

ATTACHMENT NO. VIII-H

ATTACHMENT NO. VIII-H: Consolidated District Plan

Potential motion: Move to approve the Consolidated District Plan

Recommended action: Approve the motion.

Each year school districts must create and the Board of Education approve a Consolidated District Plan (CDP). The CDP is an overview of the district plan for the usage of Federal Grants. The grants included in this are Title I, Title II, Title III, Title IV, IDEA Part B.

Applicant: NORTH BOONE C U SCH DIST 200

County: Boone

Consolidated District Plan ▼

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 22-CDP-00-04-004-2000-26

Overview**PROGRAM:** Consolidated District Plan

PURPOSE: The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

BOARD GOALS:

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

FY 2022**Included****Programs:**

Title I, Part A - Improving Basic Programs

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

Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant 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

Foster Care Transportation Plan

LEGISLATION:[Every Student Succeeds Act \(ESSA\)](#)[Individuals with Disabilities Education Act](#)[Rehabilitation Act](#)[Strengthening Career and Technical Education for the 21st Century Act](#)[Workforce Innovation and Opportunity Act](#)[Head Start Act](#)[McKinney-Vento Homeless Assistance Act](#)[Adult Education and Family Literacy Act](#)**DUE DATE:**

District plans must be submitted to the Illinois State Board of Education and approved before

any FY 2022 grant applications for included programs can be approved.

Submission by April 1 is recommended.

DURATION: The District Plan was submitted initially for the school year 2019-2020 and must be updated annually thereafter.

AMENDMENTS: Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.

INSTRUCTIONS: **Instructions in PDF format**

COMMON ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary

ABBREVIATIONS: Education Act [ESEA] of 1965 as Amended)

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

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Project Number: 22-CDP-00-04-004-2000-26

Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
<input type="text" value="Geyman"/>	<input type="text" value="Melissa"/>	<input type="text" value="E"/>
Phone*	Email*	
<input type="text" value="815"/>	<input type="text" value="mgeyman@nbcusd.org"/>	
<input type="text" value="765"/>		
<input type="text" value="3322"/>		

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

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

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

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

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

([count] of 2500 maximum characters used)Currently, all programs offered by North Boone CUSD 200 are open to any student that qualifies for services defined under Part 226 of the Illinois Administrative Code.

The District's educational program will seek to provide an opportunity for each student to develop to his or her maximum potential. The objectives for the education program are to:

1. Foster students' self-discovery, self-awareness, and self-discipline.
2. Develop students' awareness of and appreciation for cultural diversity.
3. Stimulate students' intellectual curiosity and growth.
4. Provide students with fundamental career concepts and skills.
5. Help students develop sensitivity to the needs and values of others and respect for individual and group differences.
6. Help each student strive for excellence and instill a desire to reach the limit of his or her potential.
7. Encourage students to become lifelong learners.
8. Provide an educational climate and culture free of bias concerning the protected classifications identified in policy 7:10, Equal Educational Opportunities

In order for the School Board to monitor whether the educational program is attaining these objectives and to be knowledgeable of current and future resource needs, the Superintendent shall prepare an annual report that includes:

1. A review and evaluation of the present curriculum;
2. A projection of curriculum and resource needs;
3. An evaluation of, and plan to eliminate, any bias in the curriculum or instructional materials and methods concerning the classifications referred to in item 8, above;

4. A plan for new or revised instructional program implementation; and
5. A review of present and future facility needs.

3. General Completion Instructions

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

Required fields on each page are dependent upon funding sources selected on the Coordinated Funding tab. Many pages have notes at the bottom indicating for which programs the page is required.

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

How to Complete Pages with Pre-populated Fields

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

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

*Required field, applicable for all funding sources

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Amendments

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

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

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

Plan Changes

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

([count] of 5000 maximum characters used)

*Required field, applicable for all funding sources

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Coordinated and Aligned Funding

Instructions

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2021-2022.* [1]

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

- ☒ Title I, Part A - Improving Basic Programs
- ☒ Title I, Part A - School Improvement Part 1003(a)
- ☐ Title I, Part D - Delinquent
- ☐ Title I, Part D - Neglected
- ☐ Title I, Part D - State Neglected/Delinquent
- ☒ Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- ☒ Title III - Language Instruction Educational Program (LIEP)
- ☐ Title III - Immigrant 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 listed above, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.* ([count] of 7500 maximum characters used)

The district has a multi-tier plan in place to address the goals for the district. The top tier is the strategic plan that is adopted and the goals are reviewed every few years. In the 2021-2022 school year the district will be developing a new strategic plan. This overarching plan creates a path for the Board and Superintendent's goals for the district. From there the Principals each create goals for their schools through the school improvement process. The goals all stem from the overarching goal that comes from the Strategic Plan. This plan was developed in collaboration with all stakeholders. The plans around the district revolve around the central themes of professional development, student achievement, staff retention, and communication. From these goals, funds are allocated based upon programs and initiatives that will reach the overall goals of the district.

Response from the approved prior year Consolidated District Plan.

The district has a multi-tier plan in place to address the goals for the district. The top tier is the strategic plan that is adopted and the goals are reviewed every few years. This overarching plan creates a path for the Board goals and Superintendent goals for the district. From there the Principals each create goals for their schools. The goals all stem from the overarching goal that comes from the Strategic Plan. This plan was developed in collaboration with all stakeholders. The plans around the district revolve around the central themes of professional development, student achievement, staff retention and communication. From these goals funds are allocated based upon programs and initiatives that will reach the overall goals of the district.

