

**eGrant Management System**

**Printed Copy of Application**

Applicant: WINFIELD SCHOOL DISTRICT 34

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: WINFIELD SCHOOL DISTRICT 34

Date Generated: 4/17/2025 12:00:36 PM

Generated By: mrich34

**1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2025-2026.\* [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

**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)

Federal resources are used to accentuate and expand on school and district initiatives. For example, Title I funds will provide a portion of the salaries for certified teachers to provide interventions to our students who have been identified as being at risk academically, and are supported during the school day with state and district funds. We are looking to expand the level of support we provide at-risk students that are performing low but not identified as IEP. Title I funds may also be used to provide summer learning opportunities for students meeting at-risk qualifications academically or behaviorally. Title II federal funds allow our teachers and principal to deepen their professional development opportunities and grow as educators beyond what is available through state and local resources. These funds will continue to focus on pedagogical development in math, reading, and executive function. Title IV federal dollars allow teachers to enhance learning experiences in order to bring new ideas in each component of STEAM education, Drama, Middle School Electives, History, Social-emotional growth, and other enrichment opportunities to all students beyond what is available through state and local dollars. IDEA Flow-Through federal funds are used for the salaries of teacher and paraprofessionals who provide additional support for our high needs students, to purchase additional resources/supplies, including, but not limited to, specialized assessments and interventions. The IDEA Preschool federal dollars are used to purchase age and disability appropriate supplies for our youngest students with special needs, as well as allowing the preschool teacher to receive targeted professional development to best meet the needs of her students. This is a program we are expanding to meet the needs of our community. These federal funds for IDEA Flow-Through and IDEA - Preschool allow the district to provide a stronger educational program for our students with special needs, compared to only using only state and local funds. ESSA funds are utilized to provide professional development on literacy skills, hands-on learning and supporting physical and emotional health of students.

Response from the approved prior year Consolidated District Plan.

Federal resources are used to accentuate and expand on school and district initiatives. For example, Title I funds will provide a portion of the salaries for certified teachers to provide interventions to our students who have been identified as being at risk academically, and are supported during the school day with state and district funds. We are looking to expand the level of support we provide at-risk students that are performing low but not identified as IEP. Title II federal funds allow our teachers and principal to deepen their professional development opportunities and grow as educators beyond what is available through state and local resources. These funds will continue to focus on pedagogical development, especially in math. Title IV federal dollars allow teachers to enhance learning experiences in order to bring new ideas in each component of STEAM education, Drama, Middle School Electives, History, Social-emotional growth, and other enrichment opportunities to all students beyond what is available through state and local dollars. IDEA Flow-Through federal funds are used for the salaries of teacher and paraprofessionals who provide additional support for our high needs students, to purchase additional resources/supplies, including, but not limited to, specialized assessments and interventions. The IDEA Preschool federal dollars are used to purchase age and disability appropriate supplies for our youngest students with special needs, as well as allowing the preschool teacher to receive targeted professional development to best meet the needs of her students. This is a program we are expanding to meet the needs of our community. These federal funds for IDEA Flow-Through and IDEA - Preschool allow the district to provide a stronger educational program for our students with special needs, compared to only using only state and local funds. ESSA funds are utilized to provide professional development on literacy skills, hands-on learning and supporting physical and emotional health of students most impacted by the pandemic.

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

Braiding of Funds

☐ Yes ☒ No

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

Transfer of Funds

☐ Yes ☒ No

**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)

This year we did a deep analysis of reading and math growth rates among ability groups, racial/ethnic/gender groups, and needs groups. The only standout group was students scoring low in reading were the 17 multi-ethnic students in reading. This group we look to increase our targeted levels of support and intervention through both teacher training, the problem-solving process, and increased intervention support. An ongoing identified need is for professional development among our staff continues to be in the area of supporting students with behaviors using behavior intervention plans. Over the past several years we have experienced an increase in high need behaviors in our district. This warrants the need for continued professional development in targeted behavioral supports for our teachers and entire staff. Professional development includes whole staff training, as well as a train-the-trainer model to build the expertise of identified in-district teachers and support staff to become internal resources for our staff. The training in behavioral supports will be essential in order for all of our students to receive the instructional experience and social-emotional support to ensure a functional supportive classroom for all students. Another ongoing area of need is for our teachers to continue to grow in their use of best practices with instructional strategies, in mathematics and reading, that will continue to strengthen their skills in the classroom and help to provide balanced, student-centered instruction in preschool through 8th grade. This training includes ongoing development of their ability to differentiate not only academically, but in the area of social-emotional needs and executive functioning as well.

**Legislative References:**

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

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

\*Required field, applicable for all funding sources

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

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

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

2024-2025 Winfield School District Environment Survey - This was an on-line parent survey that was accessible on the District 34 website. Parents were notified about the survey and encouraged to complete it in order for us to better understand the parents' perspective about the experiences they and their children have, in order to target areas of need. 2024-2025 Student FISH surveys - Online survey of students grades 2-8 regarding safety, climate, and learning 2024-2025 Student 3-2-1 surveys - Online survey regarding students connections with adults, students, and activities.

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

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

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

***Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.***

In order to be able to understand the needs of all of our students, our Student Support Team looks at the performance levels of individual students, as well as subgroups, the entire Kindergarten through 8th grade cohorts and school as a whole. The 2024 Illinois Assessment of Readiness (IAR) was utilized to identify subgroup performance on this state test. The Low Income subgroup had 25.5% of students meeting or exceeding in ELA and 19.1% of students meeting or exceeding in Math on the state assessment. 16.7% of the English Learners subgroup met or exceeded in ELA and 11.1% of the English Learners subgroup met or exceeded in Math. The Hispanic subgroup had 50% of students meeting or exceeding in ELA, a significant increase compared to the prior year, while the White subgroup having 55.5% of students meeting or exceeding in ELA, a small increase from the prior year. The Hispanic subgroup had 15.7% meet or exceed in Mathematics, a significant decrease from the prior year, while the White subgroup having 49.0% of students meeting or exceeding in mathematics, a small increase. On the Fall to Winter MAP scores, 83% of students below the 25th percentile made their growth targets in math while 77% of all students made their growth targets. This provides insights as to the effectiveness of our interventions. The one standout group in reading were the 17 multi-ethnic students, the only group to have less than 50% of students meet their growth targets. In order to make educational programming more accessible and relevant to these students, the grant money will allow targeted assistance in order for them to receive additional instruction and support, as well as for any other student identified as being at risk.

**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 programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.***

An ongoing need identified for professional development among our staff continues to be in the areas of mathematics and behaviors. Additionally, with the State focused on the Science of Reading, refocusing on reading strategies can support ongoing growth in order to meet State goals. Over the past couple of years we have seen an increase in student behaviors that disrupt the learning environment. We are continuing to explore the development of Behavior Intervention Plans, enhancement of classroom structures, routines, and practices, and the inclusion of trauma informed practices. Continued professional growth in this area will help staff members work with students and families to cultivate effective classroom cultures that meet student needs. Specific work and training in Zones of Regulation can help provide a common language for tier 2 interventions and discussions that cross between general education and special education. Professional development includes whole staff training, as well as a train-the-trainer model to build the expertise of identified in-district teachers and support staff to become internal resources for our staff. Continued training in classroom culture and behavioral practices is essential in order for all of our students to receive the instructional experience and social-emotional support targeted to their individual needs within the learning environment. The second area of need is for our teachers to continue to grow in their use of best practices with instructional strategies in mathematics and reading. Teachers continue to need ongoing development and support in ways that help students build the mathematics practices, understanding how students build concepts in mathematics and how to differentiate in mathematics. Additionally, with the work around Science of Reading, this is an opportunity to strengthen instructional practices to meet the needs of a changing community. These supports will strengthen their skills in the classroom and help to provide balanced, student-centered instruction in preschool through 8th grade. Additional, continued development in pedagogical practices across content areas will support general student development.

