 school days. Indicator 13 Secondary Transition: The district provides professional development for teachers on how to create functional transition plans for students 16 and older. We also provide our 25% proportionate share to our AERO Cooperative. They provide a LBS II Secondary Transitional Coordinator for our students along with transitional programming for students 18-22 years old.

*Required field

Overview

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

Program: Youth in Care Stability

Purpose: To comply with ESSA requirements for educational stability for students who are Youth in Care.

Required For: All Illinois school districts and state-authorized charter schools

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

Background

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain students who are Youth in Care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time as Youth in Care.

Definition and References

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

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

Vehicle Usage:

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

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

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

Transportation Programs:

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

Requirements

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

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

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

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

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

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

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

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

Contact Information

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

As part of the Youth in Care Stability Plan development process, several stakeholders should be involved. These may include, but are not limited to:

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

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

1. Youth in Care/Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Novak	Nick	McKinney-Vento Liason / YIC Liason	nnovak@olchs.org

Phone*: 708 741 5625

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

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Sunquist	Michael	Assistant Superintendent / CSBO	msunquist@olchs.org

Phone*: 708 741 5603

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

3. Other personnel

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

Phone*: 708 741 5666

☑ Click here to add information for additional other personnel.

4. Other personnel

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

Phone*: 708 741 5626

☐ Click here to add information for additional other personnel.

*Required field

Best Interest Determination as it relates to School Stability

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

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

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

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

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

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

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 childPreferences 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 Ac (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 prior year Consolidated District Plan.

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2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.*

See IDEA legislation hereSee Section 504 here

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

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

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 prior year 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

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

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

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

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.

Response from the approved prior year 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 education decision makers, and other stakeholders regarding the best interest determination.*

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

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

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

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 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 prior year 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 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.

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

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

The district will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students identified as Youth in Care through a coordinated and ongoing communication and training plan. District leadership will work collaboratively with building administrators, counselors, social workers, registrars, transportation staff, and special education personnel to clearly define roles and responsibilities related to educational stability, immediate enrollment, and school of origin determinations.Annual training will be provided at the start of each school year for administrators and student services staff. This training will review ESSA requirements, procedures for best interest determinations, timelines for enrollment and records transfer, and coordination with child welfare agencies. Mid year refreshers and updates will be provided as needed, particularly when guidance from the state education agency is revised.The district will designate a point of contact who will serve as the liaison between the school district and child welfare agencies. This individual will ensure that relevant staff members are notified when a student is identified as Youth in Care and will guide staff through required procedures to maintain educational stability. Clear written procedures will be maintained in district handbooks and internal shared platforms so that staff can access step by step guidance at any time.

*Required field

Youth in Care Stability Plan Development

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

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

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

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

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

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

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 prior year 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.*

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

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

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

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

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

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

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

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

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

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

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

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

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 prior year 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

BSP Overview

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

BSP Contact Information

454 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Provide information below for the Bilingual Director (Administrator overseeing EL Services)

Last Name*	First Name*	Middle Initial
Shehan	Michael	J

Phone*: 708 424 5200

Email*: mshehan@olchs.org

EL Program Director Requirements:

a. Administrative Endorsement ☑

AND

b. ESL/Bilingual Endorsement ☑

OR

Eight (8) Hours of Professional Development Related to EL Education ☐

*Required field

Attendance Center Enrollment Information Instructions

454 English Learners (ELs) are in the district(This number was current as of the date the application was published and became available for application.)

Types of Instructional Design Offered in Your District (Mark all that apply.)

- [ ] Dual Language One-Way
- [ ] Dual Language Two-Way
- [x] Transitional Bilingual Education Program
- [x] Transitional Program of Instruction

Staffing Levels in Your District (Mark all that apply.)

- [x] We have sufficient ESL-certified staff to provide services.
- [x] We have sufficient bilingual-endorsed staff to provide services.
- [ ] We do not have sufficient staff and are working to increase the number of bilingual/ESL-endorsed staff to meet district needs.

BSP Professional Development Instructions

454 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional development activities must be provided to all staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff.

*The required professional development will be provided.

