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Applicant: NORTH BOONE C U SCH DIST 200

County: Boone

Consolidated District Plan ▼

Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application[Printer-Friendly](#)[Click to Return to Application Select](#)

Project Number: 23-CDP-00-04-004-2000-26

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 2023 Title I, Part A - Improving Basic Programs**Included** Title I, Part A - School Improvement Part 1003**Programs:** Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

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

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

IDEA, Part B - Flow-Through

IDEA, Part B - Preschool

Elementary and Secondary School Emergency Relief Grant II

American Rescue Plan - LEA (Elementary and Secondary School Emergency Relief Grant III)

Foster Care Transportation Plan

LEGISLATION: Every Student Succeeds Act (ESSA)Individuals with Disabilities Education ActRehabilitation ActStrengthening Career and Technical Education for the 21st Century ActWorkforce Innovation and Opportunity ActHead Start ActMcKinney-Vento Homeless Assistance ActCoronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA) ESSER IIAmerican Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER)Adult Education and Family Literacy Act

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

Submission by April 1 is recommended.

DURATION: The District Plan was submitted initially for the school year 2022-2023 and must be updated annually thereafter.

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

INSTRUCTIONS: **Instructions in PDF format**

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

ABBREVIATIONS: 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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Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name*

First Name*

Middle
Initial

Peterson

Jarrod

M

Phone*

Email*

815

765

9006

Jpeterston@nbcusd.org

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

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

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

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

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

([count] of 2500 maximum characters used)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 a 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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Needs Assessment/Programs

Instructions

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2022-2023.* [1]**NOTE: All funding sources should be reviewed after October 1 and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.**

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

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

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

([count] of 7500 maximum characters used)

The 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. 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.

3. Will the LEA braid funding?

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

Yes ▼

Braided funding will be used to support the following programs working towards strategic plan goals, reading teachers, SEL supports, MTSS Tier I, III & III student and staff training and development, Instructional Coaches, Technology Coaches, EL and SPED programming. Title, I, Title III, IDEA and ESSER are used in conjunction to support strategic plan goals.

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

Indicate all that apply.

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

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

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

([count] of 7500 maximum characters used)

The needs assessment indicated additional staff and student support is needed in the areas of social-emotional learning and learning loss. The data also indicated that the District needs to continue to work on math skills across the District. As a result of the needs assessment additional social work staff was added. (2020-2021) A SEL & MTSS committee are working together to develop a MTSS handbook and adopt a new SEL curriculum district wide. (2021-2023)

Legislative References:

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

*Required field, applicable for all funding sources

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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	C
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Needs Assessment Impact**Instr****1. Indicate which of the instruments below were used in the LEA needs assessment process.***

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

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

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.

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

A. Title I, Part A - Improving Basic Programs

Using data from School Report Card, local benchmark data, ACCESS, College Board Assessments and IAR 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. The district has focused on Science and Math curriculum areas to align to state standards as well as providing teachers with the opportunity to align their resources for consistency across the district.

Board of Education Goal: The North Boone School District will increase IAR scores by 2% in ELA and in Math at each grade level.

ISBE Goals:

- 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

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

-All students are supported by highly prepared and effective teachers and school leaders.
 Board of Education Strategic Plan: Significantly increase and enhance staffing and supports to students.

The team is looking at building a strong foundation of team building and school improvement, including ROE supported training provided by the CEC on effective teams. The team is also evaluating the way they program for students with special needs to improve their expectations and academic ability.

C. Title I, Part D - Delinquent**D. Title I, Part D - Neglected****E. Title I, Part D - State Neglected/Delinquent****F. Title II, Part A - Preparing, Training, and Recruiting**

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

ISBE Board Goal: All students are supported by highly prepared and effective teachers and school leaders. North Boone utilized a CEC audit in 2019 as a needs assessment for our district. The audit and recommendations have driven out staff development and materials purchases. Our math data indicated that across the district we are below state average. We continue to work with Math Solutions, LTC Tech Coaching, and the CEC to address areas for growth identified in our data and the audit. Monthly late start PLC time has been focused on effective teams and the use of data to drive instruction. This work is facilitated by the ROE and the CEC.