**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.*

One need identified was for our students to be able to apply their learning to real world situations. One of the areas targeted is environmental education and providing enrichment opportunities to students to better understand our environment and become responsible global citizens. This goal includes our youngest students through our middle school students. The parents also identified the need to continue to focus and support the whole child throughout their time in the district. We also wish to build students sense of the greater community in Illinois, strengthening their understanding of Illinois History and Laws. Finally, new need to develop the whole child through learning about STEAM, technology, drama, social-emotional learning, engineering, and how to present themselves to others in the community. Professional development to support this need will be on-going. The Title IV budget will allow our teachers and students to engage in well-rounded educational opportunities to enhance the learning taking place in Winfield School District 34.

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

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

For elementary aged students with disabilities, the needs assessment identified the continued need for intensive targeted intervention programs for language arts and math in order to improve student outcomes. It also identified the ongoing need for social-emotional, behavioral, communication, sensory, and motor assessment intervention and supports. Direct executive functioning skill instruction and support is another area of continued need. Professional development is needed to increase staff skills and knowledge of best practice in these areas. Learning Behavior Specialists and Paraprofessional support continue to be needs that contribute to the success of students with disabilities in the least restrictive environment.

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

For preschool students with disabilities, the needs assessment identified the need for assessment and intervention to increase communication, sensory and social-emotional-behavioral outcomes. Supplies and materials are needed to support assessment and intervention in these areas. Professional development is needed to increase staff skills and knowledge of best practice to support students with autism and other developmental disabilities.

**Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected

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

**ISBE Goals:**

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

**District Goal(s):**

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

Provide high quality instruction in a safe, welcoming, respectful and positive learning climate.Show continual student growth and development using a variety of assessments.

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

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

**Program Footnotes:**

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, including LIEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment
- 8 = EL - BSP

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

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)

Stakeholder meetings were held to gather input regarding effective ways to meet the goals indicated above. Dates of meetings are listed below: December 2024 Building Leadership Team - Development of District Goal Targets December 2024 Board Retreat - Implementation of Goals and Process - Board, Teachers, Leaders December 2024 Board of Education - District Strategic Plan Targets February 2025 - Board of Education - Data Analysis and Identified needs of subgroups February 2025 - District Staff Institute Half Day - Data Analysis of growth data and needs April 2025 - All Staff Meeting - Analysis of Professional Learning Targets

Response from the prior year Consolidated District Plan.

Stakeholder meetings were held to gather input regarding effective ways to meet the goals indicated above. Dates of meetings are listed below: December 2023 and January 2024 Building Leadership Team - Development of District Goal Targets December 2023 and January 2024 Board of Education - Development of District Goals and District Strategic Plan Targets February 2024 - Board of Education - Data Analysis and Identified needs of Low Subgroup February 2024 - District Staff Institute Half Day - Data Analysis of growth data and needs March 2024 - Preschool Advisory Committee - Identifying needs for program growth and parent education support March 2024 - Building Leadership Team - Analysis of Professional Learning Targets

**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 and diverse populations.\*\* [2]**

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

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((count) of 7500 maximum characters used)

Parents are given surveys several times a year to get authentic feedback regarding their child's educational programming, as well as providing a safe and healthy learning environment. We also identify needs based on meetings with parents and through other forms of communication. This allows staff members to gather information regarding how we can better support students and their families for those who may not respond through a survey. Regardless of the topic of need, whether addressing it as a large group need or that of a subgroup, we design activities to support our parents and families as partners in education.

Response from the prior year Consolidated District Plan.

Parents are given surveys several times a year to get authentic feedback regarding their child's educational programming, as well as providing a safe and healthy learning environment. We also identify needs based on meetings with parents and through other forms of communication. This allows staff members to gather information regarding how we can better support students and their families for those who may not respond through a survey. Regardless of the topic of need, whether addressing it as a large group need or that of a subgroup, we design activities to support our parents and families as partners in education.

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

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

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((count) of 7500 maximum characters used)

We will offer opportunities for parents/guardians to attend sessions targeted at topics including, but not limited to, how to support their children with homework, specific content areas, technology devices, social media, social-emotional issues, and other topics of interest to them. We continue to gather parent input on topics for early childhood family support and growth. We continue to search for potential barriers to them attending and we will determine how to overcome those barriers so they can be involved and gain a good understanding as to the importance of their input in evaluating current programming and assisting to increase parent and family engagement. For example, if childcare is a barrier, we will determine how to provide childcare at the building during the time of the parent session. We will promote these activities through social media such as Threads and Instagram, as well as our website and teacher communication tools, such as Seesaw and Google Classroom.

Response from the prior year Consolidated District Plan.

We will offer opportunities for parents/guardians to attend sessions targeted at topics including, but not limited to, how to support their children with homework, specific content areas, technology devices, social media, social-emotional issues, and other topics of interest to them. We are in the process of getting parent feedback on topics for early childhood family support and growth. We continue to search for potential barriers to them attending and we will determine how to overcome those barriers so they can be involved and gain a good understanding as to the importance of their input in evaluating current programming and assisting

to increase parent and family engagement. For example, if childcare is a barrier, we will determine how to provide childcare at the building during the time of the parent session. We will promote these activities through social media such as X, Threads, and Instagram, as well as our website and teacher communication tools, such as Seesaw and Google Classroom.

**Title I Requirement:**

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

[ESEA section 1112\(a\)\(1\)\(A\)](#)

**Title III Requirement:**

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

**Legislative References:**

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

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

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

\*Required field

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





Private School Participation

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

NOTE: This page may remain blank if no private schools are listed or participating in the programs  
NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available verified data, private schools within the districts boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA Titles I, II, and IV, as well as both IDEA grants. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Will Private Schools participate in the Program?

☒ Yes ☐ No

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
St John The Baptist	<input type="checkbox"/>	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div> Number of Low-Income Student(s):	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div> Total Enrollment Number Student(s):	<div><input checked="" type="radio"/> Yes <input type="radio"/> No</div> Total Enrollment Number Student(s):	<div>Choose File</div> No file chosen

Comments:

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

**ISBE Goals:**

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

**District Goal(s):**

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

Provide high quality instruction in a safe, welcoming, respectful and positive learning climate.Show continual student growth and development using a variety of assessments.

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

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

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

**No Preschool Programs**

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

[[count] of 7500 maximum characters used)

Our Educator Quality goal is addressed by providing a limited tri-blended preschool program that is housed in our Primary School. Preschool students with special education needs, as well as at-risk students and typically developing students comprise our tri-blended program. The limits for participation of typically developing students are due to the requirements of the Preschool for All Grant. For the second school year there will be two preschool teachers with morning classes and an afternoon class. One teacher has early childhood certification, emergency learning behavior specialist certification and EL certification. The other teacher has her early childhood certification, learning behavior specialist certification and is working on her EL certification. As a team, the teachers meet with the student services team to review data on students to identify those needing additional support and determine the most effective way to implement that support this diverse student population. Our Learning Conditions goal is addressed by creating a safe, healthy, and supportive learning environment for these young learners. Families are involved in many activities throughout the school year and the transition to kindergarten involves communication between the preschool and kindergarten teacher, as well as the parents. The transition from our preschool program to kindergarten begins in the early spring, with an invitation for parents to come to a meeting to meet the two kindergarten teachers and learn about the kindergarten program. The preschool students spend time in the kindergarten classrooms in late spring as part of the transition process, as well. In April and May, the preschool teacher has time to meet with the kindergarten teachers to share data and insights to promote a successful transition from preschool to kindergarten.

Response from the approved prior year Consolidated District Plan.

Our Educator Quality goal is addressed by providing a limited tri-blended preschool program that will be housed in our Primary School. Preschool students with special education needs, as well as at-risk students and typically developing students comprise our tri-blended program. The limits for participation of typically developing students are due to the requirements of the Preschool for All Grant. For the 2024-25 school year we will be increasing our offerings by one preschool half-day class. There will be two preschool teachers with morning classes and an afternoon class. One teacher has early childhood certification, learning behavior specialist certification and EL certification. The other teacher has her early childhood certification, learning behavior specialist certification and is working on her EL certification. As a team, the teachers meet with the student services team to review data on students to identify those needing additional support and determine the most effective way to implement that support this diverse student population. Our Learning Conditions goal is addressed by creating a safe, healthy, and supportive learning environment for these young learners. Families are involved in many activities throughout the school year and the transition to kindergarten involves communication between the preschool and kindergarten teacher, as well as the parents. The transition from our preschool program to kindergarten begins in the early spring, with an invitation for parents to come to a meeting to meet the two kindergarten teachers and learn about the kindergarten program. The preschool students spend time in the kindergarten classrooms in late spring as part of the transition process, as well. In April and May, the preschool teacher has time to meet with the kindergarten teachers to share data and insights to promote a successful transition from preschool to kindergarten.

