

**Applicant:** SHIRLAND C C SCHOOL DIST 134

**County:** Winnebago

Consolidated District Plan ▾

**Application:** 2022-2023 Consolidated District Plan - 00  
**Cycle:** Original Application

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**Project Number:** 23-CDP-00-04-101-1340-04

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## Overview

**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 2023

#### 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)  
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  
Elementary and Secondary School Emergency Relief Grant II  
American Rescue Plan - LEA (Elementary and Secondary School Emergency Relief Grant III)  
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  
Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA) ESSER II  
American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER)  
Adult Education and Family Literacy Act

**DUE DATE:** District plans must be submitted to the Illinois State Board of Education and approved before any FY 2023 grant applications for included programs can be approved.

**Submission by April 1 is recommended.**

**DURATION:** The District Plan was submitted initially for the school year 2022-2023 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 the associated grant application(s) as well.

**INSTRUCTIONS:** **Instructions in PDF format**

**COMMON** ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended)

- ABBREVIATIONS:** 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

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Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
<input type="text" value="Ulferts"/>	<input type="text" value="John"/>	<input type="text" value="D"/>
Phone*	Email*	
<input type="text" value="815"/> <input type="text" value="629"/> <input type="text" value="2000"/>	<input type="text" value="julferts@shirland134.com"/>	

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)Shirland School District #134 provides equitable access and participation to all students, teachers, and program beneficiaries. All students receive the free, appropriate education they are entitled to. Equitable access and participation in program activities is measured by student interest and sex equity surveys. Programs participation is reviewed on a regular basis to ensure equal access to students. Accommodations to ensure accessibility are made as needed. Professional development is provided to staff to better understand equity issues and support students with special needs.

3. General Completion Instructions

Work through the tabs from left to right. Save each page before moving to the next tab.  
Required fields on each page are dependent upon funding sources selected on the Coordinated Funding tab. Many pages have notes at the bottom indicating for which programs the page is required.  
To determine if a page is required for the funding sources selected earlier in the application, save the page before completing and look for error messages. If none, the page is not required for the program(s) selected.

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

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

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

\*Required field, applicable for all funding sources

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**Amendments**

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

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

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

**Plan Changes**

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

([count] of 5000 maximum characters used)

\*Required field, applicable for all funding sources

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Needs Assessment/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 2022-2023.\* [1]

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

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

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

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The LEA will align the federal resources listed above with state and local resources to carry out activities to support ESSA priorities. The Title I grant will fund our Reading Math Interventionist teacher and the associated pension costs if sufficient funding allows. The salary alone was \$44,840 in FY 22. We will also be in the third year of a four year lease for for 80 HP Chromebook 14A G5 - 14" chromebooks for 3rd thru 8th grades. The cost for the Chromebooks themselves is \$6310 annually. The lease also included a 4 year accidental damage protection, EdgeProtect to protect corners, and Google Management Software. The annual cost of that portion of the lease is an additional \$2044. The chromebooks were purchased from CDI Technologies (now Trox). Title One will again be used to pay for I Ready diagnostic and instructional licenses for grades K-8 as well as Ready Reading to supplement ELA instruction and Ready Math. These programs have been highly effective. If sufficient funding exists in Title One, funds may be used to renew the IXL differentiated learning license for reading, math, science, social studies, and Spanish. Additional Title One activities include homeless supplies, and community events for parents and grandparents if Covid mitigations are no longer needed. Title II will fund a teacher mentoring program, tuition reimbursement for teachers to pursue higher education, attendance to the spring Illinois Association of Title One directors conference, an online professional development program for staff to receive the Illinois mandated trainings, and, if sufficient funds exist, professional development in the ESSA core subject areas. Title IV will be used to fund a school psychologist one day a week to help meet the social emotional needs of students which have increased due to COVID. The IDEA Flow Thru grant provides professional development to attend the IAASE fall or spring conference whose topics generally include

the continuum of behavior intervention, student attention, transition outcomes, trauma informed practices and eligibility determination best practices, speech services from the Winnebago Special Education Cooperative, and the Northwestern Illinois Association contractual services for hearing and vision impaired students. If sufficient funds exist, the IDEA Flow Thru grant may also fund a portion of the paraprofessional positions tied to IEPs. Funds from IDEA Part B Preschool will be used for materials for Kindergarten preschool screening and/or preschool services. Finally the Title V Rural and Low Income schools grant has been used to support high speed internet connection for the school and other technology costs. The ESSER II and III grants will be used to improve air ventilation in the district further mitigating COVID by replacing all 30 of the unit ventilators in the building which date to the building's construction and to fund an asbestos abatement project in the tunnels underneath the building so that the ventilators could be installed.

Response from the approved prior year Consolidated District Plan.

The LEA will align the federal resources listed above with state and local resources to carry out activities to support ESSA priorities. As we submit this Consolidated Plan, the United States is in its 13 month of a major worldwide COVID pandemic. With the availability of effective vaccines, the future looks much brighter, although it is still uncertain. If COVID taught us anything, it is that the best laid plans can quickly change. The Title I grant will definitely fund our Reading Math Interventionist teacher and the associated pension costs. We will also be in the second year of a four year lease for for 80 HP Chromebook 14A G5 - 14" chromebooks for 3rd thru 8th grades. The cost for the Chromebooks themselves is \$6310 annually. The lease also included a 4 year accidental damage protection, EdgeProtect to protect corners, and Google Management Software. The annual cost of that portion of the lease is an additional \$2044. The chromebooks were purchased from CDI Technologies (now Trox). Title One will again be used to pay for I Ready diagnostic and instructional licenses for grades K-8 as well as Ready Reading to supplement ELA instruction and Ready Math. These programs have been highly effective. If sufficient funding exists in Title One, funds may be used to renew the IXL differentiated learning license for reading, math, science, social studies, and Spanish. If not, this will be funded thru the ESSER III grant. Additional Title One activities will include a library aide for the media center, homeless supplies, and community events for parents and grandparents if the pandemic has ended. If funding is sufficient, and the pandemic is over, teacher salaries and pensions for our summer school program, a paraprofessional for summer school, healthy snacks for summer school, and summer school supplies may be funded for summer 2022. Title II will fund a teacher mentoring program, tuition reimbursement for teachers to pursue higher education, attendance to the spring Illinois Association of Title One directors conference, an online professional development program for staff to receive the Illinois mandated trainings, and, if sufficient funds exist, professional development in the ESSA core subject areas. Title IV will be used to fund a school psychologist one day a week to help meet the social emotional needs of students which have increased due to COVID. The IDEA Flow Thru grant provides professional development to attend the IAASE fall or spring conference whose topics generally include the continuum of behavior intervention, student attention, transition outcomes, trauma informed practices and eligibility determination best practices, speech services from the Winnebago Special Education Cooperative, and the Northwestern Illinois Association contractual services for hearing and vision impaired students. If needed, and sufficient funds exist, the IDEA Flow Thru grant may also fund a portion of the school psychologist salary. If that money isn't needed, and if funds remain, the IDEA Flow Thru may be used to pay a portion of paraprofessional salaries. Funds from IDEA Part B Preschool will be used for walk in speech services. Finally the Title V Rural and Low Income schools grant has been used to support high speed internet connection for the school. The ESSER II and III grants will be used to improve air ventilation in the district further mitigating COVID by replacing all 30 of the unit ventilators in the building which date to the building's construction and to fund an asbestos abatement project in the tunnels underneath the building so that the ventilators could be installed.

**3. Will the LEA braid funding?**

Put N/A in the text area if no. List what programs will be supported if the answer is yes.

Yes, a portion of the paraprofessional salaries for paraprofessionals tied to student IEPs will be paid for via the IDEA flow thru grants and also through state and local funds.

**4. Will the hybrid- blend Title II and/or Title IV funding?**

Indicate all that apply.

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

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

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

([count] of 7500 maximum characters used)

The LEA needs assessment process included review of the following - School and/or district report card(s), Five Essentials Survey, Student achievement data (disaggregated by student groups), and current recruitment and retention efforts and effectiveness data. The Needs Assessments also included discussions with staff in staff meetings. Social emotional support is a continued need especially after the pandemic. For this reason, the school psychologist will be increased from one half day per week to a full day. Another continuing need was tier 2 and tier 3 targeted interventions to support students in reading and math.

**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



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Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements

Needs Assessment Impact

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. The committee met and reviewed the instruments identified above as part of its needs assessment and targeted grant dollars towards the identified needs.

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 need assessment process, as applicable. \* Writing space appears if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

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

A. Title I, Part A - Improving Basic Programs

The 2021 Illinois Assessment of Readiness results showed scored 51.6 % meets/exceeds in Reading as compared to 43.8% pre-pandemic in 2019. This was an increase of 7.8% in Meets/Exceeds - all the better when you consider Exceeds increased by 62% from 2019. Shirland's 2021 IAR scores were the 4th highest of the 17 public school districts in Boone Winnebago Stephenson counties. Our 2021 Math IAR composite was 43.5% - a drop of 11.5 percentage points from 2019's record IAR Math high of 55%. Despite the drop, Shirland was still tied as second highest IAR Math score of the 17 public school districts in Boone Winnebago Stephenson counties. In 2019, we had the highest score. This is particularly extraordinary considering that in 2017 the Shirland district Math average was just 29%, three points lower than the then state average of 32%. What was responsible for the improvement? After 2017 Shirland adopted Ready Math in Kindergarten thru 5th grade and added it as a supplemental program to Big Ideas Math in 6th thru 8th grades. In addition, Shirland added diagnostic and instructional online programming. Also, in 2019, Shirland's Science achievement skyrocketed to 76% - 27 points higher than the state average. Shirland's Science score was the second highest in Boone-Winnebago-Stephenson counties and represented a 20 point increase over the year before. The 2021 ISA scores have not yet been reported. The needs assessment last year and this year has focused on improving Math performance to its 2019 levels. Shirland will continue to use Title One funds to provide Ready Reading, Ready Math, and I Ready online Reading and Math. We are also using Title II funds to provide professional development in math and ELA instruction. Because we are such a small school, we really only have one subgroup - low income. We have used our Title One Reading Interventionist and I Ready programs to provide early learning support and targeted intervention to the low income subgroup. As a result, the gap between non low income and low income students decreased from 2019's -32 points to just -10 points in 2021 for ELA. For Math, the gap between non low income and low income students also decreased though not as dramatically from 29 points to 10 points. The Needs Assessment revealed the importance of continuing and even increasing the targeted interventions we have in place.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

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

The Title II grant has enabled Shirland to improve the preparation, training, and retention of its teachers. In the past, teacher retention was a challenge for Shirland School. But, despite the teacher shortage, in recent years the district average has risen significantly. Teacher retention has increased nearly every year since we adopted the teacher mentoring program - 2016 - 74%, 2017 - 77%, 2018 - 77%, 2019 - 86%, 2020 - 89%, 2021 - 88%, and 2022 - 100%! Research shows that rural districts like Shirland typically struggle with teacher retention especially when they are in close proximity (as we are) to larger, higher paying districts. Many rural districts have a retention rate of only 50%. While never that low, Shirland has historically lagged behind the state average for retention. In 2019, however, we matched the state average. For the past three years, in 2020, 2021, and 2022, we surpassed the state average! It is hard to get much better than 100% retention as we did this year. The Needs Assessment concluded that Shirland's effective mentoring program helped ease the transition and retention of new teachers to the school district. The Needs Assessment also concluded that the Title II funds must continue to be used for tuition reimbursement for graduate credit so that teachers are encouraged to seek their Master's degrees. As Shirland's older teachers have retired, the percentage of teachers with Master's degrees has decreased from 33% in 2016 to just 18% in 2020. Since that low, the number has once again been increasing - 25% in 2021. The number will continue to increase as several teachers pursue their Master's degrees. The amount of tuition reimbursement was increased this year from \$50 per credit to \$75 per credit. Finally, ESSA monies will be used to provide professional development in the Illinois mandated trainings for staff. Shirland School District utilizes PublicSchoolWorks as its platform - based on the recommendation from the Boone Winnebago Regional Office of Education - for this purpose. The PublicSchoolWorks program provides the necessary transcripts for ROE TAV visits. Finally, any remaining monies would be used to increase professional development reading so that our IAR reading scores can increase like our math scores have done. There is always a need to learn about best practices and, for this reason, funding may be used to attend the Illinois Association of Title One Directors conference in Springfield.