The district has hired four instructional coaches to begin as full time staff members in the 22-23 school year. The instructional coaches will use the student-centered coaching model to improve student learning. Coaches will work with individual teachers or small teams of teachers through coaching cycles to measure growth in a specific student learning goal. The district also uses a professional development survey to get an understanding of the needs of the staff. Staff have the opportunity to attend professional development opportunities and share with others.

G. Title III - LIEP

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. Monies are also used for elementary summer school for our ELL students. During the 2021-2022 school year an additional ELL FTE was added to support students in grades 5-8. Newcomer after school and summer support was added as well.

H. Title III - ISEP

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

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

Based upon the district report card, strategic planning, Board of Education goals meeting a focus for the district has become social emotional learning and strengthening our PBIS programs. Staff from multiple district schools have undergone trauma training and are incorporating character education. Title goals that the district is working with is to improve the use of technology to improve academic achievement and provide students a well-rounded education. Teachers have been engaging in Tech Coaching throughout the year provided by the LTC.

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

Board of Education Strategic Plan Goal:

ISTE Goals also incorporated into the plan include Knowledge Constructor, Innovative Designer, Computational Thinkers and Creative Communicators. <https://www.iste.org/standards/for-students>

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. Additional staff PD is being provided by the ROE in the area co-teaching.

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 to develop a 3 year continuous improvement plan related to Indicator 6 with a focus on quality integration of related services within the preschool program.

M. Elementary and Secondary School Emergency Relief Grant II

Funds have been used for improvements to facilities including upgraded HVAC systems across facilities, parking lot upgrades for safety to bus and school parking and planned outdoor learning environments.

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

ESSER Funds are being used across PK-12 programs to support learning loss through after school tutoring and related transportation services, additional certified staffing, instructional development PD for certified and non-certified staff, on demand tutoring programs for high school students (Paper), math intervention staff and software, and increased summer school. Additionally, these funds have been used for improvements to facilities including upgraded HVAC systems across facilities, parking lot upgrades for safety to bus and school parking,

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

Instru

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 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 provide a 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.

Goals:

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

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

Program Footnotes:

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

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

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

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

([count] of 7500 maximum characters used)

We consulted with the stakeholders identified above in the development of this plan as noted below:

Strategic Plan Goal Update Meeting on March 11, 2022
Board of Education Goal Meeting April 8, 2022
Board members met with school personnel during the month of May
All Principals created a School Improvement Plan that aligned to the District Board of Education Goals.

Response from the prior year Consolidated District Plan.

We consulted with the stakeholders identified above in the development of this plan as noted below:

Board of Education Meetings in 2020-2021. These include committee meetings that help share the goals of the district.

All Principals created a School Improvement Plan that aligned to the District Board of Education Goals.

Continued work with CEC and ROE on team training and our PD plan for the year.

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

For your convenience, the 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]

The approaches the district will use were recently addressed in our 2015 - 2021 Strategic Plan. The Strategic Plan committee is currently meeting with an updated plan presentation for June, 2022.

Goal:

Significantly increase and enhance community relationships and external communication.

Significantly increase and improve District-wide relationships and internal communication.

Strategy: We will foster better communication and relationships with all stakeholders of our diverse community.

*Internal

*External

Results Statement:

By August 2022, the District will facilitate a process to improve the delivery of school specific and community-based communication.

*Goal:

Significantly increase and enhance community relationships and external communication.

Significantly increase and improve District-wide relationships and internal communication.

Strategy:

We will foster better communication and relationships with all stakeholders

of our diverse community.

-Internal quarterly newsletters

-External quarterly newsletters, monthly board updates

Results Statement:

By August 2022, the District will facilitate a process to improve the delivery of school specific and community-based communication.

* Form a Tiered Approach to Communicative Efforts

* Increase parent involvement K-12 by offering events and opportunities to engage community stakeholders. Such as BPAC, Family Reading Nights, Parent Teacher

Conferences, and PTO/Booster events.

* Explore the possibility of creating a stipend position to ensure consistency and volume of district-wide communicative efforts

* Coordinate with Instructional Technology department to create district-wide apps in order to disseminate school specific information to all key stakeholders.

* Develop a (bi-annual) district and community involvement committee to discuss key issues relevant to all stakeholders.