**Title I Requirement**

Coordination of services with preschool education programs

**Legislative References:**

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

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

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

**ISBE Goals:**

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

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

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

**District Goal(s):**

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

Provide high quality instruction in a safe, welcoming, respectful and positive learning climate.Show continual student growth and development using a variety of assessments.

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

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

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([count] of 7500 maximum characters used)

Our teachers have on-going professional development to stay abreast of any changes that may occur to learning standards in any of the curricular areas. The instruction that takes place in District 34 consists of rigorous research based teaching methods that promote high levels of student engagement and growth. The curricula is aligned to the learning standards and state required topics of instruction. Formative and summative assessments are utilized by classroom teachers as multiple forms of data to evaluate the learning of their students in order to determine if changes in instruction are needed. Three times a year (fall, winter, and spring), assessment benchmarking is done using Measures of Academic Progress (NWEA MAP) in the areas of reading and math for students in kindergarten through 8th grade, as well as FastBridge for students in kindergarten through grade 3. Common grade level assessments are also done during the three benchmark periods. Following each benchmark period, teams of teachers and support personnel meet to review the data to determine how each grade level performed as a whole, how subgroups performed, as well as individual students. The data is disaggregated so that the needs of all students are targeted, whether it warrants the implementation of an intervention, continuation of stretching at grade level, or if advanced level curricula is needed. Our teachers utilize a blended learning approach, with technology infused throughout their lessons. iPads are used as tools by the students to enhance the learning experience and bring information from the outside world into the classroom. Differentiated instruction is an integral part of successful student growth. By utilizing frequent formative assessments, teachers are able to pivot in their instruction to adjust delivery, as needed. Instruction is part of District 34's ongoing continuous school improvement process. The district continues to make an effort to increase the number of general education teachers who also have their English Learner's endorsement and Learning Behavior Specialist certifications. These Special Ed and EL learning strategies are integrated into general instruction.

Response from the prior year Consolidated District Plan.

Our teachers have on-going professional development to stay abreast of any changes that may occur to learning standards in any of the curricular areas. The instruction that takes place in District 34 consists of rigorous research based teaching methods that promote high levels of student engagement and growth. The curricula is aligned to the learning standards and state required topics of instruction. Formative and summative assessments are utilized by classroom teachers as multiple forms of data to evaluate the learning of their students in order to determine if changes in instruction are needed. Three times a year (fall, winter, and spring), assessment benchmarking is done using Measures of Academic Progress (NWEA MAP) in the areas of reading and math for students in kindergarten through 8th grade, as well as FastBridge for students in kindergarten through grade 3. Common grade level assessments are also done during the three benchmark periods. Following each benchmark period, teams of teachers and support personnel meet to review the data to determine how each grade level performed as a whole, how subgroups performed, as well as individual students. The data is disaggregated so that the needs of all students are targeted, whether it warrants the implementation of an intervention, continuation of stretching at grade level, or if advanced level curricula is needed. Our teachers utilize a blended learning approach, with technology infused throughout their lessons. iPads are used as tools by the students to enhance the learning experience and bring information from the outside world into the classroom. Differentiated instruction is an integral part of successful student growth. By utilizing frequent formative assessments, teachers are able to pivot in their instruction to adjust delivery, as needed. Instruction is part of District 34's ongoing continuous school improvement process. The district has made an effort to increase the number of general education teachers who also have their English Learner's endorsement and Learning Behavior Specialist certifications. These Special Ed and EL learning strategies are integrated into general instruction.

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

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

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1. Benchmark assessment screener (FastBridge) given fall, winter spring for kindergarten through grade 3 students.2. Benchmark assessment diagnostic (NWEA MAP - reading and math) given fall, winter spring for kindergarten through grade 8 students.3. Data meetings following each benchmark session with classroom teachers, psychologist, social worker, speech and language pathologist, reading specialist, learning behavior specialist, and administration to review multiple pieces of data (FastBridge, MAP, IAR, common local assessments, Fountas and Pinnell) to identify those students at risk of failure and determine interventions needed.4. Implement research based interventions with fidelity for students identified at risk of failure.5. Progress monitor each student identified at risk of failure and meet regularly with Student Support Team to review progress.

Response from the prior year Consolidated District Plan.

1. Benchmark assessment screener (FastBridge) given fall, winter spring for kindergarten through grade 3 students.2. Benchmark assessment diagnostic (NWEA MAP - reading and math) given fall, winter spring for kindergarten through grade 8 students.3. Data meetings following each benchmark session with classroom teachers, psychologist, social worker, speech and language pathologist, reading specialist, learning behavior specialist, and administration to review multiple pieces of data (FastBridge, MAP, IAR, common local assessments, Fountas and Pinnell) to identify those students at risk of failure and determine interventions needed.4. Implement research based interventions with fidelity for students identified at risk of failure.5. Progress monitor each student identified at risk of failure and meet regularly with Student Support Team to review progress.

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

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District 34 has daily intervention blocks built into every grade level schedule. If a student is identified as needing additional help based on the criteria listed in 2, the team decides which intervention would be most effective for that student and he/she is then scheduled to receive the intervention during the intervention block so he/she minimizes the impact on core instruction. Some of the interventions that are used for students in kindergarten through second grade include KPALS/PALS, Read Naturally Live, Michael Heggerty Phonemic Awareness, Leveled Literacy Intervention (LLI), Foundations, Handwriting without Tears, Step up to Writing, Words Their Way, Common Core Math Support Coach, SLANT, Visualizing and Verbalizing, and Language for Literacy. Some of the interventions for students in grades three through eighth include Read Naturally Live, Common Core Support Coach Reading Comprehension, Step up to Writing, Words Their Way, Just Words, Corrective Reading, and Language for Writing. The middle school students identified as being at risk may also be placed into a supported advisory class to receive more intensive help from teachers than in the standard advisory class. Specific grade level math interventions have been developed to support math student progress in the middle level. Many of these interventions are led by teachers with EL endorsements or Special Education endorsements.

Response from the prior year Consolidated District Plan.

District 34 has daily intervention blocks built into every grade level schedule. If a student is identified as needing additional help based on the criteria listed in 2., the team decides which intervention would be most effective for that student and he/she is then scheduled to receive the intervention during the intervention block so he/she minimizes the impact on core instruction. Some of the interventions that are used for students in kindergarten through second grade include KPALS/PALS, Read Naturally Live, Michael Heggerty Phonemic Awareness, Leveled Literacy Intervention (LLI), Foundations, Handwriting without Tears, Step up to Writing, Words Their Way, Common Core Math Support Coach, SLANT, Visualizing and Verbalizing, and Language for Literacy. Some of the interventions for students in grades three through eighth include Read Naturally Live, Common Core Support Coach Reading Comprehension, Step up to Writing, Words Their Way, Just Words, Corrective Reading, and Language for Writing. The middle school students identified as being at risk may also be placed into a supported advisory class to receive more intensive help from teachers than in the standard advisory class. Specific grade level math interventions have been developed to support math student progress in the middle level. Many of these interventions are led by teachers with EL endorsements or Special Education endorsements.