Legislative References:

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

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

*Required field, applicable for all funding sources

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Foster Care Transportation
<div style="text-align: right;">Instructions</div> <p>1. Indicate which of the instruments below were used in the LEA needs assessment process.*</p> <p>A. <input checked="" type="checkbox"/> School and/or district report card(s)</p> <p>B. <input checked="" type="checkbox"/> Five Essentials Survey</p> <p>C. <input checked="" type="checkbox"/> Student achievement data (disaggregated by student groups)</p> <p>D. <input checked="" type="checkbox"/> Current recruitment and retention efforts and effectiveness data</p> <p>E. <input checked="" type="checkbox"/> Professional development plan(s)</p> <p>F. <input checked="" type="checkbox"/> School improvement plan(s)</p> <p>G. <input checked="" type="checkbox"/> ESSA site based expenditure data</p> <p>H. <input type="checkbox"/> ED School Climate Survey (EDSCLS)</p> <p>I. <input type="checkbox"/> CDC School Health Index</p> <p>J. <input type="checkbox"/> National School Climate Center</p> <p>K. <input type="checkbox"/> ASCD School Improvement Tool</p> <p>L. <input checked="" type="checkbox"/> Illinois Quality Framework and Supporting Rubric</p> <p>M. <input type="checkbox"/> Other</p> <p>List and describe other instruments and/or processes that were used in the needs assessment.</p> <p>2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable. * Writing space appears if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.</p> <p>i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.</p> <p>ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.</p> <p>iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.</p> <p>A. Title I, Part A - Improving Basic Programs</p> <p>Using data from School Report Card, local benchmark data, ACCESS, College Board Assessments and PARCC the district determined that additional support is required for reading and math. Support includes reading specialists for grades k-4th and a focus on our math program through professional development and high quality intervention programs. The district has focused on Science and Math curriculum areas to align to state standards as well as provide teachers with the opportunity to align their resources for consistency across the district. In the 2021-2022 school year work will be done on ELA.</p> <p>Board of Education Goal: The North Boone School District will increase PARCC scores by 2% in ELA and in Math at each grade level.</p> <p>ISBE Goals:</p> <ul style="list-style-type: none"> -Ninety percent or more of third-grade students are reading at or above grade level. -Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics. -Ninety percent or more of ninth-grade students are on track to graduate with their cohort <p>B. Title I, Part A - School Improvement Part 1003(a)</p> <p>-All students are supported by highly prepared and effective teachers and school leaders.</p> <p>Board of Education Strategic Plan: Significantly increase and enhance staffing and supports to students.</p> <p>The team is looking at building a strong foundation of team building and school improvement. The team is also evaluating a way they can program for students with special needs to improve their academic ability. The goal is to involve students with IEPs in regular education classes and provide support to them if needed.</p> <p>C. Title I, Part D - Delinquent</p> <p>D. Title I, Part D - Neglected</p> <p>E. Title I, Part D - State Neglected/Delinquent</p> <p>F. Title II, Part A - Preparing, Training, and Recruiting</p> <p><i>Also identify needs assessment results, including description of strategies for closing any achievement gaps and for key professional development opportunities for teachers and principals.</i></p> <p>ISBE Board Goal: All students are supported by highly prepared and effective teachers and school leaders. North Boone utilized a CEC audit as a needs assessment for our district. The audit discussed how we need to teach staff members to teach to the standards instead of following the textbook. The teachers need more training in instructional techniques and pedagogy. Our math data indicated that across the district we are below state average. We are continuing to bring in Math Solutions to address the concerns and needs from the CEC audit. District will have more training with NWEA and AIMS Web to help teachers to have better uses of data for better use of data and to help close gaps.</p> <p>The district has also collaborated with the CEC and our local ROE to begin work on the strategic plan as well as the MTSS process. This will be a multi-year process that will audit and develop our systems and structures.</p> <p>G. Title III - LIEP</p> <p>ACCESS scores indicated that EL students at the elementary level are performing at an expected growth rate on ACCESS. Additional student and staff support is needed at the middle school and high school levels based on ACCESS data. PARCC data indicates EL students are performing at similar levels as their non-EL peers. Title III monies will be used to support professional development for staff, the purchase of instructional materials and parent education activities through the BPAC as well as elementary summer school for our ELL students. District funds will be used to add an additional EL staff member at the 7th and 8th grade levels.</p> <p>H. Title III - ISEP</p> <p>I. Title IV, Part A - Student Support and Academic Enrichment</p> <p><i>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.</i></p> <p>Based upon the district report card, strategic planning, and Board of Education goals there is a focus for the district to strengthen social-emotional learning and strengthening our PBIS programs. Staff from multiple district schools have undergone trauma training and are incorporating character education. We have a SEL committee that has started to unpack SEL standards. Title goals that the district is working with is to use improve the use of technology to improve academic achievement and providing students a well-rounded education.</p> <p>ISBE Goals: Every school offers a safe and healthy learning environment for all students.</p> <p>Board of Education Strategic Plan Goal:</p> <p>ISTE Goals also incorporated into the plan include Knowledge Constructor, Innovative Designer, Computational Thinkers, and Creative Communicators. https://www.iste.org/standards-for-students</p>										

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

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

ISBE Board Goal: All students are supported by highly prepared and effective teachers and school leaders. Information obtained from the needs assessment was used to determine specific training that was needed to support special education teachers, support personnel and general education teachers who work with students, that have special needs. Specific training identified included inclusion, student growth, positive behavior supports, student motivation, IEP paperwork and transition. The district has added programs such as an Early Childhood blended program and a life skills classroom at the Upper/Middle school. The district is providing professional development as well as purchasing supplies and programs to continue to meet the needs of the students in our district. The district will continue to utilize services from the previous year to maintain support for teacher training and program enhancement for students with disabilities. the district continues to utilize the specialized services offered through the Northern Illinois Association (NIA) and the Winnebago County Special Education Cooperative.