G. Title III - LIEP

**H. Title III - ISEP**

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

*Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget.*

The Needs Assessment concluded the best use of Title IV this year would be again to support student social emotional needs, exasperated by the Covid pandemic's anxiety and depression. In FY 2022 we used Title IV funds to pay the Winnebago Special Education Cooperative for one half day a week of school psychologist. Next year that allotment will be increased to one day per week as we have more student needs than can be provided for in just one day per week. Not only will the school psychologist test students for IEP and 504 eligibility, they will also provide counseling support to students with 504 and 504 services as well as students without an eligibility who need social emotional support during this pandemic. In FY 21, the Shirland CC School District, as well as the world, was still grappling with the COVID-19 pandemic. Because of the pandemic, Title IV was transferred to Title I in FY 21 so that we could complete our purchase of new K-8 chromebooks. In FY 20, the district's Title IV grant was used to support Shirland's 5th grade band for all initiative and has allowed the district to rent or buy band instruments to support a well-rounded music education which is also linked to higher math achievement which the district has certainly experienced.

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

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

Public Law 94-142 in 1975, also known as The Education for All Handicapped Children Act of 1975, was passed in recognition of the fact that students with disabilities have special needs. The IDEA Cooperative Individuals with Disabilities Education Improvement Act of 1990 was amended in 2004 and again in 2015 and continued the philosophy that students with disabilities have special needs. The IDEA Cooperative uses the IDEA Flow-Through grant to support its students with IEP identified disabilities. The needs assessment for this grant follows the current IEPs for district students with disabilities. In recent years, the IDEA Flow-Through grant has supported payments to the Winnebago Special Education Cooperative for portions of the speech therapist salary, social worker salary, and school psychologist, as well as professional development for the special education teacher and supervisor. The needs for the Flow-Through grant change as the active student IEPs change in the district. For the coming FY 23 school year, as of now, the district has no students in Winnebago Special Education Cooperative programs. They have all transitioned out. However, the district does have students with speech language needs and, especially since the pandemic, students with additional social emotional needs. For FY 23, the Flow-Through grant will be used to pay the Winnebago Special Education Cooperative a portion of the speech therapist salary and the school psychologist salary. If additional funding exists, a portion of the paraprofessional salaries tied to student IEPs will also be provided for. Next year the school will have a school psychologist which will allow the social worker since the psychologist can deliver counseling and fulfill the requirements of IDEA IEP testing and meetings. The IDEA will also be used for professional development for the special education teacher and supervisor.

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

The district does not currently have a preschool program. If we have a student who qualifies for IDEA preschool, we utilize a sister district's preschool program or one from the Winnebago Special Education Cooperative. At this time, child find has not found any students in need of IDEA preschool or IDEA walk-in speech services. Thus, the IDEA preschool grant will be used to purchase needed materials for preschool child find screenings. Generally, we get very little funding in the IDEA Preschool grant. For FY 22 it was just \$531. At that time the money was used to pay a portion of the cost of a new audiometer for hearing screenings for preschool child find. For FY 23 the money will again be used for preschool child find supplies as well as materials for preschool walk-ins for speech services.

**M. Elementary and Secondary School Emergency Relief Grant II**

In reviewing the Centers for Disease Control guidance for schools, it was clear that Shirland School does not have adequate ventilation to protect students and staff from diseases such as Covid. All classroom ventilators date back to the original construction of the building with the newest being 44 years old. Classroom ventilators should be replaced every 15 years. Because of the age of our ventilators there is no way to upgrade them to provide classroom ventilation. Our new ventilators will meet CDC guidance for ventilation. In order to install them, the asbestos which covers the piping in the turbine beneath the building must first be abated. It, too, is a safety hazard. This project will take place the summer of 2022 when students and staff are not in session. ESSER II will thus provide 13,480 for school architect to oversee the project, 19,000 for Brownfield Environmental Engineering to design, plan, air sample, and document the asbestos abatement, 166,770 to pay a portion of the new ventilators and 45,000 to the competitively bid asbestos abatement company to remove the asbestos.

**N. ARP-LEA Elementary and Secondary Emergency Relief Grant III**

ESSER III will meet learning loss needs as well as student health and safety needs. First, after school tutoring will be provided for the FY 22 and FY 23 school years - 2000 in total - to targeted students. After school tutoring benefits in the amount of 450 were also included. Also, to support learning loss, the school hired 2 building teacher substitutes for the FY 22 and FY 23 school years. Each building substitute has intervention groups that they see on a daily basis when they are not substituting for teachers. Because they are in the building every day, the building substitutes are familiar with each classroom routine and with the students making for a more seamless transition when a teacher is absent. SEA reservations for educational supplies for learning loss, summer enrichment supplies, and after school activities was also provided for in the amount of 72,150 respectively. Student health during the pandemic was identified as a major need as the school district did not employ a nurse. ESSER III was used to secure a nurse for the FY 22 and FY 23 school years in the amount of 70,000 salary and 25,964 benefits. Finally, ESSER III was combined with ESSER II to complete the classroom ventilator project. 33,383 was budgeted for the architect to plan and oversee the project, with 309,282 budgeted for the unit ventilators and the electrical work needed to install them.

**Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
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Stakeholder Involvement

**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 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 career or postsecondary education.
- 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 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 every child an education that meets their needs.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.
  1. All kindergartners are assessed for readiness using the state KIDS assessment and benchmark I-Ready testing.
  2. Ninety percent or more of third-grade students are reading at or above grade level as indicated by I Ready benchmark testing.
  3. Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics as indicated by I Ready benchmark testing.
  4. All students are supported by highly prepared and effective teachers and school leaders as indicated by successful completion of district mentoring program, and participation in professional development opportunities.
  5. Our district offers a safe and healthy learning environment for all students and staff following our Wellness Plan, our COVID plan and IDPH and CDC Covid guidance.

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

- A.  Teachers (1,7,8,9,10)
- B.  Principals (1,7,8,9,10)
- C.  Other school leaders (1,8,9,10)
- D.  Paraprofessionals (1)
- E.  Specialized instructional support personnel (1,2,3,4,8,9,10)
- F.  Charter school leaders (in a local educational agency that has charter schools) (1)
- G.  Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8,9,10)
- H.  Parent liaisons
- I.  Title I director (1)
- J.  Title II director (1)
- K.  Bilingual director (1,7)
- L.  Title IV director (1)
- M.  Special Education director
- N.  Guidance staff
- O.  Local government representatives (8)
- P.  Community members and community based organizations (7,8)
- Q.  Business representatives (2,3,4)
- R.  Researchers (7)
- S.  Institutions of Higher Education (7)
- T.  Other - specify \_\_\_\_\_
- U.  Additional Other - specify \_\_\_\_\_

Program Footnotes:

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

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

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

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

([count] of 7500 maximum characters used)

Stakeholders played an important role in the development of the original Consolidated District Plan and its now annual revisions as well as on the District Title One Plan and Schoolwide Plan that accompanies it. Stakeholders included teachers, principals, Board members, paraprofessionals, educational support personnel, other administrators, and parents. The initial Consolidated Plan was developed at a long meeting in April of 2019. Stakeholders helped write and revise each of the essay questions on the Consolidated District Plan. Stakeholder input assured that the plan accurately reflected how the district meets the challenging state academic standards, and what supplemental programs may be needed to increase student achievement. Sign in sheets and agendas were kept to document stakeholder involvement. The Consolidated District Plan was submitted to the Shirland Board of Education for approval at its April 2019 meeting. Following that, the Consolidated District Plan was submitted to the state. The plan was reviewed and revisited by staff through the 2019-20 and 2020-2021 school years. When the Stay at Home order was issued during the COVID pandemic in the spring of FY 20, most plan communication took place via Google Meets. We were inperson for all of FY 21 but meetings were also inperson once again. We reviewed and revised the plan at staff meetings and at a public Board of Education meeting.

Response from the prior year Consolidated District Plan.

Stakeholders played an important role in the development of the original Consolidated District Plan and its now annual revisions as well as on the District Title One Plan and Schoolwide Plan that accompanies it. Stakeholders included teachers, principals, Board members, paraprofessionals, educational support personnel, other administrators, and parents. The initial Consolidated Plan was developed at a long meeting in April of 2019. Stakeholders helped write and revise each of the essay questions on the Consolidated District Plan. Stakeholder input assured that the plan accurately reflected how the district meets the challenging state academic standards, and what supplemental programs may be needed to increase student achievement. Sign in sheets and agendas were kept to document stakeholder involvement. The Consolidated District Plan was submitted to the Shirland Board of Education for approval at its April 2019 meeting. Following that, the Consolidated District Plan was submitted to the state. The plan was reviewed and revisited by staff through the 2019-20 and 2020-2021 school years. When the Stay at Home order was issued during the COVID pandemic in the spring of 2021, most plan communication took place via Google Hangouts and Meets. This has continued into the 2020-2021 school year. Although we are providing in-person instruction, we continue to do our staff meetings virtually to maximize safety.

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

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([count] of 7500 maximum characters used)

Parents and family members were invited to be part of the stakeholder group for the development of the original Shirland CC School District #134 Consolidated District Plan. Two meetings with the stakeholders were held to incorporate their needs into the plan. Additionally, the needs assessment utilizing the 5 Essentials Climate Survey also was incorporated into the plan's development annually. Parents and family members were informed of the Consolidated District Plan at community Board of Education meetings and in school newsletters. The district's webpage will also host a PDF of the Consolidated District Plan once it is approved by ISBE. It will be easily available there for any parent to download. During the pandemic, most of our parent groups such as the PTO have chosen to take a hiatus.

Response from the prior year Consolidated District Plan.

Parents and family members were invited to be part of the stakeholder group for the development of the original Shirland CC School District #134 Consolidated District Plan. Two meetings with the stakeholders were held to incorporate their needs into the plan. Additionally, the needs assessment utilizing the 5 Essentials Climate Survey also was incorporated into the plan's development annually. Parents and family members were informed of the Consolidated District Plan at community Board of Education meetings and in school newsletters. The district's webpage will also host a PDF of the Consolidated District Plan once it is approved by ISBE. It will be easily available there for any parent to download. The Plan will be discussed at PTO meetings and at the Open House in the fall. Finally, the district will also communicate the Consolidated District Plan to parents at parent meetings if they are held in-person or virtually if they are not.