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

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In order to strengthen academic programs and improve school conditions for student learning in District 34, the Building Leadership Team oversees that the goals in the District 34 Strategic Plan are being monitored for implementation and efficacy. The following goals are monitored by the Building Leadership Team: Provide high quality instruction in a safe, welcoming, respectful and positive learning environment. Show continual student growth and development using a variety of assessments. Sustain high expectations for growth and achievement by adhering to research-based best practices and provide the resources, professional development and support for all students. The Board and BLT had significant dialogue this year regarding action plan goals and targets. In addition, the District is committed to making data-driven decisions that are in alignment with our financial and resource priorities, providing an inclusive environment where schools are physically and emotionally safe places to learn, setting high expectations for student learning and supporting the gathering and collaboration of evidence by using data and information to guide core instruction, interventions, and acceleration, and engaging students by utilizing student interest, critical thinking, creativity, collaboration and communication. Winfield 34 is working diligently to incorporate EL learning strategies and practices into our classroom and supplemental instruction. The district continues to have increased tuition reimbursement opportunities to encourage teachers to be trained in these practices. For the 2025-26 school year, we anticipate 84% of our primary instructional team will be EL endorsed. We anticipate 50% of our intermediate instructional team will be EL endorsed. We anticipate 33% of our middle school instructional team will be EL endorsed. Winfield 34 is also working to incorporate IEP learning strategies and practices into the classroom and supplemental instruction. The district also has increased tuition reimbursement for staff members pursuing their LBS 1 certification. 12% of staff members are began to pursuing this opportunity during the past school year. It is our hope, that like the EL tuition reimbursement, we will be able to have a multitude of instructional staff providing general and supplemental instruction certified as Learning Behavior Specialists.

Response from the prior year Consolidated District Plan.

In order to strengthen academic programs and improve school conditions for student learning in District 34, the Building Leadership Team oversees that the goals in the District 34 Strategic Plan are being monitored for implementation and efficacy. The following goals are monitored by the Building Leadership Team: Provide high quality instruction in a safe, welcoming, respectful and positive learning environment. Show continual student growth and development using a variety of assessments. Sustain high expectations for growth and achievement by adhering to research-based best practices and provide the resources, professional development and support for all students. The Board and BLT had significant dialogue this year regarding action plan goals and targets. In addition, the District is committed to making data-driven decisions that are in alignment with our financial and resource priorities, providing an inclusive environment where schools are physically and emotionally safe places to learn, setting high expectations for student learning and supporting the gathering and collaboration of evidence by using data and information to guide core instruction, interventions, and acceleration, and engaging students by utilizing student interest, critical thinking, creativity, collaboration and communication. Winfield 34 is working diligently to incorporate EL learning strategies and practices into our classroom and supplemental instruction. The district has increased tuition reimbursement opportunities to encourage teachers to be trained in these practices. For the 2024-25 school year, we anticipate 67% of our primary instructional team will be EL endorsed, with another 17% of our primary team participating in EL training. We anticipate 50% of our intermediate instructional team will be EL endorsed. We anticipate 50% of our middle school instructional team will be EL endorsed. Winfield 34 is also working to incorporate IEP learning strategies and practices into the classroom and supplemental instruction. The district is working to provide increased tuition reimbursement for staff members pursuing their LBS 1 certification. Currently several staff members are beginning to pursue this opportunity. It is our hope, that like the EL tuition reimbursement, we will be able to have a multitude of instructional staff providing general and supplemental instruction certified as Learning Behavior Specialists.

**5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.\*\*[5]**

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District 34 is a uniquely small district consisting of a total of approximately 318 preschool through 8th grade students in two schools located across the street from one another. There is one Principal and one Coordinator of Student Services who work closely together to oversee the programming for every single student in the district. The two administrators review all subgroup student assessment and growth data and will continue to do so in order to monitor that the identification of students at risk of failure and subsequent programming is done equitably and fairly. Board policy is followed. Winfield School District 34 Policy 7.10 states the following: Equal Educational Opportunities Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board of Education policy 8:20, Community Use of School Facilities. Any student may file a discrimination grievance by using the Uniform Grievance Procedure.

Response from the prior year Consolidated District Plan.

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

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Digital literacy skills begin in preschool and extend each year in depth and complexity throughout each student's eighth grade year. These students are taught by classroom and special area teachers, as well as the library technician, to utilize the features and resources available. Students in District 34 use a 1:1 model with iPads. These devices are used throughout the day by students to communicate, conduct research, and create evidence of their own academic achievement. They are able to access the District 34 Follett Destiny database to search for books available in the school library, in addition to databases such as World Book Online and other content based databases. Digital literacy skills are woven into all facets of learning in District 34, so that there is a direct impact to increasing student growth and achievement. Students K-5 participate in a 7 week digital citizenship unit each year.

Response from the prior year Consolidated District Plan.

Digital literacy skills begin in preschool and extend each year in depth and complexity throughout each student's eighth grade year. These students are taught by classroom and special area teachers, as well as the library technician, to utilize the features and resources available. Students in District 34 use a 1:1 model with iPads. These devices are used throughout the day by students to communicate, conduct research, and create evidence of their own academic achievement. They are able to access the District 34 Follett Destiny database to search for books available in the school library, in addition to databases such as World Book Online and other content based databases. Digital literacy skills are woven into all facets of learning in District 34, so that there is a direct impact to increasing student growth and achievement. Students K-5 participate in a 7 week digital citizenship unit each year. In addition, Winfield School District has developed a partnership with the Winfield Public Library to allow for any enrolled student to register for a library card. This registration goes out annually as part of the school registration process.

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

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1. Benchmark assessment screener (FastBridge) given fall, winter spring. 2. Benchmark assessment diagnostic (NWEA MAP - reading and math) given fall, winter spring. 3. Data meetings following each benchmark session with classroom teachers, psychologist, social worker, speech and language pathologist, reading specialist, administration to review multiple pieces of data (FastBridge, MAP, IAR, common local assessments, Fountas and Pinnell) to identify those students in need of enrichment opportunities through differentiation and advanced course placement, such as Algebra 1 (high school level) being taught at the 7th or 8th grade level.

Response from the prior year Consolidated District Plan.

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**Title I Requirements:**

Ensure that all children receive a high-quality education.

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

**Legislative References:**

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

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

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

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

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

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

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

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

\*\*Required field for only Title I, Part A

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

**ISBE Goals:**

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

**District Goal(s):**

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

Provide high quality instruction in a safe, welcoming, respectful and positive learning climate.

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

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

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

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[(count) of 7500 maximum characters used]

The counselors from the high school come to talk to the 8th graders about classes mid-year. The students have several opportunities to visit the high school in the spring. The social workers and administration have consultation time to discuss students' academic and social emotional needs to ensure the correct levels of support will be available as our at-risk students move on to high school. In addition, the high school offers a summer bridge program for students who are identified as needing an intervention to prepare for a successful start to their freshman year. The school district developed in collaboration with the Greater Winfield Chamber of Commerce, local private schools, and local municipal organizations a career awareness and preparedness track. Students in grades 6, 7, and 8 learn about careers in community service (police, fire, medical), local entrepreneurial business (real estate, accounting, and financial planning), and trades (agriculture, union labor-trades, and electricity). Students attend 3 seminars each year.

Response from the approved prior year Consolidated District Plan.

The counselors from the high school come to talk to the 8th graders about classes mid-year. The students have several opportunities to visit the high school in the spring. The social workers and administration have consultation time to discuss students' academic and social emotional needs to ensure the correct levels of support will be available as our at-risk students move on to high school. In addition, the high school offers a summer bridge program for students who are identified as needing an intervention to prepare for a successful start to their freshman year. The school district developed in collaboration with the Greater Winfield Chamber of Commerce, local private schools, and local municipal organizations a career awareness and preparedness track. Students in grades 6, 7, and 8 learn about careers in community service (police, fire, medical), local entrepreneurial business (real estate, accounting, and financial planning), and trades (agriculture, union labor-trades, and electricity). Students attend 3 seminars each year.

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

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

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

[(count) of 7500 maximum characters used]

STEAM education is included in our exploratory middle school classes, as well as through science classes. Connections to in-demand occupations are targeted, with an emphasis on design and engineering. In all grades (PreK through 8th grade) students are given opportunities to explore real world issues and work with peers to design and apply possible solutions. Students at all ages are also given a multitude of opportunities to hone their written and verbal communication skills and develop strong interpersonal skills in order to be well prepared to interact effectively in the workplace. Having strong technical skills and having a working understanding of the global economy also helps to prepare our students to become exposed to the global marketplace to support future endeavors. Also, in coordination with the high school, students learn about the various technical education courses that are offered, beginning in freshman year. Elementary District - Not applicable regarding work-based learning opportunities

Response from the approved prior year Consolidated District Plan.

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**Legislative References:**

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

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

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

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

**ISBE Goals:**

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

**District Goal(s):**

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

Provide high quality instruction in a safe, welcoming, respectful and positive learning climate. Show continual student growth and development using a variety of assessments.