L. IDEA, Part B - Preschool

ISBE Board Goal: All students are supported by highly prepared and effective teachers and school leaders. The needs assessment survey was used to identify specific areas of professional development needed for staff to serve students with disabilities. The on-line survey identified specific areas of professional development which include training in the area of autism, inclusion, blended preschool, positive behavior strategies, ECRES and providing related service in a blended model. The early childhood program within the North Boone CUSD 200 will utilize the funding to cover salaries. North Boone CUSD practices a blended preschool model. Due to this, the professional development needs of the program include more inclusive training. The District worked collaboratively with a team of stakeholders throughout the 2020-2021 school year to develop an Indicator 6 Improvement plan to continue to improve the quality of integration of services within the preschool program.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

Consolidated District Plan

SESSION
TIMEOUT 59:56

Close Printer Friendly Page

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

Will Private Schools participate in the Program?

☒ Yes ☐ No

Private School Name	Consultation Date			School Closing
	Titles I, II, IV			
Immanuel Luthern		6/15/2021		<input type="checkbox"/>

Title Programming Nonpublic Consultation

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

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

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

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

[Nonpublic School](#)

Choose File No file chosen

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Consolidated District Plan ▾

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Foster Care Transportation
<p>Preschool Coordination Instructions</p> <p>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.</p> <p>ISBE Goals:</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> 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.</p> <p>District Goal(s):</p> <p><input type="checkbox"/> Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.</p> <p>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]</p> <p>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.</p> <p>If the district does not offer early childhood education programs, enter No Preschool Programs</p> <p><i>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.</i></p> <p>([count] of 7500 maximum characters used)</p> <p>The district supports the early childhood education program with professional development set-asides specific to their needs. As well, district Reading Specialists coordinate visits with early childhood personnel to in-service staff in reading strategy instruction.</p> <p>Transition begins with forming a network of social connections that are built around supporting children and families. These connections go further than just making a connection between the preschool teacher and the kindergarten teacher. The connections also include building a relationship between the child and the teacher, the child and his or her peers, and the parent and the teacher. These relationships are instrumental in the success of the children and their learning. To further support students, services such as speech and EB are integrated into the classroom setting. Each member of a preschool student's daily environment serves as an important education support for students transitioning into the preschool program and into kindergarten.</p> <p>The key to this transition process is giving children continuity in the learning environment and the curriculum strategies that teachers use within their classrooms. This continuity process builds a comfort zone for all participants. Developmental continuity describes how we design early childhood curriculum, how we provide learning experiences that build on the child's prior knowledge, and how these expectations flow in a natural progression across not only the preschool and kindergarten years, but also how they build through the entire primary school years. When the focus is on both transition and continuity together using a team approach with teachers, parents, and children, smooth transitions for children are ensured as they move from preschool to kindergarten and primary grades.</p> <p>For a full description of the transition system we use, please refer to the following link: https://www.pakeys.org/uploadedcontent/docs/Transition%20into%20Formal%20Schooling/Enhancing%20the%20transition%20to%20kindergarten%20Linking%20children%20families%20and%20schools.PDF</p> <p>Response from the approved prior year Consolidated District Plan.</p> <p>The district supports the early childhood education program with professional development set-asides specific to their needs. As well, district Reading Specialists coordinate visits with early childhood personnel to in-service staff in reading strategy instruction.</p> <p>Transition begins with forming a network of social connections that are built around supporting children and families. These connections go further than just making a connection between the preschool teacher and the kindergarten teacher. The connections also include building a relationship between the child and the teacher, the child and his or her peers, and the parent and the teacher. These relationships are instrumental in the success of the children and their learning. To further support students, services such as speech and EB are integrated into the classroom setting. Each member of a preschool student's daily environment serves as an important education support for students transitioning into the preschool program and into kindergarten.</p> <p>The key to this transition process is giving children continuity in the learning environment and the curriculum strategies that teachers use within their classrooms. This continuity process builds a comfort zone for all participants. 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When the focus is on both transition and continuity together using a team approach with teachers, parents, and children, smooth transitions for children are ensured as they move from preschool to kindergarten and primary grades.</p> <p>For a full description of the transition system we use, please refer to the following link: https://www.pakeys.org/uploadedcontent/docs/Transition%20into%20Formal%20Schooling/Enhancing%20the%20transition%20to%20kindergarten%20Linking%20children%20families%20and%20schools.PDF</p> <p>Title I Requirement</p> <p>Coordination of services with preschool education programs</p> <p>Legislative References:</p> <p>[1] Title I, Part A, Section 1112(b)(8)</p> <p>*Required field for Title I and/or IDEA Preschool</p>										

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

Instructions

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

ISBE Goals:

- ☒ 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.

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

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, 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]

All students will receive research-based instruction with lessons created based on the academic needs of students where lessons are differentiated as necessary. The curriculum being taught fully aligns to currently adopted state standards. The District created a reference document that aligned to the WIDA Standards and Can-Do descriptors with its ELA and Math Curriculum maps for grades K-8. Teachers have access to the most recent district curriculum guides through a district curriculum repository, Chalk.com. The District has purchased new research based mathematics materials fully aligned to the Common Core. Teachers training on new curriculum took place in the summer of 2019 and will continue through the 2019-2020 and 2020-2021 school year. Video streaming and computerized programs will also be utilized to support the curriculum. District curricular alignment will continue with the addition of a full-time Curriculum Director beginning the 2019-2020 school year. In 2020-2021 the district became 1:1 due to the COVID pandemic. The online resources became important in helping students access curriculum.

2020 goal will continue to 2021 due to COVID:

Curriculum work continued for K-12 math and science. Teachers unpacked priority standards into scaffolded learning targets for students. Assessment design began for these two content areas; assessments will be used to determine student proficiency for priority standards. Grades 5-12 English language arts and social studies began their curriculum process by determining priority standards and unpacking those standards. Work in assessment and student proficiency will continue into next school year. For grades K-5, we will provide Into Math coaching from HMH in order to support year 2 of implementation of our new K-5 math resource.

Response from the prior year Consolidated District Plan.