**4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. \*\* [3]**

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

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([count] of 7500 maximum characters used)

In normal times, the LEA hosts a number of grant funded parental involvement activities throughout the year. Shirland parents and grandparents will be invited to Wake Up with Reading - Muffins with Mom, Wake Up with Math - Donuts with Dad, a Reading Night, and a Grandparents Support Learning workshop to learn instructional strategies to utilize at home. Depending upon the time of day, a breakfast of donuts and other pastries will be offered. Students who participate will also be given take home learning materials to use with the learning strategies provided. During the pandemic, the school has followed CDC and IDPH guidance and limited outside visitors into the building so these events have not been held. The school district also has an active PTO that meets monthly and plans many family engagement activities including, but not limited to, swim nights, gymnastic nights, family fun fairs, Bunny Breakfast, and parent-child dances. As previously mentioned the PTO has taken a temporary hiatus during the pandemic. Our Covid Plan remains in place thru the end of the FY 22 school year. It is hoped that FY 23 will be a full return to normal. We only have one ELL student and his family speaks fluent English so there are no barriers in communicating the plan to them.

Response from the prior year Consolidated District Plan.

The LEA hosts a number of grant funded parental involvement activities throughout the year. Shirland parents and grandparents will be invited to Wake Up with Reading - Muffins with Mom, Wake Up with Math - Donuts with Dad, a Reading Night, and a Grandparents Support Learning workshop to learn instructional strategies to utilize at home. Depending upon the time of day, a breakfast of donuts and other pastries will be offered. Students who participate will also be given take home learning materials to use with the learning strategies provided. The school district also has an active PTO that meets monthly and plans many family engagement activities including, but not limited to, swim nights, gymnastic nights, family fun fairs, Bunny Breakfast, and parent-child dances. While planned, these activities will not occur while the pandemic is in effect and limits on social gatherings are in place.

**Title I Requirement:**

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.  
ESEA section 1112(a)(1)(A)

**Title III Requirement:**

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

**Legislative References:**

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

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

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

\*Required field

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



# Consolidated District Plan

Close Printer Friendly Page

## Private School Participation

**File Upload instructions are linked below. Click here for general page instructions**

**The application has been locked. 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 district's 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
	<input type="checkbox"/>	<input type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No ...en

Comments:

Applicant: SHIRLAND C C SCHOOL DIST 134
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-04-101-1340-04

County: Winnebago

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements

Preschool Coordination

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 selected.

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.
1. All kindergartners are assessed for readiness using the state KIDS assessment and benchmark I-Ready testing.
2. Ninety percent or more of third-grade students are reading at or above grade level as indicated by I Ready benchmark testing.
3. Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics as indicated by I Ready benchmark testing.
4. All students are supported by highly prepared and effective teachers and school leaders as indicated by successful completion of district mentoring program...
5. Our district offers a safe and healthy learning environment for all students and staff following our Wellness Plan, our COVID plan and IDPH and CDC Covid guidance.

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or 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 n
If the district does not offer early childhood education programs, enter
No Preschool Programs

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

Shirland Community Consolidated School District #134 does not offer preschool programs except for students with preschool special education needs. Shirland School District provides early ch
students with an individualized education plan. Shirland School District also provide parents with a list of nearby early childhood programs. For students with IDEA preschool needs, Shirland St
neighboring districts who are members of the Winnebago Special Education Cooperative to provide IDEA preschool. Shirland provides input into these programs thru IDEA IEP meetings and fe
program administrators. Shirland also provides walk in speech language services to students with IDEA preschool speech needs. Shirland holds regular child find assessments to locate preschc
may qualify for IDEA services.

Response from the approved prior year Consolidated District Plan.

Shirland Community Consolidated School District #134 does not offer preschool programs except for students with preschool special education needs. Shirland School District provides early ch
students with an individualized education plan. Shirland School District also provide parents with a list of nearby early childhood programs. For students with IDEA preschool needs, Shirland St
neighboring districts who are members of the Winnebago Special Education Cooperative to provide IDEA preschool. Shirland provides input into these programs thru IDEA IEP meetings and fe
program administrators. Shirland also provides walk in speech language services to students with IDEA preschool speech needs.

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

Applicant: SHIRLAND C C SCHOOL DIST 134  
Application: 2022-2023 Consolidated District Plan - 00  
Cycle: Original Application

County: Winnebago

Consolidated District Plan

Printer-Friendly  
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Project Number: 23-CDP-00-04-101-1340-04

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
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Student Achievement and Timely Graduation

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 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 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 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 every child an education that meets their needs.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.
  1. All kindergartners are assessed for readiness using the state KIDS assessment and benchmark I-Ready testing.
  2. Ninety percent or more of third-grade students are reading at or above grade level as indicated by I Ready benchmark testing.
  3. Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics as indicated by I Ready benchmark testing.
  4. All students are supported by highly prepared and effective teachers and school leaders as indicated by successful completion of district mentoring program, and participation in professional c opportunities.
  5. Our district offers a safe and healthy learning environment for all students and staff following our Wellness Plan, our COVID plan and IDPH and CDC Covid guidance.

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 th

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 n 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.

Shirland Community Consolidated School District #134 has implemented a rigorous, standards-based academic program to meet the challenging state academic standards in all of the core ES civics and government, history, geography, science, foreign language, economics, art, music, health, technology, computer science, career and technical education, physical education, and eng led whole class and small group instruction are both hallmarks of our tier one general education programs. Student growth and standards attainment is monitored constantly through weekly p of daily work and quizzes, trimester benchmark tests, and personalized online learning experiences. Teachers meet in professional learning communities at least three times a year to review s assessment reports, class-level assessment reports, and individual student reports. Data driven decisions are made in PLC meetings to determine which students need enhanced instruction th group intervention 2-3 times per week for at least 30 minutes. Progress monitoring informs the PLC team as to whether to continue the intervention, to move to a different intervention, or to the intensity/frequency of the intervention. Shirland Community Consolidated School District #134 has 10 different scientific, research based intervention programs in place for reading and an math. Students who need an intervention with increased intensity and frequency are moved into tier three intervention which provides at least 30 minutes of instructional support in groups and days a week. Additionally, the school district provides after school tutoring in reading, math, and written language to targeted students as well as summer school to students in need of acaden students receive an accelerated curriculum in their general education classes through differentiated reading instruction and personalized online technology programs. In FY 2019, Shirland had Math scores in north central Illinois in all of Boone-Winnebago-Stephenson counties. We also had the second highest Science scores in the three counties. In FY 21, Shirland had the 4th highes and the 2nd highest IAR Math scores in all of Boone-Winnebago-Stephenson counties.

Response from the prior year Consolidated District Plan. Shirland Community Consolidated School District #134 has implemented a rigorous, standards-based academic program to meet the challenging state academic standards in all of the core ES civics and government, history, geography, science, foreign language, economics, art, music, health, technology, computer science, career and technical education, physical education, and eng led whole class and small group instruction are both hallmarks of our tier one general education programs. Student growth and standards attainment is monitored constantly through weekly p of daily work and quizzes, trimester benchmark tests, and personalized online learning experiences. Teachers meet in professional learning communities at least three times a year to review s assessment reports, class-level assessment reports, and individual student reports. Data driven decisions are made in PLC meetings to determine which students need enhanced instruction th the intensity/frequency of the intervention. Shirland Community Consolidated School District #134 has 10 different scientific, research based intervention programs in place for reading and an math. Students who need an intervention with increased intensity and frequency are moved into tier three intervention which provides at least 30 minutes of instructional support in groups of students receive an accelerated curriculum in their general education classes through differentiated reading instruction and personalized online technology programs. In 2019, Shirland had the scores in north central Illinois in all of Boone-Winnebago-Stephenson counties. We also had the second highest Science scores in the three counties. In 2020-21, Shirland had the highest PSAT scores of the four feeder elementary districts to Hononegah.

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, E 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 n 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.

Shirland Community Consolidated School District #134 uses a variety of measures to identify students at risk of failure. The district uses i-Ready as its benchmark assessment to measure both growth in Reading and Math. I-Ready provides diagnostic, growth monitoring and standards mastery measures. The diagnostic component of I-Ready identifies areas where a student is strugg growth across the curriculum, and allows for a personalized instructional path for the student. Growth monitoring informs educators on projected end of year performance and is highly correla Assessment of Readiness with a predicted proficiency rate within 1%. Finally, I-Ready provides monitoring of student mastery of grade level standards. The district also utilizes additional trust identify students at risk of failure. In the district Professional Learning Communities, teachers also review examples of daily work, quizzes, progress monitoring probes to measure student grow specific grade level standards. Student report card grades are also used to identify students at risk of failure. Other factors, such as school attendance, social emotional health, and discipline ir considered. In addition the district uses Fountas and Pinnell guided reading testing to triangulate student data with I-Ready and IAR as well as the IXL differentiated learning program. Response from the prior year Consolidated District Plan. Shirland Community Consolidated School District #134 uses a variety of measures to identify students at risk of failure. The district uses i-Ready as its benchmark assessment to measure both growth in Reading and Math. I-Ready provides diagnostic, growth monitoring and standards mastery measures. The diagnostic component of I-Ready identifies areas where a student is strugg growth across the curriculum, and allows for a personalized instructional path for the student. Growth monitoring informs educators on projected end of year performance and is highly correla Assessment of Readiness with a predicted proficiency rate within 1%. Finally, I-Ready provides monitoring of student mastery of grade level standards. The district also utilizes additional trust identify students at risk of failure. In the district Professional Learning Communities, teachers also review examples of daily work, quizzes, progress monitoring probes to measure student grow specific grade level standards. Student report card grades are also used to identify students at risk of failure. Other factors, such as school attendance, social emotional health, and discipline ir considered. In addition the district uses Fountas and Pinnell guided reading testing to triangulate student data with I-Ready and IAR as well as the IXL differentiated learning program.

3. Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and langu; language proficiency, as applicable.\* [3]

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

As mentioned, Shirland Community Consolidated School District has a well-rounded instructional program to meet the academic needs of all students including the existing subgroups of stude Learning Communities use a variety of measures to identify students in need of additional educational assistance so that students may meet the challenging State academic standards, PLC me targeted students for tier two and tier three interventions and match them to instructional interventions in reading, math, and written language that support their learning. Students in need of educational assistance are given interventions ensuring appropriate instruction for all students; monitoring students' progress; and providing additional levels of instructional assistance (intery



who require support. Once students are identified as needing RTI support, parents are sent home a letter explaining the proposed support to be given and inviting them to participate in a RTI their child's individual RTI plan providing scientific, research based interventions and detailing their duration and intensity. Shirland students who receive RTI services are never pulled out from their general education classroom during key instruction in reading or math. Instead, students receive their Tier 2 or Tier 3 support in addition to the core general education instruction. The primary difference between the Tier 2 and Tier 3 models is the intensity or dosage of the intervention support provided. Tier 2 occur in small groups of five or less 2 to 3 times a week for approximately 30 minutes. Tier 3 services are more individualized and occur in groups of three or less. While Tier 2 services occur 2 instruction occurs daily five times a week. At Shirland School, both Tier 2 and Tier 3 services usually occur in 30 minutes sessions. Progress monitoring is an integral part of both Tier 2 and 3 every two weeks for Tier 2 services and weekly for Tier 3 services. After a student has failed to respond to repeated research based interventions in Tiers 2 and 3, the reading-math intervention teacher will contact the parent for permission to initiate testing with the multi-disciplinary team to determine whether special services should be provided. Special education is not the goal of RTI considered if RTI fails to meet the needs of the students it serves.