**For each program for which funding is anticipated for the 2025-2026 school year, provide a brief description of professional development activities to be funded by the program as applicable.\* [1]**

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

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

**Program and Description**

A. Title I, Part A - Improving Basic Programs

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

Mathematics Pedagogy and Instructional Practices (D34) Reading instruction and Practices (D34) Learning Strategies & Differentiation (D34 and Private School) Content Area Professional Development (D34 and Private School) Social Emotional Learning (D34) Classroom culture and behavioral interventions (D34)

G. Title III - LIEP

H. Title III - ISEP

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

Title 4 funds used for professional development may be used to help support the expansion of experiences in science, coding, and digital literacy.

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

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

Mental and Behavioral Health Working effectively with parents of special education students The needs assessment was used to identify student and staff needs For elementary and middle school aged students with disabilities, the needs assessment identified the continued need for intensive targeted intervention programs for language arts and math in order to improve student outcomes. It also identified the ongoing need for social-emotional-behavioral, communication, sensory and motor assessment, intervention and supports. Direct executive functioning skill instruction and support is another area of continued need. Behavioral interventions at both the elementary and middle level are important targets. Professional development is needed to increase staff skills and knowledge of best practice in these areas. Paraprofessional support continues to be a need that contributes to the success of students with disabilities in the least restrictive environment.

L. IDEA, Part B - Preschool

Mental and Behavioral Health Differentiation for students with special needs For preschool students with disabilities, the needs assessment identified the need for assessment and intervention to increase communication, sensory and social-emotional - behavioral outcomes. Supplies and materials are needed to support student assessment and intervention in these areas. Professional development is needed to increase staff skills and knowledge of best practice to support students with autism and other developmental disabilities.

**Legislative Requirement:**

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

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

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





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

**ISBE Goals:**

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

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

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

**District Goal(s):**

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

Provide high quality instruction in a safe, welcoming, respectful and positive learning climate.

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

**i. reduce incidences of bullying and harassment;**

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

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

a. each major racial and ethnic group;

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

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

d. English proficiency status;

e. gender; and

f. migrant status.

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([count] of 7500 maximum characters used)

District 34 promotes a respectful and positive learning environment by teaching all students the social emotional learning standards through the Second Step Curriculum in preschool through 5th grade and an integrated Health Program for 6th through 8th grade, along with other resources, including but not limited to, the Candor Health Education Center. Since we are a small district, the teachers develop a good rapport with the students and their families and there is a strong home-school partnership. Additionally, the district continues to focus on the 4 characteristics of the FISH! Philosophy to give students and staff actionable skills (Choose Your Attitude, Make Their Day, Be There, and Play). With this type of school culture, dealing with instances of bullying or harassment that might arise are handled in a timely manner with limited impact on the students involved. Communicating with parents and staff in timely manners can reduce ongoing aggression and provide higher levels of investment from the school community. Keeping this open, caring atmosphere is vital in staying abreast of any type of situation that may negatively impact the lives of our students. Providing professional development to the staff on how to best address student behavior issues and develop a good relationship with their students will help to promote the essential connection between student and teacher. Board Policy is followed regarding bullying and harassment.Winfield School District Board Policy 7:180 states the following: Preventing Bullying and Other Aggressive BehaviorsBullying diminishes a student's ability to learn and a school's ability to educate. Such conductinterferes with a student's educational environment, safety, and academic performance. Preventingstudents from engaging in these aggressive and disruptive behaviors and providing all students equalaccess to a safe, non-hostile learning environment are important District goals.Students are expected to act respectfully towards their peers and to avoid bullying and aggressivebehaviors in their interactions with other students. The District prohibits and will not tolerateaggressive student behavior, including bullying conduct of any type or on any basis, as definedbelow.Further, the District will protect students against retaliation for reporting incidents of aggressivebehavior and bullying and will take disciplinary action against any student who participates in suchconduct.In addition, bullying that is based on actual or perceived race, color, national origin, sex, sexualorientation, gender-related identity or expression, ancestry, age, religion, physical or mentaldisability, status of being homeless, or actual or potential marital or parental status, includingpregnancy, military status, unfavorable discharge from military service, association with a person orgroup with one or more of the aforementioned actual or perceived characteristics, or any otherdistinguishing characteristic is also prohibited and may amount to a violation of a student's civilrights and of Policy 7:20 (Harassment).

Response from the prior year Consolidated District Plan.

District 34 promotes a respectful and positive learning environment by teaching all students the social emotional learning standards through the Second Step Curriculum in preschool through 5th grade and an integrated Health Program for 6th through 8th grade, along with other resources, including but not limited to, the Candor Health Education Center. Since we are a small district, the teachers develop a good rapport with the students and their families and there is a strong home-school partnership. Additionally, the district continues to focus on the 4 characteristics of the FISH! Philosophy to give students and staff actionable skills (Choose Your Attitude, Make Their Day, Be There, and Play). With this type of school culture, dealing with instances of bullying or harassment that might arise are handled in a timely manner with limited impact on the students involved. Communicating with parents and staff in timely manners can reduce ongoing aggression and provide higher levels of investment from the school community. Keeping this open, caring atmosphere is vital in staying abreast of any type of situation that may negatively impact the lives of our students. Providing professional development to the staff on how to best address student behavior issues and develop a good relationship with their students will help to promote the essential connection between student and teacher. Board Policy is followed regarding bullying and harassment.Winfield School District Board Policy 7:180 states the following: Preventing Bullying and Other Aggressive BehaviorsBullying diminishes a student's ability to learn and a school's ability to educate. Such conductinterferes with a student's educational environment, safety, and academic performance. Preventingstudents from engaging in these aggressive and disruptive behaviors and providing all students equalaccess to a safe, non-hostile learning environment are important District goals.Students are expected to act respectfully towards their peers and to avoid bullying and aggressivebehaviors in their interactions with other students. The District prohibits and will not tolerateaggressive student behavior, including bullying conduct of any type or on any basis, as definedbelow.Further, the District will protect students against retaliation for reporting incidents of aggressivebehavior and bullying and will take disciplinary action against any student who participates in suchconduct.In addition, bullying that is based on actual or perceived race, color, national origin, sex, sexualorientation, gender-related identity or expression, ancestry, age, religion, physical or mentaldisability, status of being homeless, or actual or potential marital or parental status, includingpregnancy, military status, unfavorable discharge from military service, association with a person orgroup with one or more of the aforementioned actual or perceived characteristics, or any otherdistinguishing characteristic is also prohibited and may amount to a violation of a student's civilrights and of Policy 7:20 (Harassment).

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

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

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

District 34 provides transportation to homeless children with funds reserved for this purpose. The district also provides supplies and school necessary items such as glasses and backpacks from these funds. The district social worker is our designated homeless liaison who works closely with agencies and organizations supporting the homeless children in our district. She coordinates all needed services to promote success in school for these students, including but not limited to providing them with necessary school and non-school supplies, clothing and outerwear, waivers for extracurricular activities and programs, and connections with community organizations. Homeless students receive all educational supports and services given to every single student in this district.

Response from the prior year Consolidated District Plan.

District 34 provides transportation to homeless children with funds reserved for this purpose. The district social worker is our designated homeless liaison who works closely with agencies and organizations supporting the homeless children in our district. She coordinates all needed services to promote success in school for these students, including but not limited to providing them with necessary school and non-school supplies, clothing and outerwear, waivers for extracurricular activities and programs, and connections with community organizations. Homeless students receive all educational supports and services given to every single student in this district.

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

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

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

**Attendance Center Designation**[Instructions](#)**Attendance Center Designation**

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1001 - WINFIELD MIDDLE SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2001 - Winfield Primary School	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2002 - WINFIELD CENTRAL SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Describe anticipated Reorganizations:**

Winfield Middle School does not exists. Winfield Central School has replaced Winfield Middle School.

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

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

**ISBE Goals:**

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

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

- ☒ Provide high quality instruction in a safe, welcoming, respectful and positive learning climate.Show continual student growth and development using a variety of assessments.

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

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

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

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

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

**No schools identified under this part**

([count] of 7500 maximum characters used)

No schools in Winfield District 34 are identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).

Response from the approved prior year Consolidated District Plan.