All students will receive research-based instruction with lessons created based on the academic needs of students where lessons are differentiated as necessary. The curriculum being taught fully aligns to currently adopted state standards. The District created a reference document that aligned the WIDA Standards and Can-Do descriptors with its ELA and Math Curriculum maps for grades K-8. Teachers have access to the most recent district curriculum guides through a district curriculum repository, Chalk.com. The District has purchased new research based mathematics materials fully aligned to the Common Core. Teachers training on new curriculum took place in the summer of 2019 and will continue through the 2019-2020 school year. Video streaming and computerized programs will also be utilized to support the curriculum. District curricular alignment will continue with the addition of a full time Curriculum Director beginning the 2019-2020 school year.

2020:

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

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

DO NOT use special characters, 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]

Counselors at the High School and Middle School are working to identify students who many need additional assistance for transition and help decrease dropout rates and keep students on track for graduation. The district offers different educational programs, online programs and mentoring programs to assist students.

Staff from Upper and Middle School have been trained so they are better equipped to help students that are at risk for being delinquent or neglected. The district is taking a proactive approach to identifying and assisting students. Students who have recently exited EL services are monitored and supported by EL staff to ensure a successful academic transition.

If a student is thought to have a learning disability, members of the educational team will meet and determine if further testing is necessary. Once any necessary testing has been conducted, the team will meet again to determine if the student is eligible for special education services.

All families who seek enrollment for students in the district preschool program complete a questionnaire as well as participate in an interview with school staff. The information gleaned from this process is used to determine the students' at-risk levels. The students identified as at the highest risk are given preferential enrollment.

ISBE Goals:

Every school offers a safe and healthy learning environment for all students.

District Goal:

100% of students will be engaged in and successfully complete a Pre-K-12 standards aligned curriculum

2020 and 2021:

The curriculum teams began determining proficiency for priority standards during the 19-20, 20-21 school year. These proficiency levels can be used to create assessments and monitor students progress toward proficiency. Once finalized, which will occur during the 20-21 school year, teachers will be able to use student proficiency levels to provide additional support for struggling students.

Response from the prior year Consolidated District Plan.

Counselors at the High School and Middle School are working to identify students who many need additional assistance for transition and help decrease dropout rates and keep students on track for graduation. The district offers different educational programs, online programs and mentoring programs to assist students.

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All families who seek enrollment for students in the district preschool program complete a questionnaire as well as participate in an interview with school staff. The information gleaned from this process is used to determine the students' at risk levels. The students identified as at highest risk are given preferential enrollment.

ISBE Goals:

Every school offers a safe and healthy learning environment for all students.

District Goal:

100% of students will be engaged in and successfully complete a Pre-K-12 standards aligned curriculum

2020:

The curriculum teams began determining proficiency for priority standards during the 19-20 school year. These proficiency levels can be used to create assessments and monitor students progress toward proficiency. Once finalized, which will occur during the 20-21 school year, teachers will be able to use student proficiency levels to provide additional support for struggling students.

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

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

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]

Once a student is identified as requiring additional help meeting the State academic standards the district has resources to help close the gap. The MTSS program includes interventions varying from small group instruction, 1:1 instruction, teacher support, and computer programs that address deficiencies in academic skills. The MTSS process will be audited and reviewed during the 2020-2021 school year. There is a multi-year plan in place to strengthen this program.

After-school and summer school programming is provided for all students identified as LEP. This comes at no cost to students. LEP students receive instruction in their native language as well as coursework in ESL.

Students who are identified as needing assistance through special education services are provided assistance in accordance with their Individual Education Plan

Response from the prior year Consolidated District Plan.

Once a student is identified as requiring additional help meeting the State academic standards the district has resources to help close the gap. The MTSS program includes interventions varying from small group instruction, 1:1 instruction, teacher support, and computer programs that address deficiencies in academic skills.

After school and summer school programming is provided for all students identified as LEP. This comes at no cost to students. LEP students receive instruction in their native language as well as coursework in ESL.

Students who are identified as needing assistance through special education services are provided assistance in accordance with their Individual Education Plan

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

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

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[(count) of 7500 maximum characters used]

Title monies will be used to support professional development for staff, the purchase of instructional materials and parent education activities for EL and at risk students. Additional educational opportunities such as summer school for students K-8 who are EL, at risk and in danger of retention are offered to help reduce summer loss and increase skill deficiencies based on individual student performance. Summer school staff used MAP and formative assessment data to tailor instruction for students needs.

Response from the prior year Consolidated District Plan.

Title monies will be used to support professional development for staff, the purchase of instructional materials and parent education activities for EL and at risk students. Additional educational opportunities such as summer school for students K-8 who are EL, at risk and in danger of retention are offered to help reduce summer loss and increase skill deficiencies based on individual student performance. Summer school staff used MAP and formative assessment data to tailor instruction for students needs.

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

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

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

[(count) of 7500 maximum characters used]

The district maintains a rigorous evaluation process to evaluate teachers to ensure that all students have access to highly qualified and effective teachers. This evaluation system is based on the Danielson Model and was developed through the PERA committee. This committee meets to discuss any changes that may be needed.

Response from the prior year Consolidated District Plan.

The district maintains a rigorous evaluation process to evaluate teachers to ensure that all students have access to highly qualified and effective teachers. This evaluation system is based on the Danielson Model and was developed through the PERA committee. This committee meets to discuss any changes that may be needed.

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

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

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

[(count) of 7500 maximum characters used]

The school district has a library in each school that is staffed at least twice a week. The students have the opportunity to visit the library and check out books and resources. In High School, students have access to technology as well. The librarians also run a summer book program that books out into the community for students to check out books to support literacy throughout the summer. During the COVID pandemic, the transportation department delivered library books to children that requested them. This continued throughout the school year so all children had access to reading materials.

Response from the prior year Consolidated District Plan.