Response from the prior year Consolidated District Plan.

As mentioned, Shirland Community Consolidated School District has a well-rounded instructional program to meet the academic needs of all students including the existing subgroups of students. Learning Communities use a variety of measures to identify students in need of additional educational assistance so that students may meet the challenging State academic standards. PLC meetings targeted students for tier two and tier three interventions and match them to instructional interventions in reading, math, and written language that support their learning. Students in need of educational assistance are given interventions ensuring appropriate instruction for all students; monitoring students' progress; and providing additional levels of instructional assistance (interventions) their child's individual RTI plan providing scientific, research based interventions and detailing their duration and intensity. Shirland students who receive RTI services are never pulled out from their general education classroom during key instruction in reading or math. Instead, students receive their Tier 2 or Tier 3 support in addition to the core general education instruction. The primary difference between the Tier 2 and Tier 3 models is the intensity or dosage of the intervention support provided. Tier 2 occur in small groups of five or less 2 to 3 times a week for approximately 30 minutes. Tier 3 services are more individualized and occur in groups of three or less. While Tier 2 services occur 2 instruction occurs daily five times a week. At Shirland School, both Tier 2 and Tier 3 services usually occur in 30 minutes sessions. Progress monitoring is an integral part of both Tier 2 and 3 every two weeks for Tier 2 services and weekly for Tier 3 services. After a student has failed to respond to repeated research based interventions in Tiers 2 and 3, the reading-math intervention teacher will contact the parent for permission to initiate testing with the multi-disciplinary team to determine whether special services should be provided. Special education is not the goal of RTI considered if RTI fails to meet the needs of the students it serves.

**4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning programs for English learners and immigrant students, as applicable.\* [4]**

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([count] of 7500 maximum characters used)

Shirland utilizes the following Reading intervention programs: Ready Reading, I Ready Reading, Read Naturally (1st -8th grades), Ladders to Literacy (Preschool to Kindergarten), Corrective Reading (3rd-8th grade), SRA Reading Mastery, Language! (3rd thru 8th grade targeted students), Zoom In (1st-8th grade), Cars and Stars (1st-8th grade), High Interest Reading (Being a Writer, and I-Ready personalized online instruction. For Math, Shirland utilizes Ready Math, Big Ideas, TPS Publishing, Inc. Creative Core Curriculum for Mathematics with STEM, Literacy alignment to the Common Core), enVision Math Intervention materials, Saxon Math - Intervention program, Extensions in Math (1st - 8th Grade), Focus on Math (1st-8th grade), Buzz Math (c support students needing help meeting the challenging academic standards, Shirland also employs a full time reading-math interventionist who provides intervention support and coaches class how to use the materials. The interventionist's focus is on the primary grades to intervene before students fall too far behind. ESSER learning loss funds have been used to employ two building run tier intervention groups daily when they are not substituting in a classroom. When funding allows, the district has provided after school tutoring and summer school for students in the area and written language. Other ESSA core subjects such as science, social studies, physical fitness, and music are also infused into the summer school program.

Response from the prior year Consolidated District Plan.

Shirland utilizes the following Reading intervention programs: Ready Reading, I Ready Reading, Read Naturally (1st -8th grades), Ladders to Literacy (Preschool to Kindergarten), Corrective Reading (3rd-8th grade), SRA Reading Mastery, Language! (3rd thru 8th grade targeted students), Zoom In (1st-8th grade), Cars and Stars (1st-8th grade), High Interest Reading (Being a Writer, and I-Ready personalized online instruction. For Math, Shirland utilizes Ready Math, Big Ideas, TPS Publishing, Inc. Creative Core Curriculum for Mathematics with STEM, Literacy alignment to the Common Core), enVision Math Intervention materials, Saxon Math - Intervention program, Extensions in Math (1st - 8th Grade), Focus on Math (1st-8th grade), Buzz Math (c support students needing help meeting the challenging academic standards, Shirland also employs a full time reading-math interventionist who provides intervention support and coaches class how to use the materials. When funding allows, the district has provided after school tutoring and summer school for students in the areas of reading, math, and written language. Other ESSA as science, social studies, physical fitness, and music are also infused into the summer school program.

**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 high other students by ineffective, inexperienced, or out-of-field teachers.\*\*[5]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

Shirland Community Consolidated School District #134 does not have any out-of-field teachers instructing students. In FY 22 school year, 73% of Shirland's teachers will be tenured. Shirland I program to fund its teacher mentoring program which pairs beginning teachers with experienced mentor teachers, provides a discussion pacing guide for regular mentor-mentee meetings, and observations (the mentor observes the mentee and vice versa). At times, beginning teachers may need additional support. For example, previously Title 2 funds have been used to send a section of students are provided with a well-rounded education.

Response from the prior year Consolidated District Plan.

Shirland Community Consolidated School District #134 does not have any out-of-field teachers instructing students. In 2021-2022 school year, 67% of Shirland's teachers will be tenured. Shirland I Title 2 program to fund its teacher mentoring program which pairs beginning teachers with experienced mentor teachers, provides a discussion pacing guide for regular mentor-mentee meetings and joint observations (the mentor observes the mentee and vice versa). At times, beginning teachers may need additional support. For example, previously Title 2 funds have been used to send a section of students are provided with a well-rounded education.

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

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

Shirland Community Consolidated School District #134 has a strong literacy program whose foundation lies in classroom libraries that provide for independent reading, a leveled book room that differentiated instruction, and a school library that provides schoolwide resources for independent reading and research. The school library helps to close inequities caused by socio-economic students to bring home high quality books for independent reading enjoyment. In addition to budgeting for library acquisitions every year, the school district has been resourceful in providing fundraising through book fairs, its PTO, and through generous memorial donations. All Kindergarten thru 8th grade students are assigned 1:1 chromebooks for their digital learning. These chromebooks for personalized learning as they increase digital literacy skills and accelerate student academic achievement. Teachers also receive professional development on how best to incorporate the chromebooks into their curriculum. The Title One budget has been used to provide leasing for the chromebooks. These chromebooks have become essential to provide e-Learning during the recent pandemic.

Response from the prior year Consolidated District Plan.

Shirland Community Consolidated School District #134 has a strong literacy program whose foundation lies in classroom libraries that provide for independent reading, a leveled book room that differentiated instruction, and a school library that provides schoolwide resources for independent reading and research. The school library helps to close inequities caused by socio-economic students to bring home high quality books for independent reading enjoyment. In addition to budgeting for library acquisitions every year, the school district has been resourceful in providing fundraising through book fairs, its PTO, and through generous memorial donations. All Kindergarten thru 8th grade students are assigned 1:1 chromebooks for their digital learning. These chromebooks for personalized learning as they increase digital literacy skills and accelerate student academic achievement. Teachers also receive professional development on how best to incorporate the chromebooks into their curriculum. The Title One budget has been used to provide leasing for the chromebooks. These chromebooks have become essential to provide e-Learning during the recent pandemic. In IV grant has been used to purchase and lease band instruments for our 5th grade Band for all program. Now that we have sufficient instruments, this grant will be used to support social emotional students from the pandemic by paying a portion of the school psychologist salary to the Winnebago Special Education Cooperative.

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

([count] of 7500 maximum characters used)

Shirland Community Consolidated School District #134 believes that every student has gifts and talents, and that it is the job of educators to nurture and develop them to their fullest potential. Our district approach to reading is that students should receive reading instruction at their ability level and at their grade level every day. An extensive leveled book room enables teachers to read to their ability level for differentiated classroom reading instruction. This ensures that students, regardless of their ability level, are given the reading instruction they need to succeed. Multi-grade through 4th are also built on this concept providing differentiation to students throughout the day. For math instruction, students receive instruction so that they can meet the challenging grade standards. However, gifted and talented students are accelerated through enrichment activities in class. Additionally, technologically well-equipped classrooms, with a one to one Chromebook in 8th grade, provide students with personalized, high quality digital learning experiences that accelerate learning. The district utilizes such programs as I-Ready to provide personalized learning achievement for gifted and talented students. Project based learning also enables gifted and talented students to extend their learning opportunities in both science and social studies. In Music, gifted and talented are given the opportunity to participate in beginning or advanced band and receive differentiated learning through sectionals that are built into the school schedule. For PE, naturally gifted and talented are given more challenging activities and are also encouraged to participate in the extra-curriculars the school has to offer: coed volleyball, boys and girls basketball, and coed gaga ball. Students who are gifted and talented are given multiple opportunities through personalized, differentiated instruction to accelerate their learning.

Response from the prior year Consolidated District Plan.

Shirland Community Consolidated School District #134 believes that every student has gifts and talents, and that it is the job of educators to nurture and develop them to their fullest potential. Our district approach to reading is that students should receive reading instruction at their ability level and at their grade level every day. An extensive leveled book room enables teachers to reach students at their ability level for differentiated classroom reading instruction. This ensures that students, regardless of their ability level, are given the reading instruction they need to succeed. Multiage classrooms through 4th are also built on this concept providing differentiation to students throughout the day. For math instruction, students receive instruction so that they can meet the challenging grade standards. However, gifted and talented students are accelerated through enrichment activities in class. Additionally, technologically well-equipped classrooms, with a one to one Chromebook in every classroom, provide students with personalized, high quality digital learning experiences that accelerate learning. The district utilizes such programs as I-Ready to provide personalized learning opportunities for gifted and talented students. Project based learning also enables gifted and talented students to extend their learning opportunities in both science and social studies. In Music, gifted and talented are given the opportunity to participate in beginning or advanced band and receive differentiated learning through sectionals that are built into the school schedule. For PE, naturally gifted and talented are given more challenging activities and are also encouraged to participate in the extra-curriculars the school has to offer: coed volleyball, boys and girls basketball, and coed gaga ball. Students who are gifted and talented are given multiple opportunities through personalized, differentiated instruction to accelerate their learning.

**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

Applicant: SHIRLAND C C SCHOOL DIST 134  
Application: 2022-2023 Consolidated District Plan - 00  
Cycle: Original Application  
Project Number: 23-CDP-00-04-101-1340-04

County: Winnebago

Consolidated District Plan  
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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
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College and Career Readiness

**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 is required.

- 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 career or postsecondary education, 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 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 an education that meets their needs.

- District Goal(s):**
- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.
    1. All kindergartners are assessed for readiness using the state KIDS assessment and benchmark I-Ready testing.
    2. Ninety percent or more of third-grade students are reading at or above grade level as indicated by I Ready benchmark testing.
    3. Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics as indicated by I Ready benchmark testing.
    4. All students are supported by highly prepared and effective teachers and school leaders as indicated by successful completion of district mentoring program, and participation in professional development opportunities.
    5. Our district offers a safe and healthy learning environment for all students and staff following our Wellness Plan, our COVID plan and IDPH and CDC Covid guidance.