No schools in Winfield District 34 are identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).

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

- ☐ Yes
- ☒ No

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

[Measures of Poverty from 1113\(5\)\(A\) and \(B\)](#)

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

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

[Section 1114 and 1115](#)

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

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

([count] of 7500 maximum characters used)

The District 34 targeted assistance program will serve those students identified as being at risk of failure through analyzing multiple data sources at data meetings attended by classroom teachers, school psychologist, social worker, speech and language pathologist, learning behavior specialists and administrators. Once identified, those students will receive specific research based interventions provided by qualified personnel during an already established daily grade level intervention block. This intervention block ensures that no core instruction is missed while these at risk students are receiving interventions. Progress monitoring is done on a regular basis for each of these students to determine if expected student growth is being made following (usually) 6 data points have been taken. Ongoing discussions ensue as to the effectiveness of interventions and if a different intervention may be warranted. The goal of the District 34 targeted assistance program is to provide additional instruction to targeted students to strengthen their academic skills to be on par with their peers on track for being college and career ready.

Response from the approved prior year Consolidated District Plan.

The District 34 targeted assistance program will serve those students identified as being at risk of failure through analyzing multiple data sources at data meetings attended by classroom teachers, school psychologist, social worker, speech and language pathologist, learning behavior specialists and administrators. Once identified, those students will receive specific research based interventions provided by qualified personnel during an already established daily grade level intervention block. This intervention block ensures that no core instruction is missed while these at risk students are receiving interventions. Progress monitoring is done on a regular basis for each of these students to determine if expected student growth is being made following (usually) 6 data points have been taken. Ongoing discussions ensue as to the effectiveness of interventions and if a different intervention may be warranted. The goal of the District 34 targeted assistance program is to provide additional instruction to targeted students to strengthen their academic skills to be on par with their peers on track for being college and career ready.

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

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

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

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

([count] of 7500 maximum characters used)

1. Benchmark assessment screener (FastBridge) given fall, winter spring.2. Benchmark assessment diagnostic (NWEA MAP - reading and math) given fall, winter spring.3. Data meetings following each benchmark session with classroom teachers, psychologist, social worker, speech and language pathologist, reading specialist, paraprof, learning behavior specialist, and administration to review multiple pieces of data (FastBridge, NWEA MAP, IAR, common local assessments, Fountas and Pinnell) to identify those students at risk of

failure and determine interventions needed.4. Implement research based interventions with fidelity for students identified at risk of failure.5. Progress monitor each student identified at risk of failure and meet regularly with Student Support Team to review progress.Parents are informed when their child has been identified as needing an intervention and the progress of the student is communicated to the parent. The parents are included in Problem Solving meetings, which can be convened at the request of a parent, teacher, or other personnel with concerns about a student.

Response from the approved prior year Consolidated District Plan.

1. Benchmark assessment screener (FastBridge) given fall, winter spring.2. Benchmark assessment diagnostic (NWEA MAP - reading and math) given fall, winter spring.3. Data meetings following each benchmark session with classroom teachers, psychologist, social worker, speech and language pathologist, reading specialist, paraprofessionals, learning behavior specialist, and administration to review multiple pieces of data (FastBridge, NWEA MAP, IAR, common local assessments, Fountas and Pinnell) to identify those students at risk of failure and determine interventions needed.4. Implement research based interventions with fidelity for students identified at risk of failure.5. Progress monitor each student identified at risk of failure and meet regularly with Student Support Team to review progress.Parents are informed when their child has been identified as needing an intervention and the progress of the student is communicated to the parent. The parents are included in Problem Solving meetings, which can be convened at the request of a parent, teacher, or other personnel with concerns about a student.

**Title I Requirement:**

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

\*Required field

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

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

**ISBE Goals:**

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

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

- ☒ Provide high quality instruction in a safe, welcoming, respectful and positive learning climate. Show continual student growth and development using a variety of assessments.

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

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

([count] of 7500 maximum characters used)

The needs assessment was used to identify student and staff needs. For elementary and middle school aged students with disabilities, the needs assessment identified the continued need for intensive targeted intervention programs for language arts and math in order to improve student outcomes. It also identified the ongoing need for social/emotional, behavioral, communication, sensory, and motor assessment, intervention and supports. Direct executive functioning skill instruction and support is another area of continued need. Professional development is needed to increase staff skills and knowledge of best practice in these areas. Paraprofessional support continues to be a need that contributes to the success of students with disabilities in the least restrictive environment. For preschool students with disabilities, the needs assessment identified the need for assessment and intervention to increase communication, sensory, motor, and social/emotional/behavioral outcomes. Supplies and materials are needed to support assessment and intervention in these areas. Professional development is needed to increase staff skills and knowledge of best practice to support students with autism and other developmental disabilities.

Response from the approved prior year Consolidated District Plan.

The needs assessment was used to identify student and staff needs. For elementary and middle school aged students with disabilities, the needs assessment identified the continued need for intensive targeted intervention programs for language arts and math in order to improve student outcomes. It also identified the ongoing need for social/emotional, behavioral, communication, sensory, and motor assessment, intervention and supports. Direct executive functioning skill instruction and support is another area of continued need. Professional development is needed to increase staff skills and knowledge of best practice in these areas. Paraprofessional support continues to be a need that contributes to the success of students with disabilities in the least restrictive environment. For preschool students with disabilities, the needs assessment identified the need for assessment and intervention to increase communication, sensory, motor, and social/emotional/behavioral outcomes. Supplies and materials are needed to support assessment and intervention in these areas. Professional development is needed to increase staff skills and knowledge of best practice to support students with autism and other developmental disabilities.

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

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

([count] of 7500 maximum characters used)

IDEA Flow-Through federal funds are used for the salaries of Learning Behavior Specialists and paraprofessionals who provide additional support for our high needs students, to purchase additional resources/supplies, including, but not limited to, specialized assessments and interventions. The IDEA Flow Through Purchased Services will provide for professional development opportunities in the areas of special education law, as well as, best practices in assessment and instruction. Additional training in executive function and supporting emotional and behavioral support. The IDEA Preschool federal dollars are used to purchase age and disability appropriate supplies for our youngest students with special needs, as well as allowing the preschool teacher to receive targeted professional development to best meet the needs of her students. These federal funds for IDEA Flow-Through and IDEA - Preschool allow the district to provide a stronger educational program for our students with special needs, compared to only using only state and local funds.

Response from the approved prior year Consolidated District Plan.

IDEA Flow-Through federal funds are used for the salaries of Learning Behavior Specialists and paraprofessionals who provide additional support for our high needs students, to purchase additional resources/supplies, including, but not limited to, specialized assessments and interventions. The IDEA Flow Through Purchased Services will provide for professional development opportunities in the areas of special education law, as well as, best practices in assessment and instruction. The IDEA Preschool federal dollars are used to purchase age and disability appropriate supplies for our youngest students with special needs, as well as allowing the preschool teacher to receive targeted professional development to best meet the needs of her students. These federal funds for IDEA Flow-Through and IDEA - Preschool allow the district to provide a stronger educational program for our students with special needs, compared to only using only state and local funds.

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

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([count] of 7500 maximum characters used)

We will continue to develop supports for students with potential needs in selective mutism, executive function systematic supports, and enhance understanding around behavioral supports using Zones of Regulation.

Response from the approved prior year Consolidated District Plan.

We have expanded into the Preschool for All Program. This has allowed us to increase our offerings for students with needs and add a section of preschool services for students.

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

<https://www.isbe.net/Pages/SPPAPR-Indicators.aspx>

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([count] of 7500 maximum characters used)

Funds will be used to provide professional development (SLANT/Wilson/Visualizing & Verbalizing and Zones of Regulation) and to purchase support and intervention materials on improving student performance on local and state assessments (Indicator 3), to foster inclusion such as implementing specially designed instruction, providing supplemental supports in the support and general education settings (Indicators 5 and 6). We will be partnering with the GPS Parent Series to increase parent understanding of child needs and develop techniques for supporting their students with needs at home and at school (Indicator 8). In combination with the Preschool for All grant, we have and will continue to be developing parent-child-school-community learning opportunities to expand our parent skill development, resources available to parents, and child find recruitment reach in order to maximize providing support and resources to at-risk and IEP students ages Birth two 5 (Indicator 7). From this partnership we will be working to ensure successful transitions into K-5 learning through collaboration between staff in preschool and kindergarten. The preschool classrooms are now located in the building and corridor as the Kindergarten classrooms (Indicator 12) allowing for shared supports.