The school district has a library in each school that is staffed at least twice a week. The students have the opportunity to visit the library and check out books and resources. In the High School students have access to technology as well. The librarians also run a summer book program that books out into the community for students to check out books to support literacy throughout the summer.

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

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

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

[(count) of 7500 maximum characters used]

The District evaluates local benchmark (MAP) and State (PARCC) tests along with teachers' performance review of standards-aligned curriculum to determine student placement in advanced courses. 2020 and 2021:

The curriculum teams began determining proficiency for priority standards during the 19-20 and 20-21 school year. These proficiency levels can be used to create assessments and monitor students' progress toward proficiency. Once finalized, which will occur during the 21-22 school year, teachers will be able to use student proficiency levels to provide enrichment opportunities for advanced students.

Response from the prior year Consolidated District Plan.

The District evaluates local benchmark (MAP) and State (PARCC) tests along with teachers' performance review of standards aligned curriculum to determine student placement in advanced courses. 2020:

The curriculum teams began determining proficiency for priority standards during the 19-20 school year. These proficiency levels can be used to create assessments and monitor students progress toward proficiency. Once finalized, which will occur during the 20-21 school year, teachers will be able to use student proficiency levels to provide enrichment opportunities for advanced students.

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

Consolidated District Plan

EGHS HOME | ISBE HOME | LOGOUT

59:54

Applicant: NORTH BOONE C U SCH DIST 200
Application: 2021-2022 Consolidated District Plan - 00
Cycle: Original Application

County: Boone

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Project Number: 22-CDP-00-04-004-2000-26

Spell Check

Overview		Contact Information		Amendments		Coordinated Funding		Plan Specifics		Assurance Pages		Submit		Application History		Page Lock Control		Application Print			
Needs Assessment Impact		Stakeholders		Private Schools Participation		Preschool Coordination		Student Achievement		College and Career		Professional Development		Safe Learning Environment		Title Specific Pages		IDEA Specific Requirements		Foster Care Transportation	

College and Career Readiness

Instructions

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

ISBE Goals:

- ☒ **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.

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

- i. Coordination with institutions of higher education, employers, and other local partners;* and
- ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

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

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

(2414 of 7500 maximum characters used)

Middle School to High School:

The high school counselors come over to the middle school to meet with all students in their classrooms to review course options, the content of each specific course offered, and what it entails to meet the standards of those courses. At the same time, in another classroom, high school students meet with all 8th graders to review extracurricular opportunities, give specifics on the daily life of high school, and to answer legitimate questions the middle school students have on high school life. At the end of the school year, an orientation is offered at the high school for all incoming students and their parents. At this orientation, students and parents will be able to meet with all staff -- teachers, social workers, counselors, administration, extracurricular advisers and coaches. Tours are given of the school as well as free time for students and parents to view the entire school. There is also a general question and answer session. The district will work to coordinate elective courses from the middle school to high school in order to encourage interest.

From High School to postsecondary:

North Boone High School uses the guidance of the National Secondary Transition Technical Assistance Center (NSTTAC) in our transition plan. We assist students by helping them answer Response from the approved prior year Consolidated District Plan.

Middle School to High School:

The high school counselors come over to the middle school to meet with all students in their classrooms to review course options, the content of each specific course offered, and what it entails to meet the standards of those courses. At the same time, in another classroom, high school students meet with all 8th graders to review extracurricular opportunities, give specifics on the daily life of high school, and to answer legitimate questions the middle school students have on high school life. At the end of the school year, an orientation is offered at the high school for all incoming students and their parents. At this orientation, students and parents will be able to meet with all staff -- teachers, social workers, counselors, administration, extracurricular advisers and coaches. Tours are given of the school as well as free time for students and parents to view the entire school. There is also a general question and answer session. The district will work to coordinate elective courses from the middle school to high school in order to encourage interest.

From High School to postsecondary:

North Boone High School uses the guidance of the National Secondary Transition Technical Assistance Center (NSTTAC) in our transition plan. We assist students by helping them answer

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

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

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

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

(1341 of 7500 maximum characters used)

Our district has an agreement with Career Education Associates of North Central IL. CEANCI's mission is to prepare and invest in all students for career and college through partnerships that build innovative regional opportunities. Programs available are:

- *Agriculture Sciences
- *Automotive Technology
- *Business
- *Computer Networking
- *Graphic Communications
- *Cosmetology
- *Criminal Justice
- *Emergency Medical Services

Response from the approved prior year Consolidated District Plan.

Our district has an agreement with Career Education Associates of North Central IL. CEANCI's mission is to prepare and invest in all students for career and college through partnerships that build innovative regional opportunities. Programs available are:

- *Agriculture Sciences
- *Automotive Technology
- *Business
- *Computer Networking
- *Graphic Communications
- *Cosmetology
- *Criminal Justice
- *Emergency Medical Services

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)

Save Page

* 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

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Foster Care Transportation
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Professional Development - Highly Prepared and Effective Teachers and School Leaders

Instructions

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

ISBE Goals:

- ☒ **Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☒ **Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☒ **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.

100% of students will be engaged in and successfully complete a Pre-K-12 standards aligned curriculum

For each program for which funding is anticipated for the 2021-2022 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Math Solutions and Into Math Training
 Schoology - New teacher pedagogical changes in the classroom.
 Mastery Manager Training
 Training of Feedback to drive learning
 Preschool specific - effectively communicating with students
 Equipment for Engineering Training

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

ALBERT Training to address RTI for AP, SAT, and Core Curriculum
 Mastery Manager Training
 Schoology - New teacher pedagogical changes in the classroom.
 Training of Feedback to drive learning
 Trainings at each school based upon SIP goals.