**1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education 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 needs.**

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. *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.*

Response from the approved prior year Consolidated District Plan:  
 Kinnikinnick, Prairie Hill and Shirland - and the high school district - Hononegah Principals meet a minimum of once a month in an alignment meeting. Curriculum coordinators between the Boone Winnebago school districts also meet once a month. In FY 18 and FY 19, the spring School Improvement Day was done in collaboration with the feeder districts as a Small School Coordination Day. The ongoing COVID pandemic forced its cancellation in FY 20, FY 21, and FY 22. Hononegah begins transitioning feeder school students at an early age. Many students become involved in the multiple and elective teachers over to the feeder schools at least twice a year to prepare students for the transition and to help them select their schedules. Hononegah also has several open houses for students. Additionally, Hononegah teachers attend transition meetings for students with IEP's and 504 plans. Hononegah also meets with the middle school team to discuss students who are eligible for 504 eligibility who may be in need of additional academic or social skills support. Hononegah has a student support program to monitor these students, pair them with mentors, and ensure career awareness is provided to Shirland students through the career cruising program. This is a personalized online technology program available to middle school students that helps students explore career interests. The school is also part of an Energizing Student Potential STEM grant that provides resources about careers in science technology engineering and math and provides real world exposure to these careers through the nonfiction series in our differentiated reading program.

Response from the approved prior year Consolidated District Plan:  
 Kinnikinnick, Prairie Hill and Shirland - and the high school district - Hononegah Principals meet a minimum of once a month in an alignment meeting. Curriculum coordinators between the Boone Winnebago school districts also meet once a month. For the past two years, the spring School Improvement Day was done in collaboration with the feeder districts as a Small School Coordination Day. The ongoing COVID pandemic forced its cancellation in 2020 and 2021. Hononegah begins transitioning feeder school students at an early age. Many students become involved in the multiple and elective teachers over to the feeder schools at least twice a year to prepare students for the transition and to help them select their schedules. Hononegah also has several open houses for students. Additionally, Hononegah teachers attend transition meetings for students with IEP's and 504 plans. Hononegah also meets with the middle school team to discuss students who are eligible for 504 eligibility who may be in need of additional academic or social skills support. Hononegah has a student support program to monitor these students, pair them with mentors, and ensure career awareness is provided to Shirland students through the career cruising program. This is a personalized online technology program available to middle school students that helps students explore career interests. The school is also part of an Energizing Student Potential STEM grant that provides resources about careers in science technology engineering and math and provides real world exposure to these careers through the nonfiction series in our differentiated reading program.

**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 that provide students in-depth industry experiences 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. *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**

Response from the approved prior year Consolidated District Plan:  
 Shirland Community Consolidated School District #134 has been a part of the Energizing Student Potential STEM grant for the past seven years. The grant provides K-8 students with academic and technical education through hands on instructional strategies and field trips. Teachers have attended professional development activities through the grant that have increased their knowledge of specific careers. The grant has provided students with STEM based field trips in which they have learned about various careers. A STEM night enables students to demonstrate science experiments to specific careers. The STEM Night has been held virtually since the pandemic began. Being a rural K-8 school district, Shirland does not offer work based learning opportunities. To compensate for that, the middle school teachers frequently schedule community speakers to come in and talk about various careers such as engineering, chemistry, Armed Forces, professional hockey, etc. Many of these activities have looked different since COVID. Guest speakers are more apt to participate in a class via zoom. It is hoped that with the high number of vaccinated individuals, and the natural immunity through exposure to the omicron variant, that COVID may be on the way out and that FY 23 will truly be a return to normalcy.

Response from the approved prior year Consolidated District Plan:  
 Shirland Community Consolidated School District #134 has been a part of the Energizing Student Potential STEM grant for the past six years. The grant provides K-8 students with academic and technical education through hands on instructional strategies and field trips. Teachers have attended professional development activities through the grant that have increased their knowledge of specific careers. The grant has provided students with STEM based field trips in which they have learned about various careers. A STEM night enables students to demonstrate science experiments to specific careers. Being a rural K-8 school district, Shirland does not offer work based learning opportunities. To compensate for that, the middle school teachers frequently schedule community speakers to come in and talk about various careers such as engineering, chemistry, Armed Forces, professional hockey, etc. Many of these activities have looked different since COVID. The STEM night has been held virtually since the pandemic began. Being a rural K-8 school district, Shirland does not offer work based learning opportunities. To compensate for that, the middle school teachers frequently schedule community speakers to come in and talk about various careers such as engineering, chemistry, Armed Forces, professional hockey, etc. Many of these activities have looked different since COVID. Guest speakers are more apt to participate in a class via zoom.

- 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



Applicant: SHIRLAND C C SCHOOL DIST 134
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-04-101-1340-04

County: Winnebago

Consolidated District Plan

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Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements

Professional Development - Highly Prepared and Effective Teachers and School Leaders

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 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...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.
1. All kindergartners are assessed for readiness using the state KIDS assessment and benchmark I-Ready testing.
2. Ninety percent or more of third-grade students are reading at or above grade level as indicated by I Ready benchmark testing.
3. Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics as indicated by I Ready benchmark testing.
4. All students are supported by highly prepared and effective teachers and school leaders as indicated by successful completion of district mentoring program...
5. Our district offers a safe and healthy learning environment for all students and staff following our Wellness Plan, our COVID plan and IDPH and CDC Covid guidance.

For each program for which funding is anticipated for the 2022-2023 school year, provide a brief description of professional development activities to be funded by program as applicable.\* [1]

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

NOT PROVIDING

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

Title Two will be used to provide a professional development mentoring program to new teachers. Shirland's teacher retention has been exceptional in recent years, breaking the norm for r schools. In FY 23 we had 100% retention. If that happens again, the money may be reallocated to another professional development activity. Professional development will also be support providing tuition reimbursement at the rate of \$75 per credit hour to teachers for approved university level classes enhancing professional practices of teachers or in the ESSA core academ subjects. Title II money will also be used to pay for the Public School Works professional development program providing staff with the Illinois mandated trainings. If sufficient funds exist, money will be set aside for onsite professional development bringing in experts recommended by the Boone-Winnebago Regional Office of Education to provide training on ELA and Math be practices in the areas of comprehension, vocabulary, story problems, and algebraic thinking. Finally, if sufficient funds exist, a small amount will be set aside for the Title One Director to at the Illinois Association of Title One Directors conference in Springfield, Illinois to learn additional best practices for the Consolidated Plan and its supporting grants.

G. Title III - LIEP

H. Title III - ISEP

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 is provided for the special education teacher and their supervisor to attend the Illinois Alliance of Administrators of Special Education conference if it is held. Topic generally include understanding the continuum of behavior intervention, student attention, transition outcomes, trauma informed practices and eligibility determination best practices.

L. IDEA, Part B - Preschool

NOT PROVIDING

M. Elementary and Secondary School Emergency Relief Grant II

NOT PROVIDING

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

NOT PROVIDING

Legislative Requirement:

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

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

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

Applicant: SHIRLAND C C SCHOOL DIST 134

County: Winnebago

Application: 2022-2023 Consolidated District Plan - 00

Cycle: Original Application

Consolidated District Plan

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Project Number: 23-CDP-00-04-101-1340-04

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
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**Safe and Healthy Learning Environment**

**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 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 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 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 every child an education that meets their needs.

**District Goal(s):**

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.
  1. All kindergartners are assessed for readiness using the state KIDS assessment and benchmark I-Ready testing.
  2. Ninety percent or more of third-grade students are reading at or above grade level as indicated by I Ready benchmark testing.
  3. Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics as indicated by I Ready benchmark testing.
  4. All students are supported by highly prepared and effective teachers and school leaders as indicated by successful completion of district mentoring program, and participation in professional development opportunities.
  5. Our district offers a safe and healthy learning environment for all students and staff following our Wellness Plan, our COVID plan and IDPH and CDC Covid guidance.

**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**

- 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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Shirland Community Consolidated School District #134 does not have the diversity in its student demographics that many larger, more urban school districts have. As a result, it is a largely white student body with only the following student subgroups: economically disadvantaged, students with disabilities, and gender. There are literally only a handful of racial or ethnic group only have one student who qualifies as limited English proficient. To ensure effective disciplinary practices that minimize student removal from the classroom, the district incorporates restorative practices such as peace circles, verbal or written apologies, restitution, reflection papers, and community service. More traditional disciplinary approaches, such as lunch detention and time outs for such as peace circles, verbal or written apologies, restitution, reflection papers, and community service. More traditional disciplinary approaches, such as lunch detention and time outs for utilized. Parent communication is seen as an integral part of the discipline process. As a result of restorative justice techniques, the district minimized suspensions for all students. The Positive Behavior Intervention Systems team reviews disciplinary data monthly and identifies students who may need tier 2 or tier 3 interventions such as, but not limited to, daily or weekly behavior checklists, check in - check out daily programs, and counseling. The PBIS team specifically examines data to see if economically disadvantaged or gender specific students are overrepresented. If overidentified students to role play what to do if they encounter them. The district has also partnered in the past with the community based RAMP Youth Services Coordinator to present the I Belong curriculum which emphasized tolerance and understanding of students with differences including disabilities, ethnic, religious, and sexual issues. By increasing tolerance, incidents of bullying and harassment are reduced. The district PBIS program also teaches a character value each month with daily announcements emphasizing the trait. Students are given "caught being goods" when they see the trait being demonstrated. The Second Step program is also utilized K-8 in every classroom.

Response from the prior year Consolidated District Plan.

Shirland Community Consolidated School District #134 does not have the diversity in its student demographics that many larger, more urban school districts have. As a result, it is a largely white student body with only the following student subgroups: economically disadvantaged, students with disabilities, and gender. There are literally only a handful of racial or ethnic group only have one student who qualifies as limited English proficient. However, this can change overnight. To ensure effective disciplinary practices that minimize student removal from the classroom, the district incorporates restorative practices such as peace circles, verbal or written apologies, restitution, reflection papers, and community service. More traditional disciplinary approaches, such as lunch detention and time outs for reflection, are also utilized. Parent communication is seen as an integral part of the discipline process. As a result of restorative justice techniques, the district minimized suspensions for all students. The Positive Behavior Intervention Systems team reviews disciplinary data monthly and identifies students who may need tier 2 or tier 3 interventions such as daily or weekly behavior checklists, check in - check out daily programs, and counseling. The PBIS team specifically examines data to see if economically disadvantaged or gender specific students are overrepresented. If overidentified students to role play what to do if they encounter them. The district has also partnered in the past with the community based RAMP Youth Services Coordinator to present the I Belong curriculum to students which emphasized tolerance and understanding of students with differences including disabilities, ethnic, religious, and sexual issues. By increasing tolerance, incidents of bullying and harassment are reduced. The district PBIS program also teaches a character value each month with daily announcements emphasizing the trait. Students are given "caught being goods" when they see the character trait being demonstrated. The Second Step program is also utilized K-8 in every classroom. At the time of this writing, school districts across the state are in the midst of a pandemic. Our students are now engaged in eLearning. As a result, they have student emails turned on. As Google Administrator, the Superintendent-Principal will also occasionally discuss bullying and harassment and allow students to role play what to do if they encounter them. Teachers are also monitoring their Google classrooms to prevent that.

**2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3] (42 U.S.C. 11301 et seq.)\***

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

Programming will be provided to ensure homeless children have access to a well-rounded education and other services needed in order to meet the challenging State academic achievement standards. Depending upon the number and need of homeless students, activities and programs implemented to support homeless students may include: increased academic support during the school day and 3 English Language Arts and math interventions, extended school day providing after school tutoring in the areas of reading and math, summer school, professional development regarding homeless students for staff members, necessary school supplies or clothing, and transportation assistance. Historically, Shirland has had low numbers of homeless students but this could be extended to homeless students. At present, Shirland has just one student identified as homeless.

Response from the prior year Consolidated District Plan.