* Establish electronic communication methods for individuals/businesses that do not have children currently in the school system. This is so they can receive District

communications regarding events, meetings, and other important information.

*Resource Fair for families with children with special needs.

*Community Wide newsletter sent out by the District highlighting initiatives.

Through this communication process, it is our intention that all stakeholders will feel invited to the table to be a part of the development of our LEA plans, so that the plans and related activities represent the needs of varied populations.

Response from the prior year Consolidated District Plan.

The approaches the district will use recently addressed in our 2015 - 2021 Strategic Plan.

Goal:

Significantly increase and enhance community relationships and external communication.

Significantly increase and improve District-wide relationships and internal communication.

Strategy: We will foster better communication and relationships with all stakeholders of our diverse community.

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*External

Results Statement:

By August 2020, the District will facilitate a process to improve the delivery of school-specific and community-based communication.

*Goal:

Significantly increase and enhance community relationships and external communication.

Significantly increase and improve District-wide relationships and internal communication.

Strategy:

We will foster better communication and relationships with all stakeholders

of our diverse community.

-Internal

-External

Results Statement:

By August 2020, the District will facilitate a process to improve the delivery of school-specific and community-based communication.

* Form a Tiered Approach to Communicative Efforts

* Develop a list of current communication forms to place in each tier

* Increase parent involvement K-12 by offering events and opportunities to engage community stakeholders. Such as BPAC, Family Reading Nights, Parent Teacher

Conferences, and PTO/Booster events.

* Explore the possibility of creating a stipend position to ensure consistency and volume of district-wide communicative efforts

* Coordinate with the Instructional Technology department to create district-wide apps in order to disseminate school-specific information to all key stakeholders.

* Develop a (bi-annual) district and community involvement committee to discuss key issues relevant to all stakeholders.

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*Community Wide newsletter sent out by the District highlighting initiatives.

Through this communication process, it is our intention that all stakeholders will feel invited to the table to be a part of the development of our LEA plans, so that the plans and related activities represent the needs of varied populations.

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

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

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 approaches the district will use were recently address in our 2015 -2021 Strategic Plan. The Strategic Plan committee is currently meeting with an updated plan presentation for June, 2022.

Goal:

Significantly increase and enhance community relationships and external communication.

Significantly increase and improve District-wide relationships and internal communication.

Strategy: We will foster better communication and relationships with all stakeholders of our diverse community.

*Internal quarterly newsletters

*External quarterly newsletters, monthly board updates

Results Statement:

By August 2022, the District will facilitate a process to improve the delivery of school specific and community-based communication.

*Goal:
Significantly increase and enhance community relationships and external communication.
Significantly increase and improve District-wide relationships and internal communication.
Strategy: We will foster better communication and relationships with all stakeholders of our diverse community.
-Internal
-External

Results Statement:

By August 2022, the District will facilitate a process to improve the delivery of school specific and community-based communication.

- * Form a Tiered Approach to Communicative Efforts
- * Develop a list of current communication forms to place in each tier
- * Increase parent involvement K-12 by offering events and opportunities to engage community stakeholders. Such as BPAC, Family Reading Nights, Parent Teacher Conferences, and PTO/Booster events.
- * Explore the possibility of creating a stipend position to ensure consistency and volume of district-wide communicative efforts
- * Coordinate with Instructional Technology department for the creation of district-wide apps in order to disseminate school specific information to all key stakeholders.
- * Developed a (bi-annual) district and community involvement committee to discuss key issues relevant to all stakeholders.
- * Established electronic communication methods for individuals/businesses that do not have children currently in the school system. This is so they can receive District communications regarding events, meetings, and other important information.
- *Resource Fair for families with children with special needs.
- *Community Wide newsletter sent out by the District highlighting initiatives.

Through this communication process, it is our intention that all stakeholders will feel invited to the table to be a part of the development of our LEA plans, so that the plans and related activities represent the needs of varied populations.

Response from the prior year Consolidated District Plan.