\*Required field

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## Overview

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

<b>PROGRAM:</b>	Youth in Care Stability
<b>PURPOSE:</b>	To comply with ESSA requirements for educational stability for students who are Youth in Care.
<b>REQUIRED FOR:</b>	All Illinois school districts and state-authorized charter schools
<b>RESOURCES:</b>	<a href="#">FD and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014</a> <a href="#">US Department of Education (USDE) web page for Students in Foster Care</a> <a href="#">The Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351)</a> <a href="#">Educational Stability Requirements (Effective October 7, 2008)</a> <a href="#">Public Act 099-0781 (effective 8/12/2016)</a> <a href="#">USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care (June 23, 2016)</a> <a href="#">Finance, Budgets &amp; Funding Transportation Programs (scroll to Foster Care Transportation section)</a> <a href="#">ESEA of 1965 as Amended, Section 6312(c)</a>

## BACKGROUND

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

## DEFINITION AND REFERENCES

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

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

Vehicle Usage:

[https://www.isbe.net/Documents/school\\_vehicle\\_guidance.pdf](https://www.isbe.net/Documents/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 that is Youth in Care/in foster care:**

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

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

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

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

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

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

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

## 5. Local funds



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**Contact Information**

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Dave"/>	<input type="text" value="Shona"/>	<input type="text" value="social worker"/>	<input type="text" value="SDave@winfield34.org"/>

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

2. LEA Transportation Director - required\*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Rich"/>	<input type="text" value="Matthew"/>	<input type="text" value="Superintendent"/>	<input type="text" value="mrich@winfield34.org"/>

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

\*Required field

## Best Interest Determination as it relates to School Stability

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

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

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

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

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

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

District staff, specifically the Superintendent, Coordinator of Student Services, Principal and Social Worker, collaborate with the local child welfare agency to make best interest determinations for a foster child living within district boundaries. They will assist in the decision making process regarding school selection which is made on a case-by-case basis giving attention to the circumstances of the individual student. Some of the factors that are considered in determining school stability include: \*How long is the child's current placement expected to last? What is the child's permanency plan? \*How many schools has the child attended over the past few years? This year? \*How have school transfers affected the child emotionally, academically and physically? \*How strong is the child academically? \*Are the programs at each school comparable? \*Which school does the student prefer? How deep are the student's ties to the school of origin? \*How would the length of the commute to the school of origin impact the child? When it is determined that a child placed into foster care with a family in our district will attend school in Winfield, the social worker and registrar will obtain foster care paperwork, grade level, school records, SIS, and any other available information. If the child changes residence while in foster care and it is outside of our district, the social worker, who is the homeless and foster care liaison, would contact the new school and provide needed information to share the transportation cost to allow the child to continue to attend this school, if it is in the best interest of the child to remain at this school.

Response from the approved prior year Consolidated District Plan.

District staff, specifically the Superintendent, Coordinator of Student Services, Principal and Social Worker, collaborate with the local child welfare agency to make best interest determinations for a foster child living within district boundaries. They will assist in the decision making process regarding school selection which is made on a case-by-case basis giving attention to the circumstances of the individual student. Some of the factors that are considered in determining school stability include: \*How long is the child's current placement expected to last? What is the child's permanency plan? \*How many schools has the child attended over the past few years? This year? \*How have school transfers affected the child emotionally, academically and physically? \*How strong is the child academically? \*Are the programs at each school comparable? \*Which school does the student prefer? How deep are the student's ties to the school of origin? \*How would the length of the commute to the school of origin impact the child? When it is determined that a child placed into foster care with a family in our district will attend school in Winfield, the social worker and registrar will obtain foster care paperwork, grade level, school records, SIS, and any other available information. If the child changes residence while in foster care and it is outside of our district, the social worker, who is the homeless and foster care liaison, would contact the new school and provide needed information to share the transportation cost to allow the child to continue to attend this school, if it is in the best interest of the child to remain at this school.

### 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 Youth in Care Stability Plan needs.

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

If any foster care child with disabilities under IDEA or Section 504 attends the schools in our district, he/she would receive all services, accommodations and modifications as stated in his/her IEP or 504 Plan.

Response from the approved prior year Consolidated District Plan.

If any foster care child with disabilities under IDEA or Section 504 attends the schools in our district, he/she would receive all services, accommodations and modifications as stated in his/her IEP or 504 Plan.

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

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

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

When a child is placed into foster care with a family in our district, the registrar would check any paperwork presented to see if there is an indication the student is an "active" English learner. On the home language survey, if it indicates another language is spoken in the home or the child speaks another language, the student would be screened by a teacher with EL certification if there is no paperwork or record in SIS. If a student comes as an active EL or is screened and found to qualify for EL services, those services and EL support would be provided.

Response from the approved prior year Consolidated District Plan.

When a child is placed into foster care with a family in our district, the registrar would check any paperwork presented to see if there is an indication the student is an "active" English learner. On the home language survey, if it indicates another language is spoken in the home or the child speaks another language, the student would be screened by a teacher with EL certification if there is no paperwork or record in SIS. If a student comes as an active EL or is screened and found to qualify for EL services, those services and EL support would be provided.

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

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

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

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

1. The Student Service Team, under the direction of the Coordinator of Student Services, would meet and work with the parents and other stakeholders to try to find a resolution. 2. If unresolved, the Principal would become involved in the resolution process. 3. If still unresolved, the Superintendent would become involved in the resolution process. 4. If still unresolved, DCFS would have the final say.

Response from the approved prior year Consolidated District Plan.

1. The Student Service Team, under the direction of the Coordinator of Student Services, would meet and work with the parents and other stakeholders to try to find a resolution. 2. If unresolved, the Principal would become involved in the resolution process. 3. If still unresolved, the Superintendent would become involved in the resolution process. 4. If still unresolved, DCFS would have the final say.

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

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

Each year this is presented in the opening day staff training by the Social Worker, Shona Dave.

\*Required field



## Youth in Care Stability Plan Development

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

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

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

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

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

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

If a student with disabilities requires transportation, the Accounts Payable/Personnel administrative assistant would contact the bus company to put the student on a bus route. We do not have general education bussing in this district. If a student in foster care moves out of district, the social worker contacts the homeless/foster care contact in the new district and exchanges information so that the two districts can each pay half of the transportation cost for the student. Factors that should/can be considered for transportation include:

Response from the approved prior year Consolidated District Plan.

If a student with disabilities requires transportation, the Accounts Payable/Personnel administrative assistant would contact the bus company to put the student on a bus route. We do not have general education bussing in this district. If a student in foster care moves out of district, the social worker contacts the homeless/foster care contact in the new district and exchanges information so that the two districts can each pay half of the transportation cost for the student. Factors that should/can be considered for transportation include: Duration of the need for services The time/length of travel time for the student each day Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.) Traffic patterns Flexibility in school schedule Impact of extracurricular activities on transportation options.

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

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

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

- ☐ h. Other - describe \_\_\_\_\_
- ☐ i. Other - describe \_\_\_\_\_
- ☐ j. Other - describe \_\_\_\_\_

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

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

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

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

If a child with disabilities qualifies for bussing, the district pays for the transportation. If a student in foster care moves in or out of district, the social worker contacts the homeless/foster care contact in the new district and exchanges information so that the two districts can each pay half of the transportation cost for the student. The following factors will also be considered when developing the Transportation Procedures and plan for a foster care student. Title IV-E of the Social Security Act if the student is eligible 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) IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation State special education transportation funds, if the student has an IEP Local funds

Response from the approved prior year Consolidated District Plan.