Programming will be provided to ensure homeless children have access to a well-rounded education and other services needed in order to meet the challenging State academic achievement standards. Depending upon the number and need of homeless students, activities and programs implemented to support homeless students may include: increased academic support during the school day and 3 English Language Arts and math interventions, extended school day providing after school tutoring in the areas of reading and math, summer school, professional development regarding homeless students for staff members, necessary school supplies or clothing, and transportation assistance. Historically, Shirland has had low numbers of homeless students but this could be extended to homeless students. At present, Shirland has just one student identified as homeless.

Homeless students will also be given opportunities for personalized online learning through technology and our 1:1 chromebook 3rd-8th grade initiative. Safe and healthy student program: extended to homeless students. During the pandemic, multiple meals were served one day a week to all children under the age of 18 including those that are homeless. Once in-person inst students hot meals were served free and remote learning students were invited to come to school to pick up a meal.

**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 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



# Consolidated District Plan

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## Attendance Center Designation

[Instructions](#)

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

## Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
2001 - SHIRLAND C C SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	05/26/2021

<b>Describe anticipated Reorganizations:</b>	
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Applicant: SHIRLAND C C SCHOOL DIST 134
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-04-101-1340-04

County: Winnebago

Consolidated District Plan

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Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements. Row 1: Title I Specific - Part One, Title I Specific - Part Two.

Title I Specific Requirements - Part Two

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

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal 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 success 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 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 every child an education that meets their needs.

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

- 1. All kindergartners are assessed for readiness using the state KIDS assessment and benchmark I-Ready testing.
2. Ninety percent or more of third-grade students are reading at or above grade level as indicated by I Ready benchmark testing.
3. Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics as indicated by I Ready benchmark testing.
4. All students are supported by highly prepared and effective teachers and school leaders as indicated by successful completion of district mentoring program, and participation in professional development opportunities.
5. Our district offers a safe and healthy learning environment for all students and staff following our Wellness Plan, our COVID plan and IDPH and CDC Covid guidance.

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

Section 1111(d)

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan. If the district does not have any schools identified as comprehensive or targeted, enter

No schools identified under this part

[[count] of 7500 maximum characters used)

If the district were to receive notification from the State that Shirland School had been identified as in need of comprehensive or targeted support for improvement, the local educational agency and implement a comprehensive support and improvement plan for the school to improve student mastery of the challenging state standards. Such a program would be created in collaboration with its tier one general education program. A school-level needs assessment would be conducted of all stakeholders to identify whatever weaknesses existed in the tier one program. It is likely resources would be needed. For example, the needs assessment might identify gaps in the tier one math curriculum. Such identification might lead stakeholders to recommend adoption of a rigorous education curriculum or at least supplemental materials to the existing curriculum. These resources would then need to be purchased, Title One funds would be used to secure these resources for students with a well rounded educational experiences for all students. Title funds would also be used to increase personalized, rigorous learning experiences for students using technology. If the district identified as in need of comprehensive or targeted support, Title dollars would also be used to provide additional on-site coaching to teachers. The local Boone Winnebago Regional Office of Education would be consulted in the development of the comprehensive plan which would incorporate their Statewide System of Support services. Once the comprehensive plan was completed, it would be submitted for approval.

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

If the district were to receive notification from the State that Shirland School had been identified as in need of comprehensive or targeted support for improvement, the local educational agency and implement a comprehensive support and improvement plan for the school to improve student mastery of the challenging state standards. Such a program would be created in collaboration with its tier one general education program. A school-level needs assessment would be conducted of all stakeholders to identify whatever weaknesses existed in the tier one program. It is likely resources would be needed. For example, the needs assessment might identify gaps in the tier one math curriculum. Such identification might lead stakeholders to recommend adoption of a rigorous education curriculum or at least supplemental materials to the existing curriculum. These resources would then need to be purchased, Title One funds would be used to secure these resources for students with a well rounded educational experiences for all students. Title funds would also be used to increase personalized, rigorous learning experiences for students using technology. If the district identified as in need of comprehensive or targeted support, Title dollars would also be used to provide additional on-site coaching to teachers. The local Boone Winnebago Regional Office of Education would be consulted in the development of the comprehensive plan which would incorporate their Statewide System of Support services. Once the comprehensive plan was completed, it would be submitted for approval.

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 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 children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.\* (Section 1112(b)(4) Measures of Poverty from 1113(5)(A) and (B).

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

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

Section 1114 and 1115

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

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

Shirland Community Consolidated School District #134 has a schoolwide Title One program providing a well-rounded and supportive education for all students. Programming is based on three supporting all students including subgroups of students: 1. Creating well rounded educational opportunities 2. Safe and healthy students 3. Technology. Title dollars are used to support the ES subjects: English language arts, Mathematics, Civics and government, History, Geography, Science, Foreign Languages, Economics, Art, Engineering, Music, Health, Technology, Computer Science technical education, and Physical education. Programs and activities also include STEM subjects. Efforts are made through the Title One program to provide support to students struggling to meet state standards through effective, research based tier 2 and 3 intervention programs. If sufficient grant funding exists, support has been provided during the school day and by extending the after school tutorial programming and summer school. Accelerated students also benefit from Title programming that provides personalized on-line learning. The Title schoolwide program also healthy, supportive, and drug free environment by supporting effective schoolwide discipline programs. Parent education is a part of the schoolwide program with parents receiving assistance students with English language arts, math, and discipline at home. Homeless students also have needs met through Title programming eliminating any disparities in resources.

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

Shirland Community Consolidated School District #134 has a schoolwide Title One program providing a well-rounded and supportive education for all students. Programming is based on three supporting all students including subgroups of students: 1. Creating well rounded educational opportunities 2. Safe and healthy students 3. Technology. Title dollars are used to support the ES subjects: English language arts, Mathematics, Civics and government, History, Geography, Science, Foreign Languages, Economics, Art, Engineering, Music, Health, Technology, Computer Science technical education, and Physical education. Programs and activities also include STEM subjects. Efforts are made through the Title One program to provide support to students struggling to meet state standards through effective, research based tier 2 and 3 intervention programs. If sufficient grant funding exists, support has been provided during the school day and by extending the after school tutorial programming and summer school. Accelerated students also benefit from Title programming that provides personalized on-line learning. The Title schoolwide program also healthy, supportive, and drug free environment by supporting effective schoolwide discipline programs. Parent education is a part of the schoolwide program with parents receiving assistance students with English language arts, math, and discipline at home. Homeless students also have needs met through Title programming eliminating any disparities in resources.

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

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

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

[[count] of 7500 maximum characters used)

Shirland Community Consolidated School District #134 is applying for schoolwide status for the 22-23 school year so that Title one programs and services may support all Shirland students in subgroups providing them with a well rounded education so that they may meet challenging state academic standards. That said, academic interventions will still be provided to students in need support in reading and math through the employment of a reading math interventionist and continuation of tutorial services. Students in need of additional support are identified in Profession: Community meetings through the use of trustworthy data. Educators examine I-Ready benchmark reports at the trimester, progressing monitoring probes, daily work, local assessments, after discipline. Recommendations from multi-disciplinary teams are also considered if available. The district's benchmark test, I-Ready, also provides an intervention screener which recommends if needed for the student. Parent input is provided for with communication sent home about tier 2 and 3 intervention support.

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

Shirland Community Consolidated School District #134 is applying for schoolwide status for the 20-21 school year so that Title one programs and services may support all Shirland students in subgroups providing them with a well rounded education so that they may meet challenging state academic standards. That said, academic interventions will still be provided to students in need support in reading and math through the employment of a reading math interventionist and continuation of tutorial services. Students in need of additional support are identified in Profession: Community meetings through the use of trustworthy data. Educators examine I-Ready benchmark reports at the trimester, progressing monitoring probes, daily work, local assessments, after discipline. Recommendations from multi-disciplinary teams are also considered if available. The district's benchmark test, I-Ready, also provides an intervention screener which recommends if needed for the student. Parent input is provided for with communication sent home about tier 2 and 3 intervention support. Parents are invited to attend RTI Plan meetings and provide suggestions children learn best.

**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 not meeting such standards,

\*Required Field

Applicant: SHIRLAND C C SCHOOL DIST 134
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-04-101-1340-04

County: Winnebago

Consolidated District Plan

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Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements

IDEA Specific Requirements

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

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Go 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 success 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 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 every child an education that meets their needs.

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

- 1. All kindergartners are assessed for readiness using the state KIDS assessment and benchmark I-Ready testing.
2. Ninety percent or more of third-grade students are reading at or above grade level as indicated by I Ready benchmark testing.
3. Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics as indicated by I Ready benchmark testing.
4. All students are supported by highly prepared and effective teachers and school leaders as indicated by successful completion of district mentoring program, and participation in professional opportunities.
5. Our district offers a safe and healthy learning environment for all students and staff following our Wellness Plan, our COVID plan and IDPH and CDC Covid guidance.

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

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

The LEA Needs Assessment instruments that were reviewed to determine the planning of grant activities included the school and district report cards, the 5 Essentials Survey, composite and current student achievement data, current recruitment and retention data, and ESSA site based expenditure data. The district pursues the IDEA Flow-Through grant to support its students with IEP identified needs for the Flow-Through grant change as the active student IEPs change in the district. For the coming 2022-23 school year, as of now, the district will have no students in Winnebago Cooperative programs. They have all transitioned out. However, the district does have IEP identified students at the school with speech and social emotional needs, exacerbated by the COVID pandemic. Therefore, the Flow-Through grant will be used to pay the Winnebago Special Education Cooperative a portion of the speech therapist and school psychologist salaries, and professional development for the special education teacher and supervisor. The Preschool grant, typically very small, will be used to buy supplies for the preschool screenings.

Response from the approved prior year Consolidated District Plan.

The LEA Needs Assessment instruments that were reviewed to determine the planning of grant activities included the school and district report cards, the 5 Essentials Survey, composite and current student achievement data, current recruitment and retention data, and ESSA site based expenditure data. The district pursues the IDEA Flow-Through grant to support its students with IEP identified needs for the Flow-Through grant change as the active student IEPs change in the district. For the coming 2021-22 school year, as of now, the district will have no students in Winnebago Cooperative programs. They have all transitioned out. However, district does have IEP identified students at the school with speech and social emotional needs, exacerbated by the COVID pandemic. Therefore, the Flow-Through grant will be used to pay the Winnebago Special Education Cooperative a portion of the speech therapist and school psychologist salaries, and professional development for the special education teacher and supervisor.

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

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

The IDEA Flow Thru grant provides professional development to attend the IAASE fall or spring conference if they are held or a virtual online professional development opportunity if they are held during the COVID pandemic, and payments to the Winnebago Special Education Cooperative for portions of the speech therapist and school psychologist salaries. Funds from IDEA Part B Preschool will be used to pay a portion of the speech therapist salary to the Winnebago Special Education Cooperative for IDEA preschool child find screenings. The district does not currently have a preschool program. If we do not have a preschool program, we utilize a sister district's preschool program or one from the Winnebago Special Education Cooperative.

Response from the approved prior year Consolidated District Plan.

The IDEA Flow Thru grant provides professional development to attend the IAASE fall or spring conference if they are held or a virtual online professional development opportunity if they are held during the COVID pandemic, and payments to the Winnebago Special Education Cooperative for portions of the speech therapist and school psychologist salaries. Funds from IDEA Part B Preschool will be used to pay a portion of the speech therapist salary to the Winnebago Special Education Cooperative for IDEA preschool child find screenings. The district does not currently have a preschool program. If we do not have a preschool program, we utilize a sister district's preschool program or one from the Winnebago Special Education Cooperative.