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

NWEA MAP report training
 AIMSWEB Plus benchmarking and progress monitoring training

G. Title III - LIEP

Interpreting and applying data from ACCESS scores
 Academic language and LEP students
 Sheltered In Place - what does instruction entail?
 BPAC Training for LEP parents

H. Title III - ISEP

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

Advance Placement Training for High School Teachers
 Trauma Sensitive Practices Training
 Positive Behavior Support Training
 CPR
 Casualty in the classroom
 Crisis Prevention Institute Training
 Consultation on Social Emotional
 ALBERT Training to address RTI for AP, SAT, and Core Curriculum

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

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

Coteaching training
 NIA Para Training
 Crisis Prevention Institute Training
 Trauma Sensitive Practices Training
 Starnet
 IEP Facilitation Training
 STAR Training
 Orton Gillingham Training

L. IDEA, Part B - Preschool

Not providing

Legislative Requirement:

- [1] Title III, Section 3115(c)(2)
- [2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

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

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

Instructions

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

ISBE Goals:

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

100% of students will be engaged in and successfully complete a Pre-K-12 standards aligned curriculum

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

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

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

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

([count] of 7500 maximum characters used)

Elementary school buildings have access to Second Step Programs. All schools use PBIS programs and character education programs. Students have digital citizenship training in k-12 yearly. Speakers come into the school to discuss bullying. The High School, Middle and Upper use SWIS for data tracking. Upper Elementary has also implemented weekly character education lessons. In 2021-2022 the middle school will use HElpass to track students movements during class periods.

All schools use peer mediation to help resolve student concerns. The district encourages restorative practices. Staff are training in the use of Crisis Prevention Institute techniques. Teachers have also been trained in Trauma Sensitive practices including mindfulness techniques designed for students to self-regulate emotions/behaviors without leaving the classroom.

Our teachers are trained to be inclusive in all classroom activities for students with disabilities. We work with local agencies to provide inclusive awareness for students in our district in the form of assemblies, PBIS activities, and school-specific education opportunities.

Response from the prior year Consolidated District Plan.

Elementary school buildings have access to Second Step Programs. All schools use PBIS programs and character education programs. Students have digital citizenship training in k-12 yearly. Speakers come into the school to discuss bullying. The High School will begin to use SWIS and Middle and Upper Elementary will be added in 2019-2020. Upper Elementary has also implemented weekly character education lessons.

All schools use peer mediation to help resolve student concerns. The district encourages restorative practices. Staff are training in the use of Crisis Prevention Institute techniques. Teachers have also been trained in Trauma Sensitive practices including mindfulness techniques designed for students to self-regulate emotions/behaviors without leaving the classroom.

Our teachers are trained to be inclusive in all classroom activities for students with disabilities. We work with local agencies to provide inclusive awareness for students in our district in the form of assemblies, PBIS activities, and school specific education opportunities.

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.

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([count] of 7500 maximum characters used)

All students that are considered to be homeless are eligible to receive assistance from the district for transportation as well as assistance in acquiring supplies for success in the classroom. Funds are set aside to assist families with school supplies such as backpacks as well as toiletries. Counseling staff are offered to students when appropriate. Staff work closely with families to determine their needs. This will often include transportation which can be a school bus, taxi, or gas card.

Response from the prior year Consolidated District Plan.

All students that are considered to be homeless are eligible to receive assistance from the district for transportation as well as assistance in acquiring supplies for success in the classroom. Funds are set aside to assist families with school supplies such as backpacks as well as toiletries. Counseling staff are offered to students when appropriate. Staff work closely with families to determine their needs. This will often include transportation which can be a school bus, taxi, or gas card.

Title I Requirement:

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

Legislative Requirements:

- [1] Title I, Part A, Section 1112(b)(11)
- [2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(6)

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

Consolidated District Plan

MESSAGE
TIMEOUT 59:57

Close Printer Friendly Page

Spell Check

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0003 - NORTH BOONE HIGH SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	05/18/2021
1001 - NORTH BOONE MIDDLE SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	05/18/2021
2001 - CAPRON ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	05/18/2021
2002 - MANCHESTER ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	05/18/2021
2004 - POPLAR GROVE ELEM SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	05/18/2021
2005 - North Boone Upper Elem Sch	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	05/18/2021

Describe anticipated Reorganizations:	Poplar Grove Elementary, North Boone Upper and North Boone High School will submit a waiver for schoolwide program.
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Applicant: NORTH BOONE C U SCH DIST 200
 Application: 2021-2022 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 22-CDP-00-04-004-2000-26

County: Boone

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

Title I Specific Requirements - Part Two

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

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

ISBE Goals:

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

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

- ☒ The North Boone School District will increase MAPs scores by 3% in Reading and in Math at each grade level.
 The North Boone School District will increase SAT scores by 2% in ELA and in Math at the High School.
 The North Boone School District will increase College Readiness Scores by 3.5% at the High School

1. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of Section 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 requirements. **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)

Policy 6:170 Title I Programs covers this as follows:

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall provide services to all students in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Note: Historically, all of our schools are comprehensive. In the 2019-2020 school year our High School became targeted. In 2020-2021 the Upper, Poplar Grove and High School have become targeted.

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

Policy 6:170 Title I Programs covers this as follows:

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall provide services to all students in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Note: Historically, all of our schools are comprehensive. In the 2019-2020 school year our High School became targeted.

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?

☐ 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 percentage 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) of the Illinois School Code)

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

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

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

Section 1114 and 1115

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

Our schools utilize Reading Specialists along with Reading and Math Paraprofessionals. Reading in-class and pullout groups, large and small, by our certified Reading Specialists is offered for all students. Reading and Math paraprofessionals work with even smaller groups or 1:1 as prescribed by the Classroom Teacher. The time frame is 20-30 minutes every day. All schools offer after-school enrichment opportunities for students who are at-risk of meeting the challenge standards. Summer school is offered for students in grades K-8 who were challenged to or did not meet the state academic standards. This includes our students with IEP's and our ELL students.

Neglected and delinquent children have access to education and other services that all of the children need to ensure an opportunity to meet State student academic achievement standards. (have students in day programs.