If a child with disabilities qualifies for bussing, the district pays for the transportation. If a student in foster care moves in or out of district, the social worker contacts the homeless/foster care contact in the new district and exchanges information so that the two districts can each pay half of the transportation cost for the student. The following factors will also be considered when developing the Transportation Procedures and plan for a foster care student. Title IV-E of the Social Security Act if the student is eligible 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) IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation State special education transportation funds, if the student has an IEP Local funds

### 4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.\*

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

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

Our district does not have bussing because all homes are less than 1.5 miles from school. Only eligible students with disabilities are transported. If a foster care child with an IEP is eligible for transportation, the district would pay. Since bussing for general education students does not exist, there would not be a dispute. The Principal and then the Superintendent would get involved, if needed. In the event that the District and guardian/DCFS are having difficulty coming to an agreement on where the student is to be enrolled and/or how to provide transportation to a particular student in need, the Foster Liaison shall coordinate with DCFS to come to an agreement as soon as possible. If an agreement is not able to be made after 5 school days, then the District foster Liaison may refer the situation to ISBE for further assistance if needed. During this resolution process, the District of School of Origin shall admit the student and provide transportation to and from school. Once an agreement has been decided, a written notice shall be given to all parties involved describing the student placement and/or transportation plan.

Response from the approved prior year Consolidated District Plan.

Our district does not have bussing because all homes are less than 1.5 miles from school. Only eligible students with disabilities are transported. If a foster care child with an IEP is eligible for transportation, the district would pay. Since bussing for general education students does not exist, there would not be a dispute. The Principal and then the Superintendent would get involved, if needed. In the event that the District and guardian/DCFS are having difficulty coming to an agreement on where the student is to be enrolled and/or how to provide transportation to a particular student in need, the Foster Liaison shall coordinate with DCFS to come to an agreement as soon as possible. If an agreement is not able to be made after 5 school days, then the District foster Liaison may refer the situation to ISBE for further assistance if needed. During this resolution process, the District of School of Origin shall admit the student and provide transportation to and from school. Once an agreement has been decided, a written notice shall be given to all parties involved describing the student placement and/or transportation plan.

### 5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.\*

**NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.**

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

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

The district would provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

The district would provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.

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

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

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

The social worker would inform members of the Student Support Team, including the administrative assistant, who would set up the transportation with the bus company. All staff (certified and non-certified) will be informed of the foster care plan during via email the first week of school. The plan will also be available in the school handbook, so the process can be initiated as soon as one becomes aware of a student eligible for services.

Response from the approved prior year Consolidated District Plan.

The social worker would inform members of the Student Support Team, including the administrative assistant, who would set up the transportation with the bus company. All staff (certified and non-certified) will be informed of the foster care plan during via email the first week of school. The plan will also be available in the school handbook, so the process can be initiated as soon as one becomes aware of a student eligible for services.

\*Required field

**BSP Overview**

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

BSP Contact Information

57 English Learners (ELs) are in the district

Provide information below for the Director/Bilingual Director/Administrator overseeing EL Services

Last Name\*

Rich

Phone\*

630 909 4900

First Name\*

Matthew

Middle Initial

E

Email\*

mrich@winfield34.org

EL Program Director Requirements:

Administrative Endorsement



ESL/Bilingual Endorsement



[Administrator Requirements](#)

If the above requirements are not checked, provide an action plan describing how the district will meet the administrative requirements.

\*Required field

57 English Learners (ELs) are in the district

Complete the requested information below by listing your district attendance centers that have ELs, special education co-ops, and nonpublic special education program attendance centers that have outplaced students. This information should reflect current EL programming that aligns to your state SIS records for your current EL attendance center enrollment.

Key: Types of Instructional Design

1. Dual Language - Two Way (Self-contained)
2. Dual Language - One Way (Self-contained)
3. Transitional Bilingual Program (Self-contained)
4. Transitional Bilingual Program (Collaboration)
5. Transitional Program in English (Self-contained)
6. Transitional Program in English (Collaboration)

	Attendance Center Name		Program Type (check all that apply)			Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement working within EL programming. Enter whole numbers only and zero if no teachers in a category.				Language Codes of Certified Bilingual Staff serving ELs
		Grade Span	TBE	TPI	Parent Refusal	1	2	3	4	5	6	ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement	ELS-TBE or ELS-VIT Endorsement	<a href="#">Language Codes Alphabetical</a>
1.	Winfield Central	3-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	0	0	0	
2.	Winfield Primary	PreK - 2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	0	0	0	
3.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
4.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
5.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
6.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
7.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
8.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
9.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
21.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
22.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
23.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
24.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
25.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

If one or more attendance centers do not align with Illinois and federal requirements (programming and staffing), then describe how the district will ensure that the EL students receive appropriate language support (direct services)/monitoring (refusals/reclassification) from properly endorsed ESL/Bilingual teachers and a plan to obtain/secure/hire an appropriately certified teacher for ESL/Bilingual education.

([count] of 2500 maximum characters used)



\*If district has more than 25 attendance centers, please email the completed spreadsheet of additional attendance centers to Multilingual/Language Development Department at [multilingual@isbe.net](mailto:multilingual@isbe.net) or (312) 814-3850.

57 English Learners (ELs) are in the district

**PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES**

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such training activities should be directly related to helping staff attain the qualifications, knowledge, and skills needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set forth in the laws and regulations governing the TBE/TPI program.

**TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities**

Inservice activities must be provided to ALL staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff. Select the professional development that will be offered in your district for the upcoming fiscal year from the list below.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	01/01/2026	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	50
<input type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Language Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Issues Related to EL Students with Disabilities	01/01/2026	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	50
<input type="checkbox"/> Program Standards		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> District Identification Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Program Design		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Spanish Language Arts		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

**Comments:**

\*Required field

BSP TBE Requirements		Instructions
<div>57 English Learners (ELs) are in the district</div> <div><b>PROGRAM ENROLLMENT</b></div> <div>Does your district offer a TBE program?</div> <div>Yes <input type="radio"/> No <input checked="" type="radio"/></div> <div>Comments:</div>		

\*Required field

TBE Parent Advisory Committee		Instructions
<div>57 English Learners (ELs) are in the district</div> <div><b>Does your district offer a TBE program?</b></div> <div>Yes <input type="radio"/></div> <div>No <input checked="" type="radio"/></div>		

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

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

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

- 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;
- 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;
- 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));
- 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;
- collaborate with the State or local child welfare agency to
  - 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
  - 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
    - 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))
    - 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
      - The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
      - the local educational agency agrees to pay for the cost of such transportation; or
      - the local educational agency and the local child welfare agency agree to share the cost of such transportation; and

- 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
- 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)).
- 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;
- 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;
- 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
- 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.
- 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.
- 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.
- 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.
- 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.

v.01.31.2024

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

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

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

**DEFINITIONS**

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

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

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

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

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

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

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

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

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

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

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

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=35598&ChapterID=7>

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

<https://ilga.gov/commission/icar/admincode/044/04407000sections.html>

#### **NO BINDING OBLIGATION**

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

#### **PROJECT**

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

#### **FUNDING**

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

#### **DRUG-FREE WORKPLACE CERTIFICATION**

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

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

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

- a) Publishing a statement:
    - i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
    - ii) Specifying the actions that will be taken against employees for violations of such prohibition.
    - iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
      - 1) Abide by the terms of the statement; and
      - 2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
  - b) Establishing a drug-free awareness program to inform employees about:
    - i) The dangers of drug abuse in the workplace;
    - ii) The grantees or contractors policy of maintaining a drug-free workplace;
    - iii) Any available drug counseling, rehabilitation, and employee assistance programs; and
    - iv) The penalties that may be imposed upon an employee for drug violations.
  - c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
  - d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
  - e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
  - f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
  - g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

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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 above and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms covered transaction, debarred, 'suspended,' 'ineligible,' 'lower tier covered transaction,' 'participant,' 'person,' 'primary covered transaction,' 'principal,' 'proposal,' and 'voluntarily excluded,' as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the GSA Government-Wide System for Award Management Exclusions (SAM Exclusions) at: [www.sam.gov](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.

v.01.10.2025

**Certification Regarding Lobbying**

Instructions

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

- ☐ By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:
- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
  - (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-37](#)"Disclosure of Lobbying Activities," in accordance with its instructions.
  - (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v.04.23.2021

**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.

v.01.31.2024

## Assurances

Instructions

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

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

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

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

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

- ☐ 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

v.09.08.2021

Not calling IWAS Web Service

Signature of School District Superintendent / Agency Administrator

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