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

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

As of this date, the district does not have any IDEA identified preschool students for the 22-23 school year except for one walk-in preschool student for speech language therapy. Therefore the IDEA flow thru funds will not be used to pay for cooperative programs this year, but rather for services rendered to students within Shirland School such as the speech therapy and school psychologist counseling.

Response from the approved prior year Consolidated District Plan.

As of this date, the district does not have any IDEA identified preschool students for the 21-22 school year except for one walk-in preschool student for speech language therapy. Additionally, the IDEA flow thru funds will not be used to pay for cooperative programs this year, but rather for services rendered to students within Shirland School such as the speech therapy and school psychologist counseling.

\*Required Field

Applicant: SHIRLAND C C SCHOOL DIST 134  
 Application: 2022-2023 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 23-CDP-00-04-101-1340-04

County: Winnebago

Consolidated District Plan ▼

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
	Foster Care Transportation Requirements			Foster Care Plan Contacts			BID - School Stability		Care Tran

**Overview**

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

**PROGRAM:** Foster Care Transportation Plan  
**PURPOSE:** To comply with ESSA requirements for educational stability for students in foster care  
**REQUIRED FOR:** All Illinois school districts and state-authorized charter schools  
**RESOURCES:** [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 children in foster care in the school of origin when in their best interests will be provided, arranged, and funded for duration of the time in foster care.

**DEFINITION AND REFERENCES**

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total. First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. 1 manufacturer sticker (Federal Certification Label) located on the inside of the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle) Passenger Car [49 CFR 571.3].

Vehicle Usage:  
[https://www.isbe.net/Documents/school\\_vehicle\\_guidance.pdf](https://www.isbe.net/Documents/school_vehicle_guidance.pdf)  
[https://www.isbe.net/Documents/vehicle\\_use\\_summary.pdf](https://www.isbe.net/Documents/vehicle_use_summary.pdf)  
<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

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

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

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

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

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
  - a. Contracted services - taxis, student transport companies, etc. - see note below
  - b. Public transportation such as city buses, rails, etc.
  - c. Carpools- see note below
  - d. School/District staff- see note below
  - e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contract 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 parent or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.**

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

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

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

- 4. State special education transportation funds, if the student has an IEP
  - 5. Local funds
-

Applicant: SHIRLAND C C SCHOOL DIST 134  
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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Tit I Specific
Foster Care Transportation Requirements				Foster Care Plan Contacts		BID - School Stability		

Contact Information

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

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

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

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

1. Foster Care LEA-POC - required\*

Last Name*	First Name*	Position/Title*	Email*
Ulferts	John	Foster Care LEA-POC Superintendent-Principal	julferts@si

2. LEA Transportation Director - required\*

Last Name*	First Name*	Position/Title*	Email*
Corder	Stacey	LEA Transportation Director	finance@si

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

\*Required field

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Table with columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements. Rows include Foster Care Transportation Requirements, Foster Care Plan Contacts, BID - School Stability, and Care Tran.

Best Interest Determination as it relates to School Stability

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

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

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

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in his or her best interest, as it relates to enrollment. For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan. In determining whether a child remains in his or her school of origin, as the LEA Shirland School will take into consideration all factors relating to a child's best interest. These factors include the appropriateness of the current educational setting, a variety of student-centered factors will be considered: Influence of the school climate on the child, including safety; The availability and quality of the services in the school to meet the child's educational and socioemotional needs; History of school transfers related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

When a student is placed in foster care or changes residence while in foster care, the following personnel are involved in the process to determine the best interest of the affected child for placement: The Child Welfare Agency worker (CWA) assigned to the student notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care Point of Contact (POC) for the Shirland School District will be our school psychologist.

The CWA worker assigned to the student, the district's foster care POC, and other essential members of the BID team share information on the appropriateness of the educational setting. The CWA assigned to the student takes into account this information and the distance from potential placement to the child's current school in the decision making process.

Response from the approved prior year Consolidated District Plan. In determining whether it is in a child's best interest to remain in his or her school of origin, as the LEA Shirland School will take into consideration all factors relating to a child's best interest. The appropriateness of the current educational setting and proximity of placement. In determining which factors should be considered as part of evaluating the appropriateness of the current educational setting, student-centered factors will be considered. These factors may include: Preferences of the child; Preferences of the child's parent(s) or education decision maker(s); The child's attachment to the relationships with staff and peers; Placement of the child's sibling(s); Influence of the school climate on the child, including safety; The availability and quality of the services in the school to meet socioemotional needs; History of school transfers and how they have impacted the child; How the length of the commute would impact the child, based on the child's developmental stage; Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

When a student is placed in foster care or changes residence while in foster care, the following personnel are involved in the process to determine the best interest of the affected child for placement: The Child Welfare Agency worker (CWA) assigned to the student notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care Point of Contact (POC) for the Shirland School District will be our school psychologist.

The CWA worker assigned to the student, the district's foster care POC, and other essential members of the BID team share information on the appropriateness of the educational setting. The CWA assigned to the student takes into account this information and the distance from potential placement to the child's current school in the decision making process.

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 here See Section 504 here

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

If the student has an Individualized Education Plan (IEP) or a 504 Plan that includes provisions for specialized transportation, transportation must be provided by the school district responsible for Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP for the student to receive FAPE.

When implementing the educational stability provisions for children in foster care with disabilities under the IDEA and students with disabilities under Section 504, each child's placement decision must be made by knowledgeable persons, including the child's parents. This group may also include staff from a child welfare agency. The IDEA requires that the educational placement of each eligible child with a disability in foster care, be determined at least annually, and be based on the child's IEP in accordance with the child's individual needs. Unless the child's IEP requires some other arrangement, the school that he or she would attend if not disabled.

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 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, 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 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 nondisabled children.

In determining foster care transportation for students in foster care with an IEP or 504 plan, all of the steps for a foster care student without a disability are followed in addition to the special considerations requirements taken into account by their IEP or 504 plans and their disabilities.

Response from the approved prior year Consolidated District Plan. If the student has an Individualized Education Plan (IEP) or a 504 Plan that includes provisions for specialized transportation, transportation must be provided by the school district responsible for Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP for the student to receive FAPE.

When implementing the educational stability provisions for children in foster care with disabilities under the IDEA and students with disabilities under Section 504, each child's placement decision must be made by knowledgeable persons, including the child's parents. This group may also include staff from a child welfare agency. The IDEA requires that the educational placement of each eligible child with a disability in foster care, be determined at least annually, and be based on the child's IEP in accordance with the child's individual needs. Unless the child's IEP requires some other arrangement, the school that he or she would attend if not disabled.

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 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, 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 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 nondisabled children.

In determining foster care transportation for students in foster care with an IEP or 504 plan, all of the steps for a foster care student without a disability are followed in addition to the special considerations requirements taken into account by their IEP or 504 plans and their disabilities.

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 Foster Care Transportation Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan. The CWA and SOO will ensure that a bilingual translator is in attendance at the BID team so that all stakeholders are able to fully participate in the team's discussion. Any documents produced by the BID team shall be in English as well as the native language of BID participants.



Response from the approved prior year Consolidated District Plan.

The CWA and SOO will ensure that a bilingual translator is in attendance at the BID team so that all stakeholders are able to fully participate in the team's discussion. Any documents produced by English as well as the native language of BID participants.

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

*Be sure to include the step-by-step process if one would want to initiate a dispute through the resolution. NOTE: include that DCFS has the final say if a resolution cannot be reached. For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.*

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

*If there is disagreement among the parents, education decision makers, and other stakeholders regarding the BID decision, the student will remain in his or her school of origin while the dispute is resolved. The BID team will reconvene to hear the appeal from the parent, educational decision maker or other stakeholder regarding the decision. If agreement can not be made, the CWA will be implemented.*

Response from the approved prior year Consolidated District Plan.

If there is disagreement among the parents, education decision makers, and other stakeholders regarding the BID decision, the student will remain in his or her school of origin while the dispute is resolved. The BID team will reconvene to hear the appeal from the parent, educational decision maker or other stakeholder regarding the decision. If agreement can not be made, the CWA will be implemented.

\*Required field

Applicant: SHIRLAND C C SCHOOL DIST 134
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-04-101-1340-04

County: Winnebago

Consolidated District Plan
Printer-Friendly
Click to Return to Application Select

Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements. Rows include Foster Care Transportation Requirements, Foster Care Plan Contacts, BID - School Stability, and Care Tran.

Transportation Plan Development

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

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

1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process: Be sure to include the factors that should be considered when developing the transportation procedures for a student in foster care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

The Child Welfare Agency worker (CWA) assigned to the student notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care Point of Contact (POC) for the school district is notified by the CWA worker assigned to the student and invited to participate in the Best Interest Determination meeting.

The POC for the Shirland School District will be our school psychologist.

The CWA worker assigned to the student, the district's foster care POC, and other essential members of the BID team share information on the appropriateness of the educational setting.

The CWA assigned to the student takes into account this information and the distance from potential placement to the child's current school in the decision making process.

The School of Origin (SOO) transportation designee will identify possible ways that the child could be transported (see list of options listed below) and provides this information to the foster care POC.

The SOO transportation designee for the Shirland School District will be the district superintendent.

If the BID decision is that the student will remain in the Shirland School District, the district's foster care POC (the school psychologist) will work with the district SOO transportation designee (district superintendent) to assist the CWA worker assigned to the student to arrange transportation to and from the school.

The BID team will consider the following factors when developing a transportation plan for a student in foster care: Safety; Duration; Time of placement change; Type of transportation available; Flexibility in school schedule; Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity.

Additionally, the following low cost/no cost options will be considered when developing the plan: A pre-existing transportation route; Route to route handoffs; District to district boundary hand-offs; Eligibility for the child for transportation through other services such as special education students (Individuals with Disabilities Education Act) or Homeless students (McKinney-Vento Act); Alternatives not directly provided by the District such as Contracted services: taxis, student transport companies, etc., Public transportation; options explored by the CWA worker outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transportation in contracts with licensed child-placing agencies or group homes.

Response from the approved prior year Consolidated District Plan.

When a student is placed in foster care or changes residence while in foster care, the following process is followed to determine the best interest of the affected child for placement:

The Child Welfare Agency worker (CWA) assigned to the student notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care Point of Contact (POC) for the school district is notified by the CWA worker assigned to the student and invited to participate in the Best Interest Determination meeting.

The POC for the Shirland School District will be our school psychologist.

The CWA worker assigned to the student, the district's foster care POC, and other essential members of the BID team share information on the appropriateness of the educational setting.

The CWA assigned to the student takes into account this information and the distance from potential placement to the child's current school in the decision making process.

The School of Origin (SOO) transportation designee will identify possible ways that the child could be transported (see list of options listed below) and provides this information to the foster care POC.

The SOO transportation designee for the Shirland School District will be the district superintendent.

If the BID decision is that the student will remain in the Shirland School District, the district's foster care POC (the school psychologist) will work with the district SOO transportation designee (district superintendent) to assist the CWA worker assigned to the student to arrange transportation to and from the school.

The BID team will consider the following factors when developing a transportation plan for a student in foster care: Safety; Duration; Time of placement change; Type of transportation available; Flexibility in school schedule; Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity.