The approaches the district will use recently addressed in our 2015 - 2021 Strategic Plan. On top of this the District holds family nights that engage parents with reading, science, and math. During the COVID pandemic, the District held virtual reading nights that were successful and well received by families. During COVID BPAC activities continued. Quarterly BPAC meetings were held virtually. The focus shifted to the use of technology in learning and supporting students as well as other virtual opportunities as well as a celebration of the family and shared traditions.

Goal:
Significantly increase and enhance community relationships and external communication.
Significantly increase and improve District-wide relationships and internal communication.

Strategy: We will foster better communication and relationships with all stakeholders of our diverse community.
*Internal
*External

Results Statement:

By August 2020, the District will facilitate a process to improve the delivery of school-specific and community-based communication.

- *Goal:
Significantly increase and enhance community relationships and external communication.
Significantly increase and improve District-wide relationships and internal communication.
- Strategy: We will foster better communication and relationships with all stakeholders of our diverse community.
-Internal
-External
- Results Statement:**
By August 2020, the District will facilitate a process to improve the delivery of school-specific and community-based communication.
- * Form a Tiered Approach to Communicative Efforts (communication will be in native language of stakeholders)
- * Develop a list of current communication forms to place in each tier
- * Increase parent involvement K-12 by offering events and opportunities to engage community stakeholders. Such as BPAC, Family Reading Nights, Parent Teacher Conferences, and PTO/Booster events.
- * Explore the possibility of creating a stipend position to ensure consistency and volume of district-wide communicative efforts
- * Coordinate with Instructional Technology department to create district-wide apps in order to disseminate school-specific information to all key stakeholders.
- * Develop a (bi-annual) district and community involvement committee to discuss key issues relevant to all stakeholders.
- * Establish electronic communication methods for individuals/businesses that do not have children currently in the school system. This is so they can receive District communications regarding events, meetings, and other important information.
- *Resource Fair for families with children with special needs.
- *Community Wide newsletter sent out by the District highlighting initiatives.

Through this communication process, it is our intention that all stakeholders will feel invited to the table to be a part of the development of our LEA plans, so that the plans and related activities represent the needs of varied populations. If voices from the EL community are not represented the BPAC will reach out to support increased communication and representation during decision making.

Title I Requirement:

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

ESEA section 1112(a)(1)(A)

Title III Requirement:

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

Legislative References:

- [1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)
- [2] Title I, Part A, Section 1116(a)(2)
- [3] Title I, Part A, Section Section 1116(a)(2) and Section 1112(b)(7)

*Required field

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



Consolidated District Plan

SESSION
TIMEOUT 59:42

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Private School Participation

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

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

NOTE: This page may remain blank if no private schools are listed or participating in the programs

NOTE: This page is not applicable to state schools or state-authorized charter schools.

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

Will Private Schools participate in the Program?

☒ Yes ☐ No

Nonpublic School Consultation Form

Private School Name	School Closing	Title I <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	Title II <input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s):	Title IV <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Nonpublic Consultation Form
Immanuel Luthern	<input type="checkbox"/>	<input type="text"/>	270	<input type="text"/>	<input type="button" value="Choose File"/> No ...sen Consolidated District Plan 2023.pdf

Comments:

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Applicant: NORTH BOONE C U SCH DIST 200
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-04-004-2000-26

County: Boone

Consolidated District Plan

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Click to Return to Application Select

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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Preschool Coordination

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

Goals:
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

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

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
If the district does not offer early childhood education programs, enter
No Preschool Programs

DO NOT use special characters, 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 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 per to in-service staff in reading strategy instruction.

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 t 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 ar 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' environment serves as an important education support for students transitioning into the preschool program and into kindergarten.

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 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 expectati 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 to 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.

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%20sch>
Response from the approved prior year Consolidated District Plan.

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 per to in-service staff in reading strategy instruction.

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 t 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 ar 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' environment serves as an important education support for students transitioning into the preschool program and into kindergarten.

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Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

https://apps.isbe.net/eGrant_Web/ApplicationShell.aspx?DisplayName=Preschool+Coordination

1/1

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Applicant: NORTH BOONE C U SCH DIST 200

County: Boone

Consolidated District Plan ▼

Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original ApplicationPrinter-Friendly
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Project Number: 23-CDP-00-04-004-2000-26

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	C
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Student Achievement and Timely Graduation

Instr

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 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 provide e 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.