- [x] Yes
- [ ] No

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

*Required field

BSP TBE Requirements Instructions

454 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

PROGRAM ENROLLMENT

Does your district offer a TBE program?	Yes ◉	No ○
Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30(c)(3).	Yes ◉	No ○
Does your district have a full-time TBE Spanish program?	Yes ○	No ○
Does your district use Spanish Language Arts Standards?	Yes ◉	No ○

*Required field

TBE Parent Advisory Committee Instructions

454 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Does your district offer a TBE program?

Yes ◉
No ○

Please check all that apply to the districts Bilingual Parent Advisory Committee (BPAC).

The district attests that:

- ☑ The BPAC meets at least 4 times a year.
- ☑ The BPAC minutes, bylaws, and attendance information is maintained by the district.
- ☑ The BPAC reviews the bilingual service plan and EL-EBF plan annually.
- ☑ The BPAC is composed of a majority of TBE parents.

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

Board Approval, Certification, and Assurances Instructions

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

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

05/20/2026

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

1. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. Coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. Collaborate with the State or local child welfare agency to
   A. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
   B. By not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
      i. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
      ii. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
         a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
         b. The local educational agency agrees to pay for the cost of such transportation; or
         c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. The eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. In the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools on the U.S. Department of Education website.

Grant Application Certifications and Assurances Instructions

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1

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

https://www.ilga.gov/Legislation/ILCS/Articles?ActID=3559&ChapterID=7

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

https://ilga.gov/agencies/JCAR/Sections?PartID=04407000

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.
11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Educations employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
    a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
    b) Maintain separate accounts and ledgers for the project;
    c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
    d) Properly post all expenditures made on behalf of the project;
    e) Be responsible for the accountability, documentation, and cash management of the project; the approval and payment of all expenses, obligations, and contracts; and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
    f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
    g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/grantees on actual expenditures/obligations that occur within project beginning and ending dates;
    h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
    i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education; and
    j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

    a) Publishing a statement:
        i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
        ii) Specifying the actions that will be taken against employees for violations of such prohibition.

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

1) Abide by the terms of the statement; and

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

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

i) The dangers of drug abuse in the workplace;

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

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

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

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

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

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

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

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

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

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
Lower Tier Covered Transactions

Instructions

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

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

v.02.17.2026

Certification Regarding Lobbying

Instructions

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

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

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

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

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

v.02.17.2026

GEPA 442 Assurances

Instructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan, or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

Assurances Instructions

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

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

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

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

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

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

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

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

Agreed to on this Date: 05/26/2026
RCDT when agreed to: 07-016-2290-16

Submit Instructions

The application has been approved.

Consistency Check Lock Application Unlock Application

Application was created on:	3/2/2026
Assurances were agreed to on:	5/26/2026
Consistency Check was run on:	5/26/2026
District Data Entry submitted for district review on:	5/26/2026
Business Manager	
District Administrator submitted to ISBE on:	5/26/2026
ISBE Program Administrator #1 forwarded for ISBE Program Admin #2 review on:	5/26/2026
ISBE Program Administrator #2 forwarded for ISBE Program Admin #3 review on:	5/28/2026
ISBE Program Administrator #3 forwarded for ISBE Program Admin #4 review on:	5/28/2026
ISBE Program Administrator #4 forwarded for ISBE Program Admin #5 review on:	5/28/2026
ISBE Program Administrator #5 approved the plan on:	5/29/2026

Application History(Read Only)

Instructions

Status Change	UserId	Action Date
Final Approved	swalkerisbe	05-29-2026 9:31 AM
4th Program Review Complete	kdeckard2	05-28-2026 4:49 PM
3rd Program Review Complete	lholtz7	05-28-2026 1:21 PM
2nd Program Review Complete	klskinner	05-28-2026 12:48 PM
1st Program Review Complete	nikcombs	05-26-2026 1:58 PM
Submitted to ISBE	sbagdasarian	05-26-2026 1:06 PM
Submitted for Review	msunquist	05-26-2026 1:04 PM
Consistency Check	msunquist	05-26-2026 1:04 PM
Returned by District staff	sbagdasarian	05-26-2026 1:03 PM
Submitted for Review	msunquist	05-21-2026 1:40 PM

Page Review Status Instructions

Expand All

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

Save