The goals of our schoolwide programs are to provide a well-rounded instructional program and additional educational assistance to individual students assessed as needing help in meeting the academic standards.

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

Our schools utilize Reading Specialists along with Reading and Math Paraprofessionals. Reading in-class and pullout groups, large and small, by our certified Reading Specialists if offered for groups. Reading Specialists take small groups of students and work on various aspects of reading, depending on the particular group. Reading and Math paraprofessionals work with even smaller groups or 1:1 as prescribed by the Classroom Teacher. The time frame is 20-30 minutes every day. All schools offer after school enrichment opportunities for students who are at-risk of meeting the challenge standards. Summer school is offered for students in grades K-8 who were challenged to or did not meet the state academic standards. This includes our students with IEP's and our ELL students.

Neglected and delinquent children have access to education and other services that all of the children need to ensure an opportunity to meet State student academic achievement standards. (have students in day programs.

The goals of our schoolwide programs are to provide a well-rounded instructional program and additional educational assistance to individual students assessed as needing help in meeting the academic standards.

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

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

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

[[count] of 7500 maximum characters used)

The High School, Upper and Poplar Grove are working in the targeted assistance program. The program uses multiple data points to determine the criteria for identifying the target populations: low-income status (as determined by their free lunch status), academic achievement (determined by their grades), LEP needs, and if they qualify under McKinney Vento. The programs offered to these populations are carefully vetted by administration and counselors to ensure all student's needs are being met. During COVID, data analysis and Interventions were still provided in a remote setting.

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

The High School is in the first year of operating a targeted assistance program. The program uses multiple data points to determine the criteria for identifying the target populations. These include low-income status (as determined by their free lunch status), academic achievement (determined by their grades), LEP needs and if they qualify under McKinney Vento. The programs offered to these populations are carefully vetted by administration and counselors to ensure all students needs are being met.

North Boone Upper Elementary is also in their first year as operating as a targeted assistance program. NBUE will use their data from MAPS, classroom assessment and other teacher data points to determine which students will need targeted assistance. This assistance will come in the form of additional time with interventions in person and on line.

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 not meeting such standards.

*Required Field

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

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

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

ISBE Goals:

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

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

☐

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

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

([count] of 7500 maximum characters used)

Information obtained from the needs assessment was used to determine specific training that was needed to support special education teachers, support personnel and general education teachers, that have special needs. Specific training identified included training on changes in restraint and seclusion laws, student growth, positive behavior supports, student motivation, IEP learning, reading instruction, and student support.

Response from the approved prior year Consolidated District Plan.

Information obtained from the needs assessment was used to determine specific training that was needed to support special education teachers, support personnel and general education teachers, that have special needs. Specific training identified included training on changes in restraint and seclusion laws, student growth, positive behavior supports, student motivation, IEP learning, reading instruction, and student support.

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

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

([count] of 7500 maximum characters used)

The district has added programs such as an Early Childhood blended program and a life skills classroom at the Upper/Middle school. The district is providing professional development as well as supplies and programs to continue to meet the needs of the students in our district. The district will continue to utilize services from the previous year to maintain support for teacher training enhancement for students with disabilities. The district continues to utilize the specialized services offered through the Northern Illinois Association (NIA) and the Winnebago County Special Education Cooperative.

Response from the approved prior year Consolidated District Plan.

The district has added programs such as an Early Childhood blended program and a life skills classroom at the Upper/Middle school. The district is providing professional development as well as supplies and programs to continue to meet the needs of the students in our district. The district will continue to utilize services from the previous year to maintain support for teacher training enhancement for students with disabilities. The district continues to utilize the specialized services offered through the Northern Illinois Association (NIA) and the Winnebago County Special Education Cooperative.

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

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

([count] of 7500 maximum characters used)

The district will continue to utilize funds to maintain support for teacher training and program enhancement for students with disabilities.

Response from the approved prior year Consolidated District Plan.

The district will continue to utilize funds to maintain support for teacher training and program enhancement for students with disabilities.

*Required Field

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

Overview

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

PROGRAM: Foster Care Transportation Plan

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

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. 1 manufacturer sticker (Federal Certification Label) located on the inside of the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle) Passenger Car [49 CFR 571.3]

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

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

REQUIREMENTS

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

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

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

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

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

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

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

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

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

Contact Information

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

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

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

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

1. Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Ashley	Doetch	Director of Special Education	adoetch@nbcusd.org

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Melissa	Geyman	Director of Business & Transportation	mgeyman@nbcusd.org

☐ [Click here to add information for other personnel involved in the plan development.](#)

*Required field

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Foster Care Transportation Requirements		Foster Care Plan Contacts		BID - School Stability		Foster Care Transportation Plan				

Best Interest Determination as it relates to School Stability

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

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

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

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan. The school district in coordination with the State welfare agency will consider the following factors: Appropriateness of the current educational setting and proximity of placement, preference of student, preference of parents or educational decision maker, the student's attachment to the school, including the meaningful relationships with staff and peers, placement of the student's siblings, influence of the school's climate on the student, including safety, and the availability and quality of the services in the school to meet the student's educational and socio-emotional needs. District personnel involved in the decision making will include the superintendent, homeless liaison, transportation director, building principal, teacher, and when appropriate the social worker. DCFS has the final say if a resolution cannot be determined.

Response from the approved prior year Consolidated District Plan.

The school district in coordination with the State welfare agency will consider the following factors: Appropriateness of the current educational setting and proximity of placement, preference of student, preference of parents or educational decision maker, the student's attachment to the school, including the meaningful relationships with staff and peers, placement of the student's siblings, influence of the school's climate on the student, including safety, and the availability and quality of the services in the school to meet the student's educational and socio-emotional needs. District personnel involved in the decision making will include the superintendent, homeless liaison, transportation director, building principal, teacher, and when appropriate the social worker. DCFS has the final say if a resolution cannot be determined.