Goals:

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 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 with 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. Teacher 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 Comm Core. Teachers training on new curriculum will continue through the 2022-23 school year. Video streaming and computerized programs will also be utilized to support the curriculum. The online resources became important in helping students access curriculum. The district recently approved the hire of four instructional coaches to serve the six schools.

Goal will continue to 2022-23 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; assessment 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 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 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 with 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. Teacher 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 Comm 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 curriculum 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 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; assessment 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 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 K-5 math resource.

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 identify 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 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

2022-23:

The curriculum teams will continue determining proficiency for priority standards during the 22-22 and 22-23 school years. These proficiency levels can be used to create assessments and monitor student 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. 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 identify 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 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.

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 audit process took place during the 2022-2023 school year. An committee has been established during the 2021-2022 year and is working on best tiered/instructional practices on an ongoing process during the 22-23 school year and beyond. 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. 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

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and if 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.

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]

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. 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. 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 rate 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 Daniels 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 Daniels 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 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.

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 (IAR) tests along with teachers' performance review of standards-aligned curriculum to determine student placement in advanced courses.

2022 and 2023:

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 22-23 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 (IAR) 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.

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



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Applicant: NORTH BOONE C U SCH DIST 200
 Application: 2022-2023 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 23-CDP-00-04-004-2000-26

County: Boone

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	C
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College and Career Readiness

Instru

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

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 paying special attention to addressing historic inequities.
- ☒ **Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and emotional needs of each and every child.
- ☒ **Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide 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.

Goals:

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 facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including 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.

[[count] 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 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 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: 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 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 the following questions: Who am I? What do I want in life, now and in the future? What are some of the demands that I should meet now? What are the main barriers to getting what I want after high school? What are my options in the school and community for preparing me for what I want, now and in the future?

We provide the following to assist students in this process:

Career fairs and field trips are offered to all students to become aware of the opportunities after their schooling is complete. Additional field trips to career opportunities, such as technical trade exhibit offered yearly. We have established times for students to meet with college, career and military recruiters. Running Start is offered for students to earn a high school diploma and associate's degree concurrently through Rock Valley Junior College. CEANCI allows students to earn industry recognized certifications. This includes but is not limited to Microsoft, automotive tech, welding, computer programming, nursing, construction, etc. All students have access to Career Cruising.

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 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 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: 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 to encourage interest.

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

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

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*

[[count] 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 in 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 in regional opportunities. Programs available are:

- *Agriculture Sciences
- *Automotive Technology
- *Business
- *Computer Networking
- *Graphic Communications
- *Cosmetology

- *Criminal Justice
- *Emergency Medical Services
- *Engineering
- *Fire Sciences
- *Fitness Wellness & Sport
- *Health Sciences
- *Welding Technology

Through CEANCI, we take advantage of Career Cruising and Unite! This allows students to discover career potential and connect with employers in our community to explore the many opportunities in area. Students are provided with a customized information sharing and resource gathering environment where students/job-seekers can:

- *Learn about area companies that offer jobs and careers in their area of interest

- *Participate in career discussions with a mentor/career coach from that company

- *Further interact with that company by participating in other Work-based Learning Activities, such as job-shadowing, internships, company tours, and summer employment.

The community is also building a technology center in the county that students from North Boone will be able to access to create more work-based learning opportunities.

Legislative References:

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

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

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

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Applicant: NORTH BOONE C U SCH DIST 200

County: Boone

Consolidated District Plan ▼

Application: 2022-2023 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 23-CDP-00-04-004-2000-26

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

Instr

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.

Goals:

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
 NBCUSD will provide clean, well-maintained, and up to date facilities that are safe and conducive to learning
 The buildings and grounds of NBCUSD will be clean and well maintained, instilling a sense of pride and high expectations
 100% of students will be engaged in and successfully complete a PreK-12 standards aligned curriculum.
 Significantly increase and enhance staffing and supports to students

For each program for which funding is anticipated for the 2022-2023 school year, provide a brief description of professional development activities to be funded by 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

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
 Parent training and support occurs during the Fall parent teacher conferences- NWEA MAP & AIMS Web data use and interpretation

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]

Co Teaching 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

M. Elementary and Secondary School Emergency Relief Grant II

NOT PROVIDING

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

Edgenuity MyPath
Paper

Legislative Requirement:

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

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

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

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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	C
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Safe and Healthy Learning Environment

Instru

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 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 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.