Additionally, the following low cost/no cost options will be considered when developing the plan: A pre-existing transportation route; Route to route handoffs; District to district boundary hand-offs; Eligibility for the child for transportation through other services such as special education students (Individuals with Disabilities Education Act) or Homeless students (McKinney-Vento Act); Alternatives not directly provided by the District such as Contracted services: taxis, student transport companies, etc., Public transportation; options explored by the CWA worker outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transportation in contracts with licensed child-placing agencies or group homes.

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

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

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

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

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

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

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

**DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.**  
The BID team will consider the following factors when developing a transportation plan for a student in foster care: Safety; Duration; Time of placement change; Type of transportation available; patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity.

In addition to state and local funds that may be available for providing transportation, certain federal funds may be available to cover additional transportation costs to maintain children in foster care at their schools of origin. Title IV-E federal funds are available to assist with additional transportation costs for children who are eligible for Title IV-E foster care maintenance payments. Specifically, if of reasonable travel for a child in foster care to remain in his or her school of origin may be included in the Title IV foster care maintenance payment. child welfare agencies receiving Title IV-E funds have discretion in determining what is considered reasonable travel, and may take into account factors such as cost, distance, and duration of travel. Transportation costs associated with the child's attendance at his or her school of origin are allowable foster care administrative costs under Title IV-E. Shirland School may also use Title I funds to pay for additional costs needed to transport children in foster care to their schools of origin. Funds reserved for comparable services for homeless children and youth may not be used to provide transportation needed to maintain children in foster care in their schools of origin.

In determining whether transportation is "cost-effective," the BID team will consider the reasonableness of these costs. In doing so, the BID team will consider a variety of factors, including cost, and length of travel as well as whether the mode of transportation is developmentally appropriate for the child. The BID team will also consider whether transportation can be provided for minimal additional costs. Examples of no-cost or low-cost options for transportation that Shirland's BID team could explore include whether 1) the child may be dropped off at a school bus stop near the existing transportation system for the school of origin; 2) public transportation options exist, if the child is of an appropriate age and has or is able to acquire the skills to utilize such options; 3) the foster parent or other family members are willing and able to transport the child to school; 4) there are pre-existing bus routes or stops close to the new foster care placement that cross district boundaries, such as bus routes for magnet schools and transportation for homeless students as required by the McKinney-Vento Act, and 5) the child is already eligible for transportation covered by other programs such as special education students (Individuals with Disabilities Education Act) or Homeless students (McKinney-Vento Act). For example, IDEA funds may be used to pay for transportation services if the IEP team determines transportation is a related service that is required in order for a child with disabilities in foster care to receive FAPE.

**Response from the approved prior year Consolidated District Plan.**

The BID team will consider the following factors when developing a transportation plan for a student in foster care: Safety; Duration; Time of placement change; Type of transportation available; patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity.

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**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 Foster Care Transportation Plan needs.

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

If there is disagreement among the parents, education decision makers, and other stakeholders regarding the BID decision, the student will remain in his or her school of origin while the dispute regarding the transportation issue is resolved. The BID team will reconvene to hear the appeal from the parent, educational decision maker or other stakeholder regarding the decision. If agreement can not be reached, the CWA will make the final decision.

**Response from the approved prior year Consolidated District Plan.**

If there is disagreement among the parents, education decision makers, and other stakeholders regarding the BID decision, the student will remain in his or her school of origin while the dispute regarding the transportation issue is resolved. The BID team will reconvene to hear the appeal from the parent, educational decision maker or other stakeholder regarding the decision. If agreement can not be reached, the CWA will make the final decision.

**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 Foster Care Transportation Plan needs.

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

The student will remain in his or her school of origin while the dispute regarding the transportation issue is resolved. Transportation will continue to be provided by the district as set up by the BID until the dispute is resolved.

In resolving the dispute, the BID team will also revisit the factors which were considered in developing the transportation plan for the student in foster care: Safety; Duration; Time of placement change; Type of transportation available; Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity.

Additionally, the following low cost/no cost options will also be revisited when resolving the dispute: A pre-existing transportation route utilizing school district transportation; Route to route hand-off between different school district transportation providers; District to district boundary hand-offs utilizing district transportation providers; Eligibility for the child for transportation through other services such as special education students (Individuals with Disabilities Education Act) or Homeless students (McKinney-Vento Act); Alternatives not directly provided by the District such as Contracted services such as taxis, student transport companies, etc., Public transportation; options explored by the CWA worker outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transportation in contracts with licensed child-placing agencies or group homes.

**Response from the approved prior year Consolidated District Plan.**

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**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 Foster Care Transportation Plan needs.

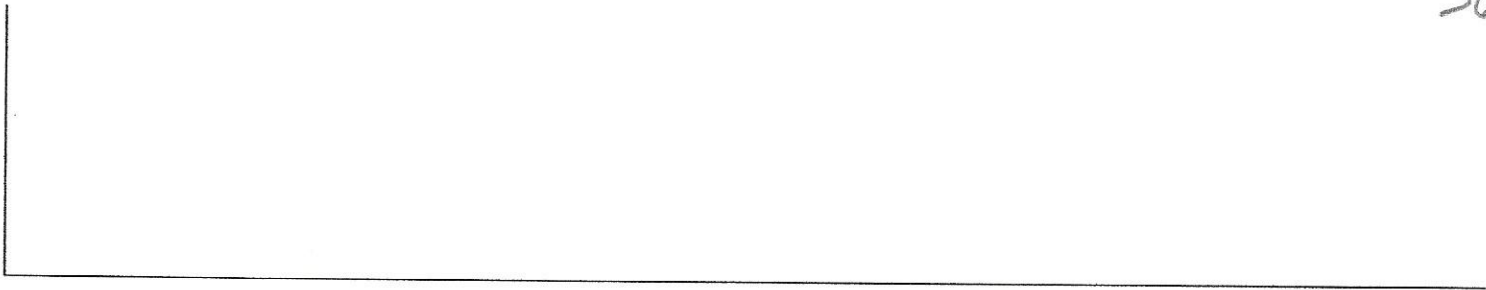
**DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.**

All personnel within the district will be made aware of this plan via training at staff meetings and upon when initially hired. The plan will be accessible to all staff through the district's employee handbook. Any staff member may initiate the transportation plan process if they become aware of a student eligible for these services by telling the BID team. Because our school is so small with just students, our teachers know our children very well and are often able to anticipate their needs even before they are reported.

**Response from the approved prior year Consolidated District Plan.**

All personnel within the district will be made aware of this plan via training at staff meetings and upon when initially hired. The plan will be accessible to all staff through the district's employee handbook. Any staff member may initiate the transportation plan process if they become aware of a student eligible for these services by telling the BID team. Because our school is so small with just students, our teachers know our children very well and are often able to anticipate their needs even before they are reported.

\*Required field



Applicant: SHIRLAND C C SCHOOL DIST 134

County: Winnebago

Consolidated District Plan

Application: 2022-2023 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 23-CDP-00-04-101-1340-04

<u>Plan Assurances</u>	<u>State Assurances</u>	<u>Debarment</u>	<u>Lobbying</u>	<u>GEPA 442</u>	<u>Assurances</u>
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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.

03/30/2022

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

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

cost of such transportation; and

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

Applicant: SHIRLAND C C SCHOOL DIST 134

County: Winnebago

Consolidated District Plan

Application: 2022-2023 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 23-CDP-00-04-101-1340-04

Plan Assurances	State Assurances	Debarment	Lobbying	GEP4 442	Assurances
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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:

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of: 2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

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

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

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

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

https://ilga.gov/commission/jcar/admincode/044/04407000sections.html

NO BINDING OBLIGATION

- 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 Education's employees during any part of the application process or during the Term of the Grant Agreement.
- 21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
- 22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
- 23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
- 24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
- 25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/ grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
- 26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
- 27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

**JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT**

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

**DRUG-FREE WORKPLACE CERTIFICATION**

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

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

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

- a) Publishing a statement:
  - 1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.
  - 2) Specifying the actions that will be taken against employees for violations of such prohibition.
  - 3) Notifying the employee that, as a condition of employment on such contract or grant, the
    - A) Abide by the terms of the statement; and
    - B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- b) Establishing a drug-free awareness program to inform employees about:
  - 1) The dangers of drug abuse in the workplace;
  - 2) The grantee's or contractor's policy of maintaining a drug-free workplace;
  - 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
  - 4) The penalties that may be imposed upon an employee for drug violations.

- c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
  - d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
  - e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
  - f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
  - g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

Applicant: SHIRLAND C C SCHOOL DIST 134

County: Winnebago

Consolidated District Plan

Application: 2022-2023 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

Project Number: 23-CDP-00-04-101-1340-04

Click to Return to Application Select

<a href="#">Plan Assurances</a>	<a href="#">State Assurances</a>	<a href="#">Debarment</a>	<a href="#">Lobbying</a>	<a href="#">GEPA 442</a>	<a href="#">Assurances</a>
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**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 and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and

frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Government-Wide System for Award Management Exclusions" (SAM Exclusions) at:

[www.sam.gov](http://www.sam.gov)

6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

Close Printer Friendly Page

**Applicant:** SHIRLAND C C SCHOOL DIST 134

**County:** Winnebago

Consolidated District Plan ▾

**Application:** 2022-2023 Consolidated District Plan - 00

**Cycle:** Original Application

[Printer-Friendly](#)

**Project Number:** 23-CDP-00-04-101-1340-04

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<a href="#">Plan Assurances</a>	<a href="#">State Assurances</a>	<a href="#">Debarment</a>	<a href="#">Lobbying</a>	<a href="#">GEPA 442</a>	<a href="#">Assurances</a>
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### 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.

Applicant: SHIRLAND C C SCHOOL DIST 134

County: Winnebago

Consolidated District Plan

Application: 2022-2023 Consolidated District Plan - 00  
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<a href="#">Plan Assurances</a>	<a href="#">State Assurances</a>	<a href="#">Debarment</a>	<a href="#">Lobbying</a>	<a href="#">GEP 442</a>	<a href="#">Assurances</a>
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**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.



Applicant: SHIRLAND C C SCHOOL DIST 134

County: Winnebago

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<u>Plan Assurances</u>	<u>State Assurances</u>	<u>Debarment</u>	<u>Lobbying</u>	<u>GEPA 442</u>	<u>Assurances</u>
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Assurances

Instructions

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

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

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

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

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

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

JOHN ULFERTS

Signature of School District Superintendent / Agency Administrator

WILLIAM G. DIEMEL

Signature of Board-Certified Delegated Authority for

Agreed to on this Date:

the School District Superintendent

50

03/14/2022  
RCDT when agreed to: 04-101-  
1340-04

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Applicant: SHIRLAND C C SCHOOL DIST 134

County: Winnebago

Consolidated District Plan v

Application: 2022-2023 Consolidated District Plan - 00

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Project Number: 23-CDP-00-04-101-1340-04

Click to Return to Application Select

Submit

Instructions

Attention!

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 and 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. By hitting "Submit" on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

Lock Application

Unlock Application

Application was created on: 3/3/2022
Assurances were agreed to on: 3/14/2022
Consistency Check was run on: 3/14/2022

District Administrator

Submit to ISBE

ISBE Program Administrator #1
ISBE Program Administrator #2
ISBE Program Administrator #3
ISBE Program Administrator #4

Have questions or need help? Contact our Call Center (217)558-3600 between 7:00am - 5:00pm CST, Monday - Friday  
or Click here to [Contact Us](#)

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