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

[See IDEA legislation here](#) [See Section 504 here](#)

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

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

The district will ensure that services for students with disabilities under IDEA or Section 504 will be maintained. These students will not be discriminated against as a result of their disability.

Response from the approved prior year Consolidated District Plan.

The district will ensure that services for students with disabilities under IDEA or Section 504 will be maintained. These students will not be discriminated against as a result of their disability.

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

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

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

The district will ensure that all documents will be available to students and parents or educational decision makers, in their native language. If needed an interpreter will be made available for all meetings or phone calls.

Response from the approved prior year Consolidated District Plan.

The district will ensure that all documents will be available to students and parents or educational decision makers, in their native language. If needed an interpreter will be made available for all meetings or phone calls.

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

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

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

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

The LEA DCFS Liaison will schedule a meeting within 5 days after receiving the written challenge. The meeting will be conducted at the school of origin. The LEA will coordinate with DCFS to arrange for a space for the meeting.

At the meeting, all parties may present facts and statements relevant to the student's best interest. The LEA DCFS Liaison will consider all statements and evidence presented at the hearing and issue a written final determination within 5 days. This decision is final and will be based upon the guidelines set forth in the Best Interest Guidelines. DCFS has the final say if a resolution cannot be determined.

Response from the approved prior year Consolidated District Plan.

The LEA DCFS Liaison will schedule a meeting within 5 days after receiving the written challenge. The meeting will be conducted at the school of origin. The LEA will coordinate with DCFS to arrange for a space for the meeting.

At the meeting, all parties may present facts and statements relevant to the student's best interest. The LEA DCFS Liaison will consider all statements and evidence presented at the hearing and issue a written final determination within 5 days. This decision is final and will be based upon the guidelines set forth in the Best Interest Guidelines. DCFS has the final say if a resolution cannot be determined.

*Required field

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Foster Care Transportation Requirements			Foster Care Plan Contacts			BID - School Stability		Foster Care Transportation Plan		

Transportation Plan Development

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

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

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

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan. Multiple factors will be considered when determining transportation options including safety, duration, time of placement change, type of transportation available, traffic patterns, flexibility in school schedule, impact of extracurricular activities on transportation options and maturity and behavioral capacity. The following will be considered for involvement in the determination: LEA POC, LEA DCFS Liaison, LEA representative that oversees transportation, CWA Point of Contact, social worker and/or special education representative if applicable. School of Origin (SOO) is responsible for transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

Multiple factors will be considered when determining transportation options including safety, duration, time of placement change, type of transportation available, traffic patterns, flexibility in school schedule, impact of extracurricular activities on transportation options and maturity and behavioral capacity. The following will be considered for involvement in the determination: LEA POC, LEA DCFS Liaison, LEA representative that oversees transportation, CWA Point of Contact, social worker and/or special education representative if applicable. School of Origin (SOO) is responsible for transportation while all disputes are being resolved.

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 taxi/s, carpools, public transportation, etc.

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

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

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

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

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

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

The following are funding sources that will be considered when supporting transportation for students in foster care. Title IV, Title I, specialized transportation as required in an IEP to provide a FAPE.

Response from the approved prior year Consolidated District Plan.

The following are funding sources that will be considered when supporting transportation for students in foster care. Title IV, Title I, specialized transportation as required in an IEP to provide a FAPE.

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

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

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

Student will remain in his/her school of origin while the dispute regarding transportation costs are being resolved. The LEA POC will provide written notification to all parties of the school's transportation plan for the student. Should any party wish to challenge the plan, they must provide such challenge in writing within a time frame and manner as prescribed by the LEA POC. The LEA POC must then schedule a meeting upon the receipt of the written challenge and shall conduct the meeting as soon as possible. The LEA DCFS Liaison shall, as part of the meeting, allow for a complete presentation by both parties of all relevant facts and statements pertaining to the student's transportation to and from the school of origin. The LEA DCFS Liaison shall make a written determination after the conclusion of the dispute resolution meeting. The determination is final and will be based upon guidelines set forth in the Transportation and Best Interest Guidelines.

Response from the approved prior year Consolidated District Plan.

Student will remain in his/her school of origin while the dispute regarding transportation costs are being resolved. The LEA POC will provide written notification to all parties of the school's transportation plan for the student. Should any party wish to challenge the plan, they must provide such challenge in writing within a time frame and manner as prescribed by the LEA POC. The LEA POC must then schedule a meeting upon the receipt of the written challenge and shall conduct the meeting as soon as possible. The LEA DCFS Liaison shall, as part of the meeting, allow for a complete presentation by both parties of all relevant facts and statements pertaining to the student's transportation to and from the school of origin. The LEA DCFS Liaison shall make a written determination after the conclusion of the dispute resolution meeting. The determination is final and will be based upon guidelines set forth in the Transportation and Best Interest Guidelines.

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

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

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The district will explore all options including busing through the transportation department including pre-existing routes, a new route, alternatives not provided by the LEA such as contracted services, taxis, public transportation, uber, or carpool. The School of Origin (SOO) is responsible for transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

The district will explore all options including busing through the transportation department including pre-existing routes, a new route, alternatives not provided by the LEA such as contracted services, taxis, public transportation, uber, or carpool. The School of Origin (SOO) is responsible for transportation while all disputes are being resolved.

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

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

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

The process will be explained annually at administration meetings, secretary meetings, and support service/special education meetings

Response from the approved prior year Consolidated District Plan.

The process will be explained annually at administration meetings, secretary meetings, and support service/special education meetings

*Required field

Applicant: NORTH BOONE C U SCH DIST 200

County: Boone

Consolidated District Plan ▼

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

[Printer-Friendly](#)[Click to Return to Application Select](#)

Project Number: 22-CDP-00-04-004-2000-26

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
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Board Approval, Certification, and Assurances

Instructions

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

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

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

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