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. Spoke into the school to discuss bullying. The High School, Middle and Upper use PowerSchool eDiscipline for data tracking. Upper Elementary has also implemented weekly character education lessons. In 2023 the middle school and upper elementary will use E-Hallpass 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 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. Spoke 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 Hallpass 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 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, success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]

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

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([count] of 7500 maximum characters used)

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 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 need: 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 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 need: 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 meeting such standards

Legislative Requirements:

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

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

Consolidated District Plan

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Attendance Center Designation

[Instructions](#)

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

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"/>	
1001 - NORTH BOONE MIDDLE SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12/14/2021
2001 - CAPRON ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12/14/2021
2002 - MANCHESTER ELEM SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2004 - POPLAR GROVE ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12/14/2021
2005 - North Boone Upper Elem Sch	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12/14/2021

Describe anticipated Reorganizations:	
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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	C
Title I Specific - Part One						Title I Specific - Part Two				

Title I Specific Requirements - Part Two

Instr

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

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

ISBE Goals:

- ☒ **Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.
- ☒ **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 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 1111(d). * (Section 1112(b)(3))

Section 1111(d)

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

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

No schools identified under this part

[(count) of 7500 maximum characters used]
 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 instructional 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 be assigned to schools 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. For 2022-2023 Manchester and North Boone HS are 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 instructional 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 be assigned to schools 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. 2021-2022 Manchester and North Boone HS are 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? * (Section 1112(b)(5))

- ☐ Yes
☒ No

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

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

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

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

Section 1114 and 1115

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]

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 grades K-4. 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 of 1:1 specific goals 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 state academic 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. Currently, we do not 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 challenging academic standards.

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

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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 challenging 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 how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))

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

DO NOT use special characters, 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 and Manchester are working in the 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 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 and Manchester are working in the 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 student's needs are being met. During COVID, data analysis and interventions were still provided in a remote setting.

Title I Requirement:

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

*Required Field

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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	C
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IDEA Specific Requirements

Instr

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

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

ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future by 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.

- ☒ Goals:
 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. How was the comprehensive needs assessment information used for planning grant activities?* This section should include the comprehensive needs identified that 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 who with students, that have special needs. Specific training identified included training on changes in restraint and seclusion laws, student growth, positive behavior supports, student motivation, IEP paper distance 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 who with students, that have special needs. Specific training identified included training on changes in restraint and seclusion laws, student growth, positive behavior supports, student motivation, IEP paper distance 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 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.

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 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.

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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Applicant: NORTH BOONE C U SCH DIST 200
 Application: 2022-2023 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 23-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	C
Foster Care Transportation Requirements			Foster Care Plan Contacts			BID - School Stability			Foster Care Transportation	

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 the duration of the time in foster care.

DEFINITION AND REFERENCES

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

Vehicle Usage:

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

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

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

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

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

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

- 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; or included as applicable.

1. Foster Care LEA-POC - required*

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

2. LEA Transportation Director - required*

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

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

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

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 taxis, carpools, public transportation, etc.

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

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

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

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

For your convenience, the 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.

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 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

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Applicant: NORTH BOONE C U SCH DIST 200

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Cycle: Original Application

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Project Number: 23-CDP-00-04-004-2000-26

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

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
Assurances					Instructions
<p>GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the "Budget Detail" tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting "Submit" on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.</p> <p>The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.</p> <p>The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.</p> <p>The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq), and the Illinois False Claims Act (740 ILCS 175/). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.</p> <p>NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assurances for all covered programs <input checked="" type="checkbox"/> Grant Application Certifications and Assurances (State Assurances) <input checked="" type="checkbox"/> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions <input checked="" type="checkbox"/> Certification Regarding Lobbying <input checked="" type="checkbox"/> GEPA 442 Assurances 					

☒ Signature of School District Superintendent / Agency Administrator

Agreed to on this Date: 04/30/2022

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

RCDT when agreed to: 04-004-2000-